

LARSP

Language Assessment Remediation and Screening Procedure

USERS MANUAL

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LARSP chart

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Preface

Language Assessment Remediation and Screening Procedure (LARSP) is a profile chart that outlines various grammatical characteristics of a child's language at different stages of normal language development. Analysis of a child's language enables the clinician to determine which structures the child is using, and which structures the child is having problems with (Donaldson, 1995). The profile includes seven stages of syntactic development, an interpretation comprising four levels of structural organisation: sentence, clause, phrase, and word types (Muller, Munro & Code, 1981).

This manual has been designed to increase both clinicians' and students' knowledge of how to perform and analyse a LARSP profile. Consultation with practising and student clinicians identified that LARSP is often underused due to a lack of comprehensive and easy to follow resources. There is also a common opinion amongst clinicians that LARSP can be too time consuming to perform in a clinical setting.

This LARSP manual has been created to provide a current comprehensive and user-friendly manual for students and clinicians. It is hoped that the provision of this resource will increase the use of LARSP in clinical settings. It is also expected that by assisting clinicians and students in understanding LARSP, these groups will be encouraged to perform in-depth language analysis. Many clinicians currently rely on standardised tests. Although these are an important component of language assessment, they are best used in conjunction with in-depth language analysis.

It is possible to perform a computerised version of the LARSP profile. However, it is important that clinicians have an overall understanding of how to perform a LARSP analysis manually. This will enable them to check the results and understand what the different stages indicate about a child's language. The LARSP manual also provides a tangible medium that is conducive to learning, as it provides the learner with the ability to use it in any environment, make written annotations, and read with ease away from a computer screen.

A LARSP profile is derived from a naturalistic language sample. Donaldson (1995) describes this form of sampling as "...likely to be relevant to the child's ability to use language in everyday life" (p.58). Naturalistic observation is an important component of the assessment procedure, as standardised conditions can bias performance towards individuals who perform better in these conditions (Muma, 1973). However, Ball (1999) found that in spontaneous speech samples, children may fail to produce structures that are within their capability. It has also been found that the setting and conversation topic of the sample may affect the language produced by the child (Crystal, Fletcher & Garman, 1989). We have attempted to supplement these weaknesses through a section in the manual guiding clinicians on how to obtain an adequate language sample, particularly in terms of stimulus type, sample size, situational variation, and familiarity (Muma, 1973).

Research and clinical experience indicates that performing a LARSP profile can be extremely time consuming (Ball, 1999; Donaldson, 1995). The issue of time management will always be a consideration, particularly due to limited government funding and associated heavy caseloads. Effective caseload management is essential for all clinicians. However, the extra time spent by the clinicians performing a LARSP analysis facilitates measurable progress (Crystal, 1981).

Another weakness identified was that undertaking a LARSP profile requires an ample knowledge base on the part of the assessor (Ball, 1999). By creating a comprehensive LARSP manual, clinicians are provided with the knowledge base needed to undertake this task. Furthermore, time spent comprehensively learning LARSP in an initial training phase will assist in reducing the time required in the clinical setting.

LARSP has been identified as a very useful tool in the assessment of language disorders. After the clinician has taken the time to profile the sample they are provided with a comprehensive analysis, and an effective means of recognising specific areas where errors are occurring (Kearns & Simmons, 1983). The profile chart arranges grammatical structures according to their developmental sequence, which provides guidelines regarding the order in which the structures should be targeted in remediation (Donaldson, 1995).

LARSP has been shown to provide information about normal progression, structures so far mastered, and structures that have yet to be acquired (Connolly, 1984).

LARSP has a number of different applications. It has been used for assessment of comprehension (Crystal, Fletcher & Garman, 1989), aphasic language (Kearns & Simmons, 1983), hearing impaired populations (Bench & Bamford, 1979), and for people who speak English as their second language (Saunders, 1998). However, studies have shown that the LARSP profile in its current form may require modification in order to be applied to these populations. This is due to the fact that the stages are directly correlated with age related developmental norms (Crystal, Fletcher & Garman, 1989). Therefore the main focus of our manual will be child language development. Some users may be able to apply ideas from the manual to the other populations.

We hope that this manual will be a beneficial resource for learning LARSP, as well as enabling a greater understanding of the stages of child language acquisition. To assist you, the user, we have drawn on our own experiences to provide what we feel are practical hints and explanations to guide you through the challenging process of learning and performing a LARSP profile.

We would like to sincerely thank Dr. Peter Kípra and Professor Crystal for their support and expert advice.

Assumed prior knowledge for LARSP manual use

It is assumed that students/clinicians will have some prior knowledge of language analysis before using this manual.

Below is a list of syntactic concepts to be familiar with prior to using this manual:

- Word classification, such as adjective, adverb, noun etc.
- Phrase structure, such as identifying noun phrases, verb phrases, subordination, co-ordination etc.
- Clause element knowledge, such as Subject, Verb, Complement etc.
- Verb type, such as auxiliary, copula, transitive and intransitive verbs.
- Verb form, such as future, progressive, perfect etc.
- Morphological knowledge, such as Brown's Morphemes, prefixes, suffixes etc.

A quiz to check your prior knowledge

1. WORD CLASSIFICATION

i - Which of the following phrases/clauses contains a determiner?

- a) Lollies are yummy.
- b) The very tall lady bought a Mini Minor.
- c) Can you go now please!

ii - Which of the following phrases/clauses contains a pronoun?

- a) Jamie isn't very happy with Samantha at the moment.
- b) Can tigers run as fast as leopards?
- c) They thought they had bought milk for breakfast?

iii - Which of the following phrases/clauses contains an intensifier?

- a) John was the best cook in town.
- b) It was an extremely hot day.
- c) Friday is my favourite day of the week.

iv - Which of the following phrases/clauses contains an adverb?

- a) Yesterday I went shopping.
- b) The tallest person in town.
- c) The room was bright and sunny.

v - Which of the following phrases/clauses contains an adjective?

- a) Fido stole the biscuit.
- b) The neighbour mowed his lawn.
- c) It was a very easy exam.

2. PHRASE STRUCTURE

i - Which of the following phrases/clauses contains a noun phrase?

- a) Run away!
- b) Is really very nice.
- c) The big dog eats too much food.

ii - Which of the following sentences contains a verb phrase?

- a) Where in the car?
- b) The man sprinted around the track.
- c) The pretty girl in the photo.

iii - Which of the following sentences contains subordination?

- a) I want to go if Ted's going.
- b) I need a job but I don't want one.
- c) Jill likes to go to the opera and sing along.

iv - Which of the following sentences contains co-ordination?

- a) I broke my arm when I was six.
- b) Leah will go to the shops and buy a treat.
- c) I want lunch because I am starving.

3. CLAUSE ELEMENT KNOWLEDGE

i - Which of the following sentences has used 'Naomi' as the Subject?

- a) He kissed Naomi.
- b) Naomi lives in Canada.
- c) Is Tara going to Naomi's house?

ii - Which of the following sentences has used 'the ball' as an Object?

- a) The ball is red.
- b) Mary threw the ball.
- c) The ball bounced over Stephs's head and broke the window.

iii - Which of the following phrases/clauses contains a Verb?

- a) Mum's bag.
- b) The truck on the road.
- c) She is smiling sweetly.

iv - Which of the following sentences contains an Adverbial?

- a) I went home on Thursday.

- b) Kate doesn't like carrots.
- c) Take your socks off!

v - Which of the following sentences contains a Complement?

- a) She isn't very happy today.
- b) Sam will go in the car.
- c) Milk chocolate will give you pimples.

4. VERB TYPE

i - Which of the following sentences contains an auxiliary verb?

- a) She is happy.
- b) Michael ran very quickly.
- c) Sarah is eating salad.

ii - Which of the following sentences contains a copula verb?

- a) She is taking the money.
- b) There was a dog.
- c) They went home.

iii - Which of the following sentences contains a transitive verb?

- a) I threw the ball.
- b) We run very fast.
- c) John jumps high.

iv - Which of the following sentences contains an intransitive verb?

- a) Elephants need lots of food.
- b) Jason grabbed the cake.
- c) Sally skips.

5. FORM

i - Which of the following phrases/clauses is written in the perfect form?

- a) I have eaten.
- b) Cara had three dogs.
- c) Tamsin wrote me a letter.

ii - Which of the following phrases/clauses is written in the progressive form?

- a) She has driven mum to hospital.
- b) I had bitten my lip.
- c) He is singing.

iii - Which of the following phrases/clauses is written in the past form?

- a) Leanne danced.
- b) I was learning Japanese.
- c) Lily is always playing the clarinet.

iv - Which of the following phrases/clauses is written in the progressive perfect form?

- a) Rhys had never been a fan of football.
- b) I have been using Nadia's car.
- c) Sky was living in the bush for many years.

v - Which of the following phrases/clauses is written in the past perfect form?

- a) Shane had stolen my bike
- b) I'm not going shopping.
- c) Luke is taking the bus to work tomorrow.

vi - Which of the following phrases/clauses is written in the past progressive perfect form?

- a) Steven was picking fruit all summer.
- b) I took the letter to mum's house.

c) Angela had been drinking water all day.

6. MORPHEMES

i - Which of the following sentences contains the suffix -ing?

- a) I won't be taking that today.
- b) Don't you think before you speak?
- c) They always want what they can't have.

ii - Which of the following sentences contains a third person singular construction?

