

THE CAKE'S IN THE OVEN, BUT WHERE'S THE OVEN? THE COMPARATIVE USE OF FIGURE-GROUND DESCRIPTIONS IN THE ACQUISITION OF GEOMETRIC AND FORCE-DYNAMIC SPATIAL PREPOSITIONS

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Abstract: This paper aims to support the semantic approach to spatial prepositions in which *in* and *on* encode force relationships between objects, and other spatial prepositions (*in front of* and *next to* are specifically discussed in the current paper) are represented by geometric axes. The manipulation of figure-ground syntax was applied to test this. A picture description task was employed to test whether children aged 4-12 years and adults describe simple spatial scenes in a figure-ground order at equal rates for *in*, *on*, *in front of* and *next to*. It was also tested whether participants would produce ground-first descriptions for the above spatial prepositions at equal rates (e.g. *the garage is next to the car*; *the oven is out of the cake*) when prompted to make non-canonical descriptions. The results show that children and adults usually give figure-first spatial scene descriptions, supporting previous findings of Chestnut and Markman (2014). Ground-first descriptions were produced more frequently for geometric (*in front of* and *next to*) scenes. I conclude that pragmatic influences disallow ground-first descriptions of force-dynamic scenes in most contexts, whereas ground-first descriptions of geometric scenes can be more acceptable. This difference in figure-ground manipulation supports the suggestion of Landau (2024, 2025) that spatial prepositions belong to different cognitive domains, in that *in* and *on* map interactions between objects, and most other spatial prepositions encode navigational information.

Keywords: spatial prepositions, geometry, force-dynamics, child language acquisition, figure-ground assignment

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1 Introduction

Debates are ongoing as to whether spatial prepositions encode geometric or force-dynamic information. Landau and Jackendoff (1993) and Zwarts (2017) argue that axial properties and vectors detailing spatial relationships between objects are central to our understanding of spatial prepositions, which forms the basis of the geometric approach. Contrastingly, Talmy (1988) and Vandeloise (1991) argue that spatial prepositions describe the force relationships between objects, thus suggesting that these force relationships are more salient in the meanings of spatial prepositions than the axial properties. Seemingly, force relations are more relevant in certain spatial arrays than others, for example the force of gravity. Landau (2024, 2025) and Talmina (2023) have proposed a synthesis of these approaches, in which *in* and *on* encode force relations, and other spatial prepositions are encoded by geometry.

An approach in which spatial prepositions can be sub-categorised into those that encode geometry and those that encode force-dynamics is supported by contrasting acquisition challenges and patterns in cross-linguistic variation. Acquisition challenges associated with *in front of* and *next to* include speaker/listener perspective (Kuczaj & Maratsos, 1975), whereas *in* and *on* are challenging due to the wide variety of contexts in which they are used (Elgamal et al., 2025; Landau et al. 2017). Furthermore, *in front of* and *next to* relationships are coded similarly cross-linguistically, with these words commonly being easy to translate between languages (Landau, 2017, pp. 331-334). Contrastingly, *in* and *on* relationships are encoded and lexicalised in vastly different ways across languages (Bowerman, 1996, pp. 393-398; Landau, 2017, pp. 331-334, 2025).

The way in which the current study aims to further differentiate geometric and force-dynamic spatial prepositions relates to figure-ground syntax. The figure object refers to the smaller, more portable object, with the ground being utilised as a reference point (Chestnut & Markman, 2014; Gleitman et al., 1996; Landau, 2025). It is preferred by children and adults to describe spatial scenes in a figure-ground order (Chestnut & Markman, 2014). The current study adds to the literature by determining if this is the case at equal rates for geometric and force-dynamic spatial prepositions. This difference will support the current literature by proposing another difference between the ways that geometric and force-dynamic spatial prepositions encode information about where things are. I will further argue that an additional distinction between geometric and force-dynamic spatial prepositions can be seen in figure-

ground manipulation, in that ground-first descriptions will be elicited at a higher rate with geometric spatial scenes, with pragmatics playing a key role in this.

Spatial language consists of words in a variety of word classes, including “prepositions, adverbs, verbs, [and] adjectives” (Stock et al., 2022, pp. 185-186), and is used to describe the location and position of objects; this paper specifically focuses on the spatial prepositions *in*, *on*, *in front of* and *next to*. It is crucial that the acquisition of spatial language is understood because it is an important aspect of linguistic and cognitive development, as we utilise spatial descriptions daily. Previous research suggests that children aged 3+ years who perform better in spatial activities (e.g. completing shape puzzles and jigsaws) attain at a higher level in mathematics and science tasks (Bower et al., 2020; Verdine et al., 2017), with the Department for Education (2024) encouraging parents to engage in spatial reasoning activities to promote problem-solving and mathematical abilities. However, the relationship between children’s comprehension and production of spatial language and problem-solving skills remains unclear. Thus, it is essential that the acquisition of spatial language is understood to a high degree, as this may be able to lead to strategies that improve general cognition in children. Therefore, this paper will discuss the theoretical challenges of the semantics of spatial prepositions in combination with the related acquisition challenges.

In Section 2, background literature will be reviewed. Following this, the methodology implemented in the current study will be described and justified in Section 3. Section 4 outlines the research questions and hypotheses addressed in this paper. Section 5 highlights the key results from the current study, utilising a quantitative analysis. After this, the implications of these results will be discussed in the context of the research questions in Section 6. Section 7 provides a summary of the key findings and their implications, as well as detailing directions for future research in this field.

2 Literature Review

2.1 General Acquisition of Spatial Prepositions

Spatial language is a complex domain, in which children need to acquire the ability to describe an infinite number of spatial scenes with only approximately 80-100 English

prepositions (Coventry & Garrod, 2004, p. 6; Landau & Jackendoff, 1993, p. 224). The acquisition of spatial prepositions is complicated because they convey physical and abstract concepts. Therefore, prepositions are amongst the later word classes to be mastered by children (Durkin, 1980). Despite this late mastery, Antell and Caron (1985) and Quinn (1994) explain that humans are born sensitive to recognising spatial relationships between shapes and objects. Empirical evidence shows that infants as young as 3-months-old can distinguish between *above* and *below*, tested by presenting them with dots above/below a horizontal line and analysing gaze patterns (Quinn, 1994). Furthermore, newborns are sensitive to detecting static spatial scenes depicting two geometric shapes, when then discriminating a novel arrangement of the same geometric shapes (Antell & Caron, 1985). Early comprehension research suggests that 15-month-old infants can comprehend *on* and *under*, initially when an object is centrally *on/under* another, with this expanding to atypical scenes as they develop (Meints et al., 2002). Despite this, Clark (1974) questions whether infants truly understand the meanings of these prepositions at this age, or whether world knowledge is utilised to make predictions about spatial relationships. For example, Wilcox and Palermo (1974) found that children aged 2-3 years are likely to place a boat *under* a bridge, even when prompted to put it *on* a bridge because it is more canonical for a boat to be under a bridge. Coventry and Garrod (2004) further support this by arguing that children's spatial descriptions reflect their world knowledge, not necessarily their lexical knowledge. In terms of production, *up* and *down* are often produced at approximately 12-months-old as one-word phrases (Bowerman, 1990, p. 390). *On* and *in* are amongst the earliest spatial prepositions spontaneously produced in multiple-word utterances at 1;11 and 2;05 in the two case studies discussed by Rice (2003, p. 254). When researching the production of spatial prepositions, it is important to consider that young infants recognise these spatial relations between shapes and objects, yet they are not able to verbalise this in an adult-like way until much later.

Prepositions are yet to be fully acquired by children in their early school years (Durkin, 1980). His results indicate that children aged 3;08-8;00 naturalistically produce prepositions with more variety than is expected in adults, often producing non-canonical combinations of spatial words including “nearly on top of”, “½ way at” and “just pointing to” (Durkin, 1980, p. 24). He explains that this is because children of this age do not have the overall lexical knowledge to express spatial relations in an adult-like way. However, it is important to note that Durkin did not complete an adult trial in this experiment, thus we

cannot know exactly how adults would describe the complicated spatial scenes presented to the child participants in the study.

This sub-section has outlined the complex task of mastering spatial prepositions and briefly described the non-adult-likeness of children's production of spatial prepositions. The following sub-sections primarily focus on theoretical explanations to the semantics of spatial prepositions. The comparative acquisition challenges of geometric and force-dynamic spatial prepositions will be discussed in Section 2.4.

2.2 Geometric approach

This sub-section will provide an overview of the theoretical and empirical evidence that supports an approach in which all spatial prepositions encode geometric information between objects. This geometric information consists of axial properties, including the features of being *forward/backward*, *up/down* and *left/right* (Landau & Jackendoff, 1993; Zwarts, 2017). A key strand to this approach is *vector-based semantics* (Zwarts, 2017). This refers to the meanings of prepositions being encoded by vectors, stemming from the ground object to the region encompassed by the preposition. This approach is consistent with the meanings and uses of many prepositions, for example *above* can be mapped using vectors with vertical arrows upwards from the ground to the figure (Figure 1). Furthermore, this approach can account for the fact that objects can have these spatial relations to greater and lesser extents, as the vector can simply be multiplied (Zwarts, 2017).

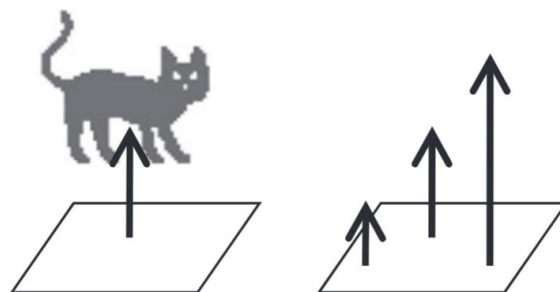


Figure 1: Vector for "cat above mat" (from Zwarts, 2017, p. 5)

This approach does appropriately map felicitous uses of most spatial prepositions, suggesting that the axial properties involved in spatial relationships between objects determine the meaning of the spatial preposition. Talmina (2023, pp. 56-68) tested the significance of the geometry of object scenes depicting *above/below* and *left/right* relationships with adult participants. In a restricted production task, in which participants completed sentences such as *[object A] is _____ [object B]*, participants described images of canonical and ambiguously canonical spatial relationships. For example, a pair of glasses directly to the left of headphones and a pair of glasses above and to the left of headphones (with or without another object occupying the position directly to the left of the headphones). The results show that participants produced the target preposition at a greater rate for scenes depicting the most canonical relationships, which suggests that the geometric position of the objects has the greatest influence on the way in which scenes are described. This highlights that geometry strongly influences the uses of *next to* in describing spatial arrays.

However, due to the polysemy (and as a result, vastly different uses) of *in* and *on*, there are many examples in which everyday uses are not suitably mapped by geometry. Gärdenfors (2024, pp. 44-45) supports the vector-based semantics of spatial prepositions, adding that their analysis is complicated due to the metaphorical extensions of their meanings, such as spatial prepositions encoding time rather than space. These metaphorical uses have led to theories on functional and force-dynamic meanings, but ultimately spatial prepositions used in the context of space represent geometric information. However, Gärdenfors (2024) does not consider the complexity involved in mapping *in* and *on* geometrically, such as the infelicity of many spatial scene descriptions if a geometric approach is taken, e.g. *a light on the ceiling*. There are many examples of uses of spatial prepositions, in which the spatial preposition does not appropriately account for the felicity of the phrase. Landau (2017, pp. 325-326) explains this through the example of “flowers in [a] vase”, in which case the flowers are mostly outside of the vase, particularly the most distinctive part of the flowers, the heads. This challenges a geometric account for the mappings of *all* spatial prepositions because it predicts that “flowers in [a] vase” should be infelicitous, but this is not the case. It appears that *in* is appropriate due to vase acting as a physical container supporting the flowers, rather than geometric mappings.

An attempt at geometric mappings of *in* and *on* is made by Herskovits (1986, pp. 140-155) by providing *ideal meanings*. She notes that there are many exceptions that deviate from

these ideal meanings but explains that when object configurations do not meet these idealisations, we reconceptualise them to fit the target meaning, exemplified in (1).

(1) “a woman *in* high heeled shoes”

(from Herskovits, 1986, p. 153)

The ideal meaning of *in* is not fulfilled in (1) because *the shoes* are not surrounding *the woman*. Herskovits argues that, in this context, it is implicitly understood “that the person is wearing the clothing, and surrounding is not required” (Herskovits, 1986, p. 153). This is one of several reconceptualisations that Herskovits lists. To some extent, this idea is appropriate in explaining the uses of spatial prepositions, although the points she raises are often not reflective of the geometric properties of the objects involved, as shown in (1). Thus, her arguments do not fully support a geometric approach to the meanings of spatial prepositions. Johannes (2015, p. 19) describes this as an “enriched geometric proposal”, and highlights that the precise uses of world knowledge information and pragmatic factors remain unclear in the approach taken by Herskovits (1986).

This section has explained that a geometric approach to the meaning of spatial prepositions is appropriate in mapping the meanings of many spatial prepositions. However, *in* and *on* cannot be mapped in this way. Therefore, the following section will discuss more appropriate ways in which *in* and *on* can be mapped.

2.3 Force-dynamic approach

A force-dynamic approach to the semantics of spatial prepositions explains that force relationships between objects are encoded, rather than axial properties (Vandeloise, 1991). Vandeloise (1991) explains that, in spatial configurations with a containment relationship, the ground object exerts force onto the figure (*landmark* and *target* as referred to by Vandeloise). He explains that in an ideal world, (2) is acceptable, but (3) is not.

(2) “*la main du voleur est dans la main du gendarme*

the thief’s hand is in the policeman’s hand

(3) **la main du gendarme est dans la main du voleur*

*the policeman’s hand is in the thief’s hand”

(From Vandeloise, 1991, p. 218, examples (29) and (30) in ch. 13)

According to a force-dynamic approach to the semantics of spatial prepositions, the semantics of (2) and (3) differ because the exertion of the force from the ground to the figure expresses the meaning of the sentence (Vandeloise, 1991). Thus, the difference in meaning stems from the difference between the force transferring from the policeman to the thief (2) and the thief to the policeman (3). As a result, it is pragmatically odd to produce (3) because it is *expected* that the police officer is in control of the thief rather than the other way around. This pragmatic feature strongly supports a force-dynamic approach to spatial prepositions because the forces exerted account for the differing felicities of (2) and (3). Therefore, this analysis seems appropriate in accounting for uses of *in* and *on*, whereas a geometric approach would suggest that (2) and (3) are equally acceptable.

Furthermore, Garrod et al. (1999) suggest a force-dynamic proposal, which differs from that of Vandeloise (1991). They suggest that *in* and *on* relationships are salient when the ground exerts *locational control* over the figure. They tested this empirically by collecting judgments about whether *in* was appropriate to describe scenes similar to Figure 2, and a different group judged whether moving the bowl would change the relationship between the pear and the bowl. Their results show that the figure (pear) having an alternative source of control (string) to the ground (bowl) led to lower confidence ratings of *in*. In their second experiment, Garrod et al. (1999, pp. 180-185) expand this finding to support relationships. Therefore, this supports the idea that *X is in/on Y iff Y controls the location of X*. Johannes (2015, pp. 22-23) adds that locational control accounts for less canonical uses of *in* and *on*, such as “cracks *in* the wall” and “coats *on* a hook”. These examples are not explained by geometry but seem well-suited to a force-dynamic approach which considers locational control, as the figure will move if the ground moves.

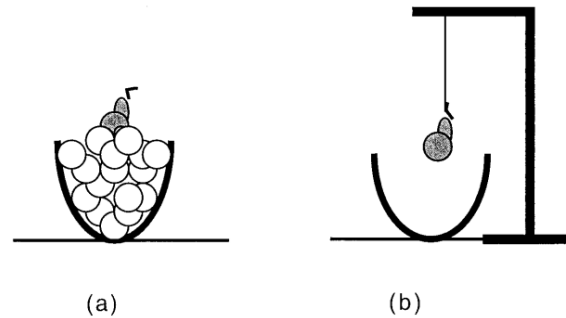


Figure 2: “The pear is in the bowl.” (From Garrod et al., 1999, p. 168)

Although the theory of locational control is well-suited for most spatial descriptions utilising *in* and *on*, there are remaining uses which are not explained by this account, for example, (4).

(4) “The shadow is on the wall”

(from Langacker, 2010, p. 2)

In (4), it is evident that if the wall moved, the shadow would remain in the same place, but would instead be cast onto the ground, or any other object that is placed in this position. Langacker (2010, p. 2) adds further that in examples such as (4), the concept of *support* is very abstract, and this explains why locational control is not necessary in such examples.

Further to a force-dynamic approach to spatial prepositions, Talmy (1988) suggests that force-dynamics are a fundamental semantic category, encoded in every language, but in different ways. He suggests that the encoding of force-dynamic information in languages is salient in the same way as properties such as agreement, noting that every language encodes forces, but none (are known to) encode colour information. This is particularly important when considering the role of cross-linguistic variation, which is discussed in Section 2.4.1.

2.3.1 Functionality

Object functions are frequently discussed in force-dynamic analyses of spatial prepositions. A functional approach to the semantics of spatial prepositions suggests that their meanings are influenced by functional relationships between objects, as well as geometry and force-dynamics (Coventry et al., 1994; Garrod, et al., 1999). Coventry et al. (1994) argue that functionality has a big role in the use of spatial prepositions, particularly *over* and *under*. They support this with empirical evidence, in which adult participants made acceptability judgements of spatial descriptions, in which the objects were either fulfilling their function, or not. For example, in Figures 3a and 3b, the person and umbrella are geometrically in identical positions, but in 3a, the umbrella is protecting the person from the rain, whereas in 3b, the umbrella is *not* protecting the person. Acceptability judgements were significantly lower for non-functional scenes, such as Figure 3b. This shows that, in cases where geometry cannot successfully support the meanings and uses of spatial prepositions, functionality is an important aspect of their use because non-functional scenes are judged as less acceptable.



Figures 3a and 3b: “The umbrella is over the man” (From Coventry et al., 1994, p. 381)

This sub-section has justified the ways that *in* and *on* can be accounted for with a force-dynamic interpretation. Although the approaches described above are convincing, it remains that there are counterexamples, such as a lack of force interaction in (4). Furthermore, the topics described in this sub-section do not closely relate to *in front of* and *next to* relationships, thus it must be questioned whether this approach can adequately account for *all* spatial prepositions.

2.4 Synthesised approach

The two preceding sub-sections have exemplified that there are mixed findings on whether spatial prepositions encode geometry or force-dynamic relationships between objects. A combined approach, in which *in* and *on* encode force-dynamic information and other spatial prepositions encode geometry has been employed (Garrod et al., 1999; Landau, 2024, 2025; Talmina, 2023; Zwarts, 2017). This sub-section will justify the reasons that spatial prepositions can be sub-categorised in this way. The current study aims to further support this proposal.

2.4.1 Cross-linguistic variation between geometric and force-dynamic spatial prepositions

Cross-linguistic variation amongst the ways in which spatial relationships are encoded is a key reason to support a synthesised approach (Landau, 2025). She highlights that languages commonly have synonymous words for geometric spatial terms, for example, *next to* can easily be translated to the German *neben*, with identical mappings, exemplified by (5).

(5) Die Flasche ist neben dem Computer
 The.FEM.NOM bottle is next.to the.MASC.DAT computer
 “The bottle is next to the computer”

In (5), the same object mappings are described in English and German, a scene in which a bottle and a computer are placed next to each other.

However, languages differ in the ways they express force-dynamic spatial relations, for example the English preposition *on* encodes vertical and horizontal support, whereas German encodes these separately (*an* for vertical and *auf* for horizontal, both translating to *on* in English).

(6) *Die Flasche ist am Tisch
 The.FEM.NOM bottle is **vertically**.on.the.MASC.DAT table
 “The bottle is on the table”

In German, (6) is pragmatically odd. It is only acceptable in strange contexts, for example if a bottle is vertically attached or held against the edge of a table. However, an English speaker interprets (6) with a bottle *horizontally* on a table, as this is much more of a canonical scene. In English, (6) would only be realised if the context was highlighted to the listener because English does not lexicalise the distinction between horizontal and vertical support. Bowerman (1996, pp. 393-395) further exemplifies the cross-linguistic variation of force-dynamic scenes by comparing how English, Finnish, Dutch and Spanish encode containment, vertical support and horizontal support relationships in static scenes.

These examples illustrate that there is much cross-linguistic variation in how languages encode containment and support relationships. However, there is also variation in the way in which geometric scenes are encoded (Landau, 2024, pp. S87-S88). Different languages utilise reference systems in contrasting ways; this refers to whether the location of an object is described based on the perspective of the object in question (allocentric), oneself (egocentric), or the Earth (geocentric). This is exemplified in examples (7) and (8).

(7) Newcastle is north of Nottingham

(8) *The cake is north of the plate

(7) is an acceptable sentence in determining the relative locations of two cities, whereas (8) is less acceptable because this is not an appropriate frame of reference to describe this kind of static scene in English. However, Landau (2024, p. S86) explains that there are many languages in which it is appropriate to describe small-scale scenes using cardinal directions. For example, many Australian languages describe small-scale scenes using cardinal directions or river drainage systems, specifically Gurindji, spoken in Northern Territory, Australia (Meakins, 2011). This highlights that there is cross-linguistic variation amongst geometric spatial descriptions, although these differences stem from contrasting frames of reference.

Although this section has outlined that there is cross-linguistic variation amongst geometric and force-dynamic spatial descriptions, there is a clear difference between the ways in which they vary. Force-dynamic relationships are encoded in vastly differing ways between languages, as exemplified by the comparison between English and German.

Contrastingly, the cross-linguistic variety amongst geometric spatial scenes stems from differing frames of reference applied to describing spatial arrays. The implications of this regarding the contrasting acquisition challenges will be discussed in the following section.

2.4.3 Acquisition differences between geometric and force-dynamic spatial prepositions

A key acquisition challenge associated with spatial prepositions is perspective, as a speaker's description of a scene may be different depending on their point of view. Kuczaj and Maratsos (1975) found that children aged 3-5 years particularly struggle to determine the front and back of non-fronted objects, such as a ball. It seems that this age group are still developing the ability to describe what is *in front of* a non-fronted object, as the perspective must be considered, whereas adults can more easily determine the most appropriate perspective to use in their descriptions. Johnston (1984) investigated the acquisition of *in front of* and *behind* in children aged 2;11-4;02 using a puppet theatre show and asking children *where* questions. She suggests that when children first acquire *behind*, it is used to convey the meaning of *hidden-by* (Johnston, 1984, p. 419). Furthermore, *in front of* may first be interpreted as meaning *visible*, although the evidence for this stems only from the fact that some children described *next to* relations using *in front of*. Thus, the meanings of geometric spatial prepositions are complicated because the perspective of the speaker and listener may be different, and therefore the speaker and listener may view the spatial scene in differing ways. Therefore, it can be difficult for children aged 3-4 years to interpret the meanings of *in front of*, *behind* and *next to*.

Comprehension studies show that geometric spatial prepositions are comprehended later than *in* and *on*. St. Pierre and Johnson (2021) tested whether children aged 2;06 utilise the lexical meanings of spatial prepositions to learn novel words. Participants were introduced to novel creatures with statements similar to *the wug is on the table*, whilst being shown two images of novel creatures, one of which was placed on a table. Then, they were shown the same two novel creatures (without any reference objects) and told to *look at the wug*. The results indicate that children could utilise the meanings of *in*, *on* and *under* to learn novel creatures, but not *next to*, which supports previous literature that *next to* is acquired later than *in*, *on* and *under*. Furthermore, St. Pierre and Johnson (2021, p. 10) add that parental reports identified *next to* as the least well-known preposition tested, with 25% of parents reporting that their child could not understand it. Many parents overestimated their

child's comprehension of *next to*, as they were not able to recognise the novel creature based on the spatial description, despite the parent reporting that they understand the meaning.

The acquisition of *in* and *on* is complex due to the wide variety of spatial scenes encoded by these terms (Landau et al., 2017), for example tight/loose/full/partial containment and support via adhesion/hanging/embedding. Landau et al. (2017) elicited spatial descriptions of non-core spatial relationships (i.e. not support from below) and found that English speaking adults frequently used lexical verbs to describe non-core support scenes, whereas 4-year-olds used the spatial preposition *on*. Elgamel et al. (2025) found that 6-year-old children begin to use lexical verbs to describe mechanical support (e.g. *poster stuck on a wall*), adding that younger children may not have required the appropriate lexical verbs, and therefore rely on using *on* to describe the spatial relationship (e.g. *poster on a wall*).

To summarise, the key acquisition challenges associated with geometric spatial prepositions are perspective and utilising the appropriate frame of reference in the language(s) being acquired. Contrastingly, *in* and *on* are challenging to acquire because of their uses in many different contexts (Landau et al., 2017). This is supported by the fact that *in* and *on* are acquired early, but only in their core meanings, and it is not until a child is 6+ years-old that they are able to use spatial prepositions in an adult like way (Durkin, 1980).

2.4.2 Pragmatic differences between geometric and force-dynamic spatial prepositions

Landau (2024) highlights that if geometric and force-dynamic spatial prepositions belong to different cognitive domains, then they should exhibit different pragmatic properties. This was tested empirically by Talmina (2023, pp. 50-56) in a picture description task. She found that images depicting real-life objects elicit more force-dynamic terms, whereas coloured shapes and blobs elicit geometric terms, even though, geometrically, the shapes/objects were displayed in the same configurations. This further supports a synthesised approach because the results show that geometric and force-dynamic spatial prepositions are used to describe scenes in different ways. The fact that images of coloured shapes did not elicit force-dynamic words, but images of real objects did, suggests that the real-life forces between the objects have a role in the language used to describe them.

Further support for pragmatic properties differentiating geometric and force-dynamic spatial prepositions stems from the idea that *out* and *off* (antonyms of *in* and *on*) convey information in a less co-operative way than *in* and *on* (Grigoroglou et al., 2024). They explain

that (9) is semantically *negative* because the location of the bag remains unknown, adding that it violates the Maxim of Quantity (Grice, 1975) by being under-informative.

Contrastingly, (10) is semantically positive and appropriate in describing the location of the bag.

(9) *The bag is off the table

(10) The bag is on the table

Geometric spatial prepositions generally exist in antonymic pairs, such as *in front of/behind* and *above/below*, in which both terms refer to a semantically positive region, as exemplified in (11) and (12).

(11) The flower is in front of the fence

(12) The flower is behind the fence

In contrast to examples (9) and (10), sentences (11) and (12) both positively describe the position of the objects. This distinction is another key factor that distinguishes geometric and force-dynamic spatial prepositions.

2.5 Figure-ground Asymmetry

This sub-section will discuss the function of *figure* and *ground* roles in spatial descriptions. In a syntactic analysis, it is argued that figure/ground asymmetry is determined by the subject/object distinction (Langacker, 1987, p. 231; Vandeloise, 1991, p. 22). When describing spatial scenes, objects are assigned asymmetric roles: the *figure* as “the object to be located” and the *ground* as the “reference object” (Landau, 2025, p. 181). Children aged 3;10-4;11 use their world-knowledge to assign figure and ground roles when producing spatial descriptions (Chestnut and Markman, 2014). This was tested by displaying images of two objects (e.g. *a bicycle* and *a building*) and describing the image using novel words (e.g. “The doppit is across from the cloopa”, Chestnut and Markman, 2014, p. 326), and asking the

participant which object is the *doppit*, and which is the *cloopa*. They found that it was strongly preferred to relate smaller figure objects to ground objects which are larger and less mobile. Thus, children of this age pick up on figure-ground syntax and utilise this to implicitly express their knowledge of objects.

To specifically determine how syntax impacts assignment of figure and ground roles, Gleitman et al. (1996) collected judgements on *equal* sentences containing novel objects from 20 adults. Sentences, such as “The ZUM is identical to the GAX” (Gleitman et al., 1996, p. 350), were presented to participants, then they judged whether the *ZUM* or *GAX* is *more famous, old, big, mobile and important*. The results indicate that all of these properties were more frequently associated with the ground object (i.e. the direct object of the sentence), and that this preference was strong amongst participants. This suggests that sentence structure has an important role in assigning asymmetrical roles to the figure and ground. This can be applied to spatial descriptions; statements that are seemingly neutral, e.g. (13) and (14), have figure and ground roles assigned to them, which creates a meaning that the object in the direct object position serves as a better landmark.

(13) The pub is next to the library

(14) The library is next to the pub

Thiering (2011) contrasts the above views on figure-ground asymmetry, suggesting that *equal* sentences, such as (13) and (14) are related to *pragmatic features*, rather than syntax. He argues that there are contexts in which (13) or (14) would be most appropriate. For example, a speaker producing (13) may be implicitly suggesting going to the pub instead of going to the library, whereas (14) seems more appropriate in encouraging the interlocuter to go to the library. Thus, the speaker’s assignment of figure and ground roles is dependent on the meaning they intend to communicate and the way in which the speaker assigns these roles influences the listener’s perception of the scene (Dressler et al., 2004, p. 209). Furthermore, Thiering (2011) highlights that figure and ground roles are often reversed for speakers to express their objective point of view, similarly to the way in which a speaker may use active or passive voice to convey a particular meaning.

When assigning figure and ground roles, syntax is manipulated to influence the pragmatic meaning of a sentence (Gleitman, et al., 1996; Thiering, 2011). Previous literature outlines that there is a preference to describe spatial scenes in a figure-first order, although the context of the scene also plays a role in assigning figure and ground roles. However, figure-ground syntax has not previously been directly compared between geometric and force-dynamic prepositions, and there is limited research on how children assign these roles. As a result, this paper aims to fill this gap. In addition to this, the pragmatic implications of figure-ground reversals between geometric and force-dynamic spatial prepositions remain unclear, which is another research gap investigated in the current paper.

3 Research Questions and Hypotheses

The preceding literature review has outlined that geometry is appropriate in mapping the meanings of many spatial prepositions, including *in front of* and *next to*, whereas *in* and *on* encode force-dynamic information. Therefore, this paper aims to uncover further differences between geometric and force-dynamic spatial prepositions, supporting proposals that they fundamentally encode different information (Garrod et al., 1999; Landau, 2024, 2025; Talmina, 2023; Zwarts, 2017). Geometric and force-dynamic spatial prepositions have not previously been studied in the specific context of figure-ground roles. Furthermore, studying acquisition patterns relating to geometric and force-dynamic spatial prepositions may answer the related theoretical questions. Likewise, the theoretical approaches to the semantics of spatial prepositions may help us to understand the acquisition challenges associated with them.

Research Question 1 addresses the canonical figure-ground syntax generally seen in spatial descriptions, with the current study adding the element of comparison between geometric and force-dynamic spatial prepositions.

Research Question 1: Are children aged 4-12 and adults more likely to produce figure-first descriptions for force-dynamic than geometric spatial scenes?

Hypothesis 1: Figure-first descriptions will be produced frequently, and at a higher rate for force-dynamic scenes.

The current study also investigates whether children and adults can manipulate spatial language to produce non-canonical spatial descriptions. In particular, I will compare whether participants produce ground-first responses at equal rates to geometric and force-dynamic spatial scenes.

Research Question 2: Can ground-first descriptions for spatial scenes be elicited for geometric and force-dynamic scenes by 4–12-year-olds and adults?

Hypothesis 2: Ground-first descriptions will be produced for both geometric and force-dynamic spatial scenes, at a greater rate for geometric scenes.

4 Methodology

In this section, I will outline the methodology utilised in the current study, justifying the decisions behind its design, discussing why it was successful in obtaining data relevant to the research questions, and explaining some limitations of the method and how to overcome these in future studies.

3.1 Design

The data collection method employed in the current study was a picture description task. A production methodology was selected to gain rich data on how spatial prepositions are produced by children and adults. Hoff (2012, p. 209) explains that 3-4-year-olds are capable of completing picture description tasks, although they may need prompting to give more information. Furthermore, this method allows a quantitative analysis of the data by coding the given descriptions, whilst also accessing the nuances in the ways spatial prepositions are used. Therefore, the data is appropriate in investigating the research questions addressed in this paper. A potential limitation of a production methodology is that the results may be difficult and complicated to code, especially as children use spatial prepositions in unpredictable ways (Durkin, 1980). Furthermore, participants may respond without using spatial prepositions, as there are many ways these images can be describe without them (e.g. lexical verbs). To reduce the impact of this, the pictures were designed to clearly indicate the

spatial relationships, Additionally, participants were told in the instructions that they would be shown pictures showing *two objects*; the aim of this was to prompt the participants to refer to both objects in their response. Overall, the method was successful in eliciting spatial prepositions, although some participants consistently responded without using spatial prepositions.

3.2 Participants

104 participants took part in the experiment, 92 children, aged 4;04-12;08, and 12 adults. A full break down of participants' ages and the experimental condition they were subjected to can be seen in Table 1. Results from 11- and 12-year-old participants were combined into one group because the number of participants in each group was too low individually.

Table 1: *Number of participants, sorted by age and experimental condition. Mean ages for each group are displayed in brackets*

Age (years)	Number in Description condition	Number in Elicitation condition	Total
4	5 (4;09)	8 (4;06)	13 (4;07)
5	7 (5;07)	7 (5;05)	14 (5;06)
6	8 (6;07)	8 (6;04)	16 (6;06)
7	8 (7;06)	6 (7;05)	14 (7;05)
8	5 (8;08)	5 (8;07)	10 (8;08)
9	5 (9;06)	3 (9;04)	8 (9;05)
10	4 (10;07)	4 (10;03)	8 (10;05)
11 & 12	4 (11;09)	5 (11;10)	9 (11;10)
Adult	6	6	12
			104

The 12 adult participants were selected because they were known to me and were willing to participate. 10 had not previously undertaken any linguistics courses at university level; 2 had but not as their major subject. All adult participants were undergraduate or postgraduate students at Newcastle University and participated voluntarily after reading an information sheet and signing a consent form (Appendix 1 and 2 respectively). Testing took

place individually in a quiet room in private accommodation. Adult data collection took place between 15th and 20th February 2026.

The child data collection was conducted as part of Newcastle University's Science Adventures programme, which is a science outreach event, in which families are invited to take part in linguistic experiments. Data collection took place on 18th and 19th February 2026. All participants were tested individually in a test booth, occasionally a parent was present. For the child trials, data was collected by me and two Research Assistants, who were trained beforehand. The parent/carer of each child provided consent for their child to take part, and ethical procedures set by Newcastle University were strictly adhered to. During the task instructions, child participants were told they could stop at any time if they wanted to, and children who appeared distracted (e.g. spinning on their chair) were asked if they wanted to continue. All trials were audio recorded, the adult trials on my smartphone and the child trials on audio recorders. The recordings were stored securely and permanently deleted after transcription.

3.3 Stimuli

3.3.1 Preposition selection

I decided to test two geometric and two force-dynamic spatial prepositions because this would allow me to identify patterns within each group, as well as making comparisons between the two groups. *In* and *on* were selected as force-dynamic spatial prepositions because they are the primary ones focused on in the literature. For geometric prepositions, there were more options, although *in front of* and *next to* were selected because they are prototypical exemplars of spatial prepositions that encode geometric information, with the relationships being easy to depict using everyday objects.

3.3.2 Object selection

The selection of the objects depicting the spatial relationships required careful consideration. The aim in choosing the objects was that the images would depict canonical spatial scenes that children would be familiar with. To construct these, I used the collocate feature on AntConc (Anthony, 2025). Corpus data from CHILDES (MacWhinney, 2000) was uploaded to AntConc because it exemplifies lexical items that are either used by children, or by adults

interacting with children. The corpora uploaded were Fletcher (Fletcher & Garman, 1988), Belfast (Henry, 1995), MPI-EVA Manchester (Lieven et al., 2009), Lara (Rowland & Fletcher, 2006), Manchester (Theakston et al., 2001) and Wells (Wells, 1981). Using the collocate feature, I searched for words frequently used before and after each spatial preposition and selected the highest frequency inanimate concrete nouns, which could easily be depicted in simple drawings. The animacy of objects was strictly controlled, as the animacy of objects can determine how language is used to describe them (Hoff, 2012, pp. 206-208). Therefore, only inanimate objects were selected. This process yielded combinations of objects in spatial scenes consistent with real-life knowledge of children of the target age group. For each preposition, four object pairs were created to ensure that patterns could be analysed for each preposition (totalling experimental 16 images). The experimental test sentences are displayed in appendix 3a.

3.3.3 Design of picture stimuli

Images depicting these spatial scenes were then designed. The picture stimuli were carefully designed to ensure that both objects were easily recognisable, and the spatial relationship between them was clear. Appendix 3 displays the full set of stimuli. The images were designed using Microsoft Paint on a touchscreen laptop and take on a cartoon nature. The aim of this was to make the images as interesting and engaging as possible to keep the attention of the participants. It was decided to use drawings rather than photographs of real objects because, by creating my own images, I had greater control over them. It is possible that the use of cartoon-style pictures rather than real objects diminishes their force-dynamic value (Talmina, 2023, pp. 50-56). The extent of this influence is not fully understood, although it is not enough to have a significant impact on the results of the current study.

As well as the 16 experimental trials, 16 fillers were produced, which also depict two objects, but are likely to elicit phrasal verbs. Phrasal verbs were selected because they can be exemplified by simple pictures showing two objects, in a very similar way to spatial prepositions. The object selection process for the fillers was less vigorous due to time constraints.

Another important factor in creating picture stimuli is the size and positioning of the objects. Hoff (2012) highlights that children are likely to start their description by mentioning the biggest, most prominent object. As a result, it is aimed in this study that the picture

stimuli do not have significant size differences between the objects. However, this is somewhat difficult to combat, as the stimuli depict common spatial scenes, which often exhibit size differences to varying degrees. An additional consideration was the placement of the image on the screen. Each image was central and took up most of the screen. The aim of this was to reduce the number of responses referring to the screen (e.g. *in the corner of the screen*), therefore eliciting more responses in which the participants refer to the relationship between the two depicted objects.

3.4 Procedure

Participants were split into two experimental conditions: the *Description group*, which targeted Research Question 1 and the *Elicitation group*, which targeted Research Question 2. Although both groups were targets of spatial preposition elicitation, they will from now be referred to using these names because of their respective tasks in the experiment. This allocation was pseudo-randomised for all participants. For adults, this was achieved by strictly alternating group after each participant. For children, the Research Assistants and I kept a log of the number of participants by age (in years) who had taken part in each trial to ensure there was a balanced number in each group. The method of pseudo-randomising the groups for the children could have been optimised further by noting their age in years *and months* to keep precise age averages as close as possible across groups. Before starting the task, all participants were given instructions, as detailed in the below sections. The images, which were collated on a PowerPoint, were displayed to participants on a laptop (adults) or a computer screen (children). The order of the trials was pseudo-randomised so that images eliciting each preposition were not directly after another, and to ensure that fillers were evenly spread throughout. The researchers were responsible for clicking onto the next image at the end of each description. Two trial images were designed, depicting spatial relationships other than the ones being tested in the current study (*above* and *behind*). This allowed participants to get used to the task before completing the real trials and allowed an opportunity to check that they understood the task.

