**Application Exercise 1A: Noun Description**

Circle the compound nouns on this list. Beside each word, write M (masculine), F (feminine), I (indefinite), or N (neutral).

Identify the form and class characteristics of each noun by checking any box that applies.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | FORM | CLASS |
| 1. | baggage N | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |
| 2. | Black Beauty F | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |
| 3. | blues N | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |
| 4. | brothers M | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |
| 5. | camera N | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |
| 6. | cement N | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |
| 7. | committee I | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |
| 8. | cotton N | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |
| 9. | data N | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |
| 10. | deer I | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |
| 11. | dentist I | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |
| 12. | fortitude N | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |
| 13. | geometry N | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |
| 14. | Grateful Dead I | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |
| 15. | herd I | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |
| 16. | men | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |
| 17. | mist N | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |
| 18. | neighborhoods N | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |
| 19. | stability N | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |
| 20. | symmetry N | 🗆Singular | 🗆Plural | 🗆Common | 🗆Proper | 🗆Count | 🗆Noncount | 🗆Collective | 🗆Concrete | 🗆Abstract |

**Application Exercise 1B: Proportion of Nouns**

The Speech-Language Pathologist (SLP) and Robby (a five-year-old boy with a language disorder) are using a book in a vocabulary-building exercise. As you read the following transcript representing their interaction . . .

1) Circle each noun used by Robby.

|  |  |
| --- | --- |
| Speech-Language Pathologist | **Robby** |
| Do you know what that’s called? An iron. | **A iron.** |
| What are those? | **A spider and a spider and a spider and a spider.** |
| What’s that? | **A apple.** |
| What color is the apple? | **Red.** |
| How does it taste? Is it sweet or sour? | **Sweet.** |
| Sweet. Very good. | **It’s for pirates! What is it?** |
| An anchor. | **A anchor.** |
| Can you tell me something you see? | **It’s red.** |
| Ok, it’s red. What do you see on top of it? | **It’s a triangle.** |
| You throw it in the air. It’s called an arrow. | **Arrow. A ant. It’s purple.** |

2) Determine the proportion of words that are nouns in comparison to all the other types of words Robby produced.

* Count the total number of nouns used and write it in the blank below.
* Count the total number of words produced and write it in the blank below.
* Divide the total number nouns used by the total number of words produced.
* Multiply this total by 100 to obtain the percent of nouns Robby used.

**Calculating the Proportion of Nouns**

**11** ÷ **36/38** = **.31/.29** x 100 = **29-31% Nouns**

Total number of nouns

Total number of words

3) What proportion of nouns would you *expect* for a child of Robby’s age? **At least 20%**

4) Now write a statement that characterizes the types of nouns present in Robby’s conversational language.

 **Robby’s conversation is characterized by concrete, common, singular and plural nouns.**

**Application Exercise 2A: Pronoun Description**

Identify each underlined pronoun as one of the following types: Personal Nominative (PN), Personal Objective (PO), Personal Possessive (PP), Personal Reflexive (PR), Demonstrative (D), Indefinite (ID), Relative (RL), or Interrogative (IR).

|  |  |  |
| --- | --- | --- |
| **PR** | 1. | She told us to clean it ourselves. |
| **PO** | 2. | I wish he would tell us if he is coming. |
| **RL** | 3. | Janie doesn’t think that anybody is going to do it. |
| **PP** | 4. | The cat acts like the dog’s bone is hers. |
| **D** | 5. | Don’t throw those away. |
| **ID** | 6. | They swore everyone to secrecy. |
| **PN** | 7. | Even after they sprayed, the swarm came back to its hive. |
| **PO** | 8.  | The psychologist warned him about too much stress. |
| **D** | 9. | Those don’t look much different than diamonds. |
| **IR** | 10. | Why don’t you think that behavior is inappropriate? |
| **D** | 11. | These have got to go! |
| **RL** | 12. | The women who are known as “Jack’s girls” were roommates in college. |
| **PO** | 13. | Will you please bring me the shortbread cookies? |
| **PN** | 14. | Becky did not enjoy the movie as much as we did. |
| **ID** | 15. | There is nothing I like more than sipping sweet tea. |
| **ID** | 16. | Something has got to give! |
| **D** | 17. | That is Julia’s favorite book. |
| **PR** | 18. | Carol is going to the beach by herself. |
| **IR** | 19. | Why in the world did he go to Antarctica? |
| **PP** | 20. | Yours is the one next to mine. |

**Application Exercise 2B: Pronoun Error Identification**

Assume that the following samples are indicative of children’s typical pronoun usage in spontaneous speech. Indicate the type of pronoun each appears to be struggling with.