- a) Can Shelly play today?
- b) Donna climbs trees in my front yard.
- c) You all can come to my house if you like.

iii - Which of the following sentences contains the suffix -en (disguised or undisguised)?

- a) Don't stand under trees during an electrical storm!
- b) I had lay down all afternoon after swimming practice.
- c) I have composed a poem for you.

iv - Which of the following sentences contains a plural construction?

- a) The food is a bit off.
- b) All the people know who you are.
- c) The flock flew south for the winter.

v - Which of the following sentences contains a genitive construction?

- a) That's not fair!
- b) Vicki's daughter is Meagan.
- c) She's not allowed on the ride.

ANSWERS

1. i) b
 ii) c
 iii) b
 iv) a
 v) c

6. i) a
 ii) b
 iii) c
 iv) b
 v) b

2. i) c
 ii) b
 iii) a
 iv) b

3. i) b
 ii) b
 iii) c
 iv) a
 v) a

4. i) c
 ii) b
 iii) a
 iv) c

5. i) a
 ii) c
 iii) a
 iv) b
 v) a
 vi) c

A guide to language sampling

In order to perform a LARSP profile clinician needs to obtain a language sample of the child to analyse. Naturalistic language sampling preserves the nature of the communication interaction and allows for observations of the child's intentions during speech.

Language sampling guidelines:

- Tape record the speech sample for later analysis
- A minimum of 50 utterances are required for a representative language sample
- Alter the contexts of the tasks presented (e.g. conversation, narrative, explanation)
- Obtain the sample in as many situations as feasible (preferably in settings familiar to the child)
- Avoid asking closed ended 'yes/no' questions
- Offer open-ended questions e.g. "Tell me about what the teddy is doing?"
- Pre select age appropriate and engaging materials
- Follow the child's lead
- Using the phrase "Tell me about..." may elicit longer responses than simply asking "What is this?"
- To further facilitate language output it may be useful to engage the child in a 'Joint Action Routine' (a common task that the clinician and child attempt to accomplish together)
- Include in the transcription both the child's and the clinician's utterances, so that the contextual information provides additional cues as to the child's intended meaning

(Adapted from the School District of Palm Beach, Florida "Speech-Language Impaired Program Resource Manual")

Recommendations for performing a LARSP

The authors of this manual have devised the following key points as recommendations for performing a LARSP, however there are other methods which are described in other texts.

1. Take a language sample of the child (see 'A guide to language sampling' p. xi).
2. Transcribe the child's language sample into individual utterances (you can also include the clinician's role in the conversation to preserve context).
3. Fill in sections A, B, C and D.
4. Assign sentence type to each utterance (i.e. question, command or statement).
5. Mark any **clause level** credit the child receives.
6. Mark any **phrase level** credit the child receives.
7. Mark any **word level** credit the child receives.
8. Mark any **expansion** credit the child receives.
9. Mark any **connectivity** credit the child receives (stage V).
10. Mark any **stage VI positive** credit the child receives.
11. Mark any **errors** that have been made (stage VI).
12. Mark any **stage VII** credit the child receives.

13. After completing the LARSP profile, analyse to establish which language structures the child is producing and which language structures they have not yet developed.
14. If the majority of the child's utterances fall within the stage that corresponds to their age, the child's syntactic language can be described as age appropriate.

Table of abbreviations for the LARSP profile

Clause Level

A	Adverbial
C	Complement
Coord	Coordination
O	Object
Q	Question
S	Subject
Subord	Subordination
V	Verb
X	Element
Y	Element

Phrase Level

Adj Adj N	Adjective Adjective Noun
Adj N	Adjective Noun
Aux^M	Auxiliary - modal
Aux_o	Auxiliary - other
Cop	Copula
cX	Coord Word
D Adj N	Determiner Adjective Noun
DN	Determiner Noun
Int X	Intensifier + Word
Neg V	Negation Verb
Neg X	Negation Word
NN	Noun Noun
NP Pr NP	Noun Phrase Preposition Noun Phrase

Postmod clause	Postmodifying Clause
Postmod phrase	Postmodifying Phrase
Pr D Adj N	Preposition Determiner Adjective Noun
Pr DN	Preposition Determiner Noun
Pr N	Preposition Noun
Pron^P	Pronoun (or pronominal) - personal
Pron_O	Pronoun (or pronominal) - other
V part	Verb part
VV	Verb Verb
XcX	Word Coordinator Word
2 Aux	Two auxiliaries

Word Level

'aux	Contracted auxiliary
'cop	Contracted copula
-ed	Regular and irregular past tense
-en	Past participle
-er	Comparative suffix
-est	Superlative suffix
gen	Genitive (possessive)
-ing	Present progressive
-ly	Adverbial suffix
n't	Contracted negation
pl	Plural
3s	Third person singular

2 Symbolic noise

Imitations of well known noises representing objects or animals.

e.g., dog barking, police or ambulance sirens.

3 Deviant

Utterances that fit into neither adult grammatical structures, nor the predicted grammatical development of normal children.

e.g., 'kicked dog horse' is not a regular feature of normal language development.

Problematic

Any utterance that adheres to grammatical rules; however is unclear how to categorise it.

1 Incomplete

Utterances that are grammatically incomplete. It is important to remember that utterances can be semantically incomplete, but may be acceptable grammatically.

e.g. 'Mummy went to the'



Handy Hint:

Note that partial utterances occurring when a speaker repeatedly restarts are not categorised here (e.g. 'you... you said').

2 Ambiguous

Utterances that could receive two or more syntactically correct interpretations.

3 Stereotype

Utterances that are all or partially stereotyped, i.e., rote learned utterances/phrases.

Following are three types of stereotypes that can be categorised here:

1. Restricted patterns e.g. ‘What about (me)?’
2. Aphorisms e.g. ‘The sooner, the better’.
3. Learned utterances e.g. nursery rhymes, songs, television quotes, story book lines.

Section B and C

Responses		Stimulus Type	Totals	Repetitions	Normal Response				Abnormal		Problems
					Major			Minor	Structural	Ø	
		Elliptical			Reduced	Full					
		1	2	3+							
	Questions										
	Others										
Spontaneous											

Responses

Stimulus Type

Records the therapist’s total number of stimulus questions and other stimuli provided as prompts for the child.



Handy Hint:

The reason that there are two boxes per category in Section B, is to divide these responses according to whether the therapist’s prompt was a question, or another type of stimulus, e.g. shaping utterances, initiation of a topic, gesture etc.

Repetitions

Responses where the child is repeating some or all of the therapist's utterance.

Instances of echolalia would be categorised here, as well as requested repetitions.

Normal Response

Major

- i. **Elliptical Major:** Responses using an elliptical major sentence.

e.g. Stimulus: 'Where's the cat?'

Response: 'In the basket' ('The cat is in the basket')

The omitted clause elements are assumed from the linguistic context. There is an assumed knowledge on the part of the questioner that the subject is the cat.

These utterances are categorised under 1, 2, or 3+ depending on how many elements are omitted.

- ii. **Reduced Major:** Responses which omit clause elements, but are not elliptical.

e.g. Stimulus: 'What's happening?'

Response: 'Girl in the shop' ('The girl is in the shop')

- iii. **Full Major:** Responses which use the full major sentence.

e.g. Stimulus: 'Where's the cat?'

Response: 'It's in the basket'

Minor

Using a minor utterance as a response (See Stage I)

e.g. 'No', 'ooh', 'hmm'.

Abnormal

Structural: An unexpected, inappropriate response.

e.g. Stimulus: 'What is the mouse doing?'

Response: 'Yes'

Ø (no response): A response is expected, but none is provided.

Problems

Utterances where there is some doubt whether it is abnormal, minor or elliptical.

Spontaneous

Only the first utterance produced by the child in response to a stimulus from the therapist is classified in Section B Responses. All subsequent utterances produced by the child prior to another stimulus from the therapist are classified as Section C Spontaneous.

e.g. Therapist: 'What can you see?'

Child: 'I see Johnny' (Full major Response–Section B)

'Him playing with a ball' (Full major Spontaneous–Section C)

'Is happy' (Elliptical 1 Spontaneous–Section C)

'Aah!' (Social Minor Spontaneous–Section C)

Section D

Reactions		General	Structural	∅	Other	Problems

Reactions

The purpose of this section is to highlight the impact of the therapist's reactions on the child's utterances.

Repetitions

The therapist repeats the child's utterance to elicit further detail.

- e.g. Therapist: 'What's this?'
Child: 'A dog'
Therapist (Reaction): 'A dog, now what's that?'

General

The therapist's reaction is structurally unrelated to the child's response. This includes:

- Positive reinforcement for a correct response

- e.g. Therapist: 'What's that?'
Child: 'A train'
Therapist (Reaction): 'Yes, good girl'

- Correction of an inappropriate/incorrect response

- e.g. Therapist: 'What's this?'
Child: 'A crocodile'
Therapist (Reaction): 'No... it's not a crocodile... it's a dinosaur'

Structural

The therapist's reaction is structurally related to the child's utterance. This may involve the therapist:

- Expanding grammar

e.g. Therapist: 'What's this?'
Child: 'It pear'
Therapist (Reaction): 'It is a pear'

- Paraphrasing semantic information

e.g. Therapist: 'What's this?'
Child: 'A fish'
Therapist (Reaction): 'You have a fish like that at home'

- Responding to a stimulus from the child.

e.g. Child: 'What's it called?'
Therapist (Reaction): 'It's a lion'

Ø

The therapist does not produce a reaction to the child's response. The therapist initiates a new topic or remains silent in anticipation of further utterances from the child.

e.g. Therapist: 'What's this?'
Child: 'A dog'
Therapist (Reaction): 'What do we want to do now?'