3.4.1 Description condition procedure

The aim of this condition was to test Research Question 1, in supporting previous literature that children and adults typically describe spatial scenes in a figure-ground manner. To

achieve this, participants were told that they would be shown images depicting *two objects* and their task was to *describe the positioning of the objects in the picture*. Some child participants asked what was meant by this, in which case the experimenter told them to tell them *where the things are in the picture*.

3.4.2 Elicitation condition procedure

This condition aimed to test Research Question 2 by testing whether ground-first spatial descriptions can be elicited equally to geometric and force-dynamic spatial prepositions. It was explained to participants that the researcher would show them some pictures depicting *two objects* and ask them a question about one of the objects in each picture. In each case, the researcher asked the participant to *describe the position of the [ground object] in the image*. As in the Description trial, some children asked what was meant by position, in which case they were asked *where is the [ground object]?*.

3.5 Coding of results

The results were initially coded by preposition by age group. Categories were the same between the *Description* and *Elicitation* groups and included figure-first descriptions and ground-first descriptions, which were the primary target responses. These were further categorised by responses in which the spatial relationships were described using spatial prepositions and lexical verbs, although, for the purposes of this study, lexical verb responses were included within figure- and ground-first responses, because this reflects the way in which people use language to describe spatial scenes. Responses were also coded by naming the objects (e.g. *it's a house and a bike*), referring to the screen (e.g. *at the left of the screen/in the middle*), contextual answers, in which participants did somewhat describe the scene, but they utilised context-dependent knowledge (e.g. *a girl going to bed*). Results in the *other* category included responses that referred to a part of the picture that was not intended (e.g. *the cot is below the mobile*). Whilst this type of response does not allow analysis in the current study, it is useful to consider when producing images for this method in future studies, and it is noted that the objects depicted in the current study may still have been recognisable with less detail, i.e. no mobile over the cot in image 5 (Appendix 3b).

Some participants in the Description trial consistently gave answers in that they described the position of both objects separately, e.g. *the car is next to the house and the house is next to the car*. In this case, the *first* part of their description was coded, i.e. in this case it would be coded as *F next to G*. The reason behind this is that, in a natural setting, spatial descriptions would rarely be produced in this way. Furthermore, spatial prepositions that are (closely) synonymous were coded in the same groups, for example, *next to*, *beside*, *to the left of*, *to the right of* and *adjacent to* were initially coded separately, but later they were grouped together as *next to*. The reason for this is that the aim of the current study was not to analyse this kind of variation, but to determine the assignment of figure and ground roles. When a participant responded without utilising the target prepositions, they were asked if they could tell the researcher anything else about where the objects are in the picture, if they then produced a different answer, their second answer was coded as their response for that trial.

5 Results

This section presents the results of the experiment. Tables 2-9 show the full set of coded results. Firstly, the results for figure-ground responses will be described. In particular, comparisons will be made between figure-ground responses in geometric and force-dynamic scenes. It will be determined whether the results support previous literature, in that figure-first descriptions are generally produced, although this study adds the element of the comparison to test if these canonical descriptions are equally common between geometric and force-dynamic spatial scenes. Appendix 4 displays the transcripts of all of the responses in the current study, which are analysed in this section. Following this, the proportion of ground-first responses from participants in the Elicitation condition will be analysed to determine whether ground-first responses were equally produced for geometric and force-dynamic scenes. This will show whether participants easily manipulated spatial language to directly answer the question. The responses for *chair in front of table* (picture 17 in Appendix 3b) were removed from the analysis because there was a lot of uncertainty amongst participants as to whether the chair was *in front of* or *next to* the table.

Key:

F: figure object

G: ground object

[lv]: lexical verb

[sp]: spatial preposition

[alt sp]: alternative spatial preposition (e.g. *near*)

[l/r]: left or right of

dro: participant did not recognise the objects depicted

Table 2: Results from *Description condition* for images depicting *in front of* scenes

	4	5	6	7	8	9	10	11&12	adult
F in front of G	0	4	2	3	5	6	3	7	12
F [lv] G	3	1	1	-	-	-	-	-	1
F [alt sp] G	1	-	3	4	3		3	2	2
G [sp] F	1	-	-	1	1	2	2	1	1
Name objects	4	6	5	4	-	-	-	2	1
Contextual	1	3	3	2	-	1	-	-	-
Other	1	1	3	1	-	-	-	-	-
Total	11	15	17	15	9	9	8	12	17

Table 3: Results from *Description condition* for images depicting *next to* scenes

	4	5	6	7	8	9	10	11&12	adult
F next to G	1	6	6	11	10	3	11	7	17
F [l/r] of G	-	-	2	-	-	2	-	4	3
F [sp] G	4	1	2	-	1	1	2	-	-
G next to F	-	3	2	1	1	2	-	-	3
Name objects	1	10	4	2	-	2	-	-	1
dro	1	4	2	2	1	1	1	1	-
Contextual	3	2	4	-	-	1	-	2	-
Other	4	-	1	4	2	-	1	2	-
Total	14	26	23	20	15	12	15	16	24

Table 4: Results from *Description condition* for images depicting **in** (containment) scenes

	4	5	6	7	8	9	10	11&12	adult
F in G	10	12	14	15	15	4	9	14	18
F [lv] G	-	-	-	-	-	-	-	-	1
G with F in	2	4	4	2	-	9	4	-	4
G [lv] F	-	-	1	-	-	-	-	-	1
Name objects	1	7	2	1	-	-	-	1	-
dro	1	-	1	1	-	-	-	-	-
Other	-	-	2	3	1	-	1	1	-
Total	14	23	24	22	16	13	14	16	24

Table 5: Results from *Description condition* for images depicting **on** (support) scenes

	4	5	6	7	8	9	10	11&12	adult
F on G	10	13	16	13	9	7	9	15	22
F [lv] G	-	-	-	1	-	-	-	-	-
G with F on	-	3	2	3	1	1	1	-	-
G [lv] F	-	-	-	-	-	-	-	-	-
Name objects	-	7	4	1	-	2	1	-	2
dro	-	-	-	-	-	-	-	-	-
Other	2	1	1	2	2	-	-	1	-
Total	12	24	23	20	12	10	11	16	24

Table 6: Results from *Elicitation condition* for images depicting *in front of* scenes

	4	5	6	7	8	9	10	11&12	adult
G behind F	3	3	6	6	9	2	5	6	15
G in front of F	-	-	-	-	1	-	-	-	2
G with F in front	-	1	2	-	-	-	-	3	-
G [sp] F	-	3	2	3	2	-	2	2	-
F [sp] G	-	-	3	-	3	1	2	1	-
Contextual	2	1	1	-	-	-	-	-	1
Name objects	3	-	1	-	-	-	-	-	-
Refer to screen	-	1	-	1	-	-	1	-	-
Other	2	-	1	-	-	3	-	-	-
Total	10	9	16	10	15	6	10	12	18

Table 7: Results from *Elicitation condition* for images depicting *next to* scenes

	4	5	6	7	8	9	10	11&12	adult
G next to F	1	8	14	8	6	1	5	9	14
G [l/r] of F	-	-	-	1	6	1	1	-	8
G [sp] F	1	-	6	3	-	-	-	-	1
F next to G	-	1	1	-	4	1	3	-	-
Deictic expression	1	-	-	-	-	-	-	-	-
Contextual	3	4	-	-	-	-	1	1	-
Name objects	5	-	-	-	-	--	-	-	-
Refer to screen	2	1	3	2	-	3	-	-	1
Other	1	-	-	2	4	-	3	1	-
Total	14	14	24	16	20	6	13	11	24

Table 8: Results from *Elicitation condition* for images depicting *in* (containment) scenes

	4	5	6	7	8	9	10	11&12	adult
G under F	-	1	2	5	4	1	3	1	3
G has F in	1	5	5	-	2	4	1	2	1
G [sp] F	-	-	4	2	2	1	-	-	-
G [lv] F	-	-	-	1	-	-	2	4	11
F in G	-	1	-	2	4	-	3	5	5
Deictic expression	2	1	-	-	-	-	-	-	-
Contextual	5	3	4	1	4	-	-	1	-
Name objects	2	-	1	-	-	-	-	-	-
dro	-	-	1	-	-	-	-	-	-
Refer to screen	3	2	5	5	-	1	4	-	-
Other	3	3	2	3	4	-	1	2	4
Total	16	16	24	19	20	7	14	15	24

Table 9: Results from *Elicitation condition* for images depicting *on* (support) scenes

	4	5	6	7	8	9	10	11&12	adult
G under F	-	2	9	8	7	1	5	5	13
G has F on	-	4	4	2	4	3	-	3	4
G [sp] F	-	-	-	3	-	-	-	-	-
G [lv] F	-	1	-	-	-	-	2	1	1
F on G	-	1	1	-	4	-	4	3	4
F [lv] G	-	-	-	-	1	-	-	-	-
Deictic expression	2	-	-	-	-	-	-	1	-
Refer to screen	1	1	1	1	-	2	2	-	2
Names objects	3	-	-	-	-	-	-	-	-
Contextual	2	3	5	-	1	-	-	-	-
Other	1	-	1	1	2	-	-	-	-
Total	9	12	21	15	19	6	13	13	24

In order to produce Figures 4 and 5, the results in Tables 2-9 were combined, so that the results for *in front of* / *next to* were grouped together, and *in* / *on* were also combined. This allowed direct comparisons between figure-ground syntax in geometric and force-dynamic scenes. This process resulted in Tables 10 and 11, which rather than showing raw numbers (as in Tables 2-9), display the proportion of figure-first responses in the Description condition (Table 10) and ground-first responses in the Elicitation condition (Table 11).

Table 10: *Proportion of figure-first responses in the **Description** trial. The results in this table are displayed in Figure 4.*

Age (years)	Proportion of figure-first responses to geometric images (%)	Proportion of figure-first responses to force- dynamic images (%)
4	36.00	76.92
5	31.71	53.19
6	40.00	65.96
7	51.43	71.43
8	79.17	78.57
9	57.14	47.83
10	86.96	72.00
11&12	71.43	87.50
Adult	85.37	85.42

Table 11: *Proportion of ground-first responses in the **Elicitation** trial. The results in this table are displayed in Figure 5.*

Age (years)	Proportion of ground-first responses to geometric images (%)	Proportion of ground-first responses to force-dynamic images (%)
4	20.83	4.35
5	60.87	46.43
6	75.00	57.78
7	77.78	67.65
8	68.57	51.28
9	33.33	76.92
10	56.52	48.15
11&12	86.96	57.14
Adult	95.24	68.75

5.1 The production of figure-ground responses

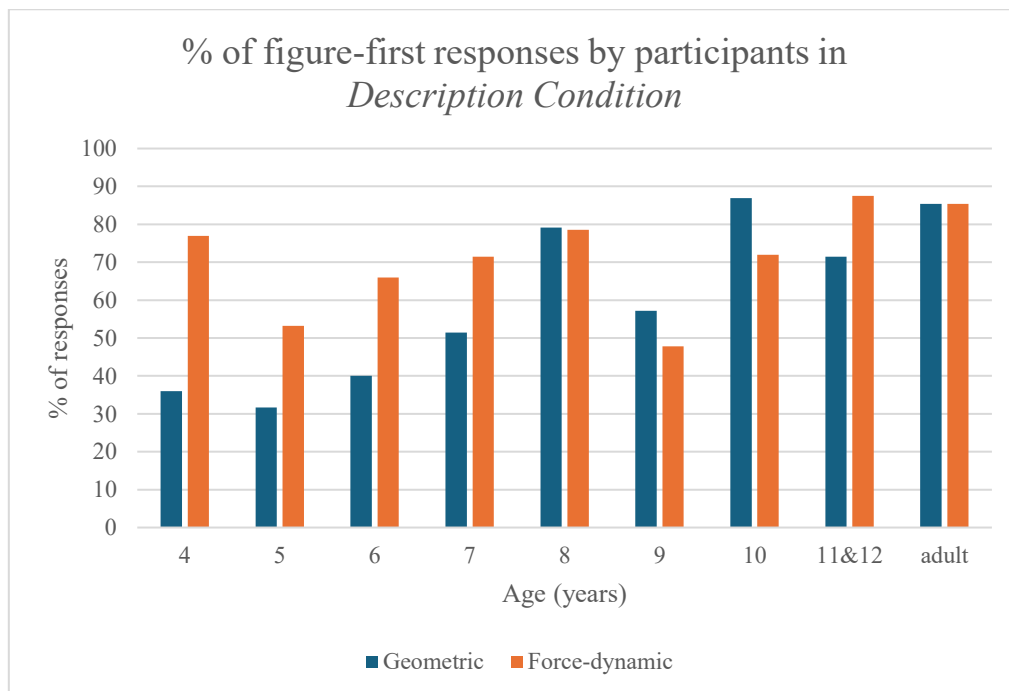


Figure 4: *% of figure-first answers by participants in Description condition*

Overall, the results show that participants in the Description condition generally provided figure-first responses, although these responses were more frequent by older

children and adults, as seen in Figure 4. Furthermore, there was a greater proportion of figure-first responses to force-dynamic scenes than geometric scenes in 4-7-year-olds, although results between the two sub-categories are more similar amongst children aged 8+ and adults.

The proportion of figure-ground responses to geometric images is lowest amongst 4-6-year-olds, at 30-40%. This increases steadily until 8 years, at which point this response is very frequent, at 79.17%. There is a slight decrease of this response from 9-year-olds, at 57.14%, although it increases amongst 10-12-year-olds and adults, at a greater rate for 10-year-olds and adults (to 86.96% and 85.37% respectively).

In response to force-dynamic images, children and adult participants usually provided figure-first descriptions at between 50-85%. This response was given highly frequently by 4-year-olds, at 76.92%. This decreases to 53.19% by 5-year-olds, followed by a steady increase in each age group until 8 years; 78.57% of this group gave figure-ground responses. There is an unexpectedly low proportion of figure-ground responses by 9-year-olds at 47.83%. This increases to 72% and 87.5% by 10- and 11- and 12-year-old groups respectively. Adults provided this response for 85.42% of force-dynamic trials.

The difference in the proportion of figure-first responses between geometric and force-dynamic scenes is greatest in 4-year-olds, with force-dynamic results at 76.92% and geometric at 36%, a difference of 40.92 percentage points. The difference remains at approximately 10-15 percentage points until 8 years, at which point the results are the same at around 80%. The proportion of figure-first results are very similar between geometric and force-dynamic images amongst children aged 9-12, as well as adults. Overall, adults and older children gave figure-first responses slightly more frequently than younger children.

5.2 The production of ground-figure responses

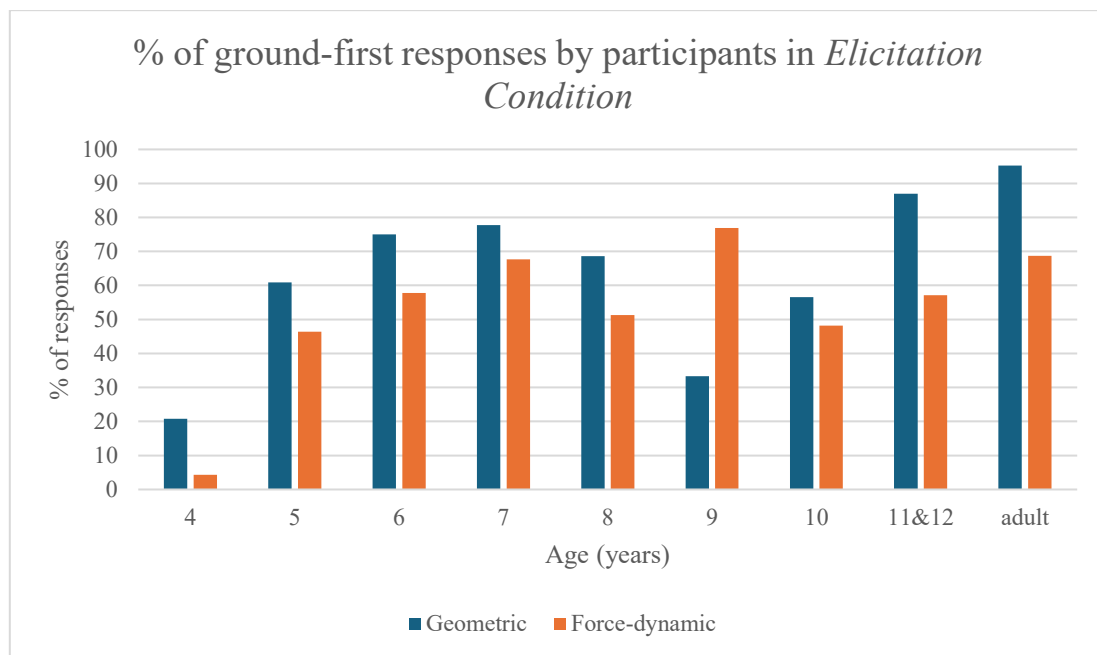


Figure 5: % of ground-first answers by participants in Elicitation condition

As this Research Question relates to the elicitation of ground-first responses, only the results from participants in this condition are being described in this sub-section. Overall, the results indicate that children and adults produce ground-first responses when prompted. An exception to this is 4-year-olds, who only produced ground-first answers for 20.83% of geometric images and 4.35% of force-dynamic images. In general, ground-first responses are more likely to be produced for geometric images, a trend seen across all age groups except 9-year-olds. As seen in Table 1, the number of 9-year-old participants in this condition is very low, therefore the results are more easily skewed, and may not be representative.

In response to geometric images, there is a sharp increase in the proportion of ground-first responses from 4 to 5 years, with the proportion increasing from 20.83% to 60.87%. After this, there is a slight increase in ground-first responses until 7 years old, when the proportion reaches 77.78%. The responses from 9-year-olds show a significant dip in ground-first responses at 33.33%, followed by a slightly lower than expected proportion by 10-year-olds at 56.52%. This then increases to 86.96% for 11- and 12-year-olds. The greatest proportion of ground-first responses came from the adult group, at 95.24%.

For force-dynamic images, ground-first responses were produced rarely by 4-year-olds, at 4.33%. There is a significant increase by 5-year-olds, who produced this construction in 46.43% of responses. This steadily increases until age 7, at which this response is recorded in 67.65% of responses. There is a slight decrease in ground-first responses by 8-year-olds at 51.28%, followed by a sharp increase by 9-year-olds. 10-12-year-olds produce ground-first answers at a similar rate to 5-8-year-olds, at 50-60%. Ground-first responses were frequent by adults responding to force-dynamic images, at 68.75%.

To compare the results between the proportion of ground-first elicitations between geometric and force-dynamic images, Figure 5 shows that ground-first responses were produced at a higher proportion in geometric images than force-dynamic images. The only exception to this is in the 9-year-old group, in which ground-first responses were more frequent in response to force-dynamic images. Other than this, the results are consistent for every age group, with ground-first answers being slightly more frequent in geometric images. This difference is around 10-20 percentage points for all age groups, except for 9-year-olds, where there is a 43.59 percentage point difference in the other direction. The other exceptions are the 11- and 12-year-old and adult groups, both of which gave ground-first responses to geometric scenes 29.81 percentage points and 26.49 percentage points more frequently than to force-dynamic scenes.

6 Discussion

This section will critically analyse the implications of the results described in Section 5, focusing on the key findings that 1. figure-ground descriptions were frequently produced by adults and children (to a lesser extent with geometric scenes) and 2. ground-first descriptions can be elicited from adults more consistently than from children (to a greater extent with geometric scenes). The results for Research Question 1 support the findings of Chestnut and Markman (2014) that children and adults describe spatial scenes in a figure-ground order. The results for Research Question 2 support the idea that pragmatic principles constrict the salience of ground-first spatial descriptions of force-dynamic scenes. The limitations of the current study will be explored in Section 6.3, and from this, suggestions will be made for future research on the topic of child acquisition of geometric and force-dynamic spatial prepositions.

6.1 Research Question 1: Are children (aged 4-12) and adults more likely to produce figure-first descriptions for force-dynamic than geometric spatial scenes?

It was hypothesised that participants in the Description condition would most frequently describe the images in a figure-ground manner. The results support this hypothesis, as well as previous literature from Chestnut and Markman (2014). This may indicate that older children and adults have a preference to describe spatial scenes in a figure-ground order because this makes the most communicative sense in describing the location of objects. Smaller and more portable objects are more often sought, and larger immobile objects function well as reference points. The current study highlights that younger children have not yet developed this preference to an adult-like extent. This may be because they do not have the world knowledge to understand object functions in the same way as adults. A further explanation for this may be that the younger children tested in the current study have not fully acquired the relevant prepositions (Durkin, 1980). Therefore, the reason 4- and 5-year-olds produce less figure-first responses is because they produce less responses utilising spatial prepositions in general. This supports the findings of St. Pierre and Johnson (2021) that *next to* is the spatial preposition least comprehended by children aged 2;06, advancing this finding that *next to* (and potentially also *in front of*) is less frequently produced by 4-year-olds. A reason for this may be that these spatial prepositions are more morpho-syntactically complex than *in* and *on*. Additionally, the results indicate that the younger children tested in the current study may not have acquired the subtle differences in the syntax of *equal sentences*, researched by Gleitman et al. (1996), thus they interpret and produce such sentences synonymously, even though older children and adults manipulate the assignment of figure and ground roles to express different meanings.

It was further hypothesised that figure-ground descriptions would be more frequent in force-dynamic images. The results are as hypothesised for younger children, although older children and adults did not display a higher frequency of figure-ground responses in force-dynamic scenes. It may be the case that children produced figure-first descriptions at a greater rate with force-dynamic scenes because the relationships between the objects are more salient, as there is a greater connection between them, i.e. they are touching and forces are being transferred between the objects (Vandeloise, 1991). This contrasts with the

geometric scenes tested, in which there was clearly distance between the objects. An increased proportion of figure-ground descriptions to force-dynamic scenes may also be linked to the functionality of the scenes depicted. The force-dynamic images depicted functional scenes, and descriptions such as *the cake is baking in the oven* were often produced, with the lexical verb *baking* highlighting the functionality. As a result, the increased figure-ground usage may be due to the highly functional object relationships depicted, supporting research by Coventry et al. (1994) and Garrod et al. (1999) that functional relationships are the most appropriate exemplars of spatial scenes. Despite this, there is also evidence that functionality has a role in geometric scenes, with *the car is parked next to the garage* also being a common description. Therefore, it may be the case that more functional scenes elicit figure-first responses at a greater rate, rather than the role of geometry or force-dynamics.

Further, the current study goes beyond current literature by comparing figure-ground relationships between geometric and force-dynamic spatial prepositions. This adds to the current debate of whether geometric and force-dynamic spatial prepositions encode different information. The fact that 4-7-year-olds used figure-ground descriptions more frequently for force-dynamic scenes than geometric scenes indicates that this age group treat the proposed sub-categories of spatial prepositions differently. For this age group, it seems to be more intuitive to describe force-dynamic scenes using a figure-first construction, whereas adults responded in this way at the same frequency for geometric and force-dynamic scenes. There is little previous literature to support or reject this finding, as many previous studies have focused on distinguishing differences between geometric and force-dynamic spatial preposition acquisition in terms of cross-linguistic variation.

6.2 Research Question 2: Can ground-first descriptions for spatial scenes be elicited for geometric and force-dynamic scenes by 4-12-year-olds and adults?

The results indicate that ground-first responses can be elicited in response to geometric and force-dynamic scenes, infrequently by 4-year-olds, but consistently by adults. However, it was hypothesised that ground-first descriptions would be elicited consistently, even by the youngest children tested. This may imply that, although 4-year-olds are generally able to produce the tested spatial prepositions (Durkin, 1980; Johnston, 1984; Landau et al., 2017),

the ability to consistently manipulate them to produce non-canonical spatial descriptions is acquired later. The fact that participants from all age groups, apart from 9-year-olds, consistently produced ground-first descriptions at a greater rate for geometric scenes may support the proposals of Coventry et al. (2001) and Coventry and Garrod (2004). They argue that children's use of spatial prepositions reflect their knowledge of objects in the real world, having interacted with them, highlighting that it is unintuitive to give ground-first descriptions in many contexts. This outlook justifies that ground-first descriptions are unintuitive, which is reflected by a lower rate of force-dynamic spatial descriptions in the results, because ground-first descriptions are often less useful in telling us where things are.

The results consistently suggest that there is a difference between geometric and force-dynamic spatial prepositions in terms of figure-ground manipulation across all age groups. Thiering (2011) proposes that ground-first descriptions are utilised in salient contexts. The current study has found that these ground-first descriptions are produced at different frequencies between geometric and force-dynamic scenes, even though the geometric and force-dynamic images had equally low levels of context. This exhibits a difference between the two proposed sub-categories of spatial prepositions, supporting the suggestion of Landau (2024) that geometric and force-dynamic spatial prepositions belong to different cognitive systems. Geometric spatial prepositions utilise axial properties, with their key function of mapping and navigation, whereas force-dynamic spatial prepositions encode relationships between objects. The findings of Grigoroglou et al. (2024) may be able to further explain the results of the current study by their discussion of pragmatic principles. They propose that *out* and *off* have negative meanings (i.e. *not in/on*) and these negative meanings results in very infrequent uses of these terms by adults and children in spatial descriptions, even that they are infelicitous without sufficient context. However, the antonyms of the geometric spatial prepositions tested in the current study do not have these negative meanings, which may be part of the reason that ground-figure descriptions were elicited more frequently for geometric scenes by children and adults, as the participants wanted to avoid these *negative* descriptions of force-dynamic images.

The results support proposals of Talmy (1978) and Vandeloise (1991), in that sentences with reversed figure and ground roles may have the same truth conditions, but their meanings are different because their roles are asymmetrical. Figure and ground assignment can have great influence on the meaning of a sentence, as the speaker frames the scene using their subjective point of view, in the same way that action events can be framed using active

or passive voice. Applying this to the results of the current study, this may be able to explain why ground-first descriptions are more frequent in geometric spatial scenes; there are more potential contexts in which the ground object may be located, for example changes in perspective.

Furthermore, it is interesting to note that ground-first descriptions were elicited by adults with geometric scenes almost all of the time. This implies that adults can easily manipulate spatial language to respond to non-canonical questions, whereas for force-dynamic scenes, adults were less likely to respond in this way. This does not indicate that adults cannot produce this construction when asked (the results still indicate that they do most of the time), but it may imply that it is less intuitive. The results of the current study add to the field of spatial language acquisition by highlighting this distinction between geometric and force-dynamic scenes in English acquiring children aged 4-12 years.

6.3 Limitations of the current study

A production methodology was selected to gain insight into how spatial prepositions are used rather than collecting comprehension data, as this allows a more in-depth understanding of the acquisition of spatial prepositions. However, this led to non-target responses sometimes being produced, for example some participants consistently named the objects in the picture, or gave vague responses, such as *the table is with the chair*, in that it is not clear whether the participant can verbalise the spatial relationship more specifically. From this response, it is unknown whether the participant has acknowledged the spatial relationship between the objects before answering, or if they have responded first with the largest or brightest object in the image, although no particular patterns were found. Furthermore, a statistical analysis of the results was planned to be completed, although due to time constraints, this was not possible. The proposals made in the current paper may be strengthened by a statistical analysis, and future research should include this.

7 Conclusion

The current study aimed to support proposals from Landau (2024, 2025) that *in* and *on* encode force-dynamic information and *in front of* and *next to* encode geometric information.

This was investigated by testing the uses and manipulations of figure and ground role assignments. The results indicate that figure-first descriptions are most frequently used to describe spatial scenes, supporting the research of Chestnut and Markman (2014). The current study adds that figure-first descriptions are used to describe force-dynamic spatial scenes more often than geometric spatial scenes, although this preference is not as strong in the younger children tested. Younger children exhibit differences in their use of figure-ground descriptions between geometric and force-dynamic scenes, although this may be due to the fact that 4-6-year-olds are still in the process of acquiring *in front of* and *next to*, and therefore produce these to a lesser extent in general.

The results further suggest that children and adults can produce ground-first descriptions of geometric and force-dynamic scenes, although more frequently to geometric scenes. I propose that a key reason for this is that pragmatic principles disallow ground-first descriptions of force-dynamic scenes because of the negative semantics of *out* and *off* in the context of spatial scene descriptions, supporting the findings of Grigoroglou et al. (2024). This is another difference between the uses of geometric and force-dynamic spatial prepositions, providing further evidence that they encode different information about spatial arrangements.

It may be insightful for further research in this field to take a cross-linguistic approach to determine whether the negative semantics of *out* and *off* seen in the current study are evident cross-linguistically, or whether there are different patterns in figure-ground manipulation between languages. Investigating acquisition patterns between languages that encode force-dynamic relationships differently (e.g. German and English) may also provide insights into the pragmatic features that relate to figure-ground manipulation. In addition to this, the role of pragmatics in figure-ground reversals may be made clearer by researching the impact of functionality in ground-first elicitations to geometric and force-dynamic spatial scenes. The results of the current study, combined with my proposals for future research, may be able to extend the findings of Bower et al. (2020) and Verdine et al. (2017) in achieving a greater understanding of how children's use of spatial language influences their abilities to successfully complete mathematics and science activities.

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Appendices

Appendix 1: Participant information sheet

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Percy Building
Newcastle University
Newcastle upon Tyne
NE1 7RU, United Kingdom



Participant Information Sheet

Project	In, Out, Over, Under
Principal Investigator	Dr Rebecca Woods
Researcher collecting data	Jasmine Ralphs

What is this document? This document explains what kind of study you are being asked to take part in, what your rights are, and what will be done with your data. If there are any special benefits or risks to participation, they will be explained here. Please read the information carefully and retain it for your records.

The Project: You are about to participate in a study which involves using spatial language to describe pictures of simple scenes showing two objects. The data being collected is how people describe simple pictures. Your session should last for a maximum of 10 minutes. You will be given full instructions before you begin. The session will be audio recorded.

Risks and benefits: There are no anticipated risks to participating in this study. The only benefits to you personally are those you draw from making a contribution to our knowledge about the development of spatial language.

Right to Withdraw: Your participation is voluntary and you may stop at any time for any reason without penalty. You have the right to refuse to answer any questions you are asked.

To withdraw during participation, tell the researcher that you want to withdraw (if you have a question about this please contact j.ralphs2@newcastle.ac.uk). If you withdraw, any data that you have already provided or produced will be deleted. To withdraw after your participation is complete, please contact j.ralphs2@newcastle.ac.uk. If you choose to withdraw, all your data will be deleted. You may withdraw your data up to the date of the completion of data collection, which is planned to be on 20/02/2026. All data will be permanently deleted upon the completion of the project, which is planned to be on 31/10/2026.

Confidentiality:

We will not be collecting any identifying information, and none of your responses can be associated with your name or with any other personal details.

Your Data: Any data you provide will be handled in accordance with the [UK Data Protection Act of 2018](#). Your anonymous data will be securely stored and may be used only by the above-named researcher(s) as well as by other qualified researchers for teaching or research purposes, and in professional presentations. Any recordings will be transcribed with any identifying information anonymised and the original recordings will be destroyed.

Contact Information: This research is being conducted by Jasmine Ralphs at Newcastle University and overseen by Dr Rebecca Woods. The researcher or their supervisor can be contacted via j.ralphs2@newcastle.ac.uk or Rebecca.Woods@newcastle.ac.uk for questions or to report a research-related problem.

If you have any concerns regarding your rights as a participant in this research, you can contact Newcastle University Research Ethics at res.policy@ncl.ac.uk, citing the project title and the module number SEL3329.

Appendix 2: Participant consent form

School of English Literature, Language and Linguistics
Percy Building
Newcastle University
Newcastle upon Tyne
NE1 7RU, United Kingdom



Participant Consent Form

Project	In, Out, Over, Under.
Principal Investigator	Dr Rebecca Woods
Researcher collecting data	Jasmine Ralphs

In addition to this form, you have been given a **Participant Information Sheet** outlining the purpose of the project and describing what your participation will involve. **Read that sheet carefully first, please.** If you have any questions arising from the Participant Information Sheet or this Consent Form, please ask the researcher before you decide whether to take part.

Please enter 'Y' or tick (✓) in the boxes on the left to acknowledge before signing below.

- ☐ I am 18 years of age or older
- ☐ I have read and understood the detailed **Participant Information Sheet** about the study and been given a copy to keep for my records.
- ☐ I understand that my participation is voluntary and I can withdraw without penalty at any time before the research is completed (which is planned to be on 31/10/26)
(see section on **Right to Withdraw** in Participant Information sheet)
- ☐ I understand you will not be collecting any identifying information as part of the study, and that this consent form will be stored apart from my data. (see section on **Confidentiality** in Information sheet)
- ☐ I agree that my anonymous data may be kept permanently in secure Newcastle University archives and may be used by qualified researchers for teaching and research purposes. (see section on **Your Data** in Participant Information Sheet)

Participant	Name	Signature
Researcher	Name Jasmine Ralphs	Signature
Date and Time		

Appendix 3a: Experimental stimuli

Geometric		Force-dynamic	
In front of	Next to	In	On
Tree in front of house	Doll next to cot	Paper in bin	Sandwich on plate
Chair in front of table	Car next to garage	Crayons in bag	Blanket on sofa
Bottle in front of door	Sock next to radiator	Cake in oven	Drink on floor
Tractor in front of bushes	Flower next to path	Teddy in toybox	Cushion on bed

Appendix 3b: Stimuli in order displayed to participants

Trial tests:

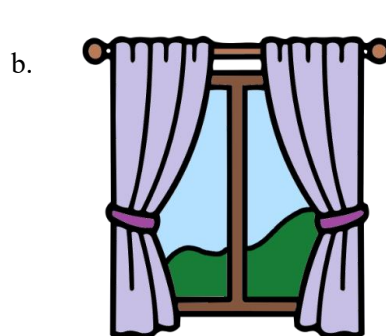
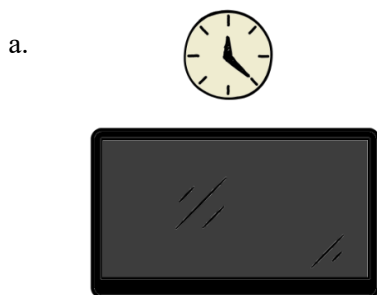
- a. Clock above TV
- b. Window behind curtains

Order of trials:

1. Tree in front of house
2. Ribbon wrapped around box
3. Paper in bin
4. Light dangling from ceiling
5. Doll next to cot
6. Milk splashing in bowl
7. Pencils in bag
8. Towel hanging up on rail
9. Sandwich on plate
10. Key attached to keyring
11. Picture dangling from nail

12. Car next to garage
13. Books tucked under desk
14. Blanket on sofa
15. Bike leaning against shed
16. Computer plugged into wall
17. Chair in front of table
18. Sock next to radiator
19. Cake in oven
20. Label attached to jumper
21. Flower next to path
22. Teddy in toybox
23. Vines wrapped around fence
24. Bottle in front of door
25. Coat hanging up on hook
26. Drink on floor
27. Tractor in front of bushes
28. Ladder leaning against wall
29. Cushion on bed
30. Water splashing into bath
31. Phone plugged into wall
32. Board games tucked under shelf

Trial images:

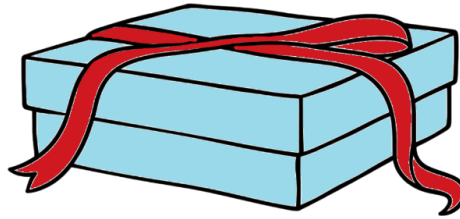


Experimental images:

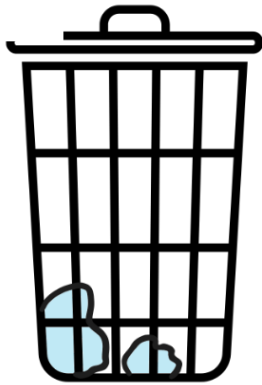
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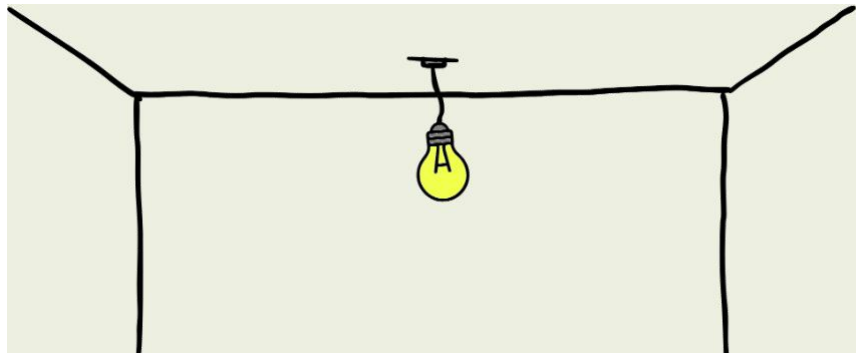
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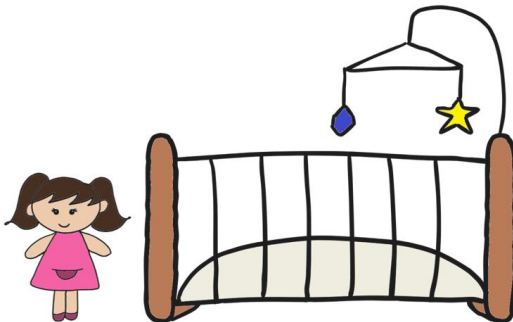
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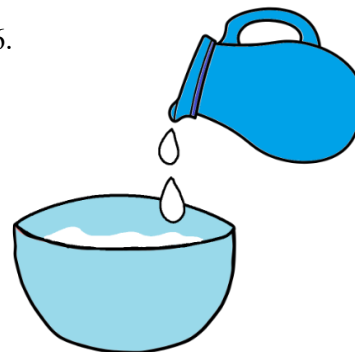
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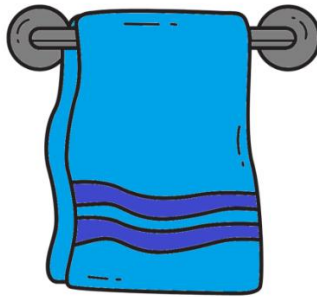
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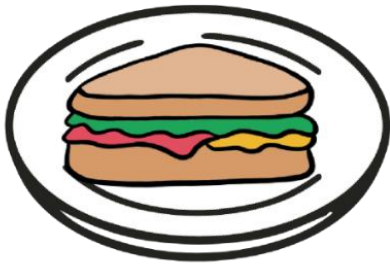
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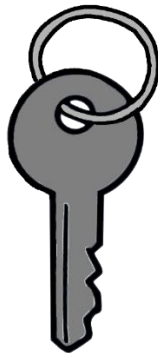
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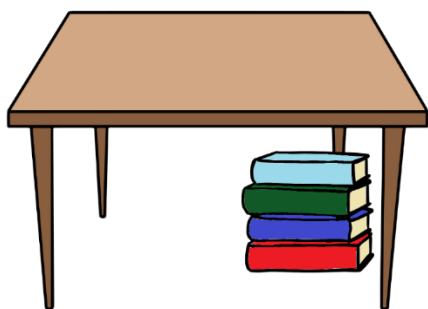
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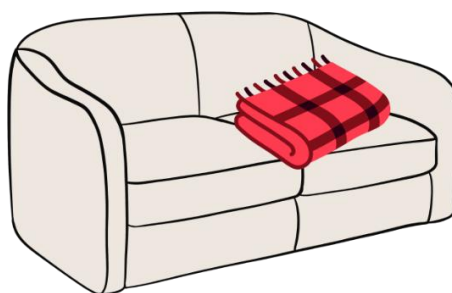
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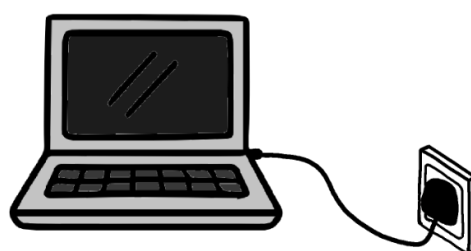
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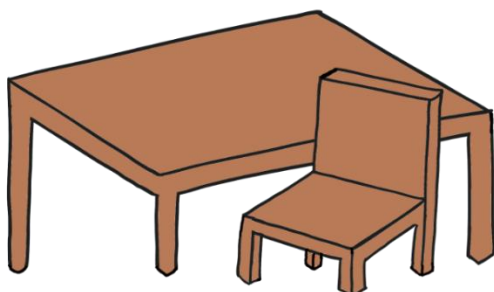
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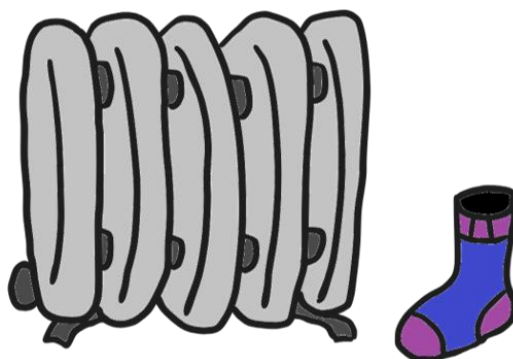
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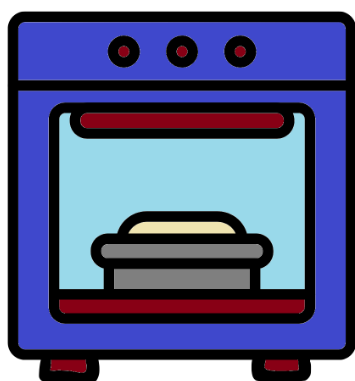
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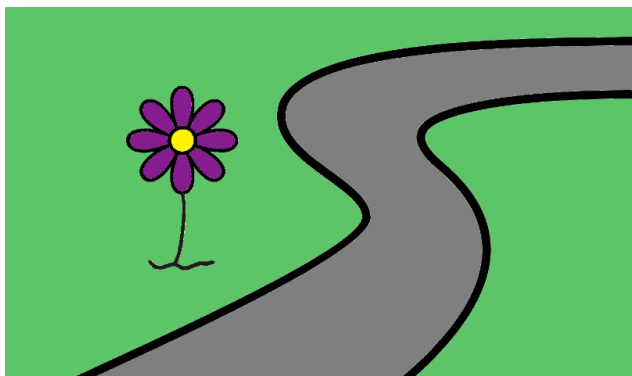
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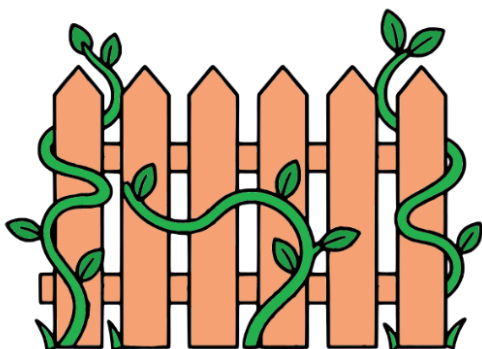
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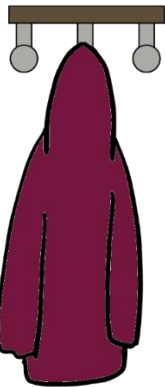
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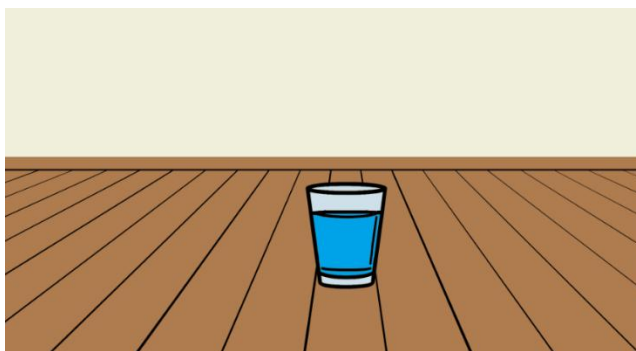
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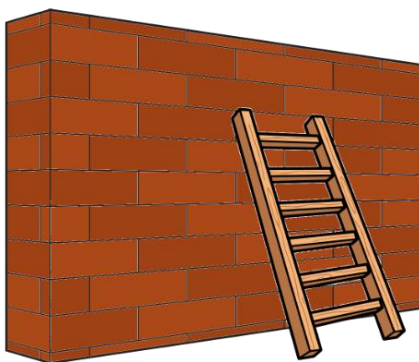
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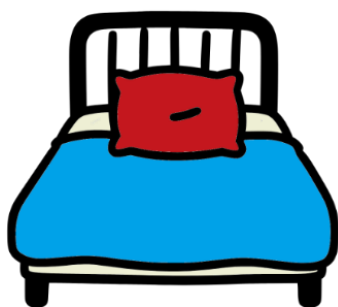
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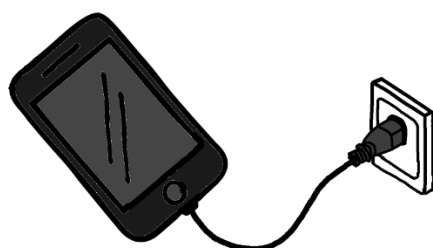
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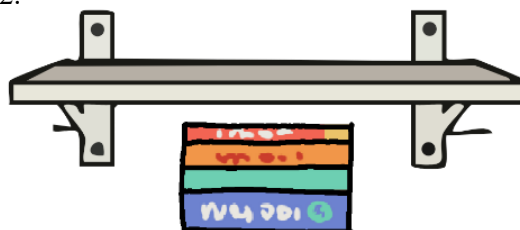
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Appendix 4: Transcripts

Key:

E: experimenter

P: participant

Parent: parent/guardian

Description Condition (youngest to oldest)

81325 4;08

E: Ok so I'm going to explain what we're doing. So I'm going to show you some pictures of two objects and I want you to tell me about the position of the objects. So we'll do 2 practise pictures to get you used to what we're doing and then we'll start. Is that all good?

P: Uh huh

E: Perfect.. Ok so [...] can you tell me about the position of these objects?

P: Yeah [...] that one's rectangle and that one's circle

E: Peah.. Do you know [...] where's the clock in terms of the screen?

P: [...] erm [...] at home

E: Is it on top of it? [...] no? [...] is the screen underneath the clock?

P: No

E: No?!

P: [laughs]

E: I think it is

P: It's not

[both laugh]

E: Ok let's do another practise one and we'll see how you get on [...] where is the [...] tell me about the position of the curtains

P: Erm inside

E: Inside [...] are they in front of the window?

P: [...] Behind the window

E: Behind the window [...] yeah?

P: Uh huh

E: Ok perfect [...] we are going to get started now [...] so [...] tell me about the position of the objects.. The tree and the house

P: Erm the tree should be away from the house

E: Yes brilliant [...] ok the next one [...] what about these 2 objects?

P: The ribbon should be on top of the present

E: Yes brilliant [...] and what about these ones?

P: These bit's should be away from each other in the bin

E: They're in the bin

P: They're in the bin

E: And what about this one

P: The light should be on top of the house

E: Brilliant

[parent interrupts unintelligible]

P: Now sit down

Parent: Alright

E: Erm and this one

P: The girl should be in the bed

E: Ok and this one

P: The milk should be pouring in the bowl

E: And this one

P: The pencils are [...] should be in the bag

E: Ok and this one

P: The towel should be hanging up

E: Brilliant do would you like to keep going

P: Yeah

E: Brilliant

P: The sandwich should be on the plate

E: Brilliant [...] and what about this one

P: The key should be unlocking the door

E: Ok and this one

P: The picture should be hanging

E: What about this one

P: The car should be outside the house

E: Okey dokey [...] and this one

P: The books should be on top of the table

E: Ok can you tell me where they are?

P: Under the table

E: Yes and what about this one

P: The blanket should be on the sofa

E: Brilliant do you want to keep going?

P: Yeah

E: Brilliant what about this one?

P: The bike should be out the house

E: And what about this one

P: The the the computer should be connected

E: Ok what about this one

P: The chair should be tucked in but but it's not tucked in [laughs]

E: Is that silly?

P: Yeah

[...]

E: Can you tell me about the position of these ones?

P: [...] This is tricky

E: Don't worry if you don't know

P: [...] Is that a radiator?

E: Yes

P: Oh [...] so the socks are t- keep the socks to keep the socks warm they should be on the radiator-

E: -To keep them warm! [...] and this one

P: The dough should be in the oven

E: The dough's in the oven [...] what about this one?

P: There should be a name on the tag but there's not

E: [laughs] Is that silly too? [laughs] and what about this one?

P: The flower should be [...] out the way of the path but it's near the path

[both laugh]

E: And what about this one?

P: The teddy's... the box should be closed and the teddy should be out it but the teddy's in it and it's not.. It's open

E: And this one

P: The vines shouldn't be doing things to the fence but it is doing things to the fence

E: Can you tell me about the position of these objects?

P: The bottle should be inside but it's outside

E: Is the bottle in front of the door [...] or is the bottle behind the door?

P: In the front of the door

E: And this one

P: The coat is hanging up but it should be hanging up

E: Ok and this one

P: The water is in the cup and it should be in the cup [...] but it it's on the floor [...] it can't be on the floor

E: Ok and this one

P: The tractor can't go through the [...] the bushes but it's I see it's gonna go under the bushes

E: Ok and can you tell me about the position of these ones?

P: The ladder should be taller but it's not tall enough

E: Is it [...] can you tell me where it is?

P: They're trying to climb the ladder but it's [unintelligible] but it's [unintelligible] but the ladder's too small

E: And finally this one.. Last one

P: The cushion should be on the bed and it is

E: Perfect

END

84911 4:07

E: Ok so I'm gonna show you some picture s showing 2 objects ok

P: Yeah

E: And I want you to tell me about the positioning of the objects. Do you know what positioning means?

P: Yeah

E: Yeah.. Where is it.. So we'll do 2 practise ones and then we'll start ok

P: Ok

E: Ok so can you tell me about the position of the objects in this picture

P: Err [...] there's a screen and there's a clock

E: Yeah, can you tell me about the position of them, where they are

P: Err they're close together and [...] they're a little bit close

E: They're close... can you tell me about where they are in relation to each other

P: So there's the middle what's empty and the sides are not empty. [...] so it makes sense that there's none in the middle and there's 2 at the sides

E: Yeah... can you tell me where the clock is?

P: High

E: It's high.. Can you tell me where it is in relation to the tv

P: Low

E: Ok.. Shall we try a different one

P: Yeah

E: Where... can you tell me about the position of the objects in this picture

P: Err so there's curtains and there's a window and the window's holding the curtains

E: Yeah can you tell me about the position of them? Can you tell me where they are?

P: Err they're next to the window but in the middle is still empty

E: Yeah! They're next to the window [...] brilliant so do you want to do some more?

P: Yeah

E: Yeah brilliant so [...] can you tell me about the position of the objects in this picture

P: Errr there's a house and a tree. The tree's far away from the house but they're a little bit close

E: Yeah can you tell me where the tree is

P: Err at the side

E: Yeah do you want to do another one?

P: Yeah

E: Can you tell me about the position of the objects in this picture

P: So there's a present and it's been opened a little bit.. I think we might... and also it's in the middle and the sides are empty

E: Mmh

P: And the present has something on top of it

E: Yeah what does it have on top of it?

P: A bow

E: Yeah a bow. Brilliant do you want to do another one?

P: Yes please

E: Yeah can you tell me about the position of the objects in this picture

P: So there's rubbish in a bin

E: Brilliant yeah, do you want to do another one?

P: Mmh

E: Can you tell me about this picture?

P: So the light is on the living room and some people aren't there, they must be out

E: Yeah can you tell me about the position of the objects.. The position of them.. Where they are

P: Err it's hanging and it's tall

E: Brilliant, another one?

P: Yeah

E: Can you tell me about this picture?

P: So there's a baby and it's out of it's cottage and there's a lullaby at the top.. so it so the lullaby is even higher than the rock chair

E: Brilliant. can you tell me about the positioning of them?

P: So ... the sides are erm [...] the sides are empty [...] and also at the top is not empty

E: Ok, want to do another one

P: Mmh

E: Can you tell me about this picture.. The position of-

P: The so err the jug is pouring a little bit of flour into the bowl

E: Mmh can you tell me about the position of the objects

P: Erm so [...] the it's going like a wave [...] and also the jug is blue and the bowl is blue so it makes sense

E: Ok shall we do another one

P: Yes please

E: Can you tell me the position of the objects in this picture

P: In the bag are 3 pencils. There's a zip and it's red and it has a thing how you carry it or put it on your back

E: Shall we do another one

P: Mmh [...] there's a towel on[...] er a hanger

E: Yeah shall we do another one

P: Yes pls [...] there's a burger what's on a plate what looks tasty

E: [laughs] Does it? [...] shall we do another one?

P: Yes [...] there's a key, there's a key hanging

E: Yeah what's it hanging on

P: Err a round shape

E: Ok

P: A picture of a tree and it's holding on by a black thing like a screw

E: Yeah can you tell me about the position of the objects?

P: It's- the screw's in the wall and it's the screw hasn't broke the wall

E: Ok shall we do some more?

P: Mmh

E: Yeah

P: It's.. So there's a shed and it's- a car's next to it

E: Brilliant

P: And there's- I hope there's some things in that shed

E: Do you?

P: There's some books under the table

P: There's er a jumper there's a line thing what's wet and it's inside on the sofa

E: Ok do you want to do some more?

P: Yes please [...] there's a bike next to a house

P: And also there's a laptop what's charging

E: Yeah can you tell me about the position of the objects in this picture

P: Yeah no one's on it and the thing what it closes is open

E: Ok want to do another one

P: Mmh

E: What about this one?

P: So there's a table and a chair and the chair isn't tucked in

E: It's not.. Can you tell me about the position of the table and chair?

P: So [...] so [...] so the chair is bigger than the table

E: Ok anything else?

P: Also you can sit on the table

E: Shall we do another one?

P: Mmh

E: Can you tell me about this one

P: Err [...] the screw hanging on some grey towels [...] and there's a sock next to it

E: Brilliant yeah.. Another one?

P: Yeah [...] there's a pie in the oven

E: Mmh

P: That has got paid and it's a jumper with a card on it

E: Yeah can you tell me anything else about the position?

P: Err there's some stripy lines at the bottom and at the top

P: There's a road and some grass and a flower

E: Yes can you tell me about the positions? Can you tell me anything else?

P: There's a black line next to the road [...] and the colour of the grass is green. And also on the flower is got pink and [...] so yellow in the middle and there's some black what's hanging it

E: Yes, do you want to do another one?

P: Mmh [...] there's a teddy bear in a treasure chest

P: There is a gate what has got some green [...] err flowers on

P: There's a baby's drink and it has a dollhouse next to it

P: There's a jumper- there's a coat what's hanging

E: Yeah! Do you want to do some more?

P: Mmh [...] there's some water in a cup and it's on the floor

P: There's a tractor going past some bushes

E: Mmh do you want to do some more?

P: Yes please [...] there's a ladder on some bricks

P: There's a bed and it has a cushion and some [...] err blue covers

E: Yeah can you tell me about the position of the objects?

P: So [...] the colour is there's some blue and some red and some black and some white

E: Ok can you tell me anything else about the position?

P: There's some black in the red and also there's some black round the red cushion

P: There's a bath and it's dripping 2 drops and it's- also [...] there's a feet

E: Can you tell me about the position of the objects?

P: It's turned on

E: Ok

P: The phone is charging in the plug

E: Can you tell me anything about the position, where they are

P: There's- so it's on the floor charging and it has lines

E: Ok

P: There's some books under some material

E: All done

END

81651 4;10

E: Ok so I'm gonna show you some pictures on the computer screen and I just want you to describe the position of the objects [...] yeah [...] so there's 2 objects in each picture and I just want you to describe the positioning of them, ok so we'll try with a few first

[...]

E: So this is a tv [...] can you tell me about the position of the objects in the picture

P: Erm [...] rain

E: Pardon

P: Rain

E: Ok and what about this one

P: Erm window [...] curtains

E: Yeah can you tell me anything about the position of them

P: The sky [...] and the grass

E: Yeah can you tell me about the position of anything

P: Er the window and the curtains [...]

E: Ok amazing, ready to try some more? [...] ok [...] ok what about this

P: House and there's trees and a chimney and a windows and doors and a door locker and lamp post-

E: -Can you tell me the position of any of it?

P: [...] Err there's a branch on this tree [...] there's a house and it has a door locker and it has a post [...] and it has some windows and a roof

E: Amazing. Can you tell me about the position of this one?

P: A present tie box and it has a lid and the end

E: Yeah

P: Ice and it's cold [...]

E: Yeah

P: Light it's very bright and it's on the ceiling

E: Yep

P: Er bedroom is er it has a diamond on and a star on it and it has some lines and a semi-circle and a line and some brown lines

E: Yeah can you tell me anything about the position of the objects?

P: Err so that's a [...] a erm [...] a rectangle and that's the bed

E: Ok great

P: Er that's some milk and there's milk in the bowl and they're pouring it into the bowl

E: That's great and what about this one

P: Er there's pencils in a bag and and and there's purple blue and green and the bag's pink

E: Yeah that's right and what about this one?

P: Er the towel's blue [...] light blue and dark blue and it's the sea and there's and there's a erm [...] erm and there's a brown thing to keep it on

E: Yeah

P: Er the that's a burger and it has a san- and it has some yellow in and pink in and some green in and it has a plate on

E: That's great and what about this one

P: The key's brown and and it's silver on the top and it's [...] zig zag and it has a line on it

E: That's right what about this one

P: The tree's is erm erm erm it has some coconuts on and it has some leaves on and it has a branch with some lines on and it's stuck on a white and the the corners the corners have er lines on and it's and it's and and and the lines are on some blue bit's and there's a cross in the circle

E: Yeah that's right, what about this one

P: There's a car and it has some bright err [...] lights and it has 4 lights [...] and it has some [...] erm mirrors so you can see what's behind you and and and and it has some brown bit's on it and some black bits on it and some wheels and and [...] there's diagonal lines on the windows [...] and there's a curved bit on the top

E: That's right

P: There's some books under the table and and and it erm it's like blue green purple and red and and and the table is grey

E: Yeah

P: The the blankets on the sofa and the blankets red and black and dark red and and and and the sofas white

E: That's right what about this one?

P: White red and and er [...] and it has erm like wheels and it has some [unintelligible] little bits on it and and it has some peddles to help you peddle and and it has some lines to erm [...] hold on

E: Yeah what about this?

P: Erm the telly has some diagonal lines on it and it has some squares on it and it has a rectangle on the square and then it has er [...] and then there's a square er a rectangle inside a rectangle and there's rectangle inside a ever little rectangle and there's a plug

E: That's right-

P: -And the plug's white

E: Yeah thank you and what about this one?

P: Erm there's some brown chairs and brown table and there's lines on it [...] black lines

E: That's right what about this one?

P: There's there's some purple purple socks and it has blue on and and it it and it it supposed to be on the radiator and the radiators black and grey

E: That's right what about this one?

P: Er the play dough is in the in the oven and it has some er grey and white and some red and and blue and it's all cooked and the lid's shut

E: That's right and what about this

P: Er this the jumper has a a a label on and it's white and it [...] it's stuck to there with the er er black er string and and and it's purple and light purple and dark purple

E: Yeah and what about this one?

P: Er there's green grass and and there's a road and it's straight and and a the flower's purple and black and yellow

E: Yeah this one

P: Er there's a teddy box in the in the box and it's pink and grey and and peach and black and and it's in a blue box

E: Yeah that's right, and this?

P: There's flowers grewed on the gate and the flowers are green and the gate is is er erm [...] grey

E: Yeah

P: There's a baby bottle and it's blue and white and the door locker is yellow and there's windows on the door and it's red and red and the door's brown

E: Yes can you tell me about the position of them

P: Er [...] erm there's some there's a mat and a brown door and there's some crosses on the red

E: Ok amazing what about this one?

P: The [...] the coat is hanging on the on the coat hanger and and and the coat's purple and and and there's some circles on the coat hanger and and there's some rectangles stuck to the circles and and some long and there's a long rectangle stuck

E: Yeah that's right what about this

P: Water's on a bench and the bench is erm erm er brown and and and the water's white and blue and it has some water in

E: Yeah that's right what about this

P: The truck's yellow and dark red and grey and and silver and black and and red [...] and there's bushes and green bushes and and and the floor is white and the sky is white

E: Yeah and what about this

P: The ladder's grey and the wall's er [...] brown and er brown and light brown

E: Yeah can you tell me anything about the position of them

P: Erm, both brown and the ladder has some brown on and lines

E: Yeah what about this

P: Er the pillow has the pillow has a line on and it's red and and blanket's blue and the bed's white and the and the and the [...] there's the thing you lean on is white too

E: Yeah and what about this

P: Bath's white and er there's some water dripping down and it's blue and and the top bit is silver and the bottom bit is erm brown

E: Yeah and what about this one?

P: Erm erm the tablets charging in the plug and it has some lines on and it has a circle and and there's a rope attached to the plug

E: Yeah

P: Er there's some books and the top book is red and white and yellow and and the middle and the second one is erm red and orange and the middle one there's green and at the bottom on there's white purple and green and purple again and green

E: Yeah and can you tell me about the position of any of it

P: Err there's there's erm a table- a bench on top of it and er it's erm silver and grey

E: Amazing that was the last one

END

85293 4;11

E: So I'm gonna show you some picture s on the computer and all of the pictures have 2 different things in them yeah and I just want you to tell me what you see in the picture ok [...] ok so this is the first one

P: [...] Uh a tv

E: Yeah anything else

P: [...] Scratches and a clock

E: Yeah amazing what about this one

P: Curtains a window and [...] a vine

E: Yeah amazing can you tell me anything else about the position or where the things are

P: It's at the end of it the curtains

E: Yeah amazing do you want to do some more? You tell me when you're ready to stop ok whenever you want to stop. Ok so what do you see in this one?

P: A tree with leaves in it and a house with a chimney and a doorstep

E: Yeah that's right can you tell me anything about the position of where the things are

P: [...] It's in the middle

E: Yeah that's right

P: And the trees outside

E: That's right and what about this one?

P: Er a ribbon and a box and there's something inside

E: Yeah amazing what about this one?

P: A trash bin

E: Amazing what about this

P: [...] Err [...]

E: Do you want to do any more or do you want to stop now?

P: Err [...] a light

E: Yeah

P: Walls [...] there's nothing else

E: Yeah what about this one?

P: Err a baby I think and [...] a cot and a spin- the the to get her to sleep

E: Yeah that's right what about this one?

P: A cup with milk in it and a bowl

E: Yeah

P: A jug

E: What about this

P: A bag with pencils inside

E: Yeah what about this

P: A towel on a rail

E: Yeah what about this one?

P: A burger on a plate

E: Yeah what about this

P: A key

E: Yeah

P: A picture

E: Yeah anything else

P: [...] A pin [...]

E: Yeah amazing what about this one?

P: A car and a garage

E: Yeah can you tell me anything else about the picture?

P: [...] The car's red and the lights are yellow

E: Where are the things in the picture?

P: [...] It's [...]

E: Are you not sure?

P: In the garden

E: Yeah and what about this?

P: A book- some books and a table

E: Yeah can you tell me anything else about where the things are?

P: Err [...] it's [...] on the floor and it's standing up on it

E: Amazing do you want to do any more or do you want to stop now?

P: Stop

E: Ok thank you

END

A0123 4;11

E: So I'm gonna show you some pictures on the computer

Parent: Just listen ok

E: And each of the pictures has 2 different things in the picture and I want you to tell me about where the things are in the picture yeah

P: Yes

E: Where the position of them is [...] ok so we'll practise a couple first ok [...] so what can you tell me about that one?

[....]

E: Want to try the next one?

P: Yes

E: Yeah [...] what can you see in the picture?

P: The bushes are outside of the window

E: Yeah amazing do you want to try some more?

P: Yeah

E: Great what about this one?

P: Err [...]

E: You not sure?

P: No

E: Do you want to keep trying or do you want to stop this one?

P: Stop this

E: Yeah that's ok

END

81372 5;01

E: Ok so the pictures will all show 2 different objects, ok, and I just want you to describe the position of the objects. Do you understand?

P: Yeah

E: Yeah [...] so what's this one?

P: [...] A clock [...]

E: Yeah and anything else?

P: Erm a computer

E: Yeah and can you tell me about the position of the objects in this one?

P: [...] A line [...] and 2 (buzzes?) and a rectangle facing upwards

E: Ok perfect, do you understand what you're doing?

P: Yeah

E: Yeah cool [...] k what do you see in this one with the objects?

P: A tree and a house

E: Yeah can you tell me anything else about the position of them

P: [...] One [...] is like a k without the top bit [...] and another is [...] is like a square with a rectangle on top

E: K great and what can you tell me about this picture

P: It's erm [...] a present [...] that [...] a square that has a ribbon on top

E: Great what about this one?

P: Bin rectangle

E: Yep what about this one?

P: Light errm a circle

E: Mmh

P: Bed rectangle

E: Yeah can you tell me anything about the position of it?

P: [...] It has lines either side and big lines on top

E: Yep what about this one?

P: [...] A oval and a half a circle

E: Yeah

P: [...] A bag that looks like it has fries on top and has pencils in it

E: Uh huh what about this one?

P: Uhh [...] a towel which is a rectangle

E: Yeah anything else

P: Uhh and circles behind the top of the towel

E: Yeah what's this?

P: A sandwich [...] a sandwich

E: Yeah can you see anything else?

P: It's a rectangle

E: Yeah great

P: [...] A circle with a line which is a key

E: Yeah

P: A palm tree

E: Yeah anything else about this one?

P: With a square around it

E: What's this

P: A car in... a car out a garage

E: Yeah

P: Books under a table

E: Mmh

P: Erm a towel

[bang]

E: Oop you ok?

P: Yeah err [...] a tow- a blanket on top of a sofa

E: Yeah

P: A bike beside [...] a bike beside a house

E: Yeah

P: A computer with a- with a electric socket

E: Yeah

P: A chair near the table

E: Yeah

P: [...] A row of plates and a sock

P: Erm [...] a oven with a cake in it

P: Erm a jumper

E: Yep

P: A flower

E: Anything else

P: A road next to the flower

E: Yeah

P: A teddy bear in a box

P: [...] Vines up a fence

E: Yep

P: A water bottle [...] erm outside a door

E: Yeah

P: Erm a coat on its peg

E: Yeah

P: A water glass

E: Yeah anything else

P: On a table

E: Yeah

P: A tractor at the farm

E: Yeah

P: A ladder on a wall

E: Yeah

P: A bed

E: Yeah anything else

P: Er with cushions and a blanket on it

E: Yeah

P: A bath with water coming out the tap

E: Yep

P: Erm a phone which is plugged into the wall

E: Yeah

P: A shelf that has something under it

E: Yeah that's the end ty

END

85394 5;04

E: Ok so I'm gonna show you some picture s on the computer

P: Ok

E: And each of the picture s has 2 different things in and I just want you to tell me about the position of the things in the picture s ok. And there's quite a lot of picture s so if you wanna stop you just well me and we'll stop ok

P: Ok [...] a clock and a television

E: Yeah and where are they in the picture?

P: The clocks at the top and the tv's at the bottom

E: Amazing what about this one?

P: It's a window with some curtains

E: Amazing do you want to carry on with some more

P: I think I can I'll tell you when I wanna break

E: Yeah

P: A house and a tree

E: Yeah anything else about where they are?

P: Erm the house is like taller and the tree's in front

E: Yeah amazing

P: A present with a ribbon

P: Erm a bin with rubbish in

E: Yeah

P: A light bulb

E: That's right

P: A cot and a doll

E: And where are they

P: In the bedroom

E: Yeah

P: A jug with-pouring milk into a bowl

E: Yeah

P: A bag with pencils in

P: A towel on a hook

P: A sandwich with tomato cheese and lettuce in on a plate

P: A key on a circle

E: Yeah

P: A picture on a wall

P: A car next to a [...] shed

P: Erm a book under a table

E: Yeah

P: A blanket on a sofa

E: Yeah

P: A bike next to a garden shed

P: A computer plugged into a wall

P: A table and a chair

E: Yeah do you want to do some more or you ready to stop now?

P: Stop

E: Yeah that's ok thank you

END

85398 5;05

E: Ok so I'm gonna show you some pictures on the computer and each of the pictures has 2 objects in [...] yeah and I just want you to describe the position of the objects to me [...] yeah [...] so we'll practise and if you wanna stop at any time you tell me and you can stop [...] ok [...] do you understand? [...] yeah ok [...] so can you describe this picture to me

P: A tv and a clock over it

E: Yeah what about this one?

P: A window with a curtains

E: Yeah do you want to carry on?

P: Yes

E: Ok cool what about this one?

P: A house and a tree

E: Yeah can you tell me anything else about the position of them?

P: Oh there's a door and windows and a chimney [...] and leaves

E: Yeah amazing what about this one?

P: A present with a bow

E: Yeah

P: A [...] a bin [...]

E: Yeah

P: [...] A light and a room

E: Yeah

P: A cot [...]

E: Anything else?

P: There's something hanging over it

E: Yeah

P: -And a little dolly

E: What about this one?

P: Erm sugar a bowl and some water

E: Yeah

[p whispers something unintelligible]

P: Pencil and a backpack

E: Yeah do you want to do some more or do you want to stop?

P: I want to do some more

E: Ok

P: A towel hanging on a bar

E: Yeah

P: A sandwich and a plate

E: Yeah

P: A key

E: Yeah

P: A picture of a palm tree

E: Yeah

P: A car and a garage

E: Yeah

P: A book- books under a table

E: Yeah

P: [...] Erm a sofa with a blanket over it- or on it

E: Yeah

P: Erm [...] a garage with a bike

E: Yeah

P: A computer [...] with- charging

E: Yeah

P: Erm a chair and a table

E: Yeah

P: What is that?

E: That's a radiator

P: A radiator and a sock

E: Yeah

P: [...] An oven

E: Yeah anything else?

P: And some cake inside of it

E: Yeah

P: A jumper with a tag

E: Yeah what about this one?

P: A flower and a road and some grass

E: Yeah do you want to do some more or do you want to stop now?

P: Just a bit more I guess [...] I want to do the rest

E: Yeah you want to do the rest, amazing, what about this one?

P: A teddy in a toybox

E: Great

P: Erm some plants wrapped around a gate

E: Yeah

P: A baby bottle and a door

E: Yeah

P: A coat hanger and a coat

E: Yeah

P: A glass of water on the floor

E: Yeah

P: A tractor and some [...] bushes

E: Yeah

P: A ladder and a wall

E: Yeah

P: A bed

E: Yeah

P: A bath

E: Yeah

P: A tablet

E: Yeah

P: Erm some books under a table

E: Yeah amazing that was the last one

END

A0061 5;07

E: Ok so I'm gonna show you some pictures on the computer and all of the pictures have 2 different things in and I just want you to tell me about where the things are in the picture

P: K

E: And there's quite a lot of pictures so whenever you wanna stop you just tell me and we can stop ok [...] cool. So what about this one?

P: Clock

E: Yeah and where is it?

P: Above the tv

E: Amazing what about this one?

P: Curtains

E: Anything else?

P: Windows

E: Yeah and where are they?

P: Erm on the wall

E: Yeah do you want to carry on with some more? [...] cool. what about this?

P: Tree and a house

E: Yeah anything else?

P: Windows

E: Amazing what about this?

P: A gift

E: Yeah what about this?

P: A bin

E: Yeah

P: A light

E: Yeah

P: A bedroom

E: Anything else?

P: [...] A doll

E: A doll and can you tell me anything else about the picture?

P: There's a star and a diamond

E: That's right what about this one?

P: A bowl and a jar

E: Yeah can you tell me anything else?

P: Erm [...] milk

E: Yeah what about this what's that?

P: Pencils and a bag

E: Yeah

P: Erm curtains and [...] curtains

E: Yeah

P: A sandwich and a plate

E: Yeah

P: A key

E: Yeah

P: A picture

E: Yeah

P: A car and a house

E: Yeah can you tell me where they are or are you not sure?

P: Not sure

E: That's ok and what's this

P: A table and some books

E: Yeah

P: A sofa and a blanket

E: Yeah

P: A house and a bike

E: Yeah

P: A computer and a table

E: Yeah

P: A chair and a table

E: Yeah

P: Plates and a sock

E: Yeah

P: An oven and a dish

E: Yeah do you wanna do any more or do you wanna stop now?

P: Stop

E: Ok cool thank you

END

83348 5;08

E: So I am going to show you some picture s that have 2 objects in and I want you to tell me about the position of the objects, so where they are. whether they're above one another or next to each other or behind each other and we will have 2 practise ones then we'll get started. And I'll ask you throughout if you wanna carry on and if you don't, don't worry about it. Sound cool? [...] perfect [...] ok .. can you tell me about the position of these objects?

P: Umm [...] in the middle

E: In the middle ok can you tell me about the position of these objects?

P: [...] To the side

E: Ok [...] so [...] is the television above the clock? Is it next to the clock? Where is it?

P: Under

E: Brilliant [...] and are the curtains behind the window? Are they in front of the window?

P: In front

E: Ok brilliant ok so can you tell me about the position of these objects?

P: Umm the tree's in front of the house and the house is behind the tree

E: Brilliant can you tell me about the position of these objects?

P: The bow is on the box

E: Brilliant can you tell me about the position of these objects?

P: [...] Um the paper's in the bin

E: Brilliant can you tell me about the position of these objects?

P: It's on the ceiling

E: Brilliant can you tell me about the position of these objects?

P: Umm [...] the lights are on top of the cot and the doll is beside it

E: Brilliant can you tell me about the position of these objects?

P: The jug is um [...] up pouring the milk

- E: Yep can you tell me about the position of these objects?
- P: The pencil is in the bag
- E: Brilliant can you tell me about the position of these objects?
- P: The towel is on the bar
- E: Can you tell me about the position of these objects?
- P: The sandwich is on the plate
- E: Brilliant can you tell me about the position of these objects?
- P: The key is on the hook
- E: Brilliant can you tell me about the position of these ones?
- P: Erm the picture is on the screw
- E: Brilliant can you tell me about the position of these objects?
- P: The car's beside the house
- E: Tell me about the position of these objects?
- P: The books are underneath the table
- E: Brilliant can you tell me about the position of these objects?
- P: The blanket is on top of the settee
- E: Brilliant can you tell me about the position of these objects?
- P: The bike is beside the shed
- E: Brilliant can you tell me about the position of these objects?
- P: The computer..laptop is plugged into the wall
- E: Brilliant do you wanna carry on?
- P: Err yeah
- E: Perfect can you tell me about the position of these objects?
- P: The chair is beside the- in front of the table
- E: Brilliant can you tell me about the position of these objects?
- P: The sock is erm in front of the plates
- E: Can you tell me about the position of these objects?
- P: The erm food is in the oven
- E: Brill can you tell me about the position of these objects?
- P: The tag is on the jumper

E: Brilliant can you tell me about the position of these objects?

P: The flower's beside the road

E: Mmh can you tell me about the position of these objects?

P: The bear's in the box

E: Brilliant tell me about the position of these objects?

P: Um the leaves are on the fence

E: Brilliant can you tell me about the position of these objects?

P: The baby bottle is in front of the door

E: Brilliant can you tell me about the position of these objects?

P: The coat is hanging up

E: Perfect can you tell me about the position of these objects?

P: [...] The water is in the cup

E: Mmh can you tell me about the position of these objects?

P: The car [...] the car is beside the bush.. Bushes

E: Yeah can you tell me about the position of these objects?

P: Em the ladder is in front of the brick wall

E: Yes right we've got 4 more you ready?

P: Mmh

E: Can you tell me about the position of these objects?

P: The pillow is on the bed

E: Brilliant can you tell me about the position of these objects?

P: Erm [...] the water's in the bath

E: Brilliant can you tell me about the position of these objects?

P: The phone is plugged into the wall

E: Brilliant right last one you ready?

P: Yeah

E: Tell me about the position of these objects?

P: Erm the books are underneath the shelf

END

82012 5;11

E: Ok so I'm gonna show you some picture s on the computer and I want you to tell me about the position of the objects in the picture, ok?

P: Yeah

E: There'll be 2 objects in each picture ok we'll try a couple first [...] ok so what's this one?

P: Clock and tv

E: Yeah can you tell me about the position of any of the things?

P: Uhh the clock [...] has a hand. The clock has a big hand at the top and the tv has scratches

E: Ok great and what about this one?

P: Window and curtains

E: Yeah can you tell me about the position of them?

P: The curtains are this way and also [...]

E: Can you try not to point?

P: Ok

E: So can you tell me anything about the position of the objects in the picture?