|  |  |
| --- | --- |
| * *her is little*
 | **Personal (third person nominative)** |
| * *he wants to do it by hisself*
 | **Personal Reflexive** |
| * *me like to buy chocolate if me go to the store*
 | **Personal (first person nominative)** |
| * *them bears are scary looking!* [pointing across room]
 | **Demonstrative** |
| * *Josh is putting the pencil in Josh’s book bag*
 | **Personal Possessive** |
| * *Kelly and I, us went to the mall*
 | **Personal (first person nominative)** |

Use the space below to jot down any notes to yourself regarding how you might improve your assessment and/or intervention in this area.

**Application Exercise 3A: Verb Description**

Identify each underlined verb as one of the following: Copula *be* (C), Auxiliary *be* (A), Gerund (G), or Infinitive (I).

|  |  |  |
| --- | --- | --- |
| **I** | 1. | People don’t like to eat bones. |
| **A** | 2. | She was not coming until we asked her. |
| **C** | 3. | It is uncertain whether the wedding day will be sunny. |
| **C** | 4. | He is sure my condition will not improve. |
| **G** | 5. | You need to focus on keeping it warm. |
| **I** | 6. | To eat to my heart’s content is my plan for the day. |
| **I** | 7. | The truck driver slammed the door and swore never to return. |
| **C** | 8. | They were not happy about having to take care of the bill. |
| **G** | 9. | Purchasing the ring made her forget about what was to come. |
| **C** | 10. | Tell him that anxiety is a natural phenomenon. |

**Application Exercise 3B: Verb Conjugation (optional)**

Conjugate the verbs *talk* and *grow* in the first person singular tense.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **talk** |  |  |  | **grow** |  |
| 1. | ~~Simple~~ Present | I | **talk** | . |  | I | **grow** | . |
| 2. | ~~Simple~~ Past | I | **talked** | . |  | I | **grew** | . |
| 3. | ~~Simple~~ Future | I | **will talk** | . |  | I | **will grow** | . |
| 4. | Present progressive | I | **am talking** | . |  | I | **am growing** | . |
| 5. | Past progressive | I | **was talking** | . |  | I | **was growing** | . |
| 6. | Future progressive | I | **will be talking** | . |  | I | **will be growing** | . |
| 7. | Present perfect | I | **have talked** | . |  | I | **have grown** | . |
| 8. | Past perfect | I | **had talked** | . |  | I | **had grown** | . |
| 9. | Future perfect | I | **will have talked** | . |  | I | **will have grown** | . |

**Application Exercise 3C: Verb Analysis**

A parent and her 4-year-old child are sharing a book during reading time. As you read the following transcript representing their interaction . . .

1) Circle each verb that occurs in the child’s utterances.

|  |  |
| --- | --- |
| Parent | **Child** |
| I want to know why there are bones on it. | **Oh, because dogs like bones.** |
| [read from book] | **But the mouse helped, the mouse helped by putting the shells in.** |
| He sure did. | **I don’t know why the dogs thought it was delicious. It had shells in it.** |
| Because dogs are silly. | **Yeah. And dogs don’t like the same things that people like.** |
| They like different things. | **Yeah.** |
| Like bones. | **We only like bones with chicken on them.** |
| And chicken and what else? | **We like to eat some things that are off bones, like chicken.** |
| Yeah. | **I like chicken off bones. Like drumsticks.** |

2) Examine the child utterances and determine if there are any examples of the following verb forms. If so, list one or two examples for each. If no examples occur for a particular category, write *None*.

|  |  |  |  |
| --- | --- | --- | --- |
| * ~~Simple~~ Present tense verb
 | **like** |  | **know** |
| * ~~Simple~~ Past tense verb
 | **helped** |  | **thought** |
| * ~~Simple~~ Future tense verb
 | **NONE** |  |  |
| * Infinitive
 | **to eat** |  |  |
| * Gerund
 | **putting** |  |  |
| * Auxiliary
 | **do(n’t)** |  | **had** |
| * Contractible copular *be*
 | **NONE** |  |  |
| * Uncontractible copular *be*
 | **was** |  | **are** |

**Application Exercise 4: Adjective Description**

Circle all the adjectives in each sentence, then identify each adjective as one of the following: Attributive (A), Predicate (Pd), Proper (Pp), Possessive (Ps), Demonstrative (Dem), Cardinal (C), Ordinal (O), Indefinite (Id), Interrogative (I?), Definite Article (DA), Indefinite Article (IA), or Noun Used As (NU).