Other

Reactions that are not directed toward the child, e.g. making notes into a tape recorder about the child's language, communication with other individuals in the room, or talking to oneself while setting up next stimulus.

e.g. Child: 'A big cat'
Therapist (Reaction into tape recorder): 'She's pointing to the tiger'

Problems

Reactions that cannot be categorised under any of the above subheadings.

Word Level

- **-ing**

Credited for the use of progressive verb form

e.g. going, strolling

Not credited for other word types such as adjectives (e.g. frightening, exhilarating)

- **pl**

Credited for the use of plural form of the noun

e.g. horses, vases, (regular)

mice, children (irregular)

Not credited on pronouns (e.g. those, them)

- **-ed**

Credited for the use of true past verb tense

It is credited for both regular and irregular plus past verbs

e.g. dressed (regular)

drank (irregular, the -ed is hidden)

- **-en**

Credited for the use of past perfect or perfect verb tense

e.g. have eaten (regular)

have jogged (irregular)

- **3s**

Credited for the use of third person singular verb form

e.g. He plays, John sings (regular)

She is a girl, It has a bow (irregular)

- **gen**

Credited when a noun possesses another noun

e.g. Mum's car, Brighton's sock

- **-n't**

Credited when a negative has been contracted into the verb that precedes it

e.g. do not → don't,

can not → can't

- **'cop**

Credited when a copula verb has been contracted into the word that precedes it

e.g. She is pretty → she's,

They are nice → they're

- **'aux**

Credited when an auxiliary verb has been contracted into the word that precedes it

e.g. He will shop → he'll shop

She is shouting → she's shouting

- **-est**

Credited for the use of the superlative form of an adjective or adverb

e.g. greatest, silliest

bestest (also receives error credit)

Not credited when an intensifier is used as a superlative (most stupid)

- **-er**

Credited for the use of the comparative form of an adjective or adverb

e.g. crazier, nicer

Not credited when an intensifier is used as a comparative (more ugly, less kind)

Not credited at the end of a noun that is not being used as a comparative (driverer, teacherer)

- -ly

Credited when transforming an adjective to an adverb

e.g. evenly, meanly

Stage I (one element)

Please note: Syntactic errors will be demonstrated in examples of child utterances throughout the manual; however they will not be explained until Stage VI.

Minor	<i>Response</i>		<i>Vocatives</i>		<i>Other</i>	<i>Problems</i>
Major	<i>Comm.</i>	<i>Quest.</i>	<i>Statement</i>			
	'V'	'Q'	'V'	'N'	Other	Problems

Minor Statements: Unproductive utterances with no potential for development.

- **Responses**
Response to a question
- **Vocatives**
Calling a name
- **Other**
e.g. counting "1,2,3,4", saying the alphabet
- **Problems**
Utterances where it is unclear whether it is Major or Minor

Major Statements: Utterances containing clause element/s.

- **Comm. (Commands) 'V':** directional verb
- **Quest. (Questions) 'Q':** used for *wh* questions e.g. who, which, when etc. (also how)
- **Statement 'V':** verb
- **Statement 'N':** noun
- **Other:** e.g. adjective, adverb etc
- **Problems:** an utterance that is problematic to distinguish: noun, verb or other.

Clause level

Minor Statements		Extra information	Word
<i>Responses</i>	yes, no	In response to a question	
<i>Vocatives</i>	Bill!, Lucy!	Calling someone's name	
<i>Other</i>	thank-you		
<i>Problems</i>	bam bam	An item that does not fit into any specific category	
Major Statements			
<i>Comm. 'V'</i>	Leave!		
<i>Quest. 'Q'</i>	When?	For 'wh' questions and 'how'	
<i>Statement 'V'</i>	going	V	-ing
<i>Statement 'N'</i>	car	N	
<i>Other</i>	here		
<i>Problems</i>	train	Unclear whether verb or noun	



Handy Hint:

A statement such as *'Tom, play with me!'* Would be credited as 2 separate utterances:

Utterance 1 = *Tom* (Vocative)

Utterance 2 = *Play with me!* (VX)

Now it's your turn...

Stage I exercises

These exercises are designed to test your Stage I knowledge.

(Answers p. 63)

1 – Eating.

2 - Mummy!

3 - Round .

4 - Yeah.

5 - Choo choo.

6 – Please.

7 – Give.

8 – Elephant.

9 – Why.

Stage II (two elements)

<i>Comm.</i>	<i>Quest.</i>	<i>Statement</i>			
Clause				Phrase	
VX	QX	SV	AX	DN	VV
		VO	VO	Adj N	V part
		SC	VC	NN	Int X
		Neg X	Other	PrN	Other

Clause level

Commands

VX

Verb	X (any element)	Extra information	Word
Eat	Carrots!	V + O (verb + noun) [(you) eat carrots]	pl
Sit	now!	V + A (verb + adverb)	

Questions

QX

Question	X (any element)	Extra information	Word
Where	doggie?	Q + S (question + noun)	
Who	happy?	Q + C (question + adjective)	
Why	me?	Q + S (question + pronoun)	



Handy Hint:

Q can only be used for *wh* questions e.g. who, which, when etc. (also how).

Statements

SV

Subject	Verb	Extra information	Word
mummy	coming		-ing
dolly	come		
him	sits		3s
the boy	plays	D + N = S	3s
the red ball	is bouncing	D + Adj + N = S, Aux + v = V	3s, -ing
happy children	laugh	Adj + N = S	pl

SO

Subject	Object	Extra information	Word
doggie	food	[Doggie (eat) food]	
John	ball	[John (has the) ball]	
you	dinner	[You (are eating) dinner]	

SC

Subject	Complement	Extra information	Word
dolly	naughty	[Dolly (is) naughty]	
you	happy	[You (are) happy]	
him	sorry	[Him (he) (is) sorry]	
box	open	[(The) box (is) open]	
doggies	hungry	[Doggies (are) hungry]	pl

Neg X

Neg	X (any element)	Extra information	Word
no	food	X = O [I don't want food]	
no	hear	X = V [I cannot hear]	
not	walk	X = V [I don't want to walk]	



Handy Hint:

If the negative is being used as an element, it is credited here. It is necessary to distinguish between this classification and Neg X in Stage IV Phrase Level.

- Neg X in Stage II Clause Level contains two elements, whereas
- Neg X in Stage IV Phrase Level contains an expansion of a single element, including a negative.

AX

Adverbial	X (any element)	Extra information	Word
slowly	moving		-ly, -ing
today	really sunny	AC (Int + Adj = IntX)	
X (any element)	Adverbial	Extra information	Word
dancing	tomorrow	VA	-ing
books	at school	SA (Pr + N = A)	pl

VO

Verb	Object	Extra information	Word
drink	water	[(I) drink water]	
eating	dinner		-ing
picking	flowers		-ing, -pl
reading	the books	D + N = O	-ing,-pl

VC

Verb	Complement	Extra information	Word
is	David	[(He) is David]	3s
are	hungry		
were	hot		



Handy Hint:

The verb is a copula, so the clause element following the verb element must be a complement.

Other

		Extra information	Word
kinda	same		
bag	book	[He is carrying a bag and book] (OO)	

Note: There are other combinations available. Any 2 element utterance that doesn't fit the other clause level options should be scored as 'other'.

Phrase level

DN

Det	Noun	Extra information	Word
my	bags		pl
some	food		
a	chocolate		
me	doggie	(My) doggie	



Handy Hint:

Even though in the above example 'some food' looks as though it is plural, it is not credited as such because 'food' is a collective noun and therefore singular.

Adj N

Adjectival	Noun	Extra information	Word
slow	snail		
naughty	children		pl
yummy	apple		

NN

Noun	Noun	Extra information	Word
Jim	doggie	[(That's Jim's) doggie]	
Sarah's	bike		gen

PrN

Preposition	Noun	Extra information	Word
in	car		
on	plate		
at	home		
beside	table		

VV

Verb	Verb	Extra information	Word
make	cry		
want	see		

V part

Verb	part	Extra information	Word
carry	on		
get	lost		

Int X

Intensifier	X	Extra information	Word
very	excited	Int + Adj	
real	silly	Int + Adj	
extremely	quickly	Int + Adv	-ly

Other

		<i>Extra information1</i>	Word
beautiful	nice	AdjAdj	
the	big	DAdj	

Note: There are other combinations available. Any combination of two words forming one element, that does not fit the other phrase level options, should be scored as ‘other’.

Expansions

X+S:NP X+V:VP X+C:NP X+O:NP X+A:AP
--

Expansions demonstrate the ability to combine clause and phrase level knowledge within a single utterance. In order to identify an expansion, look for elements that contain two or more words, i.e. a phrase.

X = any element other than the expansion.

e.g.