P: I don't know

E: You don't know, that's fine. Do you want to try some more?

P: Uh yeah

E: Yeah ok so what can you tell me about this one?

P: House and tree

E: Yeah can you tell me anything else?

P: Er the [...] I can see a door, some windows and a chimney and the roof and some shapes

E: Ok what can you tell me about the position of this one?

P: Pres- present. Is it a present?

E: Yeah [...] ok what can you tell me about this one?

P: It's a bin

E: Anything else?

P: There's rubbish inside it

E: Yeah what about this?

P: Lightbulb on roof

E: Yeah

P: Doll bed [...] doll crib and thing hanging on there

E: Yeah can you tell me about the position of anything?

P: That one's on top of there and the bed's.. That's next to the doll

E: Ok great what about this?

P: A kettle [unintelligible] drops milk

E: Yeah what about this?

P: Pencil crayons colour zip traps

E: Yeah

P: [...] Steel [...] steel thingy and towel

E: Yeah

P: Sandwich on plate with some potatoes cheese and [...] lettuce

E: Yeah

P: Key

E: Yeah anything else?

P: Just key

E: Yeah just a key

P: Picture of tree

E: Yeah

P: House car garage

E: Yeah

P: Table books

E: Yeah

P: Sofa blanket

E: Yeah can you tell me anything else about the picture?

P: Erm the sofa's a bit rectangly with some squares and the [unintelligible] just a rectangle

E: K great what about this?

P: House bicycle door next [indicating for the next picture]

[parent laughs]

P: Computer plug and very things keypad

E: A keypad yeah

P: Table chair

E: Yeah

P: What's that?

E: That's a radiator

P: Radiator sock

E: Yeah

P: Oven and some pie

E: Yeah

P: Jumper tag

E: Yeah

P: Flower grass and road

E: Yeah

P: Bear box

E: Yeah

P: Fence and grass

E: Yeah

P: Door bricks baby bottle

E: Yeah

P: Peg [...] wooden thing and coat. Is it nearly done?

E: It's nearly done yeah

P: Water floor

E: Yeah

P: Tractor bush

E: Yeah

P: Brick ladder

E: Yeah

P: Pillow bed

E: Yeah

P: Bathtub

E: Yeah

P: Phone charger

E: Yeah

P: Books fence

E: There we go that's the end

END

A0049 5;11

E: Ok so I'm going to show you some picture s on the computer and they each have 2 things in the picture and I just want you to tell me about where the things are in the picture ok?

P: Ok

E: And whenever you wanna stop we can stop that's ok we can stop

P: Ok

E: What about this one?

P: There's a clock at the top of the screen

E: Amazing what about this one?

P: There's some curtains in front of the window

E: Amazing you wanna carry on?

P: Yeah

E: Amazing

P: There's a tree in front of the house

P: There is a bow on top of the present

P: There is rubbish in the bin

P: There is a light bulb on top of the house

P: There is a girl next to the bed

E: Amazing

P: There is some milk putting [...] putting milk in the bowl

E: Amazing

P: There is some pencils in the bag

P: There is a towel on the [...] on [...]

E: On that thing

P: [...] Yeah

P: There is a sandwich on the plate
E: Yeah do you want to do some more
P: Yeah
E: Yeah amazing
P: There is a key on the ring
E: Amazing
P: There is a [...] picture [...] on- hanging up on the wall
E: Yeah
P: There is a car next to the house
E: Yeah
P: There is some books under the table
P: There is a cushion on the [...] settee
P: There is a bike next to the house
P: There is a [...] computer plugged in the wall
E: Amazing
P: There is a chair next to a [...] table
[...]
E: Are you not sure what that is?
P: No
E: That's alright do you wanna try the next one instead?
P: Yeah
E: Amazing
P: There is something in the [...] cooker
E: In the cooker yeah
P: There is a tag on the jumper
E: That's right
P: There is a flower next to the- on the grass next to the road
E: Amazing
P: There is a bear in the toybox
E: That's right

P: There is some weeds around- going around the fence

P: There is a bottle in front of the door

P: There is a coat next- [...] in front of the coat hanger

P: There's water on the floor

P: There is a tractor driving on the road

P: There is a [...] ladder going [...] on the wall

E: Yeah

P: There is a bed [...] but the cushion's on the bed

E: Yeah

P: There is a bath with water drops coming inside the bath

P: There is [...] I think I've already done that one

E: We'll move on then [...] you not sure?

P: Yeah

E: That was the last one. You did really well

END

83208 6;01

E: Ok so I'm going to show you some picture s showing 2 objects and I want you to tell me about the positioning of the objects. So we'll have 2 practise pictures to get you used to it then we'll start our game, ok, is that ok, do you understand

P: Yeah

[something happens on computer]

E: Oh dear that shouldn't have happened [...] ok can you tell me about the position of the objects in this picture?

P: Yep [unintelligible]

E: Can you tell me anything else?

P: There's a clock

E: Can you tell me about the position of the objects?

P: There

E: What can you tell me?

P: On the tv there's a meteor shower

[...]

E: Can you tell me about the position? [...] can you tell me anything else?

P: [...] There's a tv

E: Ok we'll try another one can you tell me about the position of the objects in this picture?

P: There

E: Yes what can you tell me?

P: There's grass outside

E: Can you tell me about the position. So the position is where things are?

P: [...] The grass is outside

E: Ok do you want to carry on? Yeah. Ok so that was the practise ones, we'll play our game now [...] ok so can you tell me about the position of the objects in this picture

P: Yeah [...] there's a tree outside [...]

E: Yeah can you tell me anything else?

P: [...] Yes outside

E: Ok shall we try another one. can you tell me about the position of the objects in this picture

P: Yeah [...] there's a box [...] and it has a [...] erm [...] it has something on it

E: Ok do you want to do another one? [...] can you tell me about the position of the objects in this picture

P: Yeah [...] there are rubbish in the bin

E: Mmh do you want to do another one? [...] can you tell me about the position of the objects in this picture?

P: Yeah [...] erm [...] there's a lightbulb with light. Can you tell me about the position of the objects?

P: Yeah [...] the bulb is inside

E: Can you tell me about the position of the objects in this picture

P: There's a doll out of this bed

P: There's [unintelligible] into the bowl

P: The erm pencils in the bag. How many pictures are there?

Parent: Is it ok if I go out?

E: Yes [...]

[parent leaves]

P: How many pictures?

E: Erm so there's a few more pictures but you don't have to do all of them if you don't want to[...] you can just tell me when you want to stop

P: Stop here

E: Stop now?

P: Yes

E: That's ok

END

A0134 6;04

E: Ok so I'm gonna show you some pictures on the computer and all of the pictures have 2 different things in them ok and I just want you to tell me about the position of where the things are in the picture ok? [...] so we'll have a couple practise goes first. So what can you tell me about that picture ?

P: Hmm [...]

E: Do you want to try the next one? [...] yeah

P: Uhhh [...] I don't know

E: You're not sure, do you want to try some more or do you want to stop [...] do you want to try a few more?

P: Yeah

E: Yeah what about that one?

P: [...] I know. The house is on the left-hand side

E: Yeah amazing what about this one?

P: Erm [...]

E: Do you want to try the next one?

[...]

E: Do you want to carry on cuz you don't have to if you don't want to [..] you do? yeah [..] what about this one?

P: Erm [...] erm [...]

E: What can you see in the picture?

P: Erm there's [...] erm there's no one in there

E: Yeah what else, can you say anything else about it or are you not sure?

P: I'm not sure

E: Ok cool what about this one?

P: Erm [...] it has a girl standing next to the bed

E: Amazing what about this one?

P: Erm the milk is pouring into the bowl

E: Amazing what about this one?

P: Erm [...] the pencils in the backpack

E: Amazing what about this one?

[...]

E: Want to try the next one? [...] yeah

[...]

E: What can you see in this one?

P: Erm [...] in the plate there is a sandwich

E: Amazing what about this one?

P: Erm there's a key holder with the key in it

E: That's right what about this one?

P: Erm there's a there's a picture of a tree

E: Yeah amazing what about this?

P: There's a shed and a car

E: Amazing what about this one?

P: Erm there's books under the table

E: Amazing what about this

P: It has a towel on the couch

E: Yeah amazing

P: The bicycle is parked next to the house

E: Yeah what about this one?

P: Erm I'm not sure

E: That's ok

P: Erm [...] um I'm not sure

E: That's ok

P: [...] The sock is next to the radiator

E: Yeah

P: Erm [...] something is heating in the oven

E: Amazing do you want to keep going?

P: Yeah

E: Yeah cool what about this one?

P: Erm [...] there's a jumper with a tag on it

E: Yeah

P: Erm there's a road with a flower next to it

E: Amazing

P: Erm there's a teddy bear in the box

E: Yeah

P: Erm the gate is all filled with weeds

E: Yeah

P: Erm [...] bottle is next to the door

E: Amazing

P: A coat is hanged on the [...] onto the hanger

E: Yeah

P: Erm there's a bottle of water

E: Yeah

P: Erm [...] there's a farmer truck

E: Anything else?

P: Erm erm and some bushes

E: Yeah

P: There's a ladder

E: Anything else?

P: And a wall

E: Yeah

P: [...] Erm there's a bed [...]

E: Amazing

P: There's a bathtub

E: Yeah

P: Erm there's a phone charging

E: Yeah

P: Erm there's books under the bench

E: Amazing you did them all ty

END

A0161 6;04

E: So I'm going to show you some pictures on the screen and these pictures are gonna have 2 objects in them and all I want you to do is tell me about the position of the objects on the screen. We'll have 2 practise pictures to get you used to it and then we'll start ok. And if any point you've had enough you just let me know and we'll stop ok

P: Uh huh

E: Okey dokey so tell me about the position of these objects

P: I don't really know what you mean by position what do you mean by position

E: So where are they?

P: Ok [...] so er the clock is at the top of the screen and it has wait [...] it has equal sides to it and and the telly erm [...] the top that bit is in the middle of the screen and then the bottom bit [...] I mean that bit is in the middle of the screen and that bit- the bottom bit is at the bottom of the screen [...] and it has equal parts to the side

E: Brilliant is the tv on top of the clock, is it next to it-

P: -No

E: Where is it?

P: It's underneath it

E: Brilliant that's what we're looking for. Can you tell me about the position of these objects?

P: I mean there's only one but ok [...] so there's a window and that's in the middle of the screen [...] and then there's some hills and they're behind [...] the window [...] and that's about it

E: Yeah can you tell me anything else?

P: No don't think so

E: Ok you ready to get started?

P: Yeah

E: Perfect Can you tell me about the position of the objects?

P: So the tree is [...] that object is close to the house [...] erm but not in the middle of the house and it's more [whispers left right left right] left to the house erm I mean to the side of this telly that I'm lookin at [...] than the house is

E: Brilliant tell me about the position of the objects?

P: [...] Err [...] the er paper wrapping is around it but mostly on top and er the packaging is right in the middle of it and you can see more packaging than the rope tying it

E: Brilliant tell me about the position of these objects

P: [...] I've got no idea what that is

E: If you don't know we can move on [...] that's all fine

P: I don't know

E: Ok tell me about the position of these objects

P: Ok so the light bulb is in right the middle of the screen annddd [...] erm [...] that little place or that garage is [...] on the sides of the screen that's about it

E: Tell me about the position of the objects

P: [...] Erm ok so [...] the little girl I mean [...] the little girl is standing next to a bed

E: Amazing-

P: -On the bed there's a er a star and [...] a [...] diamond which is connecting to a bit on the bed and that's near to the top of the bed

E: Amazing tell me about the position of the objects

P: So [...] the water droplets are- or what is that [...] those water droplets are wait think think think water from that kettle erm [...] is in the middle of the screen and it's falling into the cup which is at the bottom of the screen and the kettle's at the top of the screen

E: Brilliant tell me about the position of the objects

P: So there's 3 pencils and that's at the top of the screen and also in the bag and the bag is in the middle of the screen too and the bottom

E: Brilliant tell me about the position of the objects

P: So the towel is in the middle of the screen and then there's erm a weight holding the towel erm erm and I'm surprised there's not a thing holding the weight to

E: Erm yeah there isn't is there

P: Mm hmm

E: Tell me about the position of these objects

P: So there's a sandwich which is in the middle of the screen then there's tomato sauce, cheese and lettuce inside and the [...] erm sandwich is and there's also a bowl and they're all in the middle of the screen

E: Tell me about the position of the objects

P: So there's a ring and [...] that's at the top of the screen and then there's erm a [...] a key which is attaching to the ring and at the middle of it the top and the bottom

E: Amazing tell me about the position of the objects

P: So there's a palm tree and that's at the middle of the screen and there's also a picture which is in the middle of the screen and that palm tree was drawn on the picture and then there's a nail at the top of the screen too erm and 2 little erm bit's of string holding it to the erm nailed it in erm [...] nail and [...] yeah

E: Tell me about the position of these objects

P: Ok [...] so there's a car at the left side of the screen and there's also a house at the right side of the screen and there's a garage on the house- well it doesn't look like a garage it's more like a door- wait but is that ah right so the garage is next to the car. It's not a house it's a garage and the garage door is like in the middle of the garage

E: Tell me about the position of the objects

P: So the books are [...] in the middle of the screen well close to the middle of the screen anyway and then there's a table which is right smack in the middle erm yeah

E: Amazing do you want to keep going?

P: Um ok

E: Do you want to?

P: Yeah

E: Tell me about the position of the objects?

P: Ok so there's a sofa in the middle and then there's a erm rug on the sofa

E: Tell me about the position of the objects

P: There's a bike next to the house and the bike is at the bottom of the screen and the house is filling the whole entire screen well nearly

E: Tell me about the position of these objects

P: So there's a telly [...] erm near the middle of the screen but not quite in the middle and there's a wire connecting to it then there's a plug at the end and the wires connecting to the plug

E: Tell me about the position of the objects

P: So there's a chair next to the table and the chair is nearly in the middle but not in the middle but the table is right in the middle. Is it alright if we stop now?

E: Perfect

END

84062 6:07

P: I've got 8 stickers

E: Do you?

[...]

E: Ok so I'm going to show you some pictures on the computer and I just want you to tell me about the positioning of the objects in them, ok. [...] so in each picture there'll be 2 objects yeah [...] ok [...] so can you describe this one to me?

P: Like [...] it's like a tv with a clock above it

E: That's right and what about this one?

P: Curtains [...] there's a window [...]

E: Amazing you happy to carry on? [...] ok if you wanna stop if you get bored you just tell me ok [...] ok amazing [...] what about this one?

P: House with a tree

E: Yeah what about this?

P: A present

E: Yeah

P: Er a bin with rubbish in it

E: Yeah

P: A light bulb in a hot room

E: Yeah

P: A bed with a girl

E: Yeah

P: Er milk being poured into a bowl

E: Yeah

P: A bag with pencils in it

E: Yeah

P: A towel hanging on a bar

E: Yeah

P: Erm [...] erm [...] er a sandwich on a plate [...] I thought that was a burger for a second

E: Yeah it looks a bit like a burger

P: Keys [...]

E: Yeah

P: A picture hanging on a wall with a screw or a nail

E: Yep

P: A garage and a car

E: Yeah

P: A table with books under it

E: Yeah

P: A [...] a couch with a towel on it [...] or a scarf

E: Yeah

P: A house with a bike

E: Yeah

P: A computer that's plugged into the wall

E: Yeah

P: A table and a chair

E: Yeah

P: Oh [...] like a hanger with a sock

E: Yeah

P: Is it [...] that's an oven with a pie in it

E: Yeah that's right

P: That is [...] a jumper with a label. I know my pounds and pence that would be easy if [unintelligible]

E: [laughs] Yeah

P: A road with a flower

E: Yeah

P: A teddy bear in a chest

E: Yeah

P: A gate with [...] er a fence with vines on it

E: Yeah

P: A door with a milk bottle

E: Yeah

P: A hanger with a jacket on it

E: Yeah

P: [...] A cup of water in the middle of a floor

E: Yeah

P: A tractor with bushes

E: Yeah

P: A ladder leading into a brick wall

E: Yeah

P: A bed

E: Yeah anything else?

P: The pillow and blanket

E: Yeah

P: A sink with water going down

E: Yeah

P: A phone that's plugged in

E: Yeah

P: [...] A shelf with books under it

E: Amazing that's the end

END

91507 6;08

E: Ok so I'm going to show you some pictures on the computer and I want you to tell me about where the things in in the picture ok [...] so where are they in this one [...] can you do this one first?

P: [...] Are they in a movie theatre or a house

E: Yeah and can you tell me about the position of where things are in this picture?

P: In the middle

E: Yeah can you tell me anything else?

P: It's looking in a window

E: Yeah. Do you wanna try some more? [...] yeah. Where are they there?

P: House n a house

E: Yeah anything else?

P: And there's a tree

E: Yeah what about this?

P: A present

E: Yeah

P: -Which is unwrapped

E: Yeah and what's this?

P: It's a trash bin for rubbish

E: Yeah what about this?

P: Light

E: Yeah what about this?

P: A children going to sleep

E: Yeah what about this one?

P: Someone watering [...]

E: Yeah

P: [...] It's a school backpack with pencils in it

E: That's right what about this one?

P: A towel hanged on something

E: Yeah what about this one?

P: A plate [...] a sandwich on a plate

E: Yeah that's right what about this one?

P: [unintelligible]

E: Yeah that's right what about that?

P: A painting this is a palm tree

E: That's right what about this one?

P: Erm a car [...] what's about to park in there

E: Yeah what about this?

P: Erm some books like underneath the table

E: Yeah what about this one?

P: Erm a towel on a chair

E: Yeah what about this?

P: Erm [...] a bicycle erm [...] there's like something on the house

E: Yeah do you want to do any more or do you want to stop?

P: I like doing more

E: Yeah what about this one?

P: A computer which is charging

E: Yeah what about this?

P: Erm a table and a chair but the chair is like facing that way

E: That's right what about this one?

P: Erm a sock [...] a sock and [...]

E: If you're not sure what that is we can move on

P: Move on

E: Yeah we'll move on

P: [...] A pie cooking in the oven

P: A coat has a string with like a card thing

E: Yeah what about this one?

P: A flower on the grass place

E: Yeah what about that?

P: A teddy in a [...] toy chest

E: Yeah

P: The fence is covered in vines

E: Yeah

P: A baby bottle outside the door

E: Yeah

P: A coat is hanged on a peg

E: Yeah

P: Erm the water is on the table

E: Yeah do you want to do any more [...] yeah amazing what about this one?

P: Erm [...] a tractor or something what it's called is like cutting grass

E: Yeah

P: [...] A ladder pushed on a wall

E: Yeah

P: Erm the the pillow is on the bed

E: Yeah

P: Erm the bathtub water is like flowing

E: Yeah amazing what about that?

P: A phone is charging

E: Yeah

P: Erm a bookshelf [...] the book is under bookshelf

E: Amazing you did so well

END

84731 6:09

E: Ok so I'm going to show you some pictures on the computer and all of the pictures have 2 objects in and I just want you to describe the picture to me and tell me about the position of the objects in the picture [...] ok [...] and if you want to stop at any time just tell me and that's fine and we'll have a practise first ok [...] so what can you tell me about this picture

P: [...] hmm

E: You not sure? [...] do you want to try some more or do you not want [...] ok what about this one?

[...]

E: Can you tell me anything about the picture [...] no do you want to keep trying or want to stop this one?

P: Keep going

E: Ok cool [...] what about this picture?

P: Err [...] there's 2 things that are brown

E: Yeah anything else [...] ok [...] what about this?

P: Err [...]

E: Not sure [...] you want to carry on still? [...] ok [...] what about this can you describe this?

P: There's got [...] and a lid

E: Yeah that's right what about this?

P: It's got a bulb in and it's empty

E: That's right what about this one?

[...]

E: Not sure, that's ok what about this?

P: There's milk being put into that bowl

E: Yeah that's right what about this one?

P: There's pencils sticking out of a bag

E: Yeah what about this?

P: Er it's on a rack, the towels on a rack

E: Yeah what about this?

P: A sandwich on a plate

E: Yeah amazing what about that?

P: It's got [...] it's got a little chain around it

E: Yeah what about this?

[....]

E: Not sure [...] that's ok

P: Err the car's next to the garage

E: That's right. Do you want to do some more or do you want to stop? [...] ok amazing what about this?

P: Books under a table

E: Yeah what about this?

P: There's a towel on the settee

E: Yeah

P: A bike next to the house

E: Yeah

P: Computer plugged into a [...] to a [...] plug

E: Yeah

P: A chair tilted from the table

E: Yeah

[...]

E: Not sure? That's ok [..]

P: Something in the oven

E: Yeah

P: A jumper with a name tag

E: Yeah

P: A path with a flower

E: Yeah

P: A teddy bear in a box

E: Yeah

P: Vines on a fence

E: Yeah

P: A milk bottle outside a house door

E: Yeah

P: A coat hanging up

P: A water on the floor

E: Yeah

P: A tractor on the ground

E: Yeah

P: A ladder on a brick wall

E: Yeah

P: A bed

E: Yeah

P: A bath with water coming out of it

E: Yeah

P: A phone plugged in

E: Yeah

P: Books under a shelf

E: Amazing thank you so much

END

81843 6;10

E: Ok so I'm going to show you some pictures on here and they are gonna have 2 objects in them and I want you to tell me about the position of the objects in them [...] so like where they are basically and we'll have 2 practise pictures to get you used to the task is that all cool?

P: Yeah

E: Perfect okey dokey so tell me about the position of these objects

P: [...] [whispers] If I'm looking carefully at the clock it definitely looks [...] just like in the right place because it's just round no corners no edges [...]

E: Ok is the tv next to the clock is it on top of the clock

P: It's under

E: Brilliant that's what we're looking for. So tell me about the position of these objects

P: So I can see the sky's over that type of hill in a window [...] but the hill has got some bumps. I can't see anythin- [...] well I can see curtains around the window

E: Perfect [...] are you ready?

P: Yeh

E: Perfect tell me about the position of these objects

P: The the schoolhouse is a bit further behind the tree on the left hand side of the tree

E: Perfect tell me about the position of the objects

P: Erm [...] the present is inside the bow and the bow is unwrapped

E: Brilliant tell me about the position of these objects

P: There's a bin with some litter in and one of the pieces of litter looks a bit like a cup and the other looks like some scrunched up paper

E: Brilliant tell me about the position of these objects

P: There's a light in a room and the light is [...] for lighting up the room so it's on the roof

E: Brilliant tell me about the position of the objects

P: There's a girl next to it looks like a cot not a bed with some kind of thing sticking over the top

E: Brilliant tell me about the position of the objects

P: There's it looks like a jar of flour or milk and it's above the bowl

E: Brilliant tell me about the position of the objects

P: There are some pencils inside a bag

E: Ok tell me about the position of the objects

P: There's a towel on [...] on a towel hanger

E: Brilliant tell me about the position of the objects

P: Erm there's some kind of sandwich on a plate

E: Brilliant tell me about the position of the objects

P: There's a key on some kind of key ring

E: Brilliant tell me about the position of the objects

P: It looks like a [...] a portrait with some kind of palm tree picture on it

E: Can you tell me anything else?

P: The portrait is hanging from the wall from some kind of pin

E: Brilliant tell me about the position of the objects

P: There's a car on the right hand side of a garage

E: Brilliant tell me about the position of the objects

P: There's a [...] there's some books under a table

E: Brilliant tell me about the position of the objects

P: There's a blanket on top of a sofa

E: Brilliant tell me about the position of the objects

P: There's a bike next to some kind of shed

E: Brilliant tell me about the position of the objects

P: Erm there's a computer plugged into a wire into the wall and there's some kind of plug

E: Brilliant tell me about the position of the objects

P: There's a chair next to a table

E: Brilliant you ok to keep going?

P: Yes

E: Brilliant tell me about the position of the objects

P: There's a sock in front of a radiator

E: Brilliant tell me about the position of the objects

P: There's some kind of pie inside an oven

E: Brilliant tell me about the position of the objects

P: There's a [...] name tag on a jumper

E: Brilliant tell me about the position of the objects

P: There's a flower next to a road on the left hand side

E: Brilliant tell me about the position of the objects
P: There's a some kind of teddy bear in a [...] toybox
E: Brilliant tell me about the position of the objects
P: There's some vines wrapping around the gate
E: Amazing tell me about the position of the objects
P: There's a milk bottle in front of a door
E: Tell me about the position of the objects
P: There's a coat hanging from a coat hanger
E: Amazing tell me about the position of the objects
P: There's a bottle of water on the ground
E: Amazing tell me about the position of the objects
P: There's a tractor in front of some bushes
E: Amazing tell me about the position of the objects
P: There's a ladder climbing up to a wall
E: Brilliant tell me about the position of the objects
P: There's a [...] pillow on a bed
E: Brilliant tell me about the position of the objects
P: There's some water flowing into a bath
E: Brilliant tell me about the position of the objects
P: There's a phone plugged into- into a plug
E: Amazing last one tell me about the position of the objects
P: There's some kind of books under a bookshelf
END

71575 6;11

E: I'm gonna show you some picture s on the computer and each of the pictures has 2 things in it and I just want you to tell me about where the things are in the picture ok?
P: Ok
E: And there's quite a lot of pictures so you just tell me when you want to stop and we'll stop ok [...] do you understand?
P: Yeah

E: Amazing. So what can you tell me about where the things are?

P: [...] The clock is close to the top

E: Yeah

P: And the tv's in the middle

E: Amazing what about this one?

[...]

E: Or if you're not sure we can move on

P: I'm not sure

E: Yeah what about this one?

P: [...] The house is next to the tree

E: Yeah what about this one?

P: [...] The present is in the middle

E: Yeah

P: The rubbish bin is in the middle

E: Yeah

P: The light is at the top

E: Yeah

P: [...] The crib is next to the doll

E: Yeah

P: I'm not sure

E: That's ok

P: There's pencils in the bag

E: Yeah

P: [...] There's a towel on the metal thing

E: Yeah

P: There's a sandwich on the plate

E: Yeah

P: The keys are in the middle

E: Yeah

P: The picture is in the middle

E: Yeah

P: The car is next to the garage

E: Yeah do you wanna do any more or do you wanna stop?

P: I wanna stop

E: That's ok

END

84578 7;01

E: So I'm going to show you some pictures showing 2 objects and I want you to tell me about the positioning of the objects, ok? Do you know what positioning is? [...] so we'll do 2 practise ones and then we'll start our game. Is that ok? [...] perfect. So can you tell me about the positioning of the objects in this picture?

P: That one's a rectangle and that one's a circle

E: Do you know what positioning is? So where the objects are

P: Oh that one's in the middle and that ones at the top

E: Yeah so can you tell me what the positioning are in relation to each other?

[...]

E: It's ok if you can't. It can be a bit tricky sometimes can't it

P: Like [...] the rectangle

E: So where they are. shall we try a different one? [...] so can you tell me about the position, so where they are in this picture

P: Next to hills

E: So can you tell me where the curtains are?

P: [...] On the windows

E: Yeah do you want to try some more?

P: Ok

E: Yeah, if at any point you want to stop, you can just tell me [...] so can you tell me about the position of the objects in this one?

P: The tree is next to the house and the house is next to the tree

E: Brilliant, another one?

P: Ok

E: Can you tell me about the positioning of the objects in this one?

P: There's half of a box on top of a box and there's a ribbon on top of it

[..]

P: There's rubbish next to the bin and the lid is on top of the bin

[...]

E: So can you tell me about the position of the objects in this picture?

P: The light is hanging off the ceiling

E: Yep do you want to do another one? [...]

P: The girl's next to her bed

P: The jar is pouring something into the bowl

E: Yep do you want to do some more?

P: [..] There are pencils in a bag

P: Is that a towel? A towel is on a peg

P: The sandwich is on the bowl

P: The keys on the hook

P: The picture is on a nail

P: The car has parked next to a garage

E: Yeah do you want to do some more? [..]

P: There's books underneath the table

P: There's a blanket on a [..] on a sofa

P: There's a bike [..] next to a [..] garage or a house

P: The laptop cable is plugged into the plugger [..]

P: The chairs next to a table

E: Brilliant want to do some more? [...]

P: Er a sock is next to a radiator?

E: Perfect

P: [..] There's food cooking in the [..] oven

P: A coat has a label on it

P: A flower is next to a road

E: Yeah want to do some more? [...]

P: A teddy bear is in a basket

P: A fence has got some flowers next to it

P: A milk bottle is next to a door

P: A coat is on a [...] on a peg

E: Yeah want to do some more? [...]

P: Some water is on a floor

P: A tractor is driving next to some bushes

E: Brilliant

P: A ladder is next to a wall

P: The pillow is lying on the bed

P: The water is dripping into the bath

P: The phone is charging

E: Yeah can you tell me about the position of the 2 objects?

P: The phone has a cable on- connected to the wire

E: Yeah want to do some more? [...] yeah

P: [...] Is that a shelf? [...] is that a doodle?

E: I'm not sure. I think it might be books

P: Ok books are next to [...] a shelf

E: There we go that's all finished

END

A0064 7;01

E: So I'm gonna show you some pictures on the computer and each of the pictures has 2 different objects in and I want you to just tell me about the position of where the objects are in the picture ok?

P: K

E: Ok and there's quite a lot of pictures so when you're ready to stop you just tell me and we can stop [...] ok?

P: So there's like they're diagonal

E: Amazing

P: They're straight but also like [...] but also like a kite

E: Yeah can you tell me anything else about where the things are?

P: It's like there's a line holding the curtains in

E: Yeah amazing. Do you want to carry on with some more?

P: Yeah

E: Amazing

P: So it's so the house is like a big square with like a triangle on top and then there's a rectangle with another bigger like thinner rectangle with a smaller rectangle on top and then the tree's like going upwards into like a pointy shape but then it's going out with the wood and then and then the trees are like going round and round like a twirly thing

E: Amazing yeah and where are the things do you know?

P: Erm the leaves on the trees

E: Yeah amazing what about that?

P: It's it's a it's a is it a cuboid that has a ribbon on top

E: Amazing what about this one?

P: It is a rectangle with a thinner rectangle with a handle

E: Yeah

P: And then the bigger rectangle has like lines on it so it's like a trash can with paper inside

E: Yeah what about this one?

P: It's it's like a straight line going down but it's a bit wobbly at the end and and the top of the light bulb is like a hemisphere, is that what you call that?

E: Yeah

P: And then there's like 2 small rectangles but they're together but there's a line in the middle of them. And then and then the last bit in the light bulb there's like a thing with an A in it

E: Yeah

P: And the lightbulb itself is like erm a circle but instead of going all the way round and connecting it stops and goes upwards on both sides and it's in a cube room

E: Amazing what about this one?

P: It- there's a girl there and her head's a circle and there's a bed there and it so it's a rectangle in the middle and then 2 like small rectangles with curves on the end of them and and on the bottom of the rectangles is some tiny triangles on each side

E: That's right and where are the things? Where are they positioned?

P: They're like on it's corner

E: Amazing what about this one?

P: It's a jug pouring water no milk into a bowl and the milks like a straight line but wobbly and the bowl is a hemisphere but hollowed out and you can see inside of it and there's milk in it

E: That's right what about this?

P: The pencils are rectangles with tiny triangles on top with an even tinier triangle with it and the backpacks like a rectangle but instead of a straight line at the top it's curved

E: That's right what about this one?

P: There's 2 circles connected with a long rectangle and then there's a different rectangle but longer but more wavy

E: Amazing do you want to do any more?

P: Erm yeah

E: Yeah amazing what about this?

P: So the sandwich is a triangle but you can't really see it because it's [...] it looks like it's a line there a cube there and 2 lines there and a bottom line but it's not

E: Amazing what about this one?

P: There's a circle but instead of going all the way around it has another line next to it but the first line it has like a triangle and then it's zig zaggy and then it goes another line up then all the way around and then it has kind of the same circle connecting it to like a key or something

E: Amazing what about this one?

P: So it's like it's like the house but not really bc it has a square there with a triangle on top and there's a circle with an X in the middle the screw holding it in and there's a tree which has wavy lines there and wavy lines there and lines in the middle of it and there's circles and those are coconuts and then there's lines there with different lines coming off

E: Amazing do you want to do some more or want to stop?

P: Erm stop

E: That's ok

END

82843 7;03

E: Ok so I'm gonna show you some pictures on the computer and I just want you to describe the position of the objects in the picture, ok? And there'll be 2 objects in each picture, ok. So we'll have a couple of practises first yeah [...] so what's this one?

P: Umm [...] er [...] kind of [...] like just in the middle

E: Yeah

P: Yeah

E: Ok and what can you tell me about the position of these ones?

P: Err the curtains are tied back to the sides

E: Yeah ok great

P: And the hills are kind of one that way and one that way [...] and erm the position is in the middle

E: Yeah-

P: -The window's just in the middle of it

E: Yeah that's great ok. are you ready to carry on?

P: Yeah

E: Great so what about the position of these ones?

P: Well the tree is in front of the house

E: Yeah

P: Err

E: That's all [...] what about this one?

P: The ribbon's- the ribbons tied on the [...] the erm [...] the present and the present is kind of underneath the bow

E: Yeah that's right [...] what about this one?

P: Erm the rubbish is inside the rubbish bin

E: Yeah that's right what about this one?

P: Hmm [...] erm the light bulb's on- in a room

E: Yeah that's right and what about this?

P: [...] Somebody's in a bedroom next to a cot

E: Yeah what about this one?

P: The jug is pouring water into a bowl

E: Yeah and what about this one?

P: Erm the pencils are packed in a [...] er the pencils are packed in a [...] bag

E: Yeah what about this one?

P: The towel is on the rail

E: Yeah and this one?

P: The sandwich is on a plate

E: Yeah

P: Er the key's on the hook

E: Yeah

P: Er the palm tree's hanging down in a picture frame

E: Yeah

P: Hmm the car's next to the house or garage

E: Yeah

P: The books are underneath table

E: Yeah

P: The blanket is on the sofa

E: Yeah

P: The bike is next to the house

E: Yeah

P: The computer is plugged into the wall

E: Yeah

P: The chair is next to the table

E: Yeah

P: Erm the sock is next to the [...] radiator

E: Yeah

P: The [...] the pie is in the oven

E: Yeah

P: Erm [...] the tag is attached to the jumper

E: Yeah

P: The flower is on the grass

E: Yeah

P: The teddy bear is in the box

E: Yeah

P: The vines are on the gate

E: Yeah

P: The bottle's in front of the door

E: Yeah

P: The coat is on a peg

E: Yeah

P: The water is on the floor

E: Yeah

P: The tractor is next to some bushes

E: Yeah

P: The ladder is in front of the bricks

E: Yeah

P: The pillow is in front of the bed

E: Yeah

P: The water is coming into the bath

E: Yeah

P: Erm the phone is plugged into the er socket

E: Yeah

P: Err I don't know what is it

E: It's some books

P: Oh the books is under a bench

E: Ok perfect thank you

END

81901 7;04

E: So like I said I'm going to show you some pictures that show 2 objects and I want you to tell me about the position of these objects

P: On the screen

E: Yes we will have 2 practise ones first and [...] then we're gonna start. Is that ok?

P: Got it

E: Perfect [...] so [...] tell me about the position of these objects

P: The clock is just above the computer or screen or however you say it and and the computer is.. Is facing.. Is facing .. is straight.. The and it's rectangular. The clock is facing the same way as the computer and it is a circle

E: Perfect that was a brilliant answer. Ok this is your next practice one

P: This .. these curtains are [...] purple and they are looking out over green hills and they're facing straight

E: Perfect so all you need to tell me-

P: -And they're not diagonal

E: All you need to tell me about is the position of the objects. You don't need to worry about the colours or anything like that. K so are you ready?

P: Ready

E: 2 seconds [...] this is your next one

P: The tree is be- is in front of the house and it looks lower than the house. The house has.. Is facing forwards and it is behind the tree

E: Perfect, you ready for the next one?

P: The box or present has a ribbon running in a cross shape across it's top. The box is facing diagonally

E: Perfect [...] there's the next one

P: The trash bin is or bin has some 2 pieces of rubbish in it. The lid is [...] looks a bit like a flying saucer

E: Does it-

P: -And the bin is facing forwards

E: Perfect

P: The light bulb is on top of the forward facing roof. The light bulb is facing down and it is very bright

E: Brilliant

P: The girl is standing next to the big cot and the cot has a mobile hanging across it

E: Perfect

P: The milk jug is.. Is is being poured into the into the big bowl

E: Perfect

P: The 3 pencils [...] are not.. have not fitted properly into the big bag

P: The towel is a very cool colour and it is hanging on a rack facing forwards

E: Perfect can you tell me about the position of the towel on the rack?

P: It's err it's it's facing left and right and forwards

E: Ok next one

P: The sandwich looks delicious and and and the plate looks like it is is like facing forwards and it's vertical but it is actually horizontal

E: Perfect can you tell me about the position of these objects?

P: The key is facing diagonally forwards.

E: Can you tell me about the relationship between this?

P: The key and the ring are attached together, you can call it a key ring

E: And can you tell me about the position of these two objects?

P: The picture frame holds a picture of the palm tree and the picture is facing forwards

E: Ok and what about the position of these two objects?

P: The car is next to the shed. The shed is facing forwards and so is the car

E: Brilliant. Do you want to do another one?

P: Yeah

E: Brilliant, what about these 2 objects?

P: The 4 books are beneath the forward facing table and the books face forwards as well

E: Brilliant and what about these 2?

P: After this I think it's enough. Erm the blanket is on top of the big sofa

E: Brilliant ok

P: The sofa is comfy

E: Perfect ok

END

82005 7;08

E: Ok so I'm going to show you some pictures on the computer and the pictures all have 2 different objects in them and I just want you to tell me about the positioning of them, ok. So we'll have a practise go for a couple. So what's the positioning of this picture like?

P: [..] Broken

E: Yeah [..] and what about this one?

P: Pretty

E: [...] So can you tell anything about the positioning of the picture?

P: In a square

E: Yeah ok, want to carry on? [...] ok what about this one

P: Err [...]

[parent phone rings]

[.....10s]

E: Do you wanna try the next one?

P: Yeah

E: Yeah

P: [...] Rectangle

E: Yeah anything else in the picture?

P: Ropes

E: Yeah ok what about this one? can you try to describe the picture to me?

P: It has lots of lines

E: Yeah that's right anything else

P: [..] And rubbish

E: Anything else or shall we try the next one as well?

P: The next one

E: Ok what's this one?

P: It's a h- it's inside a house and it has a light and [...]

E: Yeah that's right

P: It's a bed and a little girl next to the bed

E: Yeah that's right what about this one?