|  |  |  |
| --- | --- | --- |
| **Dem Ps NU IA A** | 1. | **That** boy on **my** **soccer** team is **a** **fast** runner. (5) |
| **Ps A Pd**  | 2. | **Her little** friend looks **angry**. (3) |
| **Ps DA O DA A A** | 3. | **Stacy’s** sister was **the** **first** one to finish **the long, difficult** test. (6) |
| **DA A** | 4. | **The new** dentist will be with you shortly. (2) |
| **IA A Id** | 5. | It’s not **an appropriate** option for **either** one of you. (3) |
| **I? Dem AC Pp**  | 6. | **What** day are we going to **that** **fancier** **Italian** restaurant? (4) |
| **Dem Ps NU** | 7. | I want **this** shade of blue on **Josh’s** **bathroom** walls. (3) |
| **DA A DA A** | 8. | Support **the** **homeless** by donating to **the** brand **new** shelter. (4) |
| **Ps C A Ps A/O?** | 9. | **My** mother will be **eighty** years **old** on **her next** birthday. (5) |
| **IA A Pp**  | 10. | Would you fix me **a Jethro-size** bowl of **Fruit Loops** cereal? (3) |
| **IA Id A Id** | 11. | **A few stray** cats have begun to fight **every** night around 10 o’clock. (4) |
| **Ps A Pp Pd DA** | 12. | **His favorite, Wayfarer** sunglasses remained **broken** on **the** ground. (5) |
| **Ps A C** | 13. | **Dad’s new** Honda was only **12,000** dollars. (3) |
| **NU DA A** | 14. | **Choir** practice has been cancelled due to **the excessive** snowfall. (3) |
| **Ps IA A Ps Ps** | 15. | **Missy’s** story was **a fascinating** account of **her father’s** life. (5) |
| **I? DA A** | 16. | **Whose** vase is **the mint** green? (3) |
| **DA Pp DA A** | 17. | **The 82nd Airborne** unit is located at **the military** post called Fort Bragg. (4) |
| **Ps DA A** | 18. | Please call **Jennifer’s** mom about **the used** clothing. (3) |
| **Dem Id I? Ps? or A (like Rally’s)** | 19. | **That other** lady said she wanted **which children’s** book? (4) |
| **Ps A Ps A** | 20. | Please keep **your** room **organized** and **your** trash **emptied**. (4) |

**Application Exercise 5A: Adverb Description**

Identify each underlined adverb as one of the following: Manner (M), Place (P), Time, (T), Degree (D), Number (Nm), Reason (R), Affirmation (A), or Negation (Ng).

|  |  |  |
| --- | --- | --- |
| **A** | 1. | Yes, I never saw him. |
| **Ng** | 2. | I never had to take the GRE. |
| **M** | 3. | We carefully climbed down the cliff to reach the water |
| **R** | 4. | They were a good deal; consequently we bought them. |
| **T** | 5. | As soon as a James Taylor concert is announced, he’ll be in line. |
| **D** | 6. | She really knows what she’s talking about! |
| **P** | 7. | I have been looking all over for this! |
| **Nm** | 8. | This is the first opportunity I’ve had to relax. |

**Application Exercise 5B: Adverb or Conjunct**

Identify each underlined word as either an Adverb (A) or an Adverbial Conjunct (AC).

|  |  |  |
| --- | --- | --- |
| **A** | 1. | Suddenly, she realized what she needed to do. |
| **A** | 2. | Before joining the circus, she was an accountant. |
| **AC** | 3. | I run into him everywhere I go; in fact, I ran into him at the Gap. |
| **A** | 4. | Kesha is truly one of the sweetest children I know. |
| **AC** | 5. | This torte is absolutely wonderful; likewise, the cake is delicious. |
| **AC** | 6. | The power went out; consequently, I missed my morning class. |
| **AC** | 7. | I’m not a proponent; rather, I’m an opponent. |
| **A** | 8. | I am really looking forward to Friday. |

**Application Exercise 6: Determiner Identification and Categorization**

1. Take a look at this brief story produced by a 6-year-old child. Underline all the determiners.

|  |
| --- |
| Once upon a time there was a little boy. **His** name was Bobby. Bobby told **his** friends to come over for **a** party. **The** kids came. Jamie, Scott, Annie, and **some** **other** kids too. They had **a** cake and **some** ice cream. And then **Bobby’s** dad helped them with **some** fireworks. Like firecrackers and **those** snakes in **the** grass. Then they opened **the** presents. Bobby didn’t know **what** present to open first. So he picked **the** biggest one. It was **Jamie’s** present. And it was **another** truck! Like **the** one **his** grandma gave him. So now he had **two** trucks! He loved **this** one. Then after **the** presents **the** kids went outside for **more** fireworks. |