X + S : NP
(any other element) + (subject) : (which is an expansion i.e. a noun phrase)

X + V : VP
(any other element) + (verb) : (which is an expansion i.e. a verb phrase)

X + C : NP
(any other element) + (complement): (which is an expansion i.e. a noun phrase or an adjectival phrase, however it is still credited as NP)

X + O : NP
(any other element) + (object) : (which is an expansion i.e. a noun phrase)

X + A : AP

(any other element) + (adverbial) : (which is an expansion i.e. an adverbial phrase)



Handy Hint:

Within a single utterance more than one element can be expanded,

e.g. 'the girls are reading'

Expansion examples:

X+S: NP - my daddy plays

S X

X+V: VP - we are going

X V

X+C: NP - is very crazy

X C

X+O: NP - eat yummy pizza

X O

X+A: AP - goes on top

X A

Extended examples:

1) 'The man running'

clause level S V
phrase level D N
word level -ing
expansions X + S : NP

2) 'Eat the apples'

clause level V O .
phrase level D N
word level pl
expansions X + O : NP

3) 'Who coming?'

clause level Q X
phrase level
word level -ing
expansions

4) 'Where my Mummy?'

clause level Q X .
phrase level D N
word level
expansions X + S : NP

Now it's your turn...

Stage II exercises

Stage II Clause Level exercises: (Answers p.63)

The following exercises will test your stage II clause level knowledge. Feel free to attempt to credit phrase, word level and expansion information, however please note that they may not correspond to stage II and will not be included in the answers.

1 - Teddy dirty.

2 - Go home!

3 - People laughing.

4 - No want.

5 - He jumps.

6 - Jumped wall.

7 - Was tidy.

8 - He gimme

9 - No coming.

10 - Tomorrow raining.

11 - Man happy.

12 - Chicken dog.

13 - Water the flowers.

14 - What time?

15 - Is pretty.

16 - Come later!

Stage II Phrase Level exercises: (Answers p.64)

The following exercises will test your stage II phrase level knowledge. Feel free to attempt to credit word, clause level and expansion information, however please note that they may not correspond to stage II and will not be included in the answers.

1 - In house.

2 - My hat.

3 - Quite pretty.

4 - Naughty boy.

5 - Take over.

6 - Amber's dress.

7 - Go diving.

8 - At park.

9 - Make laugh.

10 - Extremely funny.

11 - Lovely happy.

12 - Under dirty.

Stage III (three elements)

<i>Comm.</i>	<i>Quest.</i>	<i>Statement</i>			
V XY	Q XY	SVC	VCA	D Adj N	Cop
<i>let</i> XY	VS(X)	SVO	VOA	Adj Adj N	
		SVA	VOdOi	Pr DN	Aux ^M _O
<i>do</i> XY		Neg XY	Other	Pron ^P _O	Other

Clause level

Commands

V XY

Verb	X (one element)	Y (another element)	Extra information	Word
Put	ball	down!		
Eat	the orange cake	now!	X = D+ Adj +N	

let XY

<i>let</i>	X (one element)	Y (another element)	Extra information	Word
Let	the doggie	go!	X = D + N	
Let	baby	play!		

do XY

Do	X (one element)	Y (another element)	Extra information	Word
Do	sing	now!		
Don't	hurt	doggie!	don't + hurt = Neg V	n't
Do	tie	my shoelaces!	D + N = O	pl



Handy Hint:

When creating 'do XY', 'do' is used as an auxiliary verb not as a main verb

Questions

Q XY

Question	X (one element)	Y (another element)	Extra information	Word
Where	mummy	going?	Where (is) mummy going = Q + S + V	-ing
What	boy	eat?	What (is) (the) boy (eating) = Q + S + V	
Which	is	yellow?	Q + V + C	3s

VS(X)

Verb	Subject	(X)	Extra information	Word
Is	doggie	running?		3s, -ing
Will	Meagan	Go?		



Handy Hint:

VS(X) is credited when knowledge is demonstrated through separation of auxiliary from the main verb to form a question. The brackets indicate that there are only two elements, and the auxiliary now receives credit as it no longer directly precedes the verb. Therefore the utterance is considered more advanced and demonstrates Stage III level knowledge.

Statements

SVC

Subject	Verb (copula)	Complement	Extra information	Word
baby	is	clever		3s
flowers	are	pretty		pl
my brother	looks	good	D + N = S	3s

SVO

Subject	Verb	Object	Extra information	Word
me	want	train		
boy	likes	lollies		3s, pl

SVA

Subject	Verb	Adverbial	Extra information	Word
mummy	gone	to the shops	Pr + DN = A	-en
he	sits	over there	Pr + Pron = A	3s

Neg XY

Negative	X(one element)	Y(another element)	Extra information	Word
never	eat	dirt		
not	yours	daddy		



Handy Hint:

Be careful not to confuse Neg X (phrase level stage IV) with Neg XY. The negative element must always be at the beginning of the clause to credit Neg XY

VCA

Verb (copula)	Complement	Adverbial	Extra information	Word
am	happy	now		
is	easy	today		3s

VOA

Verb	Object	Adverbial	Extra information	Word
dropped	ball	there	(I) dropped (the) ball there	-ed
eating	apple	now		-ing

VO_aO_i

Verb	Object (direct)	Object (indirect)	Extra information	Word
brought	you	a drink	(I) (have) brought you a drink	-en
gave	book	mummy	(I) gave (the) book (to) mummy	-ed



Handy Hint:

Remember the subject has simply been omitted leaving two objects

e.g. *I* brought you a drink

S V Od Oi

Other

			Extra information	Word
went	to Brighton beach	last week	VAA	
Sarah	me	lolly bag	Sarah (gave) me (the) lolly bag - SOdOi	

Note: There are other combinations available. Any 3 element utterance that doesn't fit the other clause level options should be scored as 'other'.

Phrase level

D Adj N

Determiner	Adjectival	Noun	Extra information	Word
my	yellow	bag		
some	pretty	flowers		pl
the	colourful	rainbow		

Adj Adj N

Adjectival	Adjectival	Noun	Extra information	Word
big	blue	balloon		
hot	sticky	bun		
naughtiest	little	boy		-est

Pr DN

Preposition	Determiner	Noun	Extra information	Word
in	a	car		
on	the	table		
near	some	people		pl

Pron^P_O

	Extra information	Word
me	Pron ^P	
those	Pron _O	



Handy Hint:

Some other examples are:

Pron^P = personal e.g. me, you, they, him, her, he

Pron_O = other e.g. someone, this, mine

Cop

		Extra information	Word
<u>I'm</u>	[Sam]	I am Sam	'cop
are	[tired]		



Handy Hint:

An un-contracted copula e.g. *am* receives credit at phrase level only.

A contracted copula e.g. *I'm* receives credit at both phrase and word level.

Aux^M_O

Verb (auxiliary)	Verb	Extra information	Word
be	going	(Aux _O)	-ing
should	leave	(Aux ^M)	



Handy Hint:

Some other examples are:

Aux_O = Other e.g. is, do, have

Aux^M = Modal e.g. will, can, should, might, must, could

Other

			Extra information	Word
in	nice	car	Pr Adj N	
in	behind	couch	Pr Pr N	

Note: There are other combinations available. Any combination of three words forming one element, that does not fit the other phrase level options, should be scored as 'other'.

Expansions

XY = Any two elements other than the expansion.

XY+S:NP XY+V:VP XY+C:NP XY+O:NP XY+A:AP

e.g.

XY + S : NP
(any two other elements) + (subject) : (which is an expansion i.e. a noun phrase)

XY + V : VP
(any two other elements) + (verb) : (which is an expansion i.e. a verb phrase)

XY + C : NP

(any two other elements) + (complement): (which is an expansion i.e. a noun phrase or an adjectival phrase, however it is still credited as NP)

XY + O : NP

(any two other elements) + (object) : (which is an expansion i.e. a noun phrase)

XY + A : AP

(any two other elements) + (adverbial) : (which is an expansion i.e. an adverbial phrase)

Expansion examples:

XY+S:NP - The cat is fat

S X Y

XY+V:VP - Puppies are sleeping today

X V Y

XY+C:NP - Mum is really angry

X Y C

XY+O:NP - I eat juicy fruit

X Y O

XY+A:AP - He runs to school

X Y A

Extended examples:

1) 'The boys saw a big dog'

clause level S V O
phrase level D N D Adj N
word level pl -ed
expansions XY + S : NP, XY + O : NP

2) 'The big doggie is fat'

clause level S V C
phrase level D Adj N Cop
word level 3s
expansions XY + S : NP

3) 'We are finding some new towels'

clause level S V O .
phrase level Pron Aux V D Adj N
word level -ing pl
expansions XY + V : NP, XY + O : NP

4) 'My sister came home'

clause level S V A
phrase level D N
word level -ed
expansions XY + S : NP

Now it's your turn...

Stage III exercises

Stage III Clause Level exercises: (Answers p.64)

The following exercises will test your stage III clause level knowledge. Feel free to attempt to credit phrase, word level and expansion information, however please note that they may not correspond to stage III and will not be included in the answers.

1 - Go to the shop later!

2 - Dog cat quickly.

3 - He became really scared.

4 - Give me the milk!

5 - Gave Suzie the biscuit.

6 - Bouncing the ball at the park.

7 - Let me go!

8 - Handed you the bat.

9 - My older sister went yesterday.

10 - Do fight fires!

11 - Was very happy yesterday.

12 - No swimming here.

13 - The boy has a bike.

14 - What is the time?

15 - Seems crazy up there.

16 - Will John win?

17 - No birds are flying.

18 - Tracy's competing tomorrow.