P: It's a jug and some milk

E: Yeah what about this one?

P: It's a bag and some crayons in it

E: Yeah

P: A towel [...] and something hanging onto it

E: Yeah that's right what about this one?

P: A sandwich on a plate

E: That's right what about this

P: A key [...]

E: Anything else or shall we try the next one?

P: Next one

E: Yeah [...] what's this one?

P: A photo [...]

E: Yeah

P: Of a palm tree

E: Yeah that's right what about this?

P: A car next to a garage

E: That's right what about this?

P: A table and under the table there's [...] 4 books

E: That's right what about this?

P: [...] A sofa and on the sofa there's a [...] there's a blanket

E: Yeah and what about this?

P: A house and next to the house there's a bike

E: Yeah and what about this?

P: A computer [...]

E: Yeah anything else or shall we move on? [...]

P: Move on

P: A table with a chair next to it

E: Yeah what about this?

P: [...] A sock and I don't know what that is

E: That's a radiator

P: And a radiator

E: Yeah

P: A oven and a and a bread in- and they're making bread

E: Yeah that's right and what about this?

P: A coat [...] in the shop

E: That's right what about this?

P: A road and next to the road there's a grass and on the grass there's a flower

E: Yeah and what about this?

P: A teddy bear [...] in a chest

E: That's right and what about this?

P: A [...] a fence and on the fence there's leaves

E: Yeah that's right and what about this one?

P: A door and next to the door there's a baby bottle

E: Yeah what about this?

P: A jacket

E: Yeah

P: A water bottle on the floor

E: Yeah

P: A tractor on a field with bushes

E: Yeah

P: A ladder on a wall

E: Yeah

P: A bed and on the bed there's a pillow and a blanket

E: Yeah and what about this one?

P: [...] A bath with water

E: Yeah

P: A phone chargin

E: Yeah and what about this

P: A bench and books

E: Yeah amazing that's the last one thank you

END

A0025 7;08

E: Ok so I'm gonna show you some picture s on the computer and each of them shows 2 objects

P: Ok

E: And I just want you to tell me where the things are in the picture ok

P: Ok

E: And whenever you want to stop you can tell me cuz there's quite a lot of pictures so you might not wanna do them all, ok cool. So this one?

P: It's a clock with a device

E: Yeah what about this?

P: Erm curtains on a window

E: Yeah wanna do some more?

P: Yes please

E: Amazing

P: Erm a tree with a house and a chimney

E: Yeah

P: A birthday present with a bow

P: A bin with some rubbish in

E: Yeah

P: A light [...] with a wonky string

P: A girl with a bed with a cover and with [...] I don't know what that is at the top corner [...] is it a pillow or something?

E: I'm not sure shall we'll move on anyway

P: Erm a bowl with milk in and milk from a jug

P: Er a bag with pencils in

P: Erm a tea towel on a tea towel hanger

P: A burger on a plate

P: A key

E: Yeah

P: A picture on a photo frame

P: A garage and a house

E: Yeah anything else about where they are

P: Erm [...] they're next to each other

E: That's right

P: Erm some books under a table

E: Yeah

P: Erm a settee with a towel on

E: Yeah

P: A bicycle from a garage

P: A computer with a charger

E: Yeah

P: A chair and a table

E: Yeah

P: Erm a sock or a shoe and I don't know what those are

E: Erm I'm not sure we'll move on

P: Erm an oven with a pie in

P: A top with a tag

E: Yeah

P: A flower on grass with a road

P: A teddy bear in a basket

E: Yeah

P: A fence with plants on

E: Yeah

P: Er a milk bottle or a bottle and a house

E: Yeah anything else

P: Erm there's a doorbell

E: Yeah do you want to do some more or want to stop now?

P: I'll do more

E: Amazing

P: Erm a coat hanger with a coat or a cardy

P: Erm glass- a glass with water in on a table

E: Yeah

P: A tractor on a field

P: A ladder and a wall

E: Yeah

P: A pillow and a duvet on a bed

P: Erm water coming out of a tap into the bath

E: Yeah

P: Erm a device plugged into a cable

P: Erm I don't know what that is

E: Never mind then that's the last one well done you did amazing

END

83178 7;10

E: Ok so I'm going to show you some pictures on the computer

P: Ok

E: And each of the pictures has 2 objects in and I just want you to describe the position of the objects to me

P: Ok

E: Ok [...] so we'll have a couple of practise goes first

P: I do that all the time with my mum if she doesn't know what I mean and I'm just like it's white!

E: [laughs] Yeah

P: I like describe it

E: Yeah and if you want to stop at any time you tell me ok?

P: Ok

E: Ok [...] so what's that what about this one?

P: Erm it's a- it's black it looks like a tv [...] there's black erm [...] pointy thing in the middle and lines erm on the circle

E: Yeah can you tell me about the positioning of them?

P: Erm

E: It's ok if you're not sure

P: Erm [...] I don't know that

E: That's ok what about this

P: Er pinky purple brown and erm [...] and balls at the side

E: Yeah that's right, do you want to carry on?

P: Yes please

E: Amazing [...] what about this?

P: Erm green with a brown stalk and erm a brown white [...] it's and there's something behind it that's brown and white and something green at the bottom

E: Yeah and where are they?

P: Erm [...]

E: If you're not sure, that's ok. We can move on

P: Erm is it like a forest

E: Yeah it might be [...] what about this one?

P: Erm [...] it's got a red bow at the top and a black outline with erm a blue box

E: Yeah that's right what about this one?

P: Erm black outline white and rubbish inside

E: That's right what about this?

P: White with erm a black thing hanging from it and a yellow erm [...] bulb erm in the middle

E: Yeah what about this one?

P: A little girl erm brown hair, brown obstacle course [...] I think it might be [...] or it's like a baby cot also erm [...] with a night thing that erm swings around with erm [...] a star and a diamond on

E: Yeah that's right what about this one?

P: Erm a jug of water and a blue bowl with water inside

E: That's right what about this one?

P: Erm a red bag with erm violet blue and green pencils

E: Yep do you want to carry on still?

P: Yes please

E: Amazing what about this one?

P: Erm [...] a grey railing with a erm blue towel and with erm dark blue squiggly lines

E: Yeah what about this one?

P: A plate with a- er a white plate with an orangey bread bun with erm green lettuce [...] erm red ketchup and mustard

E: Yep that's right what about this one?

P: A grey key and a grey loop around it

E: Amazing what about this one?

P: A screw with a erm a grey screw with black lines coming out erm a blue frame with a picture. Picture of a white palm tree with black outline

E: Yeah what about this one?

P: Erm [...] a brown and erm light brown erm garage with erm with the grey erm bit that you put the car inside and a red car with a blue window and yellow lights

E: Yeah what about this one?

P: A brown table with a light blue dark green dark blue and red books

E: Yeah what about this one?

P: A creamy coloured sofa with erm a red blanket on

E: Yeah do you want to carry on or want to stop here?

P: I think I want to stop here

E: Yeah that's absolutely fine

END

84531 7;11

P: It's noisy outside

E: It is a little bit noisy but it's ok if that's a bit distracting [...] hopefully it won't be too much. So I'm going to show you some pictures on the computer and each of the pictures have 2 objects in and I want you to just describe the position of the objects to me, ok [...] so we'll have a couple practise goes first [...] ok so [...] can you describe the position of the objects to me?

P: Ok. One of them looks like it has a scratch on it [...]

E: Yeah

P: -And one of them looks like it has like little long dots on it which is a clock and a television

E: Yeah and can you describe this one to me?

P: It [...] outside it looks like blue and green but it mostly looks like a light blue which is kind of white and blue [...] and also for like curtains [...] look purple and mixed with pink and err there's purple on it

E: Yeah

P: -And the thing on top of it holds them so it doesn't drop on someone's head. That's happened to me before

E: Oh has it

P: -And there was a big bump on me

E: Aww [...] ok. Do you want to carry on?

P: Mmm

E: Ok if you want to stop at any time you tell me ok?

P: Mmm

E: Ok so what about this one?

P: There's a house and a tree. The tree looks like hair.

E: Mmm

P: Like green hair [laughs]

E: -Yeah if you wanna tell me more you can tell me more

P: The house has like brown yellow and I see a bit of green and brown and grey and blue inside

E: Ok cool [...] so can you describe this one to me, the positioning?

P: The present looks like velvet red when it got wrapped and it looks like something is inside. The thing that's inside it looks very good and [...] it looks very satisfying to me [...] kind of satisfying

E: Ok what about this one?

P: The garbage bin is I think it smells cuz like [...] I think it smells because lots of people put their garbage inside and once I saw [...] once I saw someone fall into a bin

E: Oh dear [laughs] ok what about this one can you describe the picture?

P: The lamp looks golden yellow and and the room looks quite big. Now I wanna stop

E: You wanna stop that's ok

END

81292 8;05

E: So I am going to show you some pictures showing 2 objects. I want you to tell me about the position of the objects. We'll have 2 practise pictures so you know what you're doing and then we'll start. Is that all good?

[..]

E: Perfect [...] ok let me [...] then we'll get started [...] ok tell me about the position of the objects

P: Err [...] it's [...] it's wait [...] are you talking about the tv or the clock?

E: Both

P: Err so the tv's under the clock and the clock's over the tv

E: Perfect and tell me about the position of the objects

P: Err [...] the hanger is on top of the window and the window's under the hanger

E: Brilliant [...] ok you ready?

[..]

E: Perfect. Tell me about the position of the objects

P: The the tree's in front of the house. The house is behind the tree

E: Brilliant. Tell me about the position of the objects

P: The ribbon's over the present. The present's under the err ribbon

E: Perfect tell me about the position of the objects

P: The trash is in the bin. The trash.. Wait the [10s...] the [...] the lid is on top of the bin

E: Brilliant tell me about the position of the objects

P: The light is [...] on top of the err floor. The floor [...] err [...]

E: If you don't know, don't worry

P: The floor [...] on top has a light

E: Perfect tell me about the position of the objects

P: The crr.. Crib is under the err what's that called

E: A mobile

P: What?

E: A mobile

P: A mobile. And the mobile is on top of the crib

E: Perfect tell me about the position of the objects

P: The jug is erm on top of the bowl. The bowl is under the jug

E: Tell me about the position of the objects

P: The pencil's in the bag. The bag has pencils inside

E: Perfect you ok to keep going?

[..]

E: Perfect tell me about the position of the objects

P: [...] The [...] towel is [...] h [...] erm [...] erm the hanger stuck on the wall. The towel is stuck on the hanger

E: Brilliant tell me about the position of the objects

P: The sandwich is on top of the plate. The plate is under the sandwich

E: Great tell me about the position of the objects

P: The key is [...] inside of the metal. Er the metal is inside of the circle on the keys

E: Brilliant tell me about the position of the objects

P: Erm [...] the screw is on the wall er and the picture's on top of the [...] erm picture

E: Tell me about the position of the objects

P: [...] The car is [...] outside of the shed [...] er the shed is next to the car

E: Brilliant. Do you want to carry on?

P: Yeah

E: Brilliant tell me about the position of the objects

P: The book is under the table. The table is over the book

E: Tell me about the position of these objects

P: [...] The blanket is folded on top of the couch. The couch is under the blanket

E: Brilliant tell me about the position of the objects

P: The bicycle is erm [...] bicycle isn't in the shed. The shed's next to the bicycle

E: Brilliant tell me about the position of the objects

P: The switch is next to the wall. Erm the switch is next to the err computer

E: Brilliant tell me about the position of these objects

P: The chair- the table's next to the chair. The chair's next to the table

E: Brilliant tell me about the position of these objects

P: Err the dishes are next to the sock. The sock's next to the dishes

E: Tell me about the position of the objects

P: Err [...] the pie is inside [coughs...] the oven. The oven has a pie inside it

E: Brilliant tell me about the position of the objects

P: Err the sweater has a tag on it. The tag is stuck on the sweater

E: Tell me about the position of the objects

P: The flower's next to [...] the er road. The road's next to the flower

E: Tell me about the position of these objects

P: The chest has a teddy bear inside. The teddy bear's inside the chest

E: Brilliant tell me about the position of the objects

P: Err the plants are [...] right next to the fence. The fence is right next to the plant

E: Tell me about the position of the objects

P: The baby bottle's in err over the door. The door is [10s...] after the bottle

E: Ok tell me about the position of the objects

P: The hanger is next to the wall. The coat's next to the hanger

E: You ok to keep going?

P: Errrr no thank you

E: Perfect very well done

END

94112 8;07

E: Ok so what we are going to do today is I am going to show you some pictures that have 2 objects in and I want you to tell me about the position of the objects. So we'll have some practise goes first then we'll get started. Is that all cool?

P: Ok

E: Perfect tell me about the position of the objects

P: Erm they're like [...] um cross like across like they're both cross. [...] and yeah that's it that's all I can say

E: Can you say anything about the position of them?

P: I don't really know I haven't done this one before

E: That's no problem can you tell me about the position of these objects?

P: They're like the same [...] the curtains are the same position [...] erm but the [unintelligible] the bush is- aren't the same position

E: Yeah can you tell me about the position of them

P: I don't really know

E: Ok tell me about the position of these objects

P: I don't really know

E: No [...] can you tell me about the position of these objects?

P: Like um [...] I can't say anything I have no idea

E: That's ok

P: It's like my first time here

E: That's alright [...] can you tell me about these ones

P: I feel like this one's the hardest one

E: Is it?

P: Yeah [...] cuz people say when I when I did the other ones people said I got them all right but this one I can't cuz it's hard

E: That's alright

P: The hardest one out of all of them

E: Can you tell me about the position of these objects?

P: [...] Like a straight lines mostly but that ones like a curvy and that's like a circle but like a curvy lightbulb

E: Can you tell me about the position of these objects?

P: Straight lines again curvy [...] umm straight lines not really straight lines uh [...] but the dress is straight lines

E: Do you want to do one more?

P: Yeah

E: Tell me about the position of these objects

P: Erm [...] they're the position is not that straight [...] it's uh like curvy

END

81339 8:09

E: So I'm gonna show you some pictures on the screen and erm they all have 2 different objects in and I just want you to tell me about the positioning of the objects in the pictures, ok? [...] so we'll have 2 practise goes [...] this one?

P: Err [...] the clock's above the tv

E: Yeah and this one?

P: Erm the curtains are in front of the windows

E: Yeah great ok, this one?

P: [...] The tree's in front of the house

E: Yeah

P: Erm [...] the bow's above the box

E: Yeah

P: [...] Er [...] what's that inside?

E: It's some rubbish

P: The rubbish is inside the bin

E: Yeah

P: The light's on the ceiling

E: Yeah

P: Erm the girl is next to the bed

E: Yeah

P: The milk is over this bowl

E: Yeah

P: The pencils are in the bag

E: Mmh

P: The towel is on the railing

E: Mmh

P: The sandwich is on the plate

E: Mmh

P: [...] The key is on the loop

E: Yeah

P: Erm [...] the picture is on the pin

E: Yeah

P: The car is next to the shed

E: Yeah

P: The books are under the table

E: Mmh

P: The towel is on the sofa

E: Mmh

P: The bike is next to the house

E: Yeah

P: Um the plug is on the wall

E: Yeah

P: The chair is next to the table

E: Yeah

P: The sock is next to the radiator

E: Yeah

P: The cake is in the oven

E: Yeah

P: The label is on the jumper

E: Yeah

P: The flower is on the ground

E: Yeah anything else?

P: Err [...] the path is along the grass

E: Yeah great, this one

P: The teddy is in the box

E: Yeah

P: The plants are [...] on the [...] fence

E: Yeah

P: The bottle is in front of the house

E: Yeah

P: The coat is on the hanger

E: Yeah

P: The water is inside of the bottle

E: Yeah

P: The tractor is in front of the bushes

E: Yeah

P: The ladder is on the wall

E: Yeah

P: The pillow is on the bed

E: Yeah

P: [...] The water is in the bath

E: Mmh

P: [...] Err the plug is in the tablet

E: Yeah

P: Is that a book? The book is beneath the table

E: That's amazing thank you

END

84570 8;10

E: Ok [...] so I'm gonna show you some pictures showing 2 objects, ok?

P: Yeah

E: And I want you to tell me about the positioning of the objects ok?

P: Mmh

E: So we'll do 2 practise pictures, then we'll start our game for real, ok?

P: Yeah

E: Do you understand that?

P: I don't understand what you mean by position

E: So like where the objects are

P: Ok

E: So we'll do 2 practise ones to help you understand, then we'll start ok [...] so can you describe the position of the objects on this picture?

P: The clock is above the tv and the tv is under the clock

E: Yeah, another one? [...]

P: The window and curtains are in the middle of [...] the [...] I wanna say the room

E: Yeah can you tell me anything else about the position?

[....]

P: It's in [...] hm

E: So can you tell me where the curtains are in relation to the window-

P: -The curtains are .. are next to the window

E: Yep so shall we do some more [...] the real ones

P: Er yep

E: So it's not scary it's just a game [...] ok can you tell me about the position of these objects?

P: The tree is in front of the house. The house is behind the tree. The house is on the side [...] erm wait [.....] left right no

Parent: You alright, you said enough

P: I've said enough

E: Let's do another one.

P: The box is in the centre and the bow is placed on top of the box

[..]

P: The rubbish is in the bin... that's all I can really say about that one

E: That's ok

P: The light is dangling from the room's roof

P: The little girl is like [...] wait is that a girl or a doll?

E: It doesn't matter

P: The girl is standing next to the baby cot

E: Yep

P: The water is being dripped into the bowl

P: The backpack has 3 pencils in which stand like [unintelligible]

E: [laughs] Yeah [...] do you wanna do some more?

P: Yeah [...] the towel hangs on the rack

P: The sandwich is in the middle of the plate and the plate is in the middle of [...] uh in the centre

P: There's not really much to say about that bc...

E: It's ok if you don't know

P: The keyring thing is on- in the key [...] hole

P: [...] The picture is [...] placed on the nail

E: Yeah brilliant

P: The car is parked next to the shed. The shed is parked- uh is next to the car

[both laugh]

E: Yep

P: The 4 books are stacked under the table

E: Yep do you want to carry on?

P: Uhh [...] yeah

P: The blanket is on top of the sofa

P: The bike is leaning against the shed

P: The laptop is being charged

E: Yeah can you tell me more about the position?

P: The laptop is kind of on the [...] left side [...] or maybe the right side I can't tell

E: That's ok

P: The chair is next to the table which is on the [...] kind of on the left side

P: [...] The sock is next to the metal radiator

P: [...] The pie is [...] in the [...] oven

P: The tag is on the sweater

P: Oh goodness [...] the flower is next to the road, the road is next to the grass, the grass is next to the road and the flower is next to the grass

E: Yeah do you wanna carry on? [...] no that's ok

END

85292 8;11

E: Ok so I'm going to show you some pictures on the computer and each of the pictures has 2 objects in and I just want you to tell me about the position so where the objects are in the picture yeah [...] we'll have a practise go and if you want to stop at any time you just tell me ok? [...] so can you describe this one to me?

P: The clock is above the screen and the screen is below the clock

E: Yeah that's right and this one?

P: The curtains are beside the window and the window is beside the curtains

E: Yeah do you want to do some more?

P: Mmh

E: Yeah amazing

P: The house is next to the tree and the tree is next to the house

E: Yeah

P: The ribbon is on top of the box and the box [...] has a ribbon on top of it

E: Yeah

P: [...] The rubbish is in the bin [...] and the bin [...] has rubbish in it

E: Yeah

P: The lamp- light bulb is on the ceiling and the ceiling has the light bulb on

E: Yeah

P: [...] The girl is next to the cot the cot is next to the girl

E: Yeah

P: The jug is above the bowl [...] and the bowl is below the jug

E: Yeah

P: The pencils are in the bag [...] and the bag has the pencils in it

E: Yeah

P: The towel is on the rack and the rack has the towel on it

E: Yeah

P: The plate has the sandwich on it and the sandwich is on the plate

E: Yeah

P: [...] The ring has the key hanging from it and the key is hanging from the ring

E: Yeah

P: The picture is hanging below the nail [...] and the nail is hanging above the picture

E: Yeah do you want to do some more?

P: Yes

E: Yeah

P: The garage is next to the car and the car is next to the garage

E: Yeah

P: The books are under the table and the table is above the books

E: Yeah

P: The blanket is on the sofa and the sofa has a blanket on

E: Yeah

P: The bike is next to the shed and the shed is next to the bike

E: Yeah

P: The computer is plugged into the switch and the switch is plugged into the computer

E: Yeah

P: The chair is next to the table and the table is next to the chair

E: Yeah

P: The [...] radiator is next to the sock and the sock is next to the radiator

E: Yeah

P: [...] The [...] mmm the food is in the oven and the oven has the food in it

E: Yeah

P: The tag is connected to the sweater and the sweater is connected to the tag

E: Amazing do you want to do some more still?

P: Mm yes please

E: Ok cool

P: The flower is next to the roa-path and the path is next to the flower

E: Amazing

P: The bear is in the box and the box has the bear in it

E: Yeah

P: The ivy is growing on the fence and the fence has the ivy growing on it

E: Yeah

P: The bottle is next to the door and the door is next to the bottle

E: That's right

P: The coat is on the peg and the coat has the peg on it

E: Yeah

P: The glass is on the table and the table has the glass on it

E: Yeah

P: The tractor is next to the bush and the bush is next to the tractor

E: Yeah

P: The ladder is leaning next to the wall and the wall is leaning next to the ladder

E: Yeah

P: [...] The pillow is on the bed and the bed has the pillow on top of it

E: Yeah

P: The water is going in the bath and the bath has the water in

E: That's right

P: The phone is plugged into the switch and the switch is plugged into the phone

E: Yeah

P: And the books are below the shelf and the shelf is above the books

E: Amazing that's the end thank you

P: You're welcome

END

83385 9;01

E: So I'm gonna show you some pictures showing 2 objects and I want you to tell me about the positioning of the objects.

P: Right

E: Ok so we'll do 2 practise pictures now so you know what you're doing then we'll start our game [...] so can you tell me the position of objects in this picture?

P: The tree is in front of the house and the house is behind the tree

E: Brilliant let's do another one. Can you do this one for me?

P: The bow is on top of the present

E: Great do you wanna continue?

P: Yeah

E: Brilliant [...] what would you say for this one?

P: [...] The waste is inside the bin

P: The light bulb is [...] hanging from the string

P: The girl is beside the bed

P: [...] The ingredient is inside the bowl and it's tipping out of the jug

E: You ok to carry on?

P: Yeah

E: Brilliant

P: The pencils are inside the school bag

P: The towel is [...] on top of the rail

P: The sandwich is on top of the plate

P: The key is [...] hanging from the keyring

P: The painting is [...] hanging from a screw and it's beneath it

P: The car is beside the er shed

P: The books are under the table

E: Brilliant do you want to do some more?

P: Yes

E: Brilliant

P: The rug is on top of the sofa

P: The bike is beside [...] the shed

P: [...] The socket is beside the laptop

P: [...] The chair is beside the table

P: [...] The sock is [...] to the right of the radiator

P: The cake is in the oven

E: Very good, do you wanna do some more?

P: Yeah

E: Yeah

P: The label is [...] connected to there

E: Yeah, can you tell me about the position of it? It's ok if not

P: It's like above it

E: Mmh

P: The flower is beside the path

P: The toy is in the box

P: [...] The vine is [...] around the gate

E: Yes do you want to do some more?

P: Yes. The bottle is in front of the door

P: The coat is [...] underneath the rail

P: The [...] cup is on top of the floor

P: The tractor is in front of the bush

P: The ladder is [...] in front of the wall

E: Do you wanna do some more? There's only a few more. Or do you wanna stop?

P: We can do some more

E: Some more

P: The pillow is on top of the bed

P: The [...] tap is [...] on top of the bath

P: Err the mobile phone is next to the socket

P: The books are under the shelf

E: Perfect, that's it

END

A0063 9;04

E: So I'm gonna show you some picture s on the computer and-

P: -Ok

E: And each of the pictures has 2 different things in it and I just want you to tell me where are the things in the picture ok?

P: Ok

E: And there's quite a lot of pictures so when you're ready to stop you can tell me and we can stop whenever ok?

P: Ok

E: So what can you tell me about this picture?

P: So there's a clock at the very top which reads erm 3 o'clock I think that says and then there's a telly which looks kind of scratched like in the middle ish

E: Amazing and what about this one?

P: I can see a window which shows a [...] erm a green hill with a blue background and then I see curtains which are purple like [...] it doesn't cover the window fully but it's tied up with these darker purple things

E: Amazing what about this one?

P: I can see a tree that is in front of a house [...] and the house is erm [...] what's the colours beige and brown with erm blue windows and a green er thing where you put mail in and a gold door handle yellow ish

E: Amazing what about this one?

P: I can see a bow [...] a red bow wrapped around a blue box

E: Yeah amazing what about this one?

P: I can see erm a bin with some it looks like scrunpled up blue paper in there [...] yeah

E: Yeah amazing what about this one?

P: It looks like a erm empty room with a broken light bulb. It's not broken completely cuz it's still on obviously it's just a bit wonky

E: Amazing and what about this

P: I can see a little girl in a pink dress with brown hair and I can see her I think her crib probably with a blue diamond I think that's a diamond and a yellow star erm and the crib has like a err [...] I don't know grey sorta colour blanket and it's mostly brown the crib

E: Amazing what about this one?

P: Sort of a blue jar that has [...] that's pouring out milk into a lighter blue bowl. A light blue bowl with [...] that has already milk in it [...] yeah

E: Yeah amazing what about this?

P: Erm I can see a red backpack with erm a green a blue and a yel- no not yellow I was about to say yellow pink erm crayons in it or pencils

E: Yeah great what about this one?

P: A hanger a grey hanger well not really a hanger I don't know what it's called but thingy with a blue towel on it kind of like with some mostly light blue on it but with a couple of dark blue stripes on it

E: Yeah what about this one?

P: I can see a white plate with a sandwich which looks like it has erm mustard ketchup and lettuce on it [...] yeah

E: Amazing do you want to do any more or do you want to stop here?

P: Just one more

E: You want to do one more? [...] cool what about this one?

P: I can see a light grey like circle handle with a dark grey key attached to it

E: Amazing ready to stop now [...] amazing thank you

END

84680 9:06

E: So ok I'm going to show you some pictures showing 2 objects, ok, and I want you to tell me about the positioning of the objects . Do you know what positioning means?

P: Yeah

E: Yeah ok so we'll do 2 practises to get the hang of it then we'll start, ok [...] so we'll start with this one. can you tell me about the positioning of the objects in this picture?

P: Is it like? [...] the position

E: So yeah position is where something is

P: Uhh it's [...] on the wall

E: Yeah so if you think about the 2 objects like in relation to each other [...] where are they?

P: [...] Erm the clock's on top of it and the [...] tv is under- on the bottom of the clock

E: Yeah shall we try another one? [...] so can you tell me about the position of the objects in this picture?

P: Erm the position is.. The position is on the wall and you can see from the outside of it because it's transparent

E: Yeah can you tell me about the position. Like you did on the other picture?

P: Er the curtains are on the hanger

E: Do you want to do some more? [...] so that was the end of our practise, we'll start now [...] so can you tell me about the position of the objects in this picture?

P: Um the tree is outside and the house is next to the tree [...] is this a practise?

E: We've finished the practise now, so we did those 2 practise ones and now we're doing the real thing

[....]

E: It's not scary though it's just a game. Can you tell me about the position of the objects in this picture?

P: Umm the present is in the middle and the ribbon is on the present

E: Yeah can you tell me about the position of the objects in this picture?

P: Um that the bin has something in it and it's in the middle of something

E: Yeah do you wanna do some more [...] what about the position of the objects in this picture?

P: The light bulb is in the middle and the thing's in the lightbulb to make it shine

P: The girl is outside the cot, she's not in it

E: Yeah do you want to do some more [...] no? That's ok

END

85827 9;10

E: Ok amazing so I'm going to show you some pictures on the computer and all of the pictures have 2 objects in and I just want you to describe the position of the objects to me ok [...] do you understand? [...] ok. And if you want to stop whenever, then you tell me ok then we'll stop [...] ok. So can you describe this to me?

P: I think it's a [...] tv it's got scratches on it and it's below a clock

E: Yeah amazing what about this one?

P: It's a window with it's blinds open and there's hills

E: Amazing do you want to do some more

P: Ok

E: Ok great amazing what about this one?

P: A house with a blue door and a tree in front of it

E: Amazing amazing what about this one?

P: A present that's been opened with red ribbon

E: Yeah

P: [...] Er a bin with erm pieces of paper in it

E: Yeah

P: A light that's on in an empty room

E: Yeah

P: A girl that's going to bed in her crib

E: Yeah

P: Milk poured into a bowl

E: Amazing

P: A backpack with pencils in it

E: Yeah

P: A towel hanged up

E: Yeah do you want to do some more or do you want to stop?

P: Err some more

E: Some more yep what about this one?

P: Err a sandwich on a plate

E: Yeah

P: A key

E: Yeah

P: Er a painting hanging up

E: Amazing

P: A garage with a car next to it

E: Yeah

P: A table with books under it

E: Yeah

P: A couch with er covers on it

E: Yeah

P: A shed with a bike next to it

E: Yeah

P: A computer that's plugged in

E: Yeah do you want to do anymore or do you want to stop yet?

P: I'm fine with doing more

E: Amazing thank you erm what about this one?

P: A table with a chair

E: Yeah

P: Plates and a sock next to it

E: Yeah

P: An oven with a pie in it

E: Yeah

P: A jumper with a tag on it

E: Amazing

P: A road with a field and a flower

E: Yeah

P: A chest with a teddy in it

E: Yeah

P: A fence with [...] a plant growing on it

E: Yeah

P: A door with a [...] baby bottle in front of it

E: Yeah

P: A coat hanging up

E: Yeah

P: And a cup on a wooden floor

E: Yeah

P: A tractor in a field with bushes

E: Yeah

P: A brick wall with a ladder on it

E: Yeah

P: A bed with a red cushion

E: Yeah

P: A bathtub filling up with water

E: Yeah

P: A phone getting charged

E: Yeah

P: A shelf with books under it

E: Amazing that was the last one thank you

END

A0048 9;11

E: So I'm gonna show you some pictures on the computer and all of the pictures have 2 different objects in them and I just want you to tell me the position of where the things are in the picture ok? So we'll practise first ok so where are the things in the picture?

P: The clock is at the top and the television is in the middle

E: Amazing what about this one?

P: The window is also in the middle

E: Mmh and can you tell me anything else about the picture

P: The window has light purple curtains

E: Great do you want to keep going

P: Yeah

E: Great and there's quite a lot of pictures so when you don't want to do any more that's fine you can just tell me ok. What about this one?

P: A tree's in front of a house

E: Yeah

P: A present

E: Yeah anything else?

P: It has a red ribbon on it

E: That's right and this one?

P: A bin with a few trash in it

E: Amazing

P: A lightbulb

E: Yeah

P: A cradle

E: Yeah anything else

P: With a girl next- at the left

E: Yeah

P: Milk being poured into a bowl

E: Yeah

P: A backpack with a few crayons in it

E: Yeah

P: A towel

E: Yeah anything else [...] or if you're not sure that's fine

P: Not sure

E: Yeah that's fine

P: A sandwich on a plate

E: Yeah

P: A key

E: Yeah

P: A picture with a palm tree and some coconuts on it

E: Yeah

P: A garage with a car at the right

E: Yeah

P: A few books under a table

E: Yeah

P: A blanket on top of a couch

E: Yeah

P: A bike at the right of a house

E: Yeah amazing

P: I don't want to do any more

E: That's absolutely fine

END

81170 10;0

E: Ok so I'm gonna show you some pictures on the computer and they each have 2 objects in and then I just want you to tell me about the position of the objects ok?

P: Yep

E: Ok so we'll have a couple practises first [...] so what can you tell me about the positioning in this one?

P: [...] Um there's like 3 stripes just next to about half way down the tv [...] uh and slightly more towards the left [...] and then 2 more scratches in the bottom right corner

E: Yeah can you tell me anything else about the picture ?

P: There's a clock at the top showing [...] 20 past 12

E: That's right what about this one?

P: There's like some curtains and they're purple and behind them there's a window and the frame's made out of wood and there's like some green hills and a clear blue sky through the window

E: That's right. Ok you want to carry on and do some more?

P: Yeah

E: Ok what about this one?

P: There's like a house and it's like cream but some bit's are brown and the door is blue with a green letter box and in front of it's a tree

E: Yeah and how about this one?

P: A blue present box with a red ribbon that's been untied

E: Yeah. This one

P: There's like a bin [...] like a bucket shape but with lots of little lines going across and down it and it's got 2 pieces of scrunched up paper in it and it's got a lid on top

E: Yeah and what about this one?

P: Erm it's like a room with a light but without like the cover for it

E: Yeah what about this?

P: Erm there's like a cot there [...] and and there's a girl standing next to it with a pink dress, brown hair, purple shoes and it looks like she's about to get in it

E: Yeah and what about this?

P: Erm there's like a jug blue jug pouring milk into a blue bowl

E: Yeah. Do you want to keep going?

P: Yeah

E: Yeah what about this one?

P: It's like a red backpack but it's slightly open and has a blue pencil, a green pencil and a purple pencil coming out

E: Yeah and what about this?

P: There's like a grey towel hanger thing with a blue towel coming off it and it's got 2 darker blue stripes on it

E: Yeah

P: It's like [...] there's a white plate with a- with a sandwich [...] and it's a sandwich with ketchup mustard and lettuce

E: Yeah what about this?

P: There's like a key on a keyring but there's no decoration on the keyring

E: That's right and what about this?

P: [...] There's a nail holding up a picture in a blue frame and it's a palm tree

E: Mmh and what about this?

P: There's like a red car [...] next to [...] like next to a garage- a brown garage like one of those doors that opens and closes by going up and down

E: Yeah do you want to do some more?

P: Yeah

E: Yeah what about this one?

P: There's like a wooden table with 4 books underneath it. A red one on the floor, then a blue one then a dark blue then a green then a light blue

E: Amazing what about this?

P: There's like a cream sofa [...] and there's like a tartan red blanket on it

E: Yeah-

P: -Folded up

E: Yeah what about this?

P: There's like a red [...] bike like leaning against a little house [...] and the house is brown and has a blue door and a window on the top

E: Amazing what about this?

P: It's like a grey laptop plugged in [...] into the wall [...] plugged into the wall and it's got like 2 scratches on the middle

E: Yeah what about this?

P: There's like a table and then a chair but it's not going under the table it's like facing this way

E: Mmh and what about this?

P: There's like a blue sock with a purple heel and toe and purple hem and it's next to a radiator

E: Yeah and what about this one?

P: There's like a blue oven with dark red legs and buttons and [...] the back of it's light blue the floor of it is like dark red and inside it looks like there's some kind of cake cooking

E: Yeah do you want to do some more?

P: No thank you

E: That's ok thank you for that

END

A0126 10;07

E: So I'm gonna show you some pictures on the computer and each of the pictures have 2 different things in them and I just want you to tell me about where the things are in the picture. And there's quite a lot so if you get bored or wanna stop then you just tell me and we can stop

P: Ok

E: Ok. So can you tell me anything about where the things are in the picture?

P: Ok so the clocks above the tv

E: Amazing what about this one?

P: The curtains are next to the window

E: Amazing

P: The tree's next to the house

E: Yeah

P: [...] The ribbons above the present

E: Yeah

P: [...] Erm the paper's in the trash

E: Mm

P: The lights on the wall

E: Yeah

P: [...] The girls next to the bed

E: Yeah

P: [...] The milk's on the bowl

E: Yeah

P: The pencils are in the bag

E: Yeah

P: The towels on the [...] yeah

E: Yeah we'll move on

P: The sandwich is on the plate

E: Yeah

P: [...] The keys on the holder

E: Yeah

P: The picture's on the wall

E: Yeah

P: The car's next to the house

E: Yeah

P: The books are under the table

E: Yeah

P: The blanket's on the sofa

E: Yeah

P: The bike's next to the house

E: Yep

P: The iPad I mean the laptop is connected to the wire

E: Yeah

P: The chair is next to the table

E: Yeah

P: The sock is next to the [...] heater

E: Yeah

P: The cakes in [...] on the plate

E: Yeah

P: The jumper [...]

E: Yeah anything else or do you want to move on

P: Move on

E: Yeah

P: The flower's on the road

E: Yeah do you want to do any more or do you want to stop?

P: Can I stop?

E: Yeah course you can

P: Thank you

END

82001 10;10

E: So I'm going to show you some pictures that contain 2 objects. And I want you to tell me about the position of the objects. So we'll do 2 practise ones and then we'll get started. Does that all sound good?

P: Yeah

E: Perfect. Ok so can you tell me about the position of these 2 objects

P: [..] Erm it's [...]

E: I can give you an example if you'd like

P: Er yes please

E: So I can say the clock is above the tv [..] I could say the tv is below the clock

P: Oh I've got it now

E: Perfect let's try this one

P: Er the window is open the curtains are hanging down [..] erm there's a bush what's outside

E: Perfect, you cool to get started?

P: Er yeah

E: Anytime you wanna stop just let me know. What about the position of these objects?

P: Er the tree's in front of the door and the house is in front of the tree erm [...] the door is closed

E: Perfect. All you need to do is just tell me where they are so you smashed it

P: Ok

E: What about these objects?

P: Erm the rope is on top of the box and the ribbon is open

E: Perfect and can you tell me about the position of these objects?

P: Er the bin is closed and there's rubbish inside the bin

E: Perfect and what about the position of these ones

P: Erm The lightbulb is like coming down and it's like hanging erm [...] yeah

E: Perfect and what about the position of these ones?

P: Erm uh I don't know what it's called erm [...] the thing is hanging down the bed and the baby is beside the bed

E: Perfect and what about this one?

P: Erm it looks like it's milk so I'm gonna guess it's the milk's going inside the bowl erm the bowl is like next to the milk erm [...] yeah

E: Perfect and what about the position of these ones?

P: The backpack is open there's pencils inside. The pencils are on top of the bag

E: Brilliant you ok to keep going?

P: Yeah

E: Perfect what about the position of these ones?

P: Er the towel is hanging down erm [...] yeah

E: Perfect and what about these 2 objects?

P: The sandwich is on top of the plate, the plate's on top [...] no under the [...] yeah under the sandwich

E: Perfect and can you tell me about the position of these objects?

P: The key is by itself the key is lonely there's only one key

E: Brilliant and what about the position of these objects?

P: Err there's a picture hanging down from the wall [...] erm the nail is keeping it in place

E: Cool and what about the position of these 2 objects?