1. Categorize the determiners you underlined above by writing each word in the appropriate column below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Article | Possessive | Demonstrative | Quantifier | *Wh-* Word |
| ***a* (4x)*****the* (7x)** | ***his* (3x)*****Bobby’s******Jamie’s*** | ***those******this*** | ***some* (3x)*****other******another******two******more*** | ***what*** |

1. Use the chart above to characterize this child’s use of determiners. Write a brief descriptive sentence.

**Approximately 44% of this child’s productions consist of determiners. (26/114=21-23% ?????)**

**The majority of determiners are articles, followed by quantifiers and possessives.**

**Application Exercise 7: Conjunction Differentiation**

In the following sentences, underline then identify each conjunction as either Coordinating (C) or Subordinating (S).

|  |  |  |
| --- | --- | --- |
| **C** | 1. | The child made a mess with the blocks **and** refused to clean them up. |
| **S** | 2. | Evolution is somewhat controversial, **although** it is still taught in many schools. |
| **C** | 3. | She received her certification; **then**, she began to pursue her Ph.D. |
| **C** | 4. | Autism has long been considered a functional disorder, **but** it likely has an organic cause. |
| **S** | 5. | He was told to prepare dinner **while** she finished the floral arrangements. |
| **C** | 6. | Jason was subtle, **but** it was clear to everyone why he was visiting. |
| **S** | 7. | **Why** he declined the invitation, Chad did not say. |
| **S** | 8. | The plan was to meet for dessert **after** the play was over. |
| **C** | 9. | Judy did not win first place, **yet** she still felt like a victor. |
| **C** | 10. | The clinician did not complete the evaluation; **however**, she felt it was imperative that treatment commence. |

Use the space below to jot down any notes to yourself regarding how you might improve your assessment and/or intervention in this, or any, area previously reviewed.

**Application Exercise 8A: Prepositional Verbs**

Underline the prepositional verbs in each of the following sentences.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | The professor **picks on** the students who don’t attend. | 6. | Marcy told the teacher she is planning to **drop out** of school. |
| 2. | Billy has been scolded for always **shouting out** the answer. | 7. | It is important to **look out** for deer on the highway. |
| 3. | You will need to **look** that word **up** in the dictionary. | 8. | Please **look after** my mother while I am gone. |
| 4. | Tommy can **find out** the answer on the Internet. | 9. | Sally said she would **point** the man **out**. |
| 5. | Tell the children to **put** their coats **on** before we leave. | 10. | Please do not **give away** the saucers that my aunt left me. |

**Application Exercise 8B: Prepositional Phrases**

1. Consider the following story about a child’s vacation. Underline each prepositional phrase.

|  |
| --- |
| We were driving **in our car**. My mom was driving. We went **into a big underground tunnel**. My mom said it was two miles long. People turned on their lights **in the tunnel**. We were going **to the beach** **in Virginia**. When we were **at the middle** **of the tunnel**, there was an accident just ahead. I guess a van had run out **of gas**, and this semi-truck ran into it. Anyway, we sat there **for three hours**, and my dad told us stories **about his childhood**. It was really boring, but I liked hearing **about my dad**. |

1. Review each prepositional phrase in the above narrative, and complete the following chart.

|  |  |  |
| --- | --- | --- |
| Simple Preposition | Article(s)/Adjective(s) | Object of Preposition |
| ***in******into******in******to******in*** | ***at******of******of******for******about******about*** | ***our******a big underground******the******the******----*** | ***the******the******----******three******his******my*** | ***car******tunnel******tunnel******beach******Virginia*** | ***middle******tunnel******gas******hours******childhood******dad*** |

**Application Exercise 10A: Noun Phrase Function**

Indicate whether the underlined noun phrase in each sentence is the Subject (S), Object (O), Complement (C), or an Adverbial (ADV).

|  |  |  |
| --- | --- | --- |
| **C** | 1. | I am the speech-language pathologist. |
| **S** | 2. | You are not going out like that, are you? |
| **ADV** | 3. | Do that Thursday. |
| **S** | 4. | The little green hat will be perfect with that! |
| **O** | 5. | Don’t hit the counter with that. |
| **ADV** | 6. | We can always visit next month. |
| **O** | 7. | Don’t touch the hot wax! |
| **C** | 8. | He is my friend. |