19 - Can I play?

20 - Lucy was very shy.

21 - Ran to the door quickly.

Stage III Phrase Level exercises: (Answers p. 65)

The following exercises will test your stage III phrase level knowledge. Feel free to attempt to credit word, clause level and expansion information, however please note that they may not correspond to stage III and will not be included in the answers.

1 - Daisy is sad.

2 - My cute bunny.

3 - Over big hill.

4 - You.

5 - Behind really fat.

6 - Big scary shark.

7 - In my house.

8 - Laura is silly.

9 - At the beach.

10 - Shall go.

11 - Louise has gone.

Stage IV (four or more elements)

<i>Comm.</i>	<i>Quest.</i>	<i>Statement</i>	
+ S	QVS	SVOA AA XY	NP Pr NP Neg V
	Q XY	SVCA Other	Pr D Adj N Neg X
V XY+	VS(X+)	SVO _d O _i	cX 2Aux
	tag	SVOC	XcX Other

Clause level

Commands

+ S

			<i>Extra information</i>	Word
You	throw	it!	SVO	
Bill	leave!		SV	



Handy Hint:

+S is a command that contains a subject and any number/combination of elements.

V XY+

Verb	X(one element)	Y(another element)	+ (any other element/s)	<i>Extra information</i>	Word
Go	there	now	mummy!	VAAS	
Eat	healthy food	with me	today!	VOAA Adj + N = X Pr + Pron = Y	

Questions

QVS

Question	Verb	Subject	Extra information	Word
Where	is	Kate?		3s
Who	are	you?		



Handy Hint:

Utterances credited at QVS may have more than three elements. It is clearest to interpret this category as 'QVS(+)', so as not to incorrectly credit utterances as Q XY+. It is easy to accidentally credit an utterance based on the number of elements, instead of what the elements actually are.

Q XY+

Question	X	Y	+ (another element)	Extra information	Word
Where	on the moon	Is	slippery?		3s
When	In the day	Is	nicest?		3s, -est

VS(X+)

+	Subject	Verb	X (any element)	Extra information	Word
Are	you	going	today?	Aux S V A	3s
Were	they	taking	you?	Aux S V O	-ing



Handy Hint:

VS(X+) is credited when knowledge is demonstrated through separation of auxiliary from the main verb to form a question. The brackets indicate that there are three or more elements, and the auxiliary now receives credit as it no longer directly precedes the verb. Therefore the utterance is considered more advanced and demonstrates Stage IV level knowledge.

tag

			tag	Extra information	Word
She	ate	it,	did she?		-ed, -ed
He	is	silly,	isn't he?		3s, 3s, n't

Statements

SVOA

Subject	Verb	Object	Adverbial	Extra information	Word
I	want	dolly	now		
Boy	plays	trucks	today	[(The) boy (is)(playing with) trucks today.]	3s, pl
Adverbial	Subject	Verb	Object		
last week	he	broke	window	[Last week he broke (the) window.]	-ed



Handy Hint:

The adverbial has moved positions.

SVCA

Subject	Verb	Complement	Adverbial	Extra information	Word
he	is	happy	today		3s
girls	were	funny	then		pl, -ed

SVO_aO_i

Subject	Verb	Object (direct)	Object (indirect)	Extra information	Word
Michael	threw	mummy	the ball	D + N = O _i	-ed
I	gave	the boy	a book	D + N = O _d D + N = O _i	-ed

SVOC

Subject	Verb	Object	Complement	Extra information	Word
I	called	him	crazy		-ed
we	shot	them	dead		-ed

AA XY

Adverbial	Adverbial	X(+one element)	Y(+another element)	Extra information	Word
today	at school	I	ainted		-ed
Adverbial	X(+one element)	Y(+another element)	Adverbial		
tomorrow	mummy	is working	there	Aux + v = V	3s, -ing



Handy Hint:

The adverbial has moved positions.

Other

						Extra information	Word
he	eats	walking	slowly			SVVA He eats walking slowly	3s, -ing, -ly
going	to the zoo	tomorrow	with David	after school		VAAAA Pr+D+N = A Pr+N = A Pr+N = A	-ing
Cara	swam	in the pool	with the squad	at St Kilda	yesterday	SVAAAA Pr+D+N = A Pr+D+N = A Pr+N = A	-ed

Note: There are other combinations available. Any utterance containing 4 or more elements that doesn't fit the other clause level options should be scored as 'other'.

Phrase level

NP Pr NP

Noun phrase	Preposition	Noun phrase	Extra information	Word
the boy	in	the car	D + N = NP	
my sister	On	the trampoline	D + N = NP	

Neg V

		Verb	Extra information	Word
Will	Not	(come)		
won't		(leave)		n't

Neg X

		Extra information	Word
Not	Scared		
Not	crazy		
No	money		



Handy Hint:

If the negative is being included as an expansion of an element, it is credited here. It is necessary to distinguish between this classification and Neg X in Stage II Clause Level.

- **Neg X in Stage IV Phrase Level** contains an expansion of a single element, including a negative, whereas
- **Neg X in Stage II Clause Level** contains two elements.

c X

C	X	Extra information	Word
and	Jim	c N	
but	wait	c V	

XcX

<i>X</i>	<i>c</i>	<i>X</i>	<i>Extra information</i>	Word
water	or	milk	NcN	
Jack	and	Jill	NcN	
running	and	jumping	VcV	-ing, -ing

2Aux

Verb(auxiliary)	Verb(auxiliary)	Verb	<i>Extra information</i>	Word
will	be	helping		-ing
can	be	dreaming		-ing

Pr D Adj N

Preposition	Determiner	Adjectival	Noun	<i>Extra information</i>	Word
in	a	Big	house		
on	the	Pink	pillows		pl
behind	my	Nice	dress		

Other

				<i>Extra information</i>	Word
the	beautiful	warm	Sun	D + Adj + Adj + N	
in	really	nice	Garden	Pr + Int + Adj + N	

Note: There are other combinations available. Any combination of four words forming one element that does not fit the other phrase level options, should be scored as 'other'.

Extended examples:

Please note that while expansions are included in these utterances, not all of them are credited as such. This is because there is no LARSP category for expanded utterances with more than three elements. Below, these utterances will not be given expansion credit, as it is assumed that they are more advanced because they are at Stage IV level.

1) 'When will she be coming?'

clause level Q S V . (QVS)

phrase level 2Aux Pron

word level -ing

2) 'My new house is bigger now'

clause level S V C A

phrase level D Adj N Cop

word level 3s -er

3) 'I saw Kate and Emma in town'

clause level S V O A .

phrase level Pron XcX Pr N

word level -ed

4) 'That's often very dangerous.'

clause level S V A C .

phrase level Pron Cop Int X

word level 3s 'cop

Now it's your turn...

Stage IV exercises

Stage IV Clause Level exercises: (Answers p.65)

The following exercises will test your stage IV clause level knowledge. Feel free to attempt to credit phrase, word level and expansion information, however please note that they may not correspond to stage IV and will not be included in the answers.

1 - What is that?

2 - You get out!

3 - I lent mum money.

4 - Mum is angry today.

5 - We went to the museum at 4 o'clock.

6 - Michelle called him ugly.

7 - Jump on the trampoline with me tomorrow.

8 - Where is she?

9 - The boy threw the red ball yesterday.

10 - Walking on the moon in my spacesuit next year.

11 - Where in the world is warmest?

12 - Can you wear thongs in winter?

13 - You will go there, won't you?

14 - Sally rolled the ball before.

Stage IV Phrase Level exercises: (Answers p.66)

The following exercises will test your stage IV phrase level knowledge. Feel free to attempt to credit word, clause level and expansion information, however please note that they may not correspond to stage IV and will not be included in the answers.

1 - Pen or pencil.

2 - Not happy.

3 - Some people at the circus.

4 - No way.

5 - The car in the garage.

6 - On the last page.

7 - And Michael.

8 - Will not hop.

9 - Up a big tree.

10 - We should be going.

Stage V (recursion)

	Comm.	Quest.	Statement					
Conn.	Clause					Phrase		
<i>and</i>	Coord.	Coord.	Coord.	1	1+	Postmod.	1	1+
c	Other	Other	Subord. A	1	1+	clause		
s			S	C	O	Postmod.	1+	
Other			Comparative			phrase		

Conn. (Connectivity)

Utterance connectivity is credited in Stage V Clause and Phrase Levels, however the type of connectivity is also credited in the Connectivity column. This provides a summary of the types of connectivity being used.

and – coordinating using ‘and’

e.g. I’m going and you’re coming too.

c – coordinating conjunctions not including ‘and’, e.g. ‘but’, ‘so’

e.g. I should have done homework but I was tired.

s – subordinating conjunctions, e.g. ‘because’, ‘while’

e.g. I like chocolate while watching TV.

Other – other forms of linkage, e.g. adverbials of time or place such as ‘then’

e.g. I’ll take mum to the airport then I’ll come and pick you up.



Handy Hint:

Note ‘and’ does not apply for utterances such as ‘John and Sarah’, which would be credited as XcX (Stage IV Phrase Level)

Clause level

Commands

Coord.

Coordination - refers to the linking of clauses in commands at this stage.