P: The car is erm beside the [...] shed [...] er the shed is next to the car

E: Can you tell me about the position of these 2 objects?

P: Err the table -the books are underneath the table [...] the table's err under the books

E: Can you tell me about these objects

P: Erm [...] the [...] scarf is on top of the couch erm [...] the scarf's err no the couch is on top of the scarf

E: And what about the position of these objects?

P: Erm the bike is next to the house erm [...] the [...] house is next to the bike

E: Brilliant and what about these objects?

P: Err the computer is plugged in [...] erm and it's turned off

E: Tell me about the position of the objects?

P: Erm the chair is next to the table and erm the chair is small and the table is bigger than the chair

E: Tell me about the position of these objects

P: Er the sock's next to the radiator not on top of the radiator

E: Brilliant. Tell me about the position of the objects?

P: Erm [...] there's something inside of the oven which is cooking erm [...] it's it doesn't look like it's turned on but I'm gonna guess it is

E: Alright tell me about the position of the objects

P: Erm the jumper does not have the price [...] but it looks like new brand new and all that erm yeah

E: Perfect. You ok to do another one?

P: Yeah

E: Perfect tell me about the position of the objects

P: Er the flower's next to the road and there's only one flower

E: Tell me about the position of the objects

P: The bear is erm inside a box.. safe

E: Tell me about the position of the objects

P: Erm [...] the [...] oh I forgot what it is

E: Do not worry if you don't know

P: The thing is like [...] well the leaves are like wrapping around [...] the [...]

E: Brilliant. Tell me about the position of the objects

P: The baby bottle is not next to the baby, not in the baby's mouth, next to the door

E: Brilliant tell me about the position of these objects

P: The coat is hanging down [...] erm nobody's wearing it [...] yeah

E: Ok tell me about the position of the objects

P: The water's on the table [...] er it hasn't been drank

E: Brilliant tell me about the position of the objects

P: The tractor or car whatever it is is not driving not moving but it's like near the bushes

E: Cool you all good to keep going?

P: Do you have to keep on going, or?

E: No it's all good

END

91539 10;11

E: I'm going to show you some picture s on the computer and each of the pictures have 2 different things in them and I want you to tell me about the positioning of where the things are in the picture ok?

P: Ok

E: And there's quite a lot of picture s so when you're ready you can tell me you want to stop ok?

P: Yeah

E: Ok so what can you tell me about that one?

P: Er a clock on top and scratched tv on the bottom

E: Amazing what about this one?

P: [...] Erm a window in the middle and er [...] and 2 cushions placed like vertically

E: Amazing want to do some more?

P: Yeah

E: Cool what about this one?

P: Err the house is behind the tree

E: Yeah what about this one?

P: Er the ribbon is on like the box thingy

P: Er there's trash in the trash can

E: Yeah

P: Er the light bulb is in the middle of the room

E: Yeah

P: Er there's a child near the baby crib

E: Yeah

P: [...] Err the erm [...] the jug is erm pouring milk into the erm bowl beneath

E: Amazing

P: Erm there's pencils in a bag

E: Yeah

P: Erm a towel on like a rack thingy

E: Yeah

P: A sandwich on a plate

E: Yeah

P: Er a key [...] with a hole having a new circle wider hole

E: Yeah amazing what about this

P: Erm a picture that's hanging on the nail

E: Yeah

P: A car beside the garage

E: Yeah

P: Why is there books under the table?

[...]

E: What about this one

P: A scarf. A neatly folded scarf on couch

E: Yeah do you want to do any more or do you want to stop now?

P: Maybe stop I'm bored

E: Yeah that's ok we can stop there

[end of recording]

[a few seconds after stopping the recording, P decides they want to carry on, so E starts a new recording and rereads id number]

E: Ok what about this one?

P: Erm a bike erm near the house

E: Yeah what about this one?

P: Erm a computer with a socket near on the right

E: Yeah

P: Erm a table with a chair next to it

E: Yeah

P: Erm a dish and dishes and then a sock on the right of the dishes

E: Yeah

P: Erm a pie in the oven

E: Yeah

P: Erm a sweater with a tag

E: Yeah

P: A flower near a road

E: Yeah

P: A teddy bear in a box

E: Yeah

P: Vines on a [...] on a fence

E: Yeah

P: Erm a baby bottle near like in front of the door

E: Yeah

P: Erm a jacket hanging on a rack

E: Yeah

P: A water on the floor

E: Yeah

P: Erm a farm trucky thing in front of bushes

E: Yeah

P: Erm a ladder leaning against the brick wall

E: Yeah amazing

P: Er a pillow on a bed

E: Yeah

P: Water erm [...] water spilling onto the bathtub

E: Yeah

P: Erm have I already done this one

E: We'll move on

P: Err [...] erm weird books underneath the shelves

E: Amazing that was all of them

END

83361 11;03

E: Erm so I'm gonna show you some pictures on the screen and each of the pictures has 2 objects in it and I just want you to tell me about the positioning of the objects in the picture. Ok? So we'll start off with a few to practise

P: Erm the clock's above the telly

E: Yeah and what about this

P: [...] The window is [...] under the curtains

E: Ok amazing. you happy to carry on? Just let me know if you get bored or want to stop, ok?
Ok what about this one?

P: The tree is in front of the house

P: The ribbon is op top of the box

P: [...] The rubbish is in the bin

P: The light is on the roof

P: The girl is next to the bed

P: [...] The water is in the bowl

P: The pencils are in the bag

E: Yeah

P: The towel is on the rack

E: Yeah

P: The sandwich is on the plate

E: Yeah

P: A key is on the loop

E: Yeah

P: The picture is on the wall

E: Yeah

P: The car is next to the house

E: Yeah

P: The books are under the table

E: Yeah

P: The blanket is on the settee

E: Yeah

P: The bike is beside the house

E: Yeah

P: The plug is in the wall

E: Yeah

P: The chair is next to the table

E: Yeah

P: The sock is next to the radiator

E: Yeah

P: The cake is in the oven

E: Yeah

P: The tag is on the jumper

E: Yeah

P: The flower is next to the road

E: Yeah

P: The teddy is in the box

E: Yeah

P: [...] The vines are on the fence

E: Yep

P: The bottle is in front of the door

E: Yeah

P: The coat is on the hook

E: Yeah

P: The water is on the floor

E: Yeah

P: The tractor is next to the bush

E: Yeah

P: The ladder is on the wall

E: Yeah

P: The pillow is on the bed

E: Yeah

P: The water is in the bath

E: Yeah

P: [...] The charger is in the phone

E: Yeah

P: The books are under the shelf

E: Amazing thank you

END

83667 11;04

E: Ok so basically I'm gonna show you some pictures and these pictures will contain 2 objects and all I want you to do is tell me about the position of the objects. So they could be on top of each other, next to each other, it'll vary

P: Ok

E: So we'll have 2 practise pictures then we'll get started. I'll ask you half way through if you wanna carry on. If that's all good, brilliant we will and then I'll let you know when you have like about 5 left [...] perfect so tell me about the position of these objects

P: Err [...] like one's in front, one's behind

E: Perfect can you tell me which one?

P: The er tv's in front and the clock's behind

E: Perfect and what about these objects

P: The curtains are in front of the window

E: Perfect [...] you all good?

P: Yeah

E: Perfect can you tell me about the position of these objects?

P: Err the tree's in front of the house

E: Brill can you tell me about the position of these objects?

P: The lid's on top of the box

E: Tell me about the position of these objects

P: The rubbish is in the bin... inside the bin

E: Perfect tell me about the position of these objects

P: The light is on top of the ceiling

E: Cool tell me about the position of these objects

P: Er the girl is next to the bed

E: Perfect tell me about the position of these objects

P: The [...] jug is above the bowl

E: Perfect tell me about the position of these objects

P: The pencils are inside the backpack
E: Perfect tell me about the position of these objects
P: The towel is on the rail
E: Perfect tell me about the position of these objects
P: The sandwich is on top of the plate
E: Perfect tell me about the position of these objects
P: [...] The key is [...] on the [...] ring
E: Brilliant tell me about the position of these objects
P: The picture is [...]
E: If you don't-
P: -Oh the screw is above the frame
E: Brilliant tell me about the position of these objects
P: The car's next to the shed
E: Brilliant tell me about the position of these objects
P: The books are under the table
E: Amazing tell me about the position of these objects
P: The blankets on the sofa
E: Amazing tell me about the position of these objects
P: The bike's next to the house
E: Perfect tell me about the position of these objects
P: The [...] laptop is next to the plug
E: Brilliant we are about half way through , do you wanna keep going?
P: Yeah
E: Brilliant tell me about the position of these objects
P: The table is next to the chair
E: Amazing tell me about the position of these objects
P: [...] What is that?
E: That's a radiator
P: [laughs] Ok the sock is next to the radiator
E: Tell me about the position of these objects

P: The food is inside the oven

E: Brilliant tell me about the position of these objects

P: The tag is on the jumper

E: Tell me about the position of these objects

P: The flower is in the grass

E: Brilliant tell me about the position of these objects

P: The teddy is inside the box

E: Brilliant tell me about the position of these objects

P: The ... plants are on the fence

E: Brilliant tell me about the position of these objects

P: The bottle is next to the... in front of the door

E: Brilliant tell me about the position of these objects

P: The coat is on the rail

E: Brilliant tell me about the position of these objects

P: The cup is on the floor

E: Brilliant tell me about the position of these objects

P: The tractor is in front of the bushes

E: Brilliant 5 left tell me about the position of these objects

P: The ladder is next to the wall

E: Brilliant tell me about the position of these objects

P: The pillow is on the bed

E: Brilliant tell me about the position of these objects

P: The water is above the bath

E: Amazing tell me about the position of these objects

P: The phone is next to the plug

E: Brilliant and tell me about the position of these objects

P: The erm books are under the shelves

E: Brilliant

END

A0035 11;07

E: Ok so I'm gonna show you some pictures on the computer and each of the pictures has 2 objects in it and I just want you to tell me about the positioning of where the objects are in the picture ok? And we'll try a couple first, so this one [...] like where are the objects

P: Clock

E: Yeah

P: [...] Tv

E: Yeah and can you tell me anything about the position of them?

P: [...] The clock is [...] bit to the right and then the tv has some scratches

E: Yeah amazing

P: -The tv is like [...]like 9am it's like darker than the outline

E: Cool what about this one?

P: Err curtains [...] the curtain railing and a blue sky and [...] green grass

E: Yeah want to keep going? Cool. What about this one?

P: Er the house is like a cottage and there's like a tree but the tree isn't like a normal tree it's like the leaves are behind. The mailbox on the house door is a different colour to the rest of the house

E: Amazing what about this one?

P: Erm a present but then the bow isn't like fully tied

E: Yeah what about that one?

P: A trash can but like the rubbish one is smaller than the other and then there's only 2

E: Great what about this one?

P: A light bulb and then the light bulbs a bit wonky

E: Yeah this one?

P: A girl and a crib but then the girl isn't in the crib and the crib doesn't have a pillow

E: Great what about this one?

P: A jug and a bowl and then the stuff coming out of the jug could be milk or something but then the jug is a lighter colour than the bowl and the line on the jug is a bit darker like a purple

E: Great what about this one?

P: A bag with only 3 coloured pencils and they're all different colours

E: Yeah you happy to keep going still or do you want to stop?

P: It's fine

E: Cool what about this one?

P: A towel with the railing but the towel has a pattern on and the rail has a line

E: Great what about this one?

P: Like a sandwich with a plate but the sandwich doesn't have any like meat or something

E: Yeah this one?

P: A cake but the cake holder only has one cake and there's not very many

E: Yeah cool what about this one?

P: A picture but the picture is on a nail so it could be like really small and then the palm tree I think has coconuts but the coconuts aren't really coloured so you might not know what fruit they are

E: Great what about this one?

P: A car and like a garage but the car isn't in the garage and the cars headlights are on

E: Great this one?

P: The books aren't on the table and the 4 books are different colours and one of the books is like behind the top one is like a bit behind the rest of them

E: Yeah what about this one?

P: A blanket on a couch but like it isn't spread out

E: Yeah this one?

P: A bike but the bike isn't like in the shed

E: Yeah this one?

P: The laptops charging and then the charger is like the same colour as the screen and the screen has erm some scratches

E: Great what about this one?

P: A table with a chair but the chair isn't like under the table. They're the same colour though

E: Yeah what about this one?

P: Er a sock and a radiator. The sock I think yeah [...]

E: Yeah

P: Yeah

E: Cool

P: An oven which could be like a loaf of bread in it and the oven [...] like the handles and stuff are kinda matching like with those [...]

E: Cool you happy to keep going still [...] yeah

P: A sweater with a price tag but the tag doesn't have the price on so you won't know how much it is. The sweater also has like a darker shade of purple

E: Great what about this one?

P: Erm like a field with a pathway and then the path doesn't have any like lines that are meant to be on a path and then there's only one flower with the like squiggly bit at the bottom which makes it look like it's still growing

E: Yeah what about this one?

P: Er a teddy in a box and the box could be like a toybox and the only bear that's in there that doesn't mean like the teddy doesn't have a lot of toys

E: Yeah what about this one?

P: Erm like vines like plants on the like a vineyard or something on a railing like a fence and then the plants are like squiggly

E: Yeah what about this one?

P: Instead of the bottle being inside the house the door is like behind there and then the bottles outside and the top windows are bigger than the smaller ones and the yellow isn't really matching with anything

E: Yeah what about this one?

P: There's only one coat on the hanger

E: Yeah

P: Er the water is on the floor. Er the water could not be that full so somebody could have drank from it

E: Amazing what about this one?

P: Er a tractor but the tractors back wheel is bigger than the front one but I thought the back wheels meant to be shorter than the front. And then the grass isn't green it's just white and the bushes at the back are and the sky also isn't blue and then there's no driver either

E: Yeah

P: A ladder with like a brick wall but the brick wall isn't really big it's pretty small and the ladder isn't big enough to reach the top of the wall unless somebody is really tall

E: Yeah what about this one?

P: A bed but the pillow isn't matching with the bedding

E: Yeah what about this one?

P: Erm a bathtub but there's no water in it except 2 drops are falling in. The 2 drops are different sizes

E: Yeah this one?

P: A phone with a charger [describes colours in a lot of detail]

P: The books are not on the bookshelf but it looks like the books might have fallen down

E: And that's all of them thank you

END

85669 12:08

E: Ok so I'm going to show you some pictures on the computer

P: Ok

E: And I want you to describe the position of the objects to me, ok?

P: Ok

E: Each of the pictures has got 2 objects in

P: Ok

E: And if you want to stop at any time then you just tell me that's absolutely fine

P: Ok

E: Ok so this is the first one

P: Which object is it?

E: Just describe the position of the objects [...] both of them

P: The tv is under the clock and the clock is above the tv

E: Amazing and this one?

P: The window is behind the curtains and the curtains are covering the windows

E: Perfect. Do you want to carry on?

P: Yeah

E: K great

P: The house is behind the tree and the tree is in front of the house

E: Amazing

P: The ribbon is on the box and box is [...] under the ribbon

E: Perfect

P: The rubbish is inside the bin [...] and the bin is [...] erm [...] holding the rubbish

E: Perfect

P: The light is at the top of the room and the room is surrounding the light

P: The girl is to the [...] left of the crib and the crib is to the right of the girl

P: The milk jug is above the bowl and the bowl is under the jug

P: The pencils are inside [...] at the top of the bag and the bag is underneath the pencils

P: The towel is on the rail and the rail is [...] underneath the towel

P: The sandwich is on the plate and the plate is underneath the sandwich

E: Perfect

P: The key is on the ring and the ring is around the key

E: Great you happy to carry on still?

P: Yeah

E: Yeah amazing

P: Erm the palm tree is on the paper and the paper is in the frame

E: Amazing

P: The car is to the right of the house and the house is to the left of the car

E: Amazing

P: The books are underneath the table and the table's above the books

E: Great

P: The blankets on the sofa and the sofas underneath the blanket

P: The bike is to the right of the shed and the shed is to the left of the bike

E: Amazing

P: The plug is to the right of the computer and the computer's to the left of the plug

E: Amazing

P: The chair is [...] to the right of the table and the table's to the left and kind of behind the chair

P: The radiator is to the left of the sock and the sock's to the right of the radiator

P: The cake is in the oven and the oven's [...] around the cake

E: Yeah

P: Erm the jumper [...] has a tag on it and the tag's on the jumper

E: Yeah

P: The flower is to the left of the path and the path is to the right of the flower

E: Yep

P: The teddy's inside the box and the box is [...] surrounding the teddy

E: Yeah

P: Erm the vines are covering the fence and the fence is covered in by the vines

P: The [...] bottle is in front of the door and the door is behind the bottle

E: Yeah

P: The coat is on the hook and the hook has the coat on it

E: Yeah

P: The glass is on the floor and the floor is surrounding the glass

P: The tractor's in front of the hedge and the hedge is behind the tractor

E: Yep

P: The ladder's in front of the wall and the wall's behind the ladder

E: Yep

P: The pillow's on the bed and the bed's under the pillow

E: Yep

P: The tap is on the [...] bath and the bath is underneath the tap

E: Yep

P: The plug is to the right of the phone and the phone is to the left of the plug

E: Yep

P: The books are underneath the table and the table's on top of the books

E: Amazing thank you

P: Thank you

END

001; ADULT

E: I'm going to show you some pictures that show 2 objects and I just want you to describe the picture

P: Ok

E: We're gonna have two practise goes then it'll be real thing

P: Ok it's a clock above a scratched screen

E: Ok

P: It's a window with purple curtains

E: Ok, do you understand the task?

P: Think so

E: Ok

P: It's a house with a big tree in front of it

P: A box with a red ribbon

E: Anything else? ... you can say no

P: No [laughs]

P: Erm it's a bin with some paper in it

P: A dangly light bulb in an empty room

P: Erm a little girl next to a cot

P: A jug pouring milk into a bowl

P: A backpack with coloured pencils in it

P: Erm a blue towel on a handrail

P: Erm a sandwich on a plate

P: A key on a keyring

P: A picture of a palm tree on a picture hook

P: A car parked next to a garage

P: Books under a table

P: A fluffy blanket on a couch

P: A red bike next to a out building

P: Er a computer that's on charge

P: A chair and table

E: Anything else?

P: The legs are very short

E: Ok

P: A radiator and a sock

E: Anything else?

P: The sock's very bright colours

E: Can you describe the positioning of the objects?

P: Erm the sock is on the right of the radiator

E: Mmm

P: Er there's something maybe bread or a cake baking in the oven

P: A pink jumper with a.. a... tag on it

P: A purple flower next to a windy road

P: A teddy bear in a treasure chest

P: Some ivy growing on a fence

P: A baby bottle outside a front door

P: A red coat on a hook

P: A glass of water on some decking

P: A tractor in front of some bushes

P: A ladder leaned against a wall

P: A blue bed with a red cushion

P: A bath and a drippy tap

P: A phone that's plugged in charging

P: Erm some books that are floating underneath a shelf

E: Thank you, that's the end

END

003; ADULT

E: So I just want you to describe erm the positioning of the objects in the pictures. We'll have two erm introduction ones and then we'll start with the real ones, ok?

P: Erm the clock is above the.. what is that, a telly?

E: Yes

P: Erm the curtains are in front of the window... the window's behind the curtains [laughs]

E: Erm do you understand the task, and want to continue?

P: Yeah yeah yeah yeah yeah... I didn't know [unintelligible]

P: Erm the tree is in front of the house

P: Erm the ribbon is on top of the box

P: The rubbish is in the bin

P: Erm... the light bulb is on the ceiling

P: Erm the girl is beside the cot
P: The milk is being poured into the bowl
P: Erm the pens are in the bag... on top of the bag
P: Erm the towel is erm on the railing
P: The sandwich is on the plate
P: Erm... the...the hoop is through the key
P: Erm the picture is hanging from the wall... the nail
P: Erm the car's next to the garage
P: The books are under the table
P: The blanket is on the sofa
P: The bike is knelt against the shed
P: Erm the cable is plugged into the laptop
P: The chair is next to the table
P: Erm the sock is next to the radiator
P: The bread is in the oven
P: [...] The tag is on the jumper
P: The flower's beside the road
P: Erm the teddy bear's in the box
P: Erm the vines [...] hmm [...] the vines are on the fence
P: Erm the bottle's in front of the door
P: Erm the coat is hung up on the [...] coat hanger
P: Erm the water the glass of water is on the floor
P: The tractor is erm is going past the bushes
P: Erm the ladder's against the wall
P: Erm the pillow's on the bed
P: The water's erm the tap's on top of the bath
P: Erm [...] the [...] the cable's plugged into the phone
P: The books are... er under the shelf
E: Yes, thank you very much
END

005; ADULT

E: Erm k so can you just describe this one

P: Erm that's a clock and then I think that's a tablet

E: And this one

P: Erm that's a window with curtains

E: Yep do you understand the task?

P: Mmh

E: Ok

P: Erm a house and a tree

E: Anything else about the picture? [...] you can say no

P: [laughs] No

P: Erm a gift box with a ribbon on top of it

E: Mmh

P: Erm a bin with some rubbish in it

P: Err a light bulb in an empty room

P: Erm a cot and a little girl next to it

P: Erm a jug of milk being poured into a bowl

P: Erm a rucksack with crayons coming out of it

P: A towel on a drying rack

P: Er a sandwich on a plate

P: A key

E: Anything else? You can say no

P: It's grey

P: Erm a photo of a palm tree nailed on a wall

P: A garage with a car next to it

P: A table with some books under it

P: A blanket or a throw on a on a sofa

P: A shed with a bike next to it

P: A laptop plugged into a wall

P: Erm a table with a chair next to it

P: A sock and I think that's a radiator
P: Erm something cooking in an oven
P: A jumper with a price tag on it
P: A path and a flower next to it
P: Erm [...] a box with a teddy bear in it
P: Erm vines growing on a fence
P: Erm a milk bottle in front of [...] a a door or a house
P: Err a coat hanging on a [...] I can't remember the word.. Pegs
P: A glass of water on a floor
P: A tractor and green bushes behind it
P: A ladder leaning on a wall
P: Er a bed
E: Anything else?
P: No
P: Water dripping into a bath
P: A mobile phone plugged into a wall
P: Books underneath a bookshelf
E: Thank you
P: That's ok
END

007; ADULT

E: K so I'm gonna show you some pictures and erm I just want you to describe the position of the objects in the photos. The photos have two objects in, do you understand?
P: Yeah
E: Ok and you will have to practises to check that you feel comfortable with the task. So this is the first one
P: The clock is above the screen
E: Yeah and this one?
P: The curtains are in front of the window
E: K perfect, do you feel comfortable with this?

P: Yeah

E: K

P: The tree is in front of the house

P: The ribbon is on top of the box

P: The rubbish is in the bin

P: The light is on the ceiling

P: The girl is next to the bed

P: The milk is [...] being poured into the bowl

P: The pencils are coming out of the bag

P: The towel is on the rack

P: The sandwich is on the plate

P: The key is on the keyring

P: The picture is hung on the nail

P: The car is next to the garage

P: The books are under the table

P: The blanket is on the sofa

P: The bike is [...] against the shed

P: The laptop is plugged into the wall

P: The chair is next to the table

P: The sock is next to the radiator

P: The food is in the oven

P: The label is on the jumper

P: The flower is next to the road

P: The bear is in the box

P: The vines are wrapped around the fence

P: The bottle is in front of the door

P: The coat is on the rack

P: The glass of water is on the floor

P: The tractor is in front of the hedge

P: The ladder is against the wall

P: The pillow is on the bed

P: The water's going into the bath

P: The phone is plugged into the socket

P: The books are underneath the shelf

E: Perfect thank you

END

009; ADULT

E: Ok so can you describe the position of the objects. Can you see the screen ok?

P: Er a clock on top of a black board

P: Er curtains in front of a window

E: Perfect, do you understand? [...] Ok perfect

P: A tree in front of a house

P: A ribbon on a box

P: Er some paper in a bin

P: Light bulb in a room

P: Erm a child beside a crib

P: Er pouring oh no some [laughs] a jug above a bowl

P: Pencils in a backpack

P: Er a towel on a on a rail

P: Sandwich on a plate

P: Key on a loop

P: Err [...] a picture hanging on a hook

P: A car beside garage

P: Books under table

P: Blanket on a sofa

P: Bicycle beside a house

P: Erm computer plugged into the wall, next to the socket!

P: Erm chair beside a table

P: A sock beside a radiator

P: Erm bread in the oven
P: Tag on a jumper
P: Flower beside a road
P: Teddy in a box
P: Erm [...] er plants on a on a on a fence
P: Er a bottle in front of a door
P: Coat on a hook
P: Glass on the floor
P: A tractor in front of a hedge
P: Ladder against a wall
P: A pillow on a bed
P: Er a tap above a bath
P: Er a phone beside a charger
P: Erm books under a shelf
E: Perfect thank you
P: Lovely stuff
END

011; ADULT

E: Erm so I'm going to show you some pictures and I just want you to describe the position of the objects in the pictures to me. Can you see this ok? The pictures show 2 objects, so we'll have 2 practises then we'll do the real ones

P: K

E: Ok

P: So the clock is above the screen

P: The curtain is in [...] well the curtain hangs in above of the window but that doesn't, it's kind of in front, that's weird [laughs]

E: Ok yeah. Ok do you understand the task?

P: I think so, is that what roughly what you were expecting [laughs]

E: Yes.. Yes ok perfect. Ready?

P: Yes [...] ok so the tree is in front of the house

- P: The ribbon is wrapped around the box
- P: The paper is in the bin
- P: The light bulb is hanging from the ceiling
- P: The girl is to the left of the bed and the light [...] the light you know what I mean hangs above [...] what's that called [...] hangs above the cot
- P: The ju- the milk is being poured into the into the bowl
- P: The pencils are [...] in the backpack
- P: The towel is on the rail
- P: The sandwich is on the plate
- P: The key is on the keyring
- P: The picture is hanging on the hook
- P: The car is on the right of the garage
- P: The books are under the table
- P: The blanket's on the settee
- P: The bike is leaning against the shed
- P: The computer is plugged into the socket
- P: The chair is next to the table
- P: Ooh oh the sock is to the right of the radiator
- P: The cake is in the oven
- P: The tag is hanging from the jumper
- P: The flower is to the left of the road
- P: The teddy is in the box
- P: The.. The ivy is [...] wrapped around [...] I want to say wrapped around the gate
- P: The [...] bottle is in front of the door
- P: The coat is hanging on the hook
- P: The glass of water is on the floor
- P: [...] The tractor is [...] adjacent to the hedge
- P: The ladder is leaning against the wall
- P: The pillow is on the bed
- P: The water is running into the bath
- P: The phone is in the socket.. Is in the socket

P: The book is.. The books are under the shelf

E: Perfect thank you

P: You're very welcome

END

Elicitation Condition (youngest to oldest)

A0119 4;04

E: So I'm gonna show you some picture s on the computer and then I'm gonna ask you a question about the picture and you just tell me what you think the answer is, then that's amazing, and any answer's ok there's not a right or wrong answer and when you want to stop you just tell me and then we'll stop, we don't have to do them all cuz there's quite a lot. Ok? And we'll practise a couple first. So in this picture can you tell me where's the tv?

P: There

[parent laughs]

E: Yeah it's there can you tell me anything about where it is though rather than pointing?

P: Clock

E: Yeah can you tell me anything else about the picture [...] shall we try the next one? Yeah amazing. Where's the window in this picture ?

P: There

E: Yeah can you tell me anything else?

P: Yes

E: Yes what else

P: Window and curtains

E: Yes there's window and curtains. Ok do you want to try some more? [...] amazing. Where's the house in this picture?

P: There

E: Yeah can you tell me anything else? [...] what else?

P: A tree

E: Yeah anything else about the picture?

P: Uh roof

E: Yeah that's right. The next one where's the box?

P: There

E: Yeah anything else?

P: And bow

E: Yeah anything else?

P: Box

E: Yeah and where's the bin?

P: There

E: Yeah anything else?

P: Rubbish

E: Yeah anything else or are you not sure?

P: Bin

E: Yeah do you want to try some more or do you want to stop? [...] more amazing. And where's the ceiling in this one?

P: There

E: Yeah can you tell me anything else?

P: Yes

[parent laughs]

E: Yeah what else?

P: [...] Box a light room

E: Yeah what else?

P: Black [...] erm white

E: That's right thank you and what about the cot?

P: Dolly [...] cot [...] box [...]

E: Amazing what about the bowl where's the bowl?

P: There

E: Yeah anything else?

P: Black

E: Yeah where is it?

P: There oh at the top

E: Yeah do you want to do some more [...] you sure? [...] ok amazing. Where's the bag?

P: There

E: Yeah anything else?

P: Crayons

E: Yeah anything else?

P: Box

E: Amazing and where's the rail?

P: There

E: Yeah what else?

P: Towel

E: Yeah anything else?

P: [...] And stripes [...] spots

E: Amazing and where's the plate in this one?

P: [...] There

E: Yeah what else can you tell me about the picture?

P: A sandwich

E: Yeah can you tell me anything else about it?

P: A plate

E: That's right. Where's the-

P: Key!

E: Yeah where's the ring in the picture?

P: [...] On a door

E: Amazing and where's the pin in this picture?

P: There

E: Yeah can you tell me anything else?

P: Tree [...] picture

E: That's right do you want to keep going still?

P: Yeah

E: Amazing

Parent: Cuz you can say stop and do another challenge or you can keep going

E: Yeah there's lots of different ones

Parent: Yes there's lots of different challenges

[...]

Parent: Do you want to try a different one or keep going with this one?

P: This one

E: Amazing where's the garage in this picture?

P: There

E: Yeah can you tell me anything else?

P: Car

E: Yeah anything else?

P: [...] Yes

E: Yes what else?

P: Then there's cars inside

E: Amazing and where's the table in this picture?

P: There

E: That's right and where's the sofa?

P: There

E: Anything else?

P: Stuff

E: Stuff? yeah amazing and where's the shed in this picture?

P: There

E: Yeah anything else?

P: Bike

E: Yeah anything else?

P: Stop

E: Yeah ok we'll stop it there thank you

END

83532 4;04

Parent: Do you want to sit on my knee matey or are you ok

P: Sit on your knee

Parent: Yeah ok fella. Yeah so [P's name]'s in nursery and very recently started primary school

E: Ok amazing so I'm gonna show you some pictures on the computer screen erm [..]

Parent: And what's your name sorry

E: I'm [E's name]

Parent: Right so when [E's name] asks you some questions, you can answer them [P's name] [..] great stuff

E: So each of the pictures is gonna have 2 objects in and I'm just gonna ask a question, ok?

Parent: [takes crisps from child] We'll have these after let's focus on the screen, good plan [...]

E: Ok amazing [..] so can you tell me anything about the position of the tv in the picture?

P: [...] Mmm [10s]

Parent: Might need to think about the language a bit [..] just where is the tv? [...] where is the tv [P's name]?

P: Erm under the clock

E: Amazing. Can you tell me where's the window?

P: Erm [...] on the wall

E: Amazing. You happy to carry on? [..] or do you want to stop?

Parent: Do another one good stuff

E: Ok where's the house?

P: Erm [...] err on the floor

[parent laughs]

E: Yeah [..] and where's the box?

P: Erm [...] on the floor

E: Yeah can you tell me anything else about the picture?

[....]

P: And the box is blue

E: Yeah amazing. Where's the bin?

P: Erm [...] on the floor

E: Yeah. Where's the ceiling?

P: Erm [...] on the top of the [..] erm of the ceiling

Parent: At the top of the ceiling? And where is the ceiling?

P: Erm [...] mmm [...] erm up there

Parent: Up there

E: Yeah and where's the crib or the cot?

P: Umm [...] er [...]

Parent: Think about it, where's that cot?

P: Cot

Parent: Yeah the bed [...] the little bed

P: Erm on the floor

[parent laughs]

E: Yeah. Do you want to keep going or do you want to stop?

P: Erm keep going

Parent: Yeah you're doing a good job aren't you

E: Yeah you are. Ok and where's the bowl?

P: Erm [...] on [...] er [...] erm [...] on the kitchen counter

E: Yeah and where's the bag?

P: Erm [...] errr [...] erm [...] on the floor

E: Yeah where's the rail?

P: Erm [...] err [...]

Parent: Do you know what the rail is matey? [...] so the rail is that bit

E: [points] It's that

P: Erm [...] on the [...] wall

E: Yeah where's the plate

P: Erm [...] on the table

E: Yeah and where's the ring

P: Erm [...] err [...] errrr [...]

Parent: Do you know what we mean by the ring, would you point it out for us the ring?

E: Yeah so it's this bit [points]

P: Erm [...] on the table

E: Do you wanna try some more or do you wanna stop here?

P: Try some more

E: Yeah that's amazing you're doing well. And where's the nail this bit? [points]

P: On the [...] wall

E: Ok and where's the car?

P: Erm outside

E: That's right and where's the table?

P: Erm [...] on the floor

E: Yeah and where is the sofa?

P: Erm on the floor

E: Yeah and where's the shed?

P: Erm on the floor

E: Yeah where's the cable?

P: Err on the table

E: Yeah where's the table?

P: On the floor

E: Yeah where's the radiator?

P: On the floor

E: Yeah where's the oven?

P: On the floor

E: Yeah where's the jumper?

P: Erm [...] err [15s....]

E: Do you wanna move on from this one yeah [...] erm where's the road?

P: Erm on the ground

E: Yeah where's the box?

P: Erm on the floor

E: Yeah where's the fence ?

P: Erm outside

E: Yeah where's the door?

P: Erm [...] err [...] erm [...] outside

E: Yeah where are the hooks?

P: Erm [...] on the wall

E: Yeah and where's the floor?

P: Erm [...] erm [15s] erm [...] erm

E: Do you want to keep going cause you can stop if you want to

Parent: Maybe one more set then we'll have a break

E: Yeah? [...] k. what about the bushes?

P: Erm [...] outside

E: Ok amazing we'll stop it there thank you

Parent: Yeah I think he's getting a little bit tired if that's ok

END

A0002 4;04

E: Ok so I'm going to show you some pictures on the computer and all of the pictures have 2 different things in the picture. Then I'm gonna ask you a question about the picture and I just wanna know what you think the answer is ok?

Parent: Ok

E: And it's ok if you're not sure, that's ok as well

[parent speaks to P in another language, presumably going over task instructions]

E: And there's quite a lot of pictures so if you want to stop we can

P: I want eating

E: Ok so can you tell me where's the tv in this picture?

[parent speaks to P in another language]

P: Broken

Parent: Broken [laughs]

E: Yeah and where's the window in this picture?

[points]

E: Yeah and can you tell me?

P: [...] I don't know

E: You don't know that's ok. Do you want to try some more?

P: Yeah

E: Yeah where's the house?

P: It's behind the the tree

E: Yeah amazing and where's the box?

[points]

E: Yeah can you tell me?

P: Don't know

E: You don't know. Do you want to keep trying? [...] yeah. Where's the bin in this picture?

P: Behind the [...] papers

E: Yeah and where's the ceiling in this picture?

P: [...] Behind the [...] I don't know

E: That's ok, do you want to keep trying? [...] yeah. And where's the cot in this picture, where's the bed?

P: [...] It's behind the doll

E: Yeah and where's the bowl?

P: Behind the water

E: Yeah-

Parent: -It's under

E: Do you want to keep going? [...] yeah. And where's the bag?

P: [...] Under the pencil

E: Yeah and where's the rail?

P: Below [...]

E: Yeah below. And where's the plate?

P: [...] Behind

Parent: Where's the plate? [speaks different language to P] ok behind

P: Behind! I'm hungry!

E: You're hungry, do you want to keep going still? Or do you want to stop now?

[parent speaks to P in different language]

P: I want eating

[parent speaks to P in different language]

E: Do you want to try some more?

P: I wanna eat some snacks

E: You can have some snacks in a minute I think maybe

[...]

E: What about where's the ring in this one?

P: Here

E: Yeah can you tell me?

P: I don't know

E: You don't know that's ok. Where's the nail in this one?

[...]

[parent speaks to child in different language]

P: Behind the photo

E: Yeah and where's the garage?

[parent speaks to child in different language]

P: [...] Be be be don't know

E: You don't know that's ok

Parent: It's next to the car

P: Next to the car

Parent: Yes next to the car

E: And where's the table in this one?

Parent: Table

P: Behind the stories

E: Yeah and where's the sofa?

Parent: Sofa

P: [...] Don't know

E: That's ok. Do you want to try some more pictures [...] where's the shed?

P: Behind the [...] motorbike

E: Yeah and where's the cable?

P: Don't know

E: You don't know that's ok and where's the table in this one?

Parent: Table table

[...]

E: Yeah we'll stop there it's been-

END

83685 4:05

E: So I'm gonna show you some pictures on my laptop here with 2 objects on it and I'm gonna ask you some questions about each picture. Is that ok?

P: Yeah

E: Yeah so we'll do 2 to start with now as a little practise

P: K

E: Then we'll start our game is that ok?

P: Yeah

E: So can you tell me about the position of the tv?

P: Why has it got those stripes on?

E: I don't know I think it might be like a reflection... yeah... can you tell me about the position of the tv?

P: Erm [...] it's not on

E: Do you know what position means? [...] position means where something is [...] so can you tell me where the tv is? Can you tell me the position of the tv?

P: Err there

E: Yeah.. Can you describe it to me?

P: No

E: No? That's ok shall we try a different one? [...] can you tell me about the position of the window, can you tell me where's the window?

P: Erm [...] there

E: There [...] yeah can you describe it to me with words?

P: Um there

E: That's ok [...] I think [...] so the curtains are here [...] can you tell me where the window is?

P: Erm [...] behind

E: Perfect yeah shall we try another one?

P: Yeah

E: So can you tell me about the position of the house using you're words?

P: Erm [...] the house is behind the tree

E: Brilliant. Can you tell me about the position of the box, where's the box?

P: Erm [...] in there

E: Yeah, can you use you're words to describe it ?

P: Don't know what that is

E: So do you remember how you told me that like the house was behind the tree?

P: Yeah

E: Can you tell me with your words where the box is?

P: Erm the box is [...] erm [...] where the ribbon is

E: Ok let's try another one [...] can you tell me about the position of the bin?

P: Erm [...] it's [...] it's not open

E: It's not open can you tell me where the bin is?

P: Erm [...] I don't know where it is

E: That's ok, you don't need to answer if you don't know [...] can you tell me the position of the ceiling? Where's the ceiling?

P: It's up there

E: It's up there [...] can you tell me where it is thinking about the light bulb?

P: It's just [...] one piece of it

E: Ok can you tell me the position of the cot?