**Application Exercise 10B: Phrase Differentiation**

Indicate whether the underlined phrase in each sentence is a Noun Phrase (NP), Verb Phrase (VP), Prepositional Phrase (PP), Adjective Phrase (ADJP), or Adverb Phrase (ADVP).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ADVP** | 1. | Please drive carefully. | **NP** | 8. | You need hot tea. |
| **PP** | 2. | Jennifer will go with her. | **NP** | 9. | His ideas are not very practical. |
| **ADJP** | 3. | She is just gorgeous. | **ADJP** | 10. | That dress is so pretty. |
| **NP** | 4. | It’s going to be a nice day. | **VP** | 11. | We will be calling on Friday. |
| **VP** | 5. | She is driving me there. | **PP** | 12. | Sid walked around the corner. |
| **ADVP** | 6. | I just need more. | **ADVP** | 13. | I swear I put it right there. |
| **NP** | 7. | That old car will never make it. | **PP** | 14. | The sun sets in the west. |

**Application Exercise 11A: Dependent Clause Identification**

Offset the dependent clause in each of the following complex sentences by placing brackets around it.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | [After Nancy gets here], we will meet you. | 6. | [Still waiting for the results], we cancelled the reservations. |
| 2. | Don’t tell them [that it didn’t happen]. | 7. | [Unless the pediatrician calls], we’ll wait to write the report. |
| 3. | The test [she gave] is not valid. | 8. | The team was late [because the bus broke down]. |
| 4. | It sure is cold, [although it is a nice break from the heat]. | 9. | We are presenting today, [as well as attending sessions]. |
| 5. | Wendy will do [what her doctor says]. | 10. | The professor will not share his formula, [which is superb]. |

**Application Exercise 11B: Relative Clause Identification**

Place brackets around the relative clause embedded in each of the following sentences.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | The child [she is concerned about] was dismissed. | 6. | Complete the sections [that are marked]. |
| 2. | The driver [who held the bus for you] got in trouble. | 7. | The toddler [who was biting] has now stopped. |
| 3. | I told you [that I can’t come].  | 8. | The plans [they shared with us] are being implemented. |
| 4. | Jennifer doesn’t know [which one will be chosen]. | 9. | The gala [they weren’t invited to] has been cancelled, |
| 5. | Contact the doctor [they recommended]. | 10. | The horse [that was so sick] won’t be in the race. |

**Application Exercise 11C: T-unit Identification**

A T-unit consists of an independent clause along with any dependent clauses. Place a slash (/) between T-units in this narrative.

|  |
| --- |
| The puppy went off on a walk by himself**/** and he saw a little rabbit.**/** The rabbit ran fast into the woods**/** and the puppy chased him until he got tired.**/** Then he sat down**/** and he thought for a minute.**/** He changed his mind**/** and he decided to eat something.**/** He looked around for stuff**/** but he couldn’t find nothing.**/** Then he saw his best friend, who is Max.**/** And Max said he was having a party at his house.**/** They went to Max’s**/** and all the friends were there. |

**Application Exercise 12: Sentence Classification**

Examine the following utterances produced by school-age children during speech-language intervention. Classify each sentence in terms of its clause structure: Simple (S), Compound (CP), Complex (CX), or Compound-Complex (CC). Then classify each sentence in terms of its function: Declarative (D), Imperative (Im), Exclamatory (E), or Interrogative (Ig).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Clause Structure** |  | **Function** |  |  |
| **S** |  | **D** | Richard: | *Let’s read this one.* |
| **S** |  | **D** | Richard: | *I want to read this one.* |
| **S** |  | **I\*** | Michelle: | *You cut it.* |
| **CP** |  | **D** | Michelle: | *We got French fries and we got hamburgers.* |
| **CP** |  | **D** | Teddy: | *He’s not scary but he’s not nice.* |
| **S** |  | **D** | Sandy: | *She swimming in the water.* |
| **S\*\*** |  | **E** | Sandy: | *She swimming in the water and say “Help, help!”* |
| **S** |  | **D** | Ricky: | *It’s not my arm.* |
| **\*\*\*** |  | **D** | Ricky: | *There my foot and there my arm.* |
| **S** |  | **D** | Eric: | *He got a ride.* |
| **S** |  | **D** | Eric: | *He got lots of things in his basket.* |
| **S\*\*** |  | **D** | Roger: | *That’s hooking together and flying over the park* |

**\***This sentence could also be declarative depending on the context in which it was said.

**\*\***This utterance has one clause with compound verbs (conjoined verbs with a second subject omitted).

**\*\*\***This utterance contains no verbs, thus is neither a sentence nor a clause.