Example	Extra information	Word
Go over there <u>and</u> be quiet!	VA and VC	
Go home <u>and</u> go to bed!	VA and VA	

Other

	Extra information	Word
Put your hands on your head <u>when</u> you're listening!	VOA when SV	pl, 'aux, -ing
Look at me <u>when</u> I'm talking to you!	VA when SVA	'aux, -ing

Questions

Coord.

Coordination - refers to the linking of clauses in questions at this stage.

	Extra information	Word
What is he doing <u>and</u> why is he here?	QVS and QVS	3s, -ing, 3s
What's the time <u>and</u> what time do we have to go?	QVS and QVS	3s, 'cop

Other

	Extra information	Word
What did you do <u>after</u> you had lunch?	QVS after SVO	-ed, -ed
Where were you going <u>before</u> I saw you?	QVS before SVO	-ed, -ing, -ed

Statements

Coord

Coordination - refers to the linking of clauses in statements at this stage.

		<i>Extra information</i>	Word
1	We'll go to the shops <u>then</u> we'll go to the beach.	SVA then SVA	pl, 'aux, 'aux
	I want to play <u>but</u> I'm sleepy.	SV but SVC	'cop
1+	The car is red <u>and</u> it's fast <u>and</u> it's cool.	SVC and SVC and SVC	3s, 'cop, 3s, 'cop, 3s

Subord.

Subordination - A clause within another clause, where the dependent clause is usually playing a role such as an object or modifier to the main clause.

		<i>Extra information</i>	Word
Subord. A (Adverbial) 1	I'll come <u>because</u> Shrek is showing.	SVA (A = <u>because</u> SV)	'aux, 3s, -ing
Subord. A 1+	I jumped <u>when the monster was chasing me because he was scary.</u>	SVAA (1 st A = <u>when</u> SVO, 2 nd A = <u>because</u> SVC)	-ed, -ing,
Subord. S (Subject)	<u>What I hate</u> is homework.	SVC (S = <u>what</u> SV)	3s
Subord. C (Complement)	That is <u>who she loves.</u>	SVC (C = <u>who</u> SV)	3s, 3s
Subord. O (Object)	Stephanie takes <u>what she wants.</u>	SVO (O = <u>what</u> SV)	3s, 3s



Handy Hint:

A- the adverbial has been subordinated

C- the complement has been subordinated

S- the subject has been subordinated

O- the object has been subordinated

Comparative

	<i>Extra information</i>	Word
He ran <u>faster than</u> a speeding bullet.		-er, -ing
Rachel is <u>shorter than</u> Todd.		3s, -er

Phrase level

Postmod. Clause

Refers to a modifying clause that occurs after the head noun in the noun phrase.

		<i>Extra information</i>	Word
1	The fish <u>which are swimming in the pond.</u>		pl, -ing
1+	The author <u>who writes novels and edits journal articles.</u>		3s, pl, 3s, pl



Handy Hint:

Please note, that if the postmodifying clause follows an adjective or adverb, this is credited as Stage VI Complement. instead of being credited at this stage.

Postmod. Phrase

Refers to multiple modifying phrases (usually prepositional phrases), that occur after the head noun in the noun phrase.

		<i>Extra information</i>	Word
1+	A fly <u>on the wall in the room</u> is annoying.	SVC S = DN Pr DN Pr DN	3s

Now it's your turn...

Stage V exercises

Stage V Clause Level exercises: (Answers p. 66)

The following exercises will test your stage V clause level knowledge. Feel free to attempt to credit phrase, word level and expansion information, however please note that they may not correspond to stage V and will not be included in the answers.

1 - Larry drinks what he likes.

2 - Where is he going and why?

3 - My dog is fluffy and he's friendly but he's not fun.

4 - She can't get in the pool because she can't swim.

5 - Stand in the corner and eat your dinner.

6 - That was who lived next door to me.

7 - Why did you go after you heard the news?

8 - My uncle is a better dancer than my dad.

9 - What I miss is summer.

10 - I had a ball but I lost it.

11 - You can't sun-bake when it's snowing because you'll get cold.

12 - Have an apple when I say so.

Stage V Phrase Level exercises: (Answers p. 67)

The following exercises will test your stage V phrase level knowledge. Feel free to attempt to credit word, clause level and expansion information, however please note that they may not correspond to stage V and will not be included in the answers.

1 - My chocolate in the fridge on a plate.

2 - My cat that meows all day and scratches strangers ran away.

3 - The girl that was sitting inside is my sister.

4 - A movie from Japan with a strange title is “Spirited Away”.

Stage VI

Positive (+)

NP	VP	Clause
Initiator Coord.	Complex	Passive Complement. <i>how</i> <i>what</i>
Other		

Phrase

- **Initiator** is the part of the noun phrase that appears before the determiner.

- **Coordination** can be a list of noun phrases (*see Example 1 below*). Note that all coordination lists are credited as Stage IV Phrase Level XcX as well.

- **Coordination** can also be where two noun phrases have the same syntactic functions, and where it is possible to omit one of the noun phrases (*see Example 2 below*).

In the above example, 'a friend' and 'John Smith' refer to the same person. By separately removing each NP the sentence is still acceptable.

e.g. 'A friend is here for lunch'
 'John Smith is here for lunch'

- **Complex Verb Phrase**- is when the verb phrase is more complex than in previous stages.

NP

	Example	Extra information	Word
Initiator	<u>All</u> the dogs.		pl
Coord.	I brought my <u>coat</u> , <u>hat</u> , <u>umbrella</u> , <u>beanie and scarf</u> .	Example 1	-ed
Coord.	A friend, <u>John</u> <u>Smith</u> , is here for lunch.	Example 2	3s

VP

	Example	Extra information	Word
Complex	I <u>would have been</u> <u>able to walk</u> .	SV, V = Aux Aux Aux v v v	-en
	Jade <u>would like to</u> <u>go skiing</u> today.	SVA, V = Aux v v v v	-ing

Clause

- **Passive** - is credited when the direct object of an utterance becomes the subject, and the former subject is an optional *by*-phrase and can be omitted.
- **Complement**, (**complementation**) – a clause type where an adjective or adverb is followed by a postmodifying clause.
- **how** – is credited when ‘how’ is used as an exclamation rather than as a question.
- **what** – is credited when ‘what’ is used as an exclamation rather than as a question.

	Example	Extra information	Word
Passive	Samuel's been stung <u>by</u> a bee.		3s, 'aux, -en, -en
Complement	This looks good enough to eat.		3s
how	How lovely!		
	How exciting to have you here!		-ing
what	What a beautiful day it is!		3s
	What a horrible man!		

Other

Any utterance not fitting into other categories at Stages V and VI.

Example	Extra information	Word
My uncle's friend's nephew's daughter is a graphic designer		-gen, -gen, -gen, 3s

Negative (-)

Errors from all utterances are recorded in this section.

Conn	Clause	Phrase	Phrase	Word
	Element	NP	VP	N V
<i>and</i>	∅	D Pr Pron ^P	Aux ^M Aux ^O Cop	<i>irreg</i>
<i>c</i>	⇔	D ∅ Pr ∅		
<i>s</i>	Concord.	D ⇔ Pr ⇔	∅	<i>Reg</i>
Other			Ambiguous	

Connectivity

	Example	Correct form
<i>and</i>	Kelly cut her knee <u>and</u> fell over.	Kelly fell over <u>and</u> cut her knee.
<i>c</i>	Kelly cut her knee, <u>but</u> she fell over.	Kelly fell over <u>but</u> cut her knee.
<i>s</i>	Kelly fell over <u>because</u> she cut her knee.	Kelly cut her knee <u>because</u> she fell over.

Clause

∅ - element omitted

⇔ - elements in the wrong order

Concord - incorrect syntax when connecting the verb to other elements, usually occurring with incorrect use of third person.

Element	Example	Correct form
∅	She happy	She <u>is</u> happy
⇔	Sally a tree climbed	Sally <u>climbed a tree</u>
Concord	The child eat apples The children eats apples	The child <u>eats</u> apples The children <u>eat</u> apples

Phrase

NP	Example	Correct form
D = wrong determiner	Give some cup to Johnny	Give <u>a</u> cup to Johnny
D ∅ = determiner omitted	Throw ball to me	Throw <u>the</u> ball to me
D ⇔ = wrong order	I ate food some mummy	I ate <u>some food</u> mummy
Pr = wrong preposition	Daddy is in the phone	Daddy is <u>on</u> the phone
Pr ∅ = preposition omitted	The cat is the garden	The cat is <u>in</u> the garden
Pr ⇔ = wrong order	He's your behind car	He's <u>behind your</u> car
Pron ^P = pronoun error	Her is doing it	<u>She</u> is doing it



Handy Hint:

Only personal pronoun errors are logged under Pron^P in Errors box. Other pronominal errors are logged under Stage VI - Other.

VP	Example	Correct form
Aux ^M = modal auxiliary omitted	You play if you want	You <u>can play</u> if you want
Aux ^O = other auxiliary omitted	Kate going to school today	Kate <u>is going</u> to school today
Cop = copula error	Billy be naughty	Billy <u>is</u> naughty

Word

N	Example	Correct form
<i>irreg</i> = irregular noun error	Go play with the sheeps	Go play with the <u>sheep</u>
<i>reg</i> = regular noun error	We'll go on the training	We'll go on the <u>train</u>

V	Example	Correct form
<i>irreg</i> = irregular verb error	Lily goed to the doctor	Lily <u>went</u> to the doctor
<i>reg</i> = regular verb error	I'll walked to school	I'll <u>walk</u> to school

Other

Any error that does not fit previous negative categories.