P: It's only got 2 things there

E: Can you tell me where it is, where the cot is?

P: In the room

E: In the room ok, do you want to do anymore or have you had enough?

P: I've had enough

E: That's ok

END

A0054 4;06

E: I'm gonna show you some pictures on the computer and each of them has 2 things in it and I'm gonna ask you a question about one of the things in the picture ok?

P: Yeah

E: And there's quite a lot of pictures so whenever you wanna stop you just tell me and we'll stop ok [...] ok so can you tell me where's the tv in this picture?

P: Err in the middle

E: That's right and where's the window?

P: Er in the middle

E: That's right and can you tell me anything else about the picture?

P: Err I can see some grass peaking out of the window

E: That's right [...] k do you want to do some more?

P: No

Parent: Maybe a little bit more [P's name] you've only done a couple

P: [...] Err

Parent: You're doing really well

P: I want to do 8

E: You want to do 8 that's ok we'll do 8 then [...] ok where's the house in this picture?

P: Er [...] behind the tree

E: Amazing

P: -And I can see I think a owl's destroyed poked a hole just behind the tree under the side

E: [laughs] Yeah yeah. And where's the box in this?

P: Err [...] In the middle

E: That's right and where's the bin?

P: Err in the middle

E: Yeah and where's the ceiling?

P: Errr [...] in the ceiling

Parent: Whereabouts?

P: Errr all over

E: It's all over that's right. Where's the cot?

P: There and what is that called on the cot at the top of the cot

E: It's like a toy isn't it. Can you tell me anything else about the picture?

P: Yeh yeah yeah and it goes round and round to make the baby go to sleep

E: That's right and where's the bowl?

P: Err in the middle

E: Yeah anything else?

P: Err milk is inside it tipping out of the jar

E: That's right. What about the bag?

P: Err it has pens inside

E: That's right do you want to try some more?

P: Err [...] no

E: No that's ok thank you

END

82007 4:07

E: Ok so I'm gonna show you some pictures and I'm gonna ask you some questions about where some of the things are in the picture. So I just want you to tell me where they are, ok? So we'll practise a couple times. So where's the tv screen in the picture?

P: There

E: Can you try and tell me without pointing?

P: [...] Down the clock

E: Ok so great we'll try the next one [...] what about the position of the window?

P: Erm [...] over there

E: Can you try and tell me without pointing?

P: [...] With the curtains

E: Yeah ok, so we'll carry on? [...] what about the house?

P: Erm behind the tree

E: That's right what about the box?

P: Erm [...] on the present

E: That's right what about the bin?

P: [...] Erm [...10s]

E: Do you want to move on? Is that a bit difficult? [...] yeah [...] what about the ceiling?

P: Up the house

E: Uh huh anything else or shall we move on? [...] yeah what about the bed, where's the bed?

P: Erm [...] with the person

E: That's right what about the bowl?

P: [...] In the milk

E: Yeah what about the bag?

[15s]

E: Shall we move on? [...] yeah. What about the towel rail?

P: On [...] on the [..]

E: Yeah? Ok. What about the plate?

P: [...] With- on the sandwich

E: Yeah what about the ring?

P: On the key

E: What about the hook?

P: Erm [...] on the [...] picture

E: Ok cool and what about the garage?

P: With the car

E: Uh huh what about the table?

P: With the books

E: Yes what about the sofa?

P: With the towel

E: Yeah what about the shed?

P: With the bike

E: Yeah what about the cable?

P: [...] Erm [...] with a computer?

E: Yeah what about the table?

P: With a chair

E: Yeah can you describe it in any other way or just like that? [...] ok [..] what about the radiator?

P: Erm with a sock

E: Yeah what about the oven?

P: Erm [..] with a pie

E: Yeah what about the jumper?

P: With the [...]

E: With the tag on it yeah. What about the road?

P: With a flower

E: Yeah what about the box?

P: With a teddy bear

E: What about the fence?

P: With [...] with a leaves

E: Yeah what about the door?

P: With the water bottle

E: Yeah what about the hooks?

P: With the coat

E: Yeah what about the floor?

P: With a [...] with a cup of water

E: Yeah what about the bushes?

P: With a truck

E: Yeah what about the wall?

P: With a [...] stairs

E: Yeah what about the bed?

P: With a pillow

E: Yeah what about the bathtub?

P: [...] With a sink

E: Yeah what about the cable?

P: With a phone

E: Yeah what about shelf?

P: With the books

E: That's right thank you that's all of them

END

85279 4:08

E: I'm going to show you some pictures on the computer and then I'm gonna ask you a question about the picture and I just wanna hear what your answer is ok [...] and if you wanna stop that's ok and if you don't know you can tell me that you don't know [...] ok [...] ok so can you tell me about the position of the tv so where's the tv in the picture?

P: In the middle

E: Yeah in the middle amazing and can you tell me where's the window?

P: In the middle

E: Yeah you don't have to point [...] can you tell me anything else about it other than that it's in the middle?

P: [...] It has curtains

E: Yeah that's right [...] k do you want to do some more? [...] yeah amazing. Where's the house?

P: In the middle

E: Yeah anything else?

P: [...] A tree

E: Yeah ok [...] where's the box?

P: In the middle

E: Yeah anything else?

P: A present

E: Yeah ok [...] what about the bin where's the bin?

P: In the middle

E: Yeah anything else?

P: Rubbish

E: Yeah anything else?

P: A lid

E: Yeah [...] ok where's the ceiling?

P: In the middle

E: Yeah anything else?

P: A light

E: Yeah [...] where's the cot?

P: In the middle

E: Yeah anything else?

P: Err a sock

E: Yeah anything else?

P: A person

E: Yeah do you want to do some more or do you want to stop?

P: I want to do some more

E: Amazing. Where's the bowl?

P: In the middle

E: Yeah anything else?

P: A milk
E: Yeah anything else?
P: Err [...] a bowl
E: Yeah ok where's the bag?
P: In the middle
E: Yeah anything else?
P: Pens
E: Yeah anything else?
P: [...] A bag
E: Yeah amazing where's the rail?
P: In the middle
E: Yeah anything else?
P: [...] Err [...] I don't know
E: You don't know that's fine where's the plate?
P: In the middle
E: Yeah anything else?
P: A sandwich
E: Yeah anything else?
P: A plate
E: Yeah yeah that's right [...] where's the ring?
P: In the middle
E: Yeah perfect where's the nail?
P: In the middle
E: Yeah anything else?
P: A picture
E: Yeah anything else?
P: [...] I don't know
E: That's ok and where's the garage?
P: In the middle
E: Yeah and anything else?

P: [...] A car

E: Yeah can you tell me anything else about the picture [...] no? That's ok. Do you want to do some more or do you want to stop? [...] that's ok we'll stop there thank you

END

85698 4;11

E: Ok great so I'm gonna show you some pictures on the computer and the pictures will have 2 objects. I'll move this so you can definitely see [...] and yeah so I'm gonna ask you some questions about the pictures and you just have to tell me what you think, ok? [...] and if you want to stop you can tell me and we'll stop ok? [...] we'll have a couple practise goes first ok. So can you tell me where's the tv in the picture?

[...]

E: Can you tell me without pointing?

P: [...] In the middle

E: In the middle, yeah. What about the window, can you tell me where the window is?

P: [...] In the middle

E: In the middle yeah can you tell me in any other way [...] or are you not sure? [...] not sure [...] do you want to try some more or do you not want to do this one?

[...]

E: You don't want to do this one? that's ok you don't have to

END

95161 5;01

E: Ok so I'm gonna show you some pictures on the computer and I'm gonna ask you some questions about them and I just want you to tell me what you think [...] ok? And each of the pictures is gonna have 2 different objects in it, ok? And if you want to stop at any time you just tell me ok [...] ok so where's the tv screen?

P: There

E: Yeah can you try and tell me instead of pointing?

P: [...] There

E: Can you try and describe it in a different way?

P: [...] What?

E: Can you try and describe it at all

P: [...] Nope

E: Ok [...] what about this, where's the window?

P: [...] Where is the window there

E: Yeah can you try and tell me?

P: But [...]

E: Do you want to try some more or do you want to stop?

P: Stop

E: Ok that's fine

END

A0005 5;02

E: So I'm gonna show you some pictures on the computer and I'm gonna ask you a question about the picture and you just have to tell me what you think ok?

P: Mmh

E: And if you want to stop whenever you just tell me ok [...] ok so can you tell me about where's the tv in the picture?

P: [...] Erm underneath

E: Yeah that's right and where's the window in this one?

P: Next to the curtains

E: That's right do you want to do some more?

P: Mm

E: Ok amazing k where's the house?

P: Next to the tree

E: Ok and where's the box?

P: [...] Erm underneath the bow

E: Yeah where's the bin?

P: Erm [...] in the middle

E: Yeah that's right where's the ceiling?

P: On top

E: Yeah where's the cot?

P: Err [...] next to the girl

E: Yeah where's the bowl?

P: Next to the teapot

E: Yeah where's the bag?

P: Er with the pencils in

E: And where's the rail?

P: [...] Erm on the bar

E: Yeah where's the plate

P: With the sandwich on top

E: Yeah where's the ring

P: [...] On the key

E: Yeah do you want to keep going or do you want to stop?

P: Stop

E: Yeah that's ok thank you

END

81742 5:04

E: So [...] I'm going to show you some pictures yeah and I'm going to ask you some questions about the pictures, do you understand? [...] Ok great. And each of the pictures has 2 objects in, ok. So we'll have 2 practise goes first. Erm so can you tell me about the position of the screen? Where's the screen?

P: There

E: Yeah can you tell me anything without pointing? [...] wanna give it a go?

P: It's underneath the clock

E: Yeah that's right [...] what about the window?

P: The window's on the wall

E: Yeah great [...] ok so we'll carry on? [...] can you tell me about the house?

P: It's next to a tree

E: Yeah and the box?

P: It's got a ribbon on top

E: Yeah that's right, the bin?

P: It's got rubbish inside

E: Yep. Can you tell me about the position of the ceiling?

P: It's [...] a square shaped
E: Yep. What about the cot?
P: [...] It's got a baby next to it
E: Yeah, what about the bowl?
P: It's got a jar next to it
E: Yeah and what about the bag?
P: It's got pencils inside
E: Yeah can you tell me about the positioning of the rail?
P: It's swirly
E: Yeah that's right, and what about the plate?
P: It's circle shaped with a sandwich on top
E: Yeah that's right, what about the ring?
P: It has a key on it
E: That's right what about the nail?
P: [...] It's got a picture
E: Yeah that's right, what about the garage?
P: It's got a car next to it
E: That's right what about the table?
P: It's got books underneath it
E: That's right what about the sofa?
P: It's got a blanket on top
E: Yeah that's right what about the shed?
P: It's got a bike next to it
E: Yeah what about the cable?
P: [...] It's got a laptop on
E: Yeah what about the table?
P: It's got a chair next to it
E: Yeah and what about the radiator?
P: It's got a sock next to it
E: That's right what about the oven?

P: It's got a cake inside
E: That's right what about the jumper?
P: It's got a tag on it
E: That's right what about the road?
P: It's got a flower next to it
E: What about the toybox?
P: It's got a teddy inside
E: That's right what about the fence?
P: It's got leaves around it
E: Yeah what about the door?
P: It's got a bottle next to it
E: Yeah what about the hooks?
P: It's got a coat on it
E: What about the floor?
P: It's got a drink on the floor
E: Yeah what about the bushes?
P: It's behind the tractor
E: Yeah what about the wall?
P: It's got a ladder next to it
E: Yeah what about the bed?
P: It's got a pillow on it
E: Yeah what about the bathtub?
P: There's water coming out of the bath
E: That's right what about the cable?
P: There's a laptop coming out of it
E: Yeah what about the shelf?
P: There's a picture underneath it
E: Yeah that's right, that's the end thank you
END

85263 5;04

E: Erm so on the computer screen I'm going to show you some pictures. And the pictures have 2 objects in and I'm gonna ask you some questions about the pictures ok? [...] do you understand? [...] ok amazing. So we'll try a couple first. [...] so where's the tv screen in this picture?

[...]

Parent: Top or bottom?

[P laughs]

Parent: Top or bottom what do you wanna say?

[P whispers bottom to parent]

Parent: Bottom

E: Ok amazing [...] what about this one where's the window in the picture?

[...]

E: You don't have to do it if you don't want to

Parent: Middle top bottom what do you think?

[...]

[P whispers "I don't know" to parent]

Parent: You don't know

E: You don't know it's ok if you don't know

Parent: That's fine

E: Do you want to carry on?

Parent: Do you want to try some more?

E: It's up to you

Parent: Shall we try a few more?

[..]

E: Yeah we'll try a few more [...] ok where's the house?

[10s...]

[P whispers to parent unintelligible]

Parent: Huh

[P whispers "behind" to parent]

Parent: Behind

E: Ok amazing [...] and where's the box?

[10s...]

[P whispers to parent unintelligible]

Parent: Bottom

E: Uh huh ok and where's the bin?

[10s]

[P whispers to parent]

Parent: I don't know

E: Ok where's the ceiling?

[...]

[P whispers to parent]

Parent: On the top

E: Yeah. Where's the cot?

[P whispers to parent]

Parent: The side. You can talk. You can talk louder [laughs]

E: Yeah you can tell me [...] yeah it's ok. Where's the bowl?

[P whispers to parent]

Parent: Say it

P: Bottom

E: Yeah and where's the bag?

[whispers "bottom"]

Parent: Say it

E: Yeah bottom that's right and where's the rail?

[10s...]

E: Are you not sure?

P: Yeah

E: No ok where's the plate?

P: Bottom

E: Yeah and where's the ring?

P: [...] I'm not sure

E: That's ok [...] where's the nail?

P: [...] On the top

E: Yeah do you want to keep going or do you want to stop?

P: I want to stop

E: Yeah that's fine thank you

END

A0052 5;05

E: I'm gonna show you some pictures on the computer and all of the pictures have 2 objects in yeah [...] and I'm gonna ask you a question about each picture ok?

P: Yeah

E: Ok amazing so where's the tv in this picture?

[P points]

E: Yeah can you tell me anything about it?

P: It has scratches on

E: Yeah can you tell me where it is instead of pointing at all?

P: It's right at the corner and [...] in the middle

E: Amazing and can you tell me where's the window in this one?

P: It's there

E: Yeah can you tell me without pointing?

P: Errr it has curtains

E: Yeah that's right, want to do some more? [...] you don't have to if you don't want to [...] yeah you want to amazing. Ok and where's the house in this one?

[P points]

E: Yeah can you tell me?

P: It has a letter box

E: Yeah can you tell me where it is?

P: In the middle

E: Ok amazing and where's the box in this one?

P: In [...] in the middle

E: Yeah anything else?

P: A ribbon

E: Yeah and where's the bin?

P: There

E: Yeah and where's the ceiling?

P: There

E: Yeah can you try and tell me?

P: It has a light

E: That's right and where's the cot?

P: There

E: Yeah can you tell me anything?

P: There's a girl standing next to it

E: That's right where's the bowl?

[P points]

E: Yeah can you tell me anything else?

P: It has milk in

E: That's right

P: Can I do something else now?

E: Yes of course you can thank you

END

A0055 5;08

E: Ok so I'm gonna show you some pictures on the computer and each of the pictures has 2 things in it and I'm gonna ask you a question about where one of the things is and I just want you to tell me ok [...] do you understand?

P: Uh huh

E: Ok and there's quite a lot of pictures so whenever you want to stop you can tell me you want to stop and then we'll stop there ok?

P: Ok

E: So where's the tv in this picture?

P: [...] Underneath the clock

E: Amazing and where's the window?

[...]

E: Or if you're not quite sure we can move onto the next one?

P: Not quite sure

E: That's ok we'll move on. Where's the house in this one?

P: Behind the tree

E: That's right and where's the box?

P: Underneath the ribbon

E: Where's the bin?

P: Underneath the lid

E: That's right and where's the ceiling?

P: [...] Above the light

E: And where's the cot?

P: Next to the girl

E: Yeah and where's the bowl?

[...]

E: You not sure?

P: Not sure

E: That's ok where's the bag?

P: Underneath the pencils

E: That's amazing do you wanna do any more or do you wanna stop?

P: I'd like to do some more

E: Amazing where's the rail?

P: [...] Underneath the towel

E: Where's the plate?

P: Underneath the sandwich

E: And where's the ring?

P: [...] Not quite sure

E: That's ok and where's the nail?

P: [...] Above the picture frame

E: Yeah and where's the garage?

P: Next to the car
E: Yeah and the table?
P: [...] Above the books
E: And the sofa?
P: Underneath the little blanket
E: Yeah and the shed?
P: Next to the bike
E: Yeah and the cable?
P: [...] Not quite sure
E: That's ok and the table?
P: Next to the chair
E: Yeah and the radiator?
P: Next to the sock
E: The oven?
P: [...] Not quite sure
E: Ok and the jumper?
P: [...] Underneath the tag
E: Yeah do you want to do any more?
P: Eh no thank you
E: That's ok
END

A0034 5;11

E: Ok so I'm going to show you some pictures and each of these pictures contains 2 objects
P: Mmh
E: And I'm just gonna ask you some questions about each picture. Is that all cool?
P: Ok
E: So we'll start with 2 practise ones then we'll get started
P: Ok that's fine
E: Can you tell me about the position of the tv?

- P: [...] It's standing up [...] erm and it's got lines through it
- E: Is it [...] next to the clock?
- P: It's beneath the clock
- E: Beneath the clock lovely [...] and can you tell me about the position of the window?
- P: [...] It's standing up [...] it's got 2 bit's of glass [...] it is [...] er the window is below the curtains
- E: Perfect are we ready to get started [...] tell me about the position of the house
- P: It's – it's on top of the tree
- E: The tree tell me about the position of the box
- P: Mmm [...] sitting on the ground
- E: Yes can you tell me anything else?
- P: The ribbons on the ground
- E: Yeah ok can you tell me about the position of the bin?
- P: There's some rubbish in the bin and it's on the floor
- E: Perfect can you tell me about the position of the ceiling?
- P: [...] It's on top of the [...] it's on top of the walls
- E: Yes
- P: -And-
- E: -Can you tell me anything else?
- P: -The light bulb is underneath the roof
- E: Perfect can you tell me about the position of the cot?
- P: Sitting on the floor [...] and a little bit's hanging over it so it's beneath the little thing that's hanging
- E: Brilliant can you tell me about the position of the bowl?
- P: It's sitting on the floor and milk is pouring into it
- E: Yes can you tell me about the position of the rucksack?
- P: What's a rucksack?
- E: This bag just here
- P: It's sitting on the floor and it's got 3 pencils in
- E: Yeah can you tell me about the position of the rail?
- P: The rail is on the wall and the towel is on the rail

E: Yes can you tell me about the position of the plate?

P: The plate is on the [...] sitting on the floor and the sandwich is sitting on the plate

E: Brilliant can you tell me about the position of the ring?

P: The ring [...] err [...] the ring is circle and the ring is on top of the- in the ring

E: Brilliant can you tell me about the position of the nail?

P: The nail is on the wall and the [...] the erm string is hanging from the nail and the string is connected to the picture

E: Can you tell me about the position of the garage?

P: The garage is sitting on the floor

E: Can you tell me anything else?

P: The car is sitting on the floor

E: Ok can you tell me about the position of the table?

P: The table has one leg of books and the rest of the table is on the floor

E: Ok can you tell me about the position of the sofa?

P: It's sitting on the floor with a blanket on top

E: Brilliant can you tell me about the position of the shed?

P: It's on the floor and there's a bike on top of it next to

E: Can you tell me about the position of the cable?

P: [...] It's connected to the [...] erm plug and the wire is connected to the computer

E: Brilliant. You ok to keep going?

P: Yes

E: Perfect can you tell me about the position of the table?

P: Sitting on the floor and the chairs sitting on the floor too

E: K can you tell me about the position of the radiator?

P: It's sitting on the floor and the socks sitting on the floor

E: Can you tell me about the position of them?

P: The sock looks a bit like a banana

E: Yeah

[both laugh]

E: Can you tell me about the position of the oven?

P: It's sitting on the floor with a pie inside

- E: Yeah can you tell me about the position of the jumper?
- P: It's got a label on and it's sitting on the floor
- E: Yeah can you tell me about the position of the path?
- P: The path is sitting on the floor
- E: Can you tell me anything else?
- P: A daisy- I mean a flower sitting on the grass
- E: Can you tell me about the position of the toy box?
- P: The toybox is on the floor with a teddy inside
- E: Yeah can you tell me about the position of the fence?
- P: The fence is on the [...] ground with erm [...] grass on there
- E: Yeah can you tell me about the position of the door?
- P: The door [...] where is the door?
- E: It's just here
- P: Oh the door is on the floor with a bottle in front of it
- E: Brilliant can you tell me about the position of the hooks?
- P: The hooks are connected to the ceiling and they've got a coat on
- E: Brilliant can you tell me about the position of the floor?
- P: The floor has loads of lines on and a cup in the middle of one
- E: Brilliant can you tell me about the position of the bush?
- P: The bush erm is on the floor and the tractor is on the floor
- E: Can you tell me about the position of the wall?
- P: The wall is on the floor with er [...] er [...] a ladder on the wall
- E: There's a few more [...] you ready? [...] can you tell me about the position of the bed?
- P: The bed is on the floor
- E: Can you tell me anything else about it?
- [...]
- E: Brilliant can you tell me about the position of the bathtub??
- P: It's on the floor and the tap is leaking water into the bath
- E: Brilliant can you tell me about the position of the cable
- P: The cable is connected to the phone and the plug

E: Brilliant last one

P: Ok

E: Can you tell me about the position of the shelf?

P: The shelf is on the wall with some books beneath it

E: Absolutely-

END

A0062 6;02

E: So I'm gonna show you some pictures on the computer and each of the pictures has 2 different things in it and I'm gonna ask you a question about some of the things in the picture and I just want you to tell me what you think. Now there's quite a lot of pictures so when you want to stop you can tell me when you're ready to stop

P: I want to do all of them

E: You wanna do all of it well that's ok

P: Is there a lot?

E: There's about 30 pictures

P: 30/30 then

E: [laughs] So can you tell me where's the tv in this picture?

P: [...] Middle

E: Yeah can you tell me anything else about it?

P: It has scratches on it

E: And what can you tell me about the window in this picture?

P: The window is in the middle. It is open?

E: Yeah

P: And the blinds are pink

E: They are [...] ok and where's the house?

P: There is a house on the bottom with a tree in front of it

E: That's right and where's the box?

P: There is a blue box it's in the middle and it has a red bow

E: That's right what about this where's the bin in this one?

P: The bin is in the middle it's got bits of rubbish in it

E: That's right and where's the ceiling?

P: The ceiling is on the top it's got a light on it that is bright yellow

E: That's right amazing. Where's the cot in this one?

P: The cot is on the bottom and a baby is about to get into it

E: That's right where's the bowl?

P: The bowl is at the bottom and the jug is pouring into it with milk

E: That's right and where's the bag?

P: The bag is on the bottom with 3 pencils in it one purple one blue and one green

E: That's right and where's the rail?

P: The rail is in the middle it's silver with a blue with 2 dark blue lines on it

E: Amazing and where's the plate?

P: The plate is in the middle it's got a sandwich with lettuce ketchup and mustard in it

E: Great and where's the ring?

P: [...] The ring is in [...] on the top it's got a key holding it with a line

E: Amazing and where the nail in this one?

P: The frame is in [...] on the top. There is a [...] coconut tree on it

E: Yeah

P: -Cuz there's coconuts on it

E: Yeah I think they are. And where's the garage in this one?

P: It's in the middle and it's got a car with stripes on it

E: Yeah and where's the table?

P: The table is [...] in the middle it's got books under it one blue-

[E thinks P has finished so moves onto next picture]

P: Oh

E: Oh sorry

P: One green one dark blue one red

E: Yeah you're right

P: -With 4 table legs

E: Yeah you're right. You've got a lot to say that's great

P: The sofa is in the middle it's got 2 sofa cushions and a red patched blanket

E: Amazing do you want to do some more or do you want to stop?

P: More

E: Amazing and where's the shed in this one?

P: The shed is in the middle it's got a bike next to it

E: Yeah and where's the cable?

P: Cable [...] is on the computer. The computer has lots of things that you can type in

E: Amazing and where's the table?

P: The table is next to a chair and it's in the middle. The chair is right next to it

E: That's right. And where's the radiator?

P: The radiator is [...] I've forgotten. It's next to a welly

E: Amazing and where's the oven?

P: What?

E: Where's the oven?

P: [...] The ovens in the middle and it's cooking a pie

E: Amazing and where's the jumper?

P: The jumper is in the middle with a tag on it and the jumper is purple

E: Amazing and where's the road?

P: The road is in the middle

E: Yeah do you want to do any more or do you want to stop now?

P: Stop

E: Yeah amazing thank you

END

82454 6:05

E: So I'm gonna show you some pictures and in these pictures there are 2 objects and I'm just gonna ask you some questions about each picture. We're gonna have 2 practise runs then we'll start. Is that all cool?

P: Yeah

E: Perfect ok so can you tell me about the position of the television?

P: Err [...] it's [...] just straight across [...] not sideways just straight across

E: Yes is it next to the clock? Is it above the clock? Is it underneath the clock?

P: Underneath

E: Yes brilliant can you tell me about the position of the window?

P: Hmm straight again [...] like a window kind of shape and there's hills out the window and there's curtains on it

E: Yes perfect the curtains are on it [...] ok let's get started tell me about the position of the house

P: Hmmm [...] straight again and there's a tree outside of it

E: Perfect tell me about the position of the box

P: Err diagonal. It has a bow on top and it's blue and it's 3D it's 3D

E: Ok perfect tell me about the position of the bin

P: It's straight [...] it has some rubbish in and it has a lid on

E: Perfect tell me about the position of the ceiling

P: Uh it has a light on and it's really straight

E: Perfect tell me about the position of the cot

P: Err staright with some light on it and a doll or a baby

E: Where [...] can you tell me about the position of it?

P: Uh straight

E: Tell me about the position of the bowl

P: Errm [...] straight like this [...] there's a jug pouring milk into it

E: Brilliant tell me about the position of the rucksack

P: Uhh it has .. it has just like normal it's straight and it has some pencils inside purple blue and green

E: Perfect tell me about the position of the rail

P: [...] Err curved a bit [...] and it has a towel on and [...] it has circles on and it looks straight

E: Perfect tell me about the position of the plate

P: Err round and it has a sandwich on

E: Perfect tell me about the position of the ring

P: Err it's circular and there's a key on it

E: Perfect tell me about the position of the nail

P: Er round and it has a picture hanging on it

E: You ok to keep going?

P: Er yeah

E: Ok perfect tell me about the position of the garage

P: Errr [...] pointy on the top and square on the bottom and there's a car next to it

E: Brilliant tell me about the position of the table

P: Uhhh straight with some legs on it and [...] books underneath

E: Brilliant tell me about the position of the sofa

P: Uhh it's diagonal and it has a blanket on

E: Yes tell me about the position of the shed

P: It's diagonal and has a door and a window and a bike

E: Perfect tell me about the position of the cable

P: Uhh wibbly wobbly it has a plug and [...] a computer

E: Tell me about the position of the table

P: Uhh diagonal and has a chair [...] it has a chair

E: Tell me about the position of the radiator

P: [...] Straight and it has a sock

E: Where is the sock?

P: Beside it

E: Brilliant tell me about the position of the oven

P: Straight and it has a pie in it

E: Tell me about the position of the jumper

P: Err straight and it has a tag on it and it's purple

E: You ok to keep going? [...] perfect tell me about the position of the path

P: Err wibbly wobbly and it has a flower next to it

E: Perfect tell me about the position of the toybox

P: Err diagonal and it's 3d and it's blue and it has a teddy

E: Brilliant tell me about the position of the fence

P: Errr straight and it has ivy growing on it

E: Tell me about the position of the door

P: Errr straight and it has windows on it and err [...] and a massive water bottle in front of it [...] and a door handle

E: Perfect tell me about the position of these hooks

P: Mmmm circular and it has rectangles coming off it and one of them has a coat on

E: Perfect tell me about the position of the floor

P: Err brown and it's straight and it has a glass of water on it

E: Tell me about the position of these bushes

P: Err wibbly wobbly and there's a red tractor

E: Brilliant tell me about the position of the wall

P: Errr straight and it's 3D and it has a ladder coming off it

E: Perfect tell me about the position of the bed

P: Err straight and it has a pillow on

E: 3 left you ready? [...] perfect tell me about the position of the bathtub

P: Err straight and it has water dripping out of it

E: Perfect tell me about the position of the cable

P: Wibbly wobbly and it has a phone on it

E: Last one tell me about the position of the shelf

P: [...] Straight and it's 3D and it has books underneath [...] cooking books

E: Brilliant

END

84173 6:06

E: Ok so I'm gonna show you some picture s on the computer screen and the pictures will show 2 different objects ok and I'm going to ask you a question for each one and I just want you to answer ok[...] so we'll practise with a couple [...] so where's the tv?

P: The one at the bottom

E: Yeah and where's the window?

P: [...] In the middle

E: Ok amazing do you wanna try some of the rest? [...] yeah ok great. Where's the house?

P: In the back

E: Yep where's the box?

P: Inside the ribbon

E: Yeah and where's the bin?

P: In the middle

E: Yeah can you tell me anything else or if not we can move on?

P: Go to the next one

E: Yeah that's fine. And where's the ceiling?

P: [...] Under the lamp

E: Yeah and where's the crib or the cot?

P: By the doll

E: Yeah where's the bowl?

P: Under the jug

E: Yeah where's the bag?

P: [...] Around the pencils

E: Yeah where's the rail?

P: [...] Under the towel

E: Yeah where's the plate?

P: Under the sandwich

E: Yeah where's the ring?

P: In the key

E: Yeah where's the nail?

P: In the string

E: Yeah where's the car?

P: By the garage

E: Yeah where's the table?

P: Over the books

E: Yeah where's the sofa?

P: Under the blanket

E: Yeah where's the shed?

P: [...] By the bike

E: Yeah where's the cable?

P: By the laptop

E: Yeah where's the table?

P: By the chair

E: Yeah where's the radiator?

P: By the sock

E: Yeah can you say it in any other ways or is that the way you think's best? [...] ok amazing well done. Where's the oven?

P: [...] Around the pie

E: Amazing where's the jumper?

P: [...] By the label

E: Amazing where's the road?

P: [...] By the flower

E: Yeah where's the box?

P: [...] Around the teddy

E: Yeah where's the fence?

P: Inside the weeds

E: Yeah where's the door?

P: Behind the bottle

E: Yeah where are the hooks?

P: Under the coat

E: Where's the floor?

P: Under the [...] cup

E: Yeah where are the bushes?

P: Behind the tractor

E: Yeah where's the wall?

P: [...] By the ladder

E: Yeah where's the bed?

P: In the middle

E: Yeah where's the bathtub?

P: In the middle

E: Yeah where's the cable?

P: By the iPad

E: Yeah where's the shelf?

P: [...] Over the books

E: Yeah amazing that was the last one thank you

END

81571 6:07

E: So I'm gonna show you some pictures with 2 objects in them and I'm gonna ask you some questions each picture. Erm no pressure if you don't know, we'll just move on. Is that all cool?

P: Yeah

E: Perfect so [...] can you tell me about [...] these are 2 practise ones before we get started. Is that all cool?

P: Yeah

E: Can you tell me about the position of the tv?

P: [...] Square

E: Is it [...] above the clock? Is it next to the clock? [...] is it underneath the clock?

P: Underneath

E: Brilliant [...] can you tell me about the position of the window?

P: [10s...] It's behind the curtain

E: Brilliant is that all cool?

P: Yeah

E: So we'll get started

E: Can you tell me about the position of the can you tell me about the position of the house?

P: Behind the tree

E: Amazing can you tell me about the position of the box?

P: [...] Underneath the ribbon

E: Great can you tell me about the position of the bin?

[...]

E: Don't worry about it

P: -In front of the ice

E: Perfect can you tell me about the position of the ceiling?

P: [...] In front of the wall

E: Great can you tell me about the position of the cot?

P: [...] Next to the girl

E: Brilliant can you tell me about the position of the bowl?

P: [...] Underneath the drops of water

E: Brilliant can you tell me about the position of the rucksack?

P: Underneath the pencils

E: Brilliant can you tell me about the position of the rail?

P: [...] Underneath the towel

E: Amazing can you tell me about the position of the plate?

P: Underneath the sandwich

E: Great can you tell me about the position of the ring?

P: [...] On top of the key

E: Good work can you tell me about the position of the nail?

P: On top of the painting

E: Can you tell me about the position of the garage?

P: Next to the car

E: Brilliant you cool to carry on?

P: Yeah

E: Perfect can you tell me about the position of the table?

P: On top of the books

E: Can you tell me about the position of the sofa?

P: Underneath the blanket

E: Brilliant can you tell me about the position of the shed?

P: Next to the bike

E: Can you tell me about the position of the cable?

P: [...] Next to the computer

E: Brilliant can you tell me about the position of the table?

P: Next to the chair

E: Amazing can you tell me about the position of the radiator?

P: Next to the sock

E: Great can you tell me about the position of the oven?

[.....]

E: This one's a tricky one

P: Yeah [..]

E: Don't worry if you don't know

[...]

P: On top of the pie

E: Good work can you tell me about the position of the jumper?

P: Underneath the label

E: Yes can you tell me about the position of the path?

P: Next to the flower

E: Yes can you tell me about the position of the toybox?

P: [...] On top of the teddy bear

E: Brilliant can you tell me about the position of the fence?

P: Inside the plants

E: Brilliant can you tell me about the position of the door?

P: Behind the milk

E: Brilliant. A few more? [...] can you tell me about the position of the hooks?

P: [...] [sighs] Underneath the hoodie

E: Brilliant tell me about the position of the floor

P: Underneath the cup

E: Amazing [..] there's 5 more you ready?

P: Yeah

E: Tell me about the position of the bushes

P: Next to the digger

E: Can you tell me about the position of the wall?

P: In the – in front of the ladder

E: Brilliant tell me about the position of the bed?

P: [...] Underneath the cushion

E: Tell me about the position of the bathtub?

P: Underneath the tap

E: Amazing tell me about the position of the cable?

P: Next to the phone

E: Last one you ready?

P: Yeah

E: Tell me about the position of the shelf

P: On top of the picture

E: Brilliant work

END

82652 6;08

E: Ok so [...] we'll [...] I'm gonna show you some picture s and then I'm gonna ask you a question about it and I just want you to answer it ok? [...] so we'll practise first, so where's the tv?

P: [...] Beh- [...] below the clock

E: Amazing and where's the window?

P: [...] On the wall

E: That's right ok so we'll carry on, so where's the house?

P: Behind the tree

E: Amazing and where's the box?

P: [...] On the floor

E: Yeah and where's the bin?

P: [...] In the corner of the room

E: Yeah where's the ceiling?

P: Where the light is

E: Where's the cot?

P: Next to the person

E: Yeah that's right. Where's the bowl?

P: Underneath the jug

E: Yeah where's the bag?

P: [...] On the sofa

E: Yeah where's the towel rail?

P: Where the towel is

E: Yeah where's the plate?

P: Where the sandwich is

E: Yeah what about the ring, where's the ring?

P: On the keys

E: Yeah where's the nail?

P: [...] Where the picture's hanging on it

E: Yeah and where's the garage?

P: Next to the car

E: Yeah where's the table?

P: [...] Above the books

E: Yeah where's the sofa?

P: [...] Underneath the red carpet

E: Yeah where's the shed?

P: Next to the bike

E: Yeah where's the cable?

P: Next to the computer

E: Yeah where's the table?

P: Next to the chair

E: Yeah where's the radiator?

P: Next to the sock

E: Yeah where's the oven?

P: Where the pie is

E: Yeah where's the jumper?

P: Where the tag is

E: Yeah where's the road?

P: Where the flower is

E: Yeah do you want to do some more or do you want to stop here?

P: Err I don't mind

E: Ok [...] where's the box?

P: Where the teddy is
E: Amazing where's the fence?
P: Where the roots are
E: Yeah where's the door?
P: Where the milk bottle is
E: Yeah where are the hooks?
P: Where the coat is hanging
E: Yeah where's the floor?
P: Where the water is
E: Yeah where are the bushes?
P: Behind the tractor
E: Yeah and where's the wall?
P: Where the ladder is leaning
E: Yeah where's the bed?
P: [...] On the floor
E: Yeah where's the bathtub?
P: [...] Near the wall
E: Yeah where's the cable?
P: Where the phone is
E: Yeah and where's the shelf?
P: Where the [...] books are
E: Amazing thank you very much
END

A0014 6;09

E: Ok so I'm gonna show you some picture s on the computer screen and each of the pictures has 2 different things in it and I'm gonna ask you a question about the picture. Do you understand? [...] yeah. Ok. And there's quite a lot of picture s so you can tell me when you want to stop ok?
P: Ok
E: Ok so where's the tv in this picture ?

P: Under the clock

E: Yeah and where's the window in this one?

P: In the middle

E: Yeah can you tell me anything else about the picture?

[...]

E: Or if you're not sure we can move on

P: [...] Not sure

E: That's ok. Where's the house in this one?

P: Next to the tree

E: Yeah and where's the box?

P: Under the wrapping

E: Yeah and where's the bin?

P: [..] In front of the paper

E: Yeah and where's the ceiling?

P: Above the light bulb

E: Yeah and where's the cot?

P: [...] Beside the girl

E: Yeah and where's the bowl?

P: Under the milk jug

E: Yeah and where's the bag?

P: Under the crayons

E: Yeah where's the rail?

P: [..] Above the the dark blue lines

E: Yeah and where's the plate?

P: Under the sandwich

E: Yeah and where's the ring?

P: What?

E: The ring

P: Above the key

E: Yeah and where's the nail?

P: Above the picture

E: Yeah where's the garage?

P: Next to the car

E: Yeah do you want to do any more or do you want to stop now?

P: Stop

E: Yeah that's ok

END

A0056 6;11

E: So I'm gonna ask you some questions about some pictures on the computer and all of the pictures have 2 different things in them and I'm gonna ask you a question about one of the things and I just want you to tell me what you think ok. Now there's quite a lot of pictures so when you want to stop you just tell me and we'll stop ok?

P: Yeah

E: Ok so where's the tv in this picture?

P: Erm in the middle of the page

E: Yeah and can you tell me anything else?

P: The clock's on top of the tv

E: Yeah that's right and what about the window in this picture?