	Correct form
Go not near me you	Don't you go near me
Dog eat can't it go home?	Can't the dog go home to eat?

Ambiguous

Errors that cannot be clearly categorised without context and intonational cues.

e.g.	'Merrin did swam'	
Could be: 'Merrin swam'		Could be: 'Merrin did swim'

Now it's your turn...

Stage VI exercises

Positive Credit Phrase Exercises: (Answers p. 67)

The following exercises will test your stage VI phrase knowledge. Feel free to attempt to credit word, clause level and expansion information, however please note that they may not correspond to stage VI and will not be included in the answers.

1 - My baby brother, Stuart, is coming.

2 - Both sisters.

3 - I want a drink, an ice-cream and a chocolate bar.

4 - I would have wanted to run.

Positive Credit Clause Exercises: (Answers p. 67)

The following exercises will test your stage VI clause knowledge. Feel free to attempt to credit phrase, word level and expansion information, however please note that they may not correspond to stage VI and will not be included in the answers.

1 - What a difficult task!

2 - Happy to be going there

3 - The octopus was caught by the fisherman

4 - How repulsive!

Negative (Error) Exercises: (Answers p. 67)

The following exercises will test your stage VI error knowledge. Feel free to attempt to correct clause, phrase, word level and expansion information, however please note that they may not correspond to stage VI and will not be included in the answers.

1 - Heath did ran.

2 - Belinda washed her hands, and turned on the tap.

3 - You cook the cake yesterday.

4 - Nicole went to the shops but she bought milk.

5 - Kate runned fast.

6 - Adrian was hungry because he ate dinner.

7 - The monstereed is scary!

8 - He excited.

9 - Look at the mouses.

10 - Jack a drink drank.

11 - Dolly be hungry.

12 - She hold the baby now.

13 - Nick going home now.

14 - Give some toy to me.

15 - Fred have a ride if he buys a ticket.

16 - Give Daniel book.

17 - I want she to come.

18 - I lost favorite my headband.

19 - The bag the on table.

20 - Riding the bike in the road.

21 - The plate is the table.

Stage VII

Once a child's language has reached Stage VII, it is likely that their syntax would be analysed using an alternate test designed to analyse more complex structures. Nevertheless it is beneficial for this stage to be included in the chart, as it is important to credit language features that may be developing in certain areas beyond the child's age correlated stage.

<i>Discourse</i>		<i>Syntactic Comprehension</i>
A Connectivity	<i>it</i>	
Comment Clause	<i>there</i>	<i>Style</i>
Emphatic Order	Other	

A (Adverbial) Connectivity

Use of a category of adverbial to connect sentences.

e.g. 'I was going to go, also my mum was going to come'.

Comment clause

Stereotypical structures that may be inserted that do not change the meaning of the utterance.

e.g. 'As you know, I like strawberries'.

'I won't be able to come to the shops today I'm afraid'.

Emphatic order

Emphatic order involves changing the word order to place a specific emphasis.

e.g. 'They were the girls who said they didn't want to play'.

'That book she loves'.

it

An utterance beginning with 'it', including a clause divided into two parts, each part with its own verb.

e.g. 'It was Rebecca who wanted to come'.

there

Clauses containing an unstressed 'there' (which does not provide locational information).

- e.g. 'There's a girl near the shed'.
'There won't be any problems'.
'Is there an orange ball?'



Handy Hint:

Remember there are utterances that begin with 'there' which do not receive credit at this level, e.g., 'There are the trains', where the 'there' refers to the location of the trains.

Other

Any complex utterance that does not fit into any previous category. For example, complex indirect speech patterns.

- e.g. 'She said she would go'

Syntactic Comprehension

A space for commenting on evidence of development of syntactic awareness, and an increased ability to detect ambiguities in language and use them. Also the use of more complex conjunctions like 'unless', 'although', and 'since'.

Style

A space for commenting on stylistic preferences, which continue to develop indefinitely.

Now it's your turn...

Stage VII exercises (Answers p. 68)

The following exercises will test your stage VII clause level knowledge. Feel free to attempt to credit phrase, word level and expansion information, however please note that they may not correspond to stage VII and will not be included in the answers.

1 – It wasn't me that broke the window.

2 – If you want to eat the soup you should wait till it cools down.

3 – That's the car she bought.

4 – Indiah likes Michael you know.

5 – There isn't time for games today.

6 – I was went to the theatre, also my friend Lizzy was in the theatre.

Mixed Stage Exercises: (Answers p. 68)

These exercises are designed to test your knowledge of all stages at all levels.

1 - The dog barking

2 - Was she teaching today?

3 - The boys is going to school

4 - Why going now?

5 - The students learnt very little in class

6 - Scrub the filthy floor!

7 - Sally was who I took

8 - They taking very special classes

9 - It was a nice house they yesterday

10 - I saw both shows in the Princess theatre

Now let's see how you went...

Answers

Stage I:

- 1 - Eating (**Major Statement 'V'**)
- 2 - Mummy! (**Minor Vocatives**)
- 3 - Round (**Major Problems**)
- 4 - Yeah (**Minor Responses**)
- 5 - Choo choo (**Minor Problems**)
- 6 - Please (**Minor Other**)
- 7 - Give (**Major Comm. 'V'**)
- 8 - Elephant (**Major Statement 'N'**)
- 9 - Why (**Major Quest. 'Q'**)

Stage II – Clause level:

- 1 – Teddy dirty (**SC**)
- 2 – Go home! (**VX**)
- 3 – People laughing (**SV**)
- 4 – No want (**NegX**)
- 5 – He jumps (**SV**)
- 6 – Jumped wall (**VO**)
- 7 – Was tidy (**VC**)
- 8 - He gimme (**Other**)
- 9 – No coming (**NegX**)
- 10 – Tomorrow raining (**AX**)
- 11 – Man happy (**SC**)
- 12 – Chicken dog (**SO**)
- 13 – Water the flowers (**VO**)
- 14 – What time? (**QX**)
- 15 – Is pretty (**VC**)

1 6- Come later! (**VX**)

Stage II – Phrase level:

1 - In house (**PrN**)

2 - My hat (**DN**)

3 - Quite pretty (**IntX**)

4 - Naughty boy (**AdjN**)

5 - Take over (**Vpart**)

6 - Amber's dress (**NN**)

7 - Go diving (**VV**)

8 - At park (**PrN**)

9 - Make laugh (**VV**)

10 - Extremely funny (**IntX**)

11 - Lovely happy (**Other- AdjAdj**)

12 -Under dirty (**Other- PrAdj**)

Stage III – Clause level:

1 - Go to the shop later! (**Comm. VXY**)

2 - Dog cat quickly (**Other - SOA**)

3- He became really scared (**SVC**)

4 - Give me milk! (**Comm. VXY**)

5 - Gave Suzie the biscuit (**VO_dO_i**)

6 - Bouncing the ball at the park (**VOA**)

7 - Let me go (**letXY**)

8 - Handed you the bat (**VO_dO_i**)

9 - My older sister went yesterday (**SVA**)

10 - Do fight fires! (**doXY**)

11 - Was very happy yesterday (**VCA**)

12 - No swimming here (**NegXY**)

13 - The boy has a bike (**SVO**)

14 - What is the time? (**QXY**)

- 15 - Seems crazy up there (**VCA**)
- 16 - Will John win? (**VS(X)**)
- 17 - No birds are flying (**NegXY**)
- 18 - Tracy's competing tomorrow (**SVA**)
- 19 - Can I play? (**VS(X)**)
- 20 - Lucy was very shy (**SVC**)
- 21 - Ran to the door quickly (**Other - VAA**)

Stage III – Phrase level:

- 1 – Daisy is sad (**Cop**)
- 2 - My cute bunny (**DAdjN**)
- 3 - Over big hill (**Other - PrAdjN**)
- 4 - You (**Pron^p**)
- 5 - Behind really fat (**Other -PrIntAdj**)
- 6 - Big scary shark (**AdjAdjN**)
- 7 - In my house (**PrDN**)
- 8 – Laura is silly (**Cop**)
- 9 - At the beach (**PrDN**)
- 10 – Shall go (**Aux^M**)
- 11 – Louise has gone (**Aux_o**)

Stage IV – Clause level:

- 1 - What is that? (**QVS**)
- 2 - You get out! (+S)
- 3 – I lent mum money (**SVO_dO_i**)
- 4 - Mum is angry today (**SVCA**)
- 5 - We went to the museum at 4 o'clock (**AAXY**)
- 6 - Michelle called him ugly (**SVOC**)
- 7 - Jump on the trampoline with me tomorrow (**VXY+**)
- 8 - Where is she? (**QVS**)
- 9 - The boy threw the red ball yesterday (**SVOA**)

- 10 - Walking on the moon in my spacesuit next year (**Other**)
- 11 - Where in the world is warmest?(**QXY+**)
- 12 - Can you wear thongs in winter? (**VS(X+)**)
- 13 - You will go there, won't you? (**tag**)
- 14 - Sally rolled the ball before (**SVOA**)

Stage IV – Phrase level:

- 1 - Pen or pencil (**XcX**)
- 2 - Not happy (**NegX**)
- 3 - Some people at the circus (**NPPrNP**)
- 4 - No way (**NegX**)
- 5 - The car in the garage (**NPPrNP**)
- 6 - On the last page (**PrDAdjN**)
- 7 - And Michael (**cX**)
- 8 - Will not hop (**NegV**)
- 9 - Up a big tree (**PrDAdjN**)
- 10 - We should be going (**2Aux**)

Stage V - Clause level:

- 1 - Larry drinks what he likes. (**Subord. O**)
- 2 - Where is he going and why? (**Quest. Coord.**)
- 3 - My dog is fluffy and he's friendly but he's not fun. (**Statement Coord. 1+**)
- 4 - She can't get in the pool because she can't swim. (**Subord. A**)
- 5 - Stand in the corner and eat your dinner (**Comm. Coord.**)
- 6 - That was who lived next door to me. (**Subord. C**)
- 7 - Why did you go after you heard the news? (**Quest. Other.**)
- 8 - My uncle is a better dancer than my dad. (**Comparative**)
- 9 - What I miss is summer. (**Subord. S**)
- 10 - I had a ball but I lost it (**Statement Coord. 1**)
- 11 - You can't sun-bake when it's snowing because you'll get cold. (**Subord. A 1+**)
- 12 - Have an apple when I say so (**Comm. Other**)

Stage V - Phrase Level:

- 1 - My chocolate in the fridge on a plate (**Postmod. Phrase 1+**).
- 2 - My cat that meows all day and scratches strangers ran away. (**Postmod. Clause 1+**)
- 3 - The girl that was sitting inside is my sister. (**Postmod. Clause 1**)
- 4 - A movie from Japan with a strange title is "Spirited Away" (**Postmod. Phrase 1**)

Stage VI - Positive Credit Phrase Level:

- 1 - My baby brother, Stuart, is coming. (**Coord.**)
- 2 - Both sisters. (**Initiator**)
- 3 - I want a drink, an ice-cream and a chocolate bar. (**Coord.**)
- 4 - I would have wanted to run. (**Complex**)

Positive Credit Clause Level:

- 1 - What a difficult task! (*what*)
- 2 - Happy to be going there (**Complement.**)
- 3 - The octopus was caught by the fisherman (**Passive**)
- 4 - How repulsive! (*how*)

Negative (Error) Level:

- 1 - Heath did ran. (**Ambiguous**)
- 2 - Belinda washed her hands, and turned on the tap. (**Conn. and**)
- 3 - You cook the cake yesterday. (**reg V**)
- 4 - Nicole went to the shops but she bought milk. (**Conn. c**)
- 5 - Kate runned fast. (**irreg V**)
- 6 - Adrian was hungry because he ate dinner. (**Conn. s**)
- 7 - The monstered is scary! (**reg N**)
- 8 - He excited. (**Element Ø**)
- 9 - Look at the mouses. (**irreg N**)
- 10 - Jack a drink drank. (**Element ⇔**)
- 11 - Dolly be hungry. (**Cop = copula error**)
- 12 - She hold the baby. (**Element concord**)

- 13 - Nick going home now. (**Aux^O = other auxiliary omitted**)
- 14 - Give some toy to me. (**D = wrong determiner**)
- 15 - Fred have a ride if he buys a ticket. (**Aux^M = modal auxiliary omitted**)
- 16 - Give Daniel book. (**D Ø = determiner omitted**)
- 17 - I want she to come. (**Pron^P = pronoun error**)
- 18 - I lost favorite my headband. (**D ⇔ = wrong order**)
- 19 - The bag the on table. (**Pr ⇔ = wrong order**)
- 20 - Riding the bike in the road. (**Pr = wrong preposition**)
- 21 - The plate is the table. (**Pr Ø = preposition omitted**)

Stage VII:

- 1 – It wasn't me that broke the window. (*it*)
- 2 – If you want to eat the soup you should wait till it cools down. (**Other**)
- 3 – That's the car she bought. (**Emphatic order**)
- 4 – Indiah likes Michael you know. (**Comment clause**)
- 5 – There isn't time for games today. (*there*).
- 6 – I was went to the theatre, also my friend Lizzy was in the theatre. (**A Connectivity**)

Answers for Mixed Stage Exercises:

	1) The dog barking
<i>clause level</i>	<u> S </u> V
<i>phrase level</i>	D N
<i>word level</i>	-ing
<i>expansions</i>	X + S : NP
<i>errors</i>	Aux^O = Ø

2) Was she teaching today?

clause level + S V X [which is VS(X+)]

phrase level Aux Pron

word level 3s -ing

errors

3) The boys is going to school

clause level S V A.

phrase level D N Aux Pr N

word level pl 3s -ing

errors (Concord, *reg N*)-either error could apply depending on context

4) Why going now?

clause level Q X Y

phrase level

word level -ing

errors $Aux^0 = \emptyset$ Element (S) = \emptyset

5) The students learnt very little in class

clause level S V C A

phrase level D N IntX Pr N

word level pl -ed

errors

6) Scrub the filthy floor!

clause level V X.

phrase level D Adj N

word level

expansions X + O : NP

errors

7) Sally was who I took

clause level S V who SV

phrase level Cop Pron

word level 3s

stage V credit Subord.C

stage VII credit Emphatic order

errors

8) They taking very special classes.

clause level S V O .

phrase level Pron IntX Adj N

word level -ing pl

expansions XY + O : NP

errors Aux^O = Ø

Glossary for LARSP

This glossary is provided as a guide to what these terms mean when used to perform a LARSP profile. It is not designed to be applied to all language contexts as grammatical definitions.

Adjective: A word used to express a property or attribute of a noun. There are two main types of information that adjectives provide about nouns: describing and classifying.

Adverbial Element: Can consist of adverb(s)/adverbial phrase(s), prepositional phrase(s), and/or noun phrase(s). They provide extra information about a verb element and can add perspectives of space and time.

Adverbial Phrase: When an adverbial element consists of two or more words.

Auxiliary Verb: Provides additional meaning to the main verb by expressing contrasts in tense and aspect (*be* and *have*), adding emphasis and expressing a question (*do*), and expressing a range of judgments about the likelihood of an event taking place (verbs like *will, may, could*).

Clause: An utterance which can be all or part of a sentence. It usually contains a verb, however, in early stages of language development the verb may be incorrectly omitted.

Comparative: Compares a feature of a person/item to another person/item. This can be done by adding the suffix *-er* to adjectives or adverbs, or by putting the word 'more' in front to the adjective/adverb.

Complement Element: Follows a copula verb to add meaning to another element, by expressing an attribute or property of the subject or object.

Complex Verb Phrase: Verb phrases that consist of more auxiliaries than verb phrases

already credited in earlier stages.

Concord: In the LARSP manual, Concord is a grammatical phenomenon leading to Stage VI errors. It refers to incorrect syntax when connecting the verb to other elements, usually occurring with incorrect use of third person.

Coordination: The linking of two people/items (*XcX*), the listing of items and the linking of equal clauses, e.g. two main clauses, two adverbial clauses etc.

Copula Verb: Links the subject with the following phrase. It can be recognised by the fact that it can be replaced by a form of the verb 'be'.

Determiner: A word that appears before a noun, or before any word preceding a noun, that provides a range of information about the noun.

Ellipsis: (means omitting) Words, phrases and whole clauses that can be left out with an expectation that a listener will infer what was intended from the context of the utterance.

Initiator: A term that occurs before a determiner, usually providing information about quantity.

Intensifier: Words that occur before adjectives and adverbs, that have a heightening or lowering effect on the succeeding word/phrase.

Intransitive Verbs: A verb that is not followed by an object.

Noun: Most nouns typically denote a person, place or thing. A noun is any word that can serve as a subject or object of an utterance. Nouns can also be used to complement a copula verb.

Noun Phrase: A construction which can appear as a subject, object or complement of a

clause. It can consist of up to five components: the head noun, an initiator, a determiner, premodification (everything between the determiner and the noun, adjective and adjective-like words), and postmodification (everything appearing after the head noun, including preposition phrases and certain types of clause).

Object Element: The person/item immediately affected by the verb. An object can only occur with a transitive verb.

Passive: A construction where the direct object of an utterance becomes the subject, and the former subject is an optional *by*-phrase and can be omitted.

Phrase: A part of a sentence or clause, usually consisting of a group of words around a head word.

Postmodifying Clause: A clause that occurs after the head noun in a noun phrase, providing extra information.

Postmodifying Phrase: A phrase (usually a prepositional phrase) that occurs after the head noun in a noun phrase, providing extra information.

Preposition: A word that usually occurs before a noun or noun phrase, which provides a meaningful relationship of place, time, manner and condition between one phrase and the rest of the sentence. An exception is elliptical phrases, where the noun phrase will be omitted.

Pronoun: Words that can typically stand in place of a noun phrase to establish a point of reference.

Subject Element: Usually the ‘doer’ of an action. An exception to this is passive sentences, see above.

Subordination: A clause within another clause, where the dependent clause is usually playing a role such as an object or modifier to the main clause.

Transitive Verbs: A verb that takes an object.

Verb: Words that express actions or states, and can take tense and aspect endings.

Verb Element: Main verbs together with any auxiliary, or less advanced utterances containing two main verbs together, make up the verb element. An auxiliary verb cannot be a verb element.

Verb Phrase: A main verb when preceded by auxiliary verbs, or otherwise expanded (e.g. with a particle or negation). The main verb gives the phrase its content in terms of a specific action or state.

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