P: Erm [...] it's in the middle of the page and it kind of looks like it's at a countryside

E: Yeah it does amazing. Do you want to carry on? [...] you don't have to do it

P: I want to stop

E: Yeah that's fine

END

A0056 6;11

E: Ok so what we're gonna do is I'm gonna show you some pictures on the screen that have 2 objects in and all I'm gonna do is just ask you some questions about the objects

P: Ok

E: All cool. We'll do 2 practise ones then we'll get started and if at any point you've had enough just let me know and we'll stop all good?

P: Ok

E: Perfect [...] so can you tell me about the position of the tv?

P: It's erm [...] horizontal

E: Yeah can you tell me like where it is?

P: It's like in the middle of the screen

E: Mmh [...] is it next to the clock, is it on top of the clock?

P: Well the clock is on top of the tv

E: Amazing can you tell me about the position of the window?

P: [...] I don't really know this word but [...] I learnt it at school but now I forgot it. It's like [...] vertical

E: Can you tell me anything else about the position?

P: Umm I'm not really sure

E: No worries

[...]

P: Well I know out of the window there's grass [...] kind of looks like there's if that was like on a house they'd live in the countryside

E: Yeah you ready to get started?

P: Yeah

E: Brilliant can you tell me about the position of the house?

P: [...] Horizontal and it's like not numbered on the page but it's like a bit sideways

E: Yeah can you tell me anything else?

P: The [...] there's a tree right covering a bit of the house

E: Brilliant can you tell me about the position of the box?

P: [...] Erm I'm not sure [...] I know it's like kind of in the middle of the page but I don't know quite how to explain the position

E: Yeah can you tell me anything else?

P: The ribbon is not tied

E: Mm hmm ok can you tell me about the position of the bin?

P: It's horizontal and it's got rubbish in it [...] the rubbish would fall out cuz it's got like holes everywhere

E: It's not a good bin is it

P: Yeah

E: Can you tell me about the position of the ceiling?

P: [...] It's kind of wonky [...] but like it's sideways I can measure that and it's sideways

E: Mmh can you tell me anything else?

P: The lamp [...] erm it's- the string that holds that lamp is wonky

E: Can you tell me about the position of the cot?

P: [...] Well that would be vertical and it's kind of that side of the [...] well the girl is that side and the cot is nearly in the middle of the page

E: Can you tell me about the position of the bowl?

P: [...] Mm it's just like kind of in the middle of the page but I don't really know how to explain the position

E: Can you tell me anything else?

P: The jug is tilting so it can pour milk into the bowl

E: Can you tell me about the position of the rucksack?

P: It's kind of sideways [...] that and then there's pencils like the bag is open and the pencils are out of it

E: Can you tell me about the position of the rail?

P: [...] Well the rail is [...] like the thing that holds the towel it's kind of like mmm [...] how do you say it [...] horizontal and then the towel is on it. It's in the middle of the page

E: Can you tell me about the position of the plate?

P: It's in the middle and [...] I don't really know how to explain the position of it

E: That's ok [...] can you tell me anything else?

P: There's a sandwich in the middle of the plate

E: Can you tell me about the position of the ring?

P: It's erm kind of well I wouldn't say it's tilting cuz the key makes it look like it's tilting but it's like just a ring like up in the middle of the page

E: Can you tell me about the position of the nail?

P: [...] It's just like the [...] the [...] if you go to the other one that we just did it's kind of just like that because it's in the middle of the page but not really it's just like up kind of in the middle but the picture is in the middle not the nail

E: Ok can you tell me about the position of the garage?

P: It's next to the car and it's kind of sideways

E: Ok can you tell me about the position of the table?

P: [...] It's kind of in the middle of the page there's books under it and it looks stable

E: Brilliant can you tell me about the position of the sofa?

P: [...] It's kind of err tilted like that and then there's some [...] I want to say cloth but like a blanket on it kind of about to fall off

E: Brilliant can you tell me about the position of the shed?

P: Well it's kind of you know sideways like tilted down like that. I don't know how to explain it

E: Can you tell me anything else?

P: Well there's kind of a bike leaned to the shed and there's a kind of up a window there

E: Brilliant can you tell me about the position of the cable?

P: Which ones the cable [...] ah it's plugged into the computer into the wall like [...] yeah I can't really explain it

E: That's ok can you tell me about the position of the table?

P: [...] Um [...] well the table is kind of [...] diamond shaped and the chairs just like beside the table like they're best friends

E: Aww amazing

P: And I think my friend [name] would like to have this turn and I don't know if he likes waiting

E: Okey dokey that's absolutely fine, would you like to stop there?

P: Yeah

E: Perfect

END

A0010 7;01

E: Ok so I'm gonna show you some pictures on the computer and each of the pictures has 2 different things in it and I'm gonna ask you some questions about where the things are in the pictures and there's quite a lot of pictures so when you're ready to stop you can tell me and you can stop whenever ok? [...] ok. So can you tell me where's the tv in this picture?

P: Tv's at the bottom

E: Yeah great and where's the window in this picture?

P: In the middle

E: Yeah can you tell me anything else about the picture?

P: Well there's curtains and there's a mountain

E: Amazing. Happy to carry on and do some more? [...] yeah where's the house in this picture?

P: Next to the tree

E: Yeah and where's the box in this one?

P: In the middle

E: Yeah and where's the bin?

P: In the middle

E: Yeah can you tell me anything else about it?

P: Well there's 2 little scrunched up paper balls at the bottom

E: Yeah and where's the ceiling?

P: The top

E: Yeah and where's the cot?

P: Next to the girl

E: And where's the bowl?

P: At the bottom

E: Yeah and where's the bag?

P: In the middle

E: Yeah anything else?

P: It has 3 pencils in it

E: Yeah and where's the rail?

P: The top

E: Yeah and where's the plate?

P: [...] On the bottom of the sandwich

E: Yeah and where's the ring?

P: [...] At the top

E: Yeah great do you want to carry on? [...] yeah great and where's the nail?

P: The top

E: Yeah and where's the garage?

P: At the left

E: Yeah the table?

P: At the top

E: Yeah and the sofa?

P: In the middle

E: Yeah anything else?

P: It has like a blanket on it

E: That's right and what about the shed?

P: In the middle

E: [...] Anything else? No ok. The cable?

P: [...] At the right

E: Yeah do you want to do some more or do you want to stop now?

P: Can I stop now?

E: Yes that's fine thank you

END

82829 7;02

E: So I'm gonna show you some pictures on the computer and each of the pictures has 2 things in it and I'm gonna ask you a question about one of the things in the picture

P: Ok

E: Ok and there's quite a lot of pictures so whenever you want to stop you just tell me and we'll stop. We don't have to do all them all

P: Ok

E: Ok so where's the tv in this picture?

[points]

E: Yeah can you tell me?

P: It's underneath the clock

E: Amazing and what about the window?

P: Erm in the middle of the curtains

E: Amazing you want to carry on?

P: Yeah

E: Perfect and where's the house in this one?

P: Behind the trees

E: Yeah and where's the box?

P: Underneath the wrapping

E: Yeah and where's the bin?

P: [...] On- in the little [...] the wrappings are in the little bin
E: Yeah and where's the ceiling?
P: On top of the light
E: Yeah and where's the cot?
P: What?
E: The cot or the bed
P: Oh next to the little girl
E: Yeah and where's the bowl?
P: [...] Below the milk
E: Yeah and where's the bag?
P: [...] Be-below the pens
E: Yeah and where's the rail?
P: In front [...] on top of the [...] below of the shower towel
E: Yeah and where's the plate?
P: [...] Erm I think [...] below the sandwich
E: Yeah do you want to do anymore or do you want to stop yet?
P: Stop
E: Yeah that's fine
END

83483 7;04

E: So I'm going to show you some pictures on the computer and each of the pictures has 2 objects in yeah and I'm going to ask you a question about some of the pictures ok? So we'll have a practise as well. Ok so where's the tv?
P: Erm in the middle
E: Yeah and where's the window?
P: Erm [15s] I want to say in the middle again
E: Yeah that's ok. Do you wanna try the rest?
P: Er yeah
E: Ok if you wanna stop at any time then you can tell me ok?
P: Ok

E: Ok so where's the house?

P: Erm [...] er is that the left side of the screen?

E: Yeah

P: On the left side of the screen

E: Amazing and where's the box?

P: Erm [...] in the middle

E: Yeah and where's the bin?

P: Erm [...] on the screen [laughs]

E: Yeah ok where's the ceiling?

P: Erm at the top

E: Yeah that's right. Where's the cot?

P: Erm to the right side of the screen

E: Yeah where's the bowl?

P: Erm [...] in the middle

E: Yeah where's the bag?

P: [...] Erm [...] in the middle

E: Yeah where's the rail?

P: Erm at the top

E: Yeah where's the plate?

P: Basically at the bottom

E: Yeah and where's the ring?

P: At the top

E: Yeah and what about the nail?

P: Erm at the top

E: Yeah where's the garage?

P: On the left side of the screen

E: Yeah where's the table?

P: In the middle

E: Yeah can you tell me anything else about it?

P: Erm [...] it's [...] err it has 4 legs

E: Yeah that's right and what about the sofa?

P: Erm [...] it has cushions on it and a blanket

E: Yeah where's the shed?

P: Erm on the left side of the screen

E: Yeah where's the cable?

P: [...] Erm what's the cable?

E: It's that bit there

P: Erm [...] over to the right a little bit

E: Yeah where's the table?

P: [...] On the left next to the chair

E: Yeah where's the radiator?

P: Next to a sock

E: Yeah where's the oven?

P: In the middle of the screen

E: Yeah where's the jumper?

P: Erm [...] it's next to it's tag

E: Yeah do you want to carry on or do you want to stop here?

P: Er stop here

E: Yeah ok

END

83001 7:05

E: So I'm gonna show you some pictures and each picture is gonna have 2 objects in it and I'm just gonna ask you some questions about the pictures so we'll have 2 practise ones then we'll get started, sound good? [...] perfect [...] ok these questions are gonna be about the position of the objects so if I were to ask you, can you tell me about the position of the television?

[...]

E: If you don't know I can give you an example [...] so is the television above the clock? Is it next to the clock? Where is the television?

P: Under the clock

E: Brill that's what we're looking for [...] so tell me about the position of the window

P: [20s] It's under the curtains

E: Brilliant. Yes ok you ready to get started? Also I'll ask you a few times throughout if you wanna carry on, if you don't just let me know that's not a problem. Can you tell me about the position of the house?

P: [...] It's behind the tree

E: Amazing tell me about the position of the box

P: The box is underneath the ribbon

E: Brilliant tell me about the position of the bin

[10s]

E: If you don't know, don't worry

P: I don't know

E: No worries, can you tell me about the position of the ceiling?

P: [...] The light is underneath the ceiling

E: Amazing tell me about the position of the cot

P: [...] The cot is next to the kid

E: Brilliant can you tell me about the position of the bowl?

P: The bowl is underneath the jug

E: Brilliant can you tell me about the position of the rucksack?

P: [...] It's underneath the pencils

E: Brill tell me about the position of the rail

P: [...] I don't know

E: No worries tell me about the position of the plate

P: The plate is underneath the sandwich

E: Great tell me about the position of the ring

P: The ring is on top of the key

E: Brilliant tell me about the position of the rail

P: The nail is on top of the picture

E: Brilliant tell me about the position of the garage

P: The garage is next to the car

E: Brilliant tell me about the position of the table

P: The table is [...] the table is above the books

E: Brilliant tell me about the position of the sofa

P: Um [...] it's underneath the blanket

E: Yes brilliant tell me about the position of the shed

P: It's [...] the shed is next to the bike

E: Brilliant tell me about the position of the cable

P: [...] I don't know

E: Don't worry, do you wanna keep going? [...] cool perfect tell me about the position of the table

P: The table is next to the chair

E: Brilliant tell me about the position of the radiator

P: The radiator is next to the sock

E: Brill tell me about the position of the oven

P: The oven is [...] the oven is above [...] I don't know

E: Don't worry tell me about the position of the jumper

P: The jumper is underneath the tag

E: Brilliant tell me about the position of the path

P: The path is next to the flower

E: Brilliant tell me about the position of the toybox

P: [...] The toybox is [...] the toybox is above the teddy bear

E: Brilliant tell me about the position of the fence

P: Um [...]

E: Next one tell me about the position of the door

P: The door is in front ... the door is behind the bottle

E: Brilliant tell me about the position of the hooks

P: The hooks [...] are [...] above the coat

E: Brilliant tell me about the position of the floor

P: Uh the floor is underneath the glass of water

E: Brilliant tell me about the position of the bush

P: [...] The bush is behind the tractor

E: We've got 5 left.. you ready? [...] tell me about the position of the wall

P: The wall is behind the ladder

E: Brill tell me about the position of the bed

P: The [...] the bed is [...] the bed is underneath the pillow

E: Brilliant tell me about the position of the bathtub

P: The bath [...] the bath is underneath the tap

E: Brill tell me about the position of the cable

P: [...] The cable [...] I don't know

E: That's ok.. Last 1. tell me about the position of the shelf

P: The shelf is on top of [...] those

E: Brilliant

END

83238 7;07

E: Ok so I'm going to show you some pictures on the computer and each picture has 2 objects in it and I'm gonna ask you some questions about the pictures and [...] yeah you just answer with whatever you think ok? [...] and if you want to stop at any time you just tell me and you can stop ok [...] ok so where's the tv?

P: In the middle

E: Yeah can you tell me anything else?

P: Erm [...] erm it's erm down to the clock

E: Amazing what about this one?

P: Erm [...] erm outside the window and then there's hills green steep hills

E: Yeah do you want to do some more?

P: Yeah

E: Amazing what about this one where's the house?

P: Erm [...] behind the tree

E: Yeah and where's the box?

P: Erm [...] in the middle

E: Yeah where's the bin?

P: Erm [...] in the middle

E: Yeah where's the ceiling?

P: [...] Up to the light bulb and the floor and the walls

E: Mmh where's the crib?

P: The what?

E: The crib that thing

P: Oh [...] erm it's to the right- to the right of the doll and erm [...] down to the star and the diamond

E: Yeah what about this one?

P: Er the jug is pouring milk into the [...] blue erm [...] yeah

E: Yeah amazing where's the bag?

P: Erm [...] it is [...] carrying the pencils

E: Yeah where's the rail?

P: Erm [...] erm it's erm [...] currently it's on it it's currently on [...] it's [...] on it is a towel

E: Yeah amazing do you want to do some more?

P: Yeah

E: Ok amazing and what about the plate?

P: What?

E: Where's the plate?

P: Oh erm [...] inside- not inside. Outside the sandwich

E: Yeah where's the ring?

P: [...] On top of the key

E: Yeah where's the nail?

P: What's a nail?

E: It's that thing there

P: Oh [...] on top of the [...] what is it [...] the blue [...]

E: Do you want to move onto the next one?

P: Yes

E: Yeah amazing [...] where's the garage?

P: Erm beside the car

E: Yeah where's the table?

P: Above the books

E: Yeah where's the sofa?

P: Erm above [...] erm it's carrying the mat

E: Yeah where's the shed?

P: Erm beside the bicycle

E: Yeah where's the cable?

P: Erm [...] charging the laptop or computer

E: Yeah do you want to do some more?

P: Yes

E: Amazing where's the table?

P: Um beside the chair

E: Yeah where's the radiator?

P: Near the sock

E: Yeah where's the oven?

P: Erm [...] cooking bread

E: Yeah where's the jumper?

P: [...] Erm [...] in [...] it [...] I think I want to stop here

E: Yeah that's absolutely fine

END

A0016 7;08

E: Ok so I'm going to show you some pictures on the screen and they're gonna show 2 objects and all I'm gonna do is I'm just gonna ask you some questions about each picture [...] all good? [...] so we'll have 2 practise goes then we'll get started [...] can you tell me about the position of the television?

P: Square

E: Mmh can you tell me anything else

P: [...] Round sort of [...] the edges are kind of round like a clock

E: Can you tell me about the position of them?

P: Well [...] I think they're the same position because the clock is going down there and it has something there and it's got a scratch

E: Uh huh is the tv [...] under the clock is it next to the clock?

P: It's under the clock

E: Amazing can you tell me about the position of the window?

P: Well [...] I think it's like erm behind the curtains

E: Brilliant you ready to get started?

P: Well I think so

E: Brilliant can you tell me about the position of the house?

P: [...] I think it's like behind the tree or the trees in front

E: Brilliant tell me about the position of the box?

P: It's below the bow

E: Can you tell me about the position of the bin?

P: Well I think it's above because it's got the [...] the [...] the rubbish underneath it

E: Can you tell me about the position of the ceiling?

P: I think it's above because this is the ceiling and it's above us

E: Can you tell me about the position of the cot?

P: I think it's below cause it's got the star and the gem thing on

E: Mmh can you tell me anything else?

P: I just think that it's [...] well it's kind of tricky cuz it's connected so it's below and up

E: Ok can you tell me about the position of the bowl?

P: It's below cuz the milk is pouring into the and it's going up

E: Can you tell me about the position of the rucksack?

P: I think it's below cuz it's got the pencils inside and the pencils are sticking out

E: Ok can you tell me about the position of the rail?

P: I think it's above because it's holding something what's dangling down

E: Can you tell me about the position of the plate?

P: Below cuz it's got the sandwich on

E: Can you tell me about the position of the ring?

P: Above bc it's got the key below it

E: Can you tell me about the position of the nail?

P: Above cuz it's got the picture so it's got the strings and the picture

E: Can you tell me about the position of the garage?

P: I think it's out [...] cuz it's sticking out the house

E: Can you tell me about the position of the table?

P: It's above cuz the legs are above the books

E: Can you tell me about the position of the sofa?

P: I think it's below cuz it's got the towel on

E: Can you tell me about the position of the shed?

P: Uhhh [...] I think it's out cuz it would usually be outside of the house

E: Can you tell me about the position of the cable?

P: It's like out because the cables there and it's sticking in the computer. Why did the computer and television have scratches in them?

E: I have no idea, someone hasn't been looking after it properly. Can you tell me about the position of the table?

P: It's below cuz the chair is bigger

E: Uh huh you ok to keep going? [...] perfect can you tell me about the position of the radiator?

P: Well it's above cuz it's bigger than the sock

E: Can you tell me about the position of the oven?

P: Well it's technically above and below cuz the pie's there and the oven goes up there

E: Can you tell me about the position of the jumper?

P: It's below cuz the tag is up

E: Can you tell me about the position of the path?

P: It's like out bc the flowers out there and so is the grass

E: Can you tell me about the position of the toybox?

P: It's below cuz the teddy's sticking out

E: Can you tell me about the position of the fence?

P: It's technically [...] below cuz the plants are really big [...] are they creating the beanstalk from jack and the beanstalk?

E: They might be. can you tell me about the position of the door?

P: It's above cuz it's bigger than the baby bottle. Who would just leave everything outside in a mess?

E: No idea it's not good is it

P: Maybe it's an alien from outer space who hates his house

E: Maybe. Can you tell me about the position of the hooks?

P: It's above cuz it's got the [...] it's got the hoody or coat on

E: Can you tell me about the position of the floor?

P: It's below cuz it's got the water on top
E: Can you tell me about the position of the bush?
P: The bush is below cuz the tractors bigger
E: Can you tell me about the position of the-
P: -Who's driving the tractor?
E: I think it looks parked doesn't it
P: I think someone's driving it cuz the wheels looks like it's moving
E: Oh yeah maybe
P: And maybe just someone left the auto on-
E: [gasps] That's not good-
P: -And it's just- it was like AHHH
E: That wouldn't be good would it?
P: Yeah might run someone over
E: You wouldn't want that
P: Yeah
E: Can you tell me about the position of the wall?
P: Erm it's above cuz the ladders too small
E: Can you tell me about the position of the bed?
P: It's sort of above cuz that bit's above. Can I stop at any time?
E: Yeah
P: One more
E: One more ok can you tell me about the position of the bathtub?
P: It's above cuz the taps above
E: Perfect
END

83822 8;04

E: So I am gonna show you some pictures that contain 2 objects, and I'm just gonna ask you some questions about each picture and they are gonna be related to the position of where these objects are erm [...] we'll do 2 practise ones and then we'll start, all good? [...] perfect [...] so tell me about the position of the television

P: [...] Mmm

[10s]

E: Is it beside the clock? Is it?

P: It's below the clock

E: Brilliant and tell me about the position of the window

P: Erm [...] the curtains are next

E: Brilliant so er where are the curtains on the window?

P: At the top

E: Brilliant ok you ready to start? [...] perfect [...] tell me about the position of the house

P: It's [...] behind the tree

E: Brilliant tell me about the position of the box

P: Err it's under the bow

E: Great tell me about the position of the bin

P: [...] Under the lid

E: Brilliant tell me about the position of the ceiling

P: On the light

E: Perfect can you tell me about the position of the cot

P: [...] There's wood next to it [...] erm there's a bedding on it

E: Perfect tell me about the position of the bowl

P: There's milk on it- in it erm [...]

E: Can you tell me about the position of it?

P: There's a pot over it

E: Brilliant can you tell me about the position of the rucksack?

P: There's pencils in it

E: Brilliant tell me about the position of the rail

P: Erm there's a towel on it

E: Brilliant tell me about the position of the plate

P: There's a sandwich on it

E: Yes brilliant can you tell me about the position of the ring?

P: There's a key on it

E: Brilliant tell me about the position of the nail

P: There's a frame and a picture on it

E: Tell me about the position of the garage

P: A car next to it

E: Amazing you ok to keep going? [...] perfect tell me about the position of the table

P: It's [...] over the books

E: Brilliant tell me about the position of the sofa

P: There's a blanket on it

E: Yes tell me about the position of the shed

P: There's a bike next to it and there's a window on the on the top

E: Amazing tell me about the position of the cable

P: [...] There's a plug next to it

E: Mm anything else?

P: And a laptop

E: Brilliant tell me about the position of the table

P: There's a chair next to it

E: Tell me about the position of the radiator

P: There's a sock next to it

E: Brilliant tell me about the position of the oven

P: [...] There's a cake next- in it

E: Brilliant tell me about the position of the jumper

P: [...] There's a tag on it

E: You cool to keep going? [...] brilliant tell me about the position of the path

P: There's a flower next to it

E: Brilliant tell me about the position of the toybox

P: There's a teddy in it

E: Tell me about the position of the fence

P: There's weeds all over it

E: Tell me about the position of the door

P: There's a bottle outsid- nex- in front of it

E: Brilliant tell me about the position of the hooks

P: There's a coat on it

E: Amazing tell me about the position of the floor

P: There's a glass of water on it

E: Amazing tell me about the position of the bush

P: There's a tractor next to it

E: Amazing tell me about the position of the wall

P: There's a ladder next to it

E: Ok tell me about the position of the bed

P: There's a pillow and a blanket on it

E: Perfect tell me about the position of the bathtub

P: There's water in it [...] erm [...] and there's erm [...]

E: Do you wanna move on? [...] perfect tell me about the position of the cable

P: There's a phone next to it

E: Ok last one you ready? [...] perfect tell me about the position of the shelf

P: There's books under it

E: Smashed it

END

85551 8;04

E: Ok so I'm gonna show you some pictures on the computer

P: -Ah yeah I think I've done this at school

[...]

P: Artificial intelligence pictures and not artificial intelligence pictures

E: Oh right it's not that

P: Oh

E: I'm gonna show you some pictures and then I'm gonna ask you some questions about the pictures ok [...] and erm there's gonna be 2 objects in each of the pictures ok? [...] cool. So can you tell me about the position of the tv in this picture?

P: [...] Straight looking

E: Yeah anything else? [...] if you don't have anything else that's fine as well

P: I don't have anything else

E: Ok that's amazing and what about the window?

P: Got a window and a hill

E: Yeah

P: And the hill is d-like bumpy and the glass is like smooth

E: Yeah amazing do you want to do some more? [...] yeah amazing and if you want to stop at anytime then you can tell me and we'll stop ok? [...] cool so what about the house. Where's the house?

P: The house is behind and the tree is in front and the tree is [...] is natural and the house is not

E: Yeah what about the box?

P: The tie is made of [...] the tie is on top and it's made of fabric but the box is not and it's at the bottom

E: Yep what about the bin where's the bin?

P: The bin is higher than the trash and the trash is rough- no the trash is scrunch- scrambled but the bin is not

E: Yeah what about the ceiling where's the ceiling?

P: The ceiling is so the light is attached to the ceiling [...]

E: Yeah what about the cot where's that?

P: The cot is on the [...] right of the girl

E: Yeah and what about the bowl?

P: The bowl [...] the milk is liquid and the bowl is not

E: Yeah what about the bag where's that?

P: The bag so the pencils are in the bag and the bag is [...] can't draw but the pencils can

E: Yeah what about the rail where's the rail where's that?

P: The rail is under [...] the towel the towel and the towel can absorb but the rail can't

E: Yeah that's right what about the plate?

P: The plate is round but the sandwich is not

E: Yeah and where's the ring?

P: The ring is on on top of the key. The ring is circle shaped but the key is not

E: Yeah where's the nail

P: The nails on top of the [...] the painting and the [...] that tree's the the the [...] the tree is a different [...] the the what's it called the outside of the [...] the frame is blue but the nail is grey

E: Yeah amazing where's the garage?

P: The garage is to the left of the car and the car is to the right and the car can move but the garage can't

E: Amazing what about the table where's that?

P: The table's on top of the books and the table has legs but the books don't

E: Yeah do you want to carry on and do some more? [...] amazing. What about the sofa?

P: [...] The sofa's [...] so [...] so you can [...] well you can fold the [...] mat isn't it but you can't fold the sofa

E: Yeah and where's the shed?

P: The shed is to the left and the bike is [...] leaning on the shed

E: Amazing and where's the cable?

P: The cables to the right of the computer and the computer can open and close but the cable can't

E: Yeah amazing and where's the table?

P: The table is in front of the chair

E: Amazing what about the radiator?

P: The radiator can heat but the sock can't

E: Yeah and where is it?

P: The sock is to the right and the radiator is to the left

E: Amazing and where's the oven?

P: The oven is higher than the [...] what is it [...]

E: Could be anything I don't know what that is

P: [...] I'll just call it a pie

E: Amazing and what about the jumper where is that?

P: The jumper is under the label but-and the label is is made of- is not made of cotton but the jumper is

E: Yeah amazing and what about the road?

P: The road is curvy but the grass isn't

E: Yeah and where's the box?

P: The box is [...] is where is it? [...] it's like kind of below [...] and the bear is in the box

E: Yeah and what about the fence where's that?

P: The fence is pointy and it's surrounded by ivys

E: Yeah and where's the door?

P: The door is behind the bottle

E: Yeah and what about the hooks where are they?

P: The hooks are above the [...] above the jacket

E: Yeah and where's the floor?

P: The floor is [...] the floor is erm [...] below the glass

E: Yeah and what about the bushes?

P: The bushes are behind and the- they're natural and the tractor isn't

E: Yeah and what about the wall?

P: The wall is [...] in front of the ladder and the ladder is leaning on the wall

E: Yeah and what about the bed?

P: The bed is on top of the cushion

E: Yeah and where's the bathtub?

P: The bathtub is above the bath

E: Yeah and where's the cable?

P: The cable is to the right of the phone

E: Yeah and where's the shelf?

P: The shelf is above the books

E: Ok amazing that's all of them thank you

END

A0117 8;07

E: So I'm gonna show you some pictures on the computer and each of the pictures has 2 different objects in it and I'm gonna ask you a question about some of the things in the pictures ok? And there's quite a lot of pictures so whenever you wanna stop just tell me and we'll stop and that's fine

P: Yeah

E: Ok so where's the tv in this 1?

P: What?

E: Where's the tv in the picture?

P: Below the clock

E: Yeah what about the window?

P: The window has curtains

E: Yeah and do you want to do some more?

P: There's nothing on here [blank slide between trial and test items]

E: Where's the house?

P: Behind the tree

E: Yeah and the box?

P: What?

E: The box

P: It's covered by ribbon

E: Yeah the bin?

P: It has trash inside

E: Yeah the ceiling?

P: It has a light

E: Yeah the cot?

P: What?

E: The cot?

P: Ah it has a toy

E: Yeah the bowl?

P: It has water inside

E: Yeah the bag?

P: It has pencils inside

E: Yeah the rail?

P: The what?

E: The rail

P: Er it has a towel on

E: Yeah the ring?

P: It has a key on

E: Yeah the nail?

P: It has a picture on

E: Yeah the garage?

P: It has a car next to it

E: Yeah and where's the table?

P: Above the book

E: Yeah where's the sofa?

P: [...] Under the towel

E: Yeah where's the shed?

P: Next to the bike

E: Yeah and the cable?

P: Next to the computer

E: Yeah do you want to do anymore or do you want to stop?

P: I want to do more

E: Amazing and where's the table?

P: Next to the chair

E: Yeah and the radiator?

P: The radiator is next to a sock- a flammable sock cuz the radiator might flame the sock

E: It might

P: -If it's hot then

E: Yeah and where's the oven in this 1?

[...]

E: Or if you're not sure we can move on

P: Is it on a table cuz the legs [..]

E: It might b-

P: -It's on the floor!

E: [laughs] Ok and what about the jumper where's the jumper?

P: The jumper is [...] attached on its string

E: Yeah and where's the path?

P: Next to the flower and the green green grass

E: Yeah and where's the box?

P: [...] On the floor

E: Yeah and where's the fence?

P: What?

E: The fence

P: [...] On vines

E: Yeah and the door?

P: In front of a bottle

E: Yeah do you want to do any more still?

P: Yeah

E: Amazing. And the hooks?

P: [...] Attached to a jumper

E: Yeah and the floor?

P: [...] A cup attached to it

E: Yeah the bushes?

P: Next to a tractor

E: Yeah the wall?

P: [...] There's a ladder in front of it

E: Yeah the bed?

P: With a blanket and a pillow on top

E: Yeah and the bathtub?

P: [...] With water in it

E: Yeah the cable?

P: With a phone attached to it

E: Yeah and the shelf?

P: The shelf?

E: The shelf

P: Oh the shelf [...] under [...] there's books underneath it

E: Amazing that was all of them

END

85647 8;10

E: Ok so I'm gonna show you some pictures on the computer and I'm gonna ask you some questions about the pictures. Erm all of the pictures have 2 objects in them and you just have to answer what I ask you ok?

P: Ok

E: We'll have a couple practise goes as well ok [...] so where's the tv?

P: Erm below the clock

E: Perfect and where's the window?

P: Erm [...] partially behind the curtains

E: Amazing you ok to carry on?

P: Yes

E: Ok and if you wanna stop at any time tell me ok [...] ok where's the house?

P: Behind the tree

E: Yeah where's the box?

P: Below ribbon

E: Yeah where's the bin?

P: [...] Erm [...] below the lid

E: Yeah where's the ceiling?

P: Erm above the light bulb

E: Yeah where's the cot?

P: Erm its below- actually it's next to the child

E: Amazing and where's the bowl?

P: Below the water drops

E: Yeah where's the bag?

P: Below the pencils

E: Yeah where's the rail?

P: Erm [...] below the towel kind of

E: Yeah where's the plate?

P: Erm underneath the sandwich

E: Yeah where's the ring?

P: On top of the key

E: Yeah where's the nail?

P: Erm [...] on the string

E: Yeah where's the garage?

P: Next to the car

E: Yeah where's the table?

P: Um over the books

E: Yeah where's the sofa?

P: Underneath the blanket

E: Yeah you happy to carry on still? [...] yeah amazing. Where's the shed?

P: Erm [...] be-next to the bike

E: Yeah where's the cable?

P: Erm next to the computer

E: Yeah where's the table?

P: Next to the erm chair

E: Yeah where's the radiator?

P: Next to the sock

E: Yeah where's the oven?

P: [...] Oh that's hard [...]

E: We can move on if you're not sure

P: I'm not sure

E: That's fine

P: -WAIT [...] uh I forgot

E: That's ok. What about the jumper?

P: Underneath the [...] wait [...] underneath the label yeah

E: Yeah where's the path?

P: Next to the flower

E: Yeah where's the box?

P: [...] Below the teddy

E: Yeah where's the fence?

P: [...] On the ground

E: Yeah where's the door?

P: Behind the bottle

E: Yeah where are the hooks?

P: Either side of the coat and on the coat

E: Yeah what about the floor?

P: Underneath the water

E: Yeah where's the bushes?

P: [...] Next to the tractor

E: Yeah where's the wall?

P: [...] Erm next to the ladder

E: Yeah where's the bed?

P: [...] Below the pillow

E: Yeah where's the bathtub?

P: Erm below below the tap

E: Yeah where's the cable?

P: Erm next to the erm charging port

E: Yeah and where's the shelf?

P: On top of the books

E: Amazing thank you

END

85325 8;11

E: Ok so I'm gonna show you a series of pictures and these pictures are gonna show 2 objects and I'm just gonna ask you some questions about each picture about the position of the objects

P: K

E: So we'll do 2 practise runs then we'll get started [...]ok can you tell me about the position of the television?

P: The tv is underneath the clock

E: Brilliant can you tell me about the position of the window?

P: The window [...] if you look through the window there are hills in the background and in front of the window there hangs a curtain

E: Brilliant right are you ready to get started?

P: Yeah

E: Perfect tell me about the position of the house

P: The house is [...] to the south [...] ben- the south east point behind the tree

E: Behind the tree brilliant can you tell me about the position of the box?

P: The box lies underneath the ribbon strewn across it

E: Brilliant tell me about the position of the bin

P: The bin [...] hm [...] the bin lid is floating in the air and in it are 2 waste [...] pieces

E: Brilliant tell me about the position of the ceiling

P: The ceiling is above the light that hangs from an electrical wire

E: Brilliant tell me about the position of the cot

P: The cot [...] on top of the cot [...] it has a mobile and to the left of the cot there is a little girl with a pink dress and bunches

E: Brilliant tell me about the position of the bowl

P: The bowl is underneath the jug pouring water

E: Brilliant tell me about the position of the rucksack

P: The rucksack is below the pencil- the 3 pencils on top of them- on top of it

E: Brilliant tell me about the position of the rail

P: The rail is [...] hanging from the rail is a [...] a towel with blue stripes

E: Brilliant tell me about the position of the plate

P: The p- underneath the p- no on top of the plate there's a sandwich with 3 toppings in the middle

E: Brilliant tell me about the position of the ring

P: The ring [...] erm hanging from the ring is a a is a silver key

E: Brilliant tell me about the position of the nail

P: Underneath the nail hangs a picture frame with a tropical beach

E: Great tell me about the position of the garage

P: The garage is to the left of the fiery red car

E: Brilliant tell me about the position of the table

P: The table [...] in the middle [...] in the middle right of the table there lie 4 books which are stacked in a pile underneath the wooden thing

E: Brilliant tell me about the position of the sofa

P: On top of the sofa there is a blanket

E: Brilliant tell me about the position of the shed

P: Askew the shed there is a red bicycle leaning against it for support

E: Brilliant tell me about the position of the cable

P: The cable is charging the computer which is sending electricity through the wire in the middle of the plug and the computer

E: Tell me about the position of the table

P: The table [...] lying next to the table is a chair

E: Brilliant tell me about the position of the radiator

P: [...] To the right of the radiator there is 1 sock

E: Tell me about the position of the oven

P: In the middle of the oven there is a pastry cooking

E: Brilliant tell me about the position of the jumper

P: The jumper is [...] to the south of the tag

E: Perfect right we're half way through you ok to keep going?

P: Yeah

E: Perfect tell me about the position of the path

P: The path- to the left of the path there is a flower and grass all over the place

E: Brilliant and tell me about the position of the toybox

P: [...] With the lid open, the teddy bear is sitting in the toybox

E: Brilliant tell me about the position of the fence

P: Askew the fence there is brambles with leafy [...] with leaves on it all curving around the fence

E: Brilliant tell me about the position of the door

P: The door is behind the baby bottle

E: Brilliant tell me about the position of the hooks

P: Upon the hooks there is a gr- a maroon coat

E: Brilliant tell me about the position of the floor

P: The floor is underneath the cup of water

E: Brilliant tell me about the position of the bush

P: The the the tractor is in front of the wavy wild bush

E: Brilliant right there's 5 left

P: Ok

E: Tell me about the position of the wall

P: Hanging f- hanging on the wall for support the ladder is to the right of the maroon wall

E: Brilliant tell me about the position of the bed

P: [...] The bed lies [...] down with a pillow on top of it with a blanket

E: Tell me about the position of the bathtub

P: On top of the bathtub there is a tap with falling water

E: Tell me about the position of the cable

P: The cable is charging the phone which is also plugged into the plug

E: Can you tell me about the position of the shelf?

P: Below the shelf there are books [...] 4 books

E: And that-

END

84795 9;02

E: Can you face this way? [...] I'm gonna show you some pics showing 2 objects and I'm gonna ask you some questions about each picture, ok [...] so we'll do 2 practise ones, then we'll start our game ok [...] so can you tell me about the position of the tv?

P: [...] Below the clock

E: Yep another 1 [...] can you tell me about the position of the window?

P: [...] It is behind the curtains

E: Perfect do you wanna carry on?

P: Yeah

E: Yeah, so can you tell me about the position of the house?

P: The house is behind the tree

E: Can you tell me about the position of the box?

P: [...] The- a ribbon is below th- er above the box

E: Can you tell me about the position of the bin?

P: It is [...] below [...] it is above the rubbish

E: Ok want to do some more?

P: Yeah

E: Can you tell me about the position of the ceiling?

P: The ceiling is above the lamp

E: Can you tell me about the position of the cot?

P: What's a cot?

E: So this.. A bed for babies

P: [...] It is [...] on the right-hand side of the girl

E: Can you tell me about the position of the bowl?

P: It is below the jug

E: Yeah want to do some more?

P: Yeah

E: Can you tell me about the position of the rucksack?

P: It is [...] below the pencils

[...]

E: Can you tell me about the position of the rail?

P: It is [...] b- above the towel

E: Can you tell me about the position of the plate?

P: It is a- below the sandwich

E: Yeah, do you want to do some more?

P: No

E: No that's ok

END

83086 9;03

E: So I'm gonna show you some pictures showing 2 objects and I'm gonna ask you some questions about each picture ok?

P: Ok

E: So we're gonna do 2 practise ones first just to help you understand what we're doing, and then we'll play our game, ok?

P: Ok

E: Ok so can you tell me about the position of the tv?

P: What do you mean?

E: So position is where something is, so can you tell me about where the tv is?

P: On the wall

E: Can you tell me anything else about where it is?

P: It's like [...] not on the sides, it's in the middle

E: Can you tell me anything else?

[.....]

E: So we've got 2 objects haven't we

P: Yeah

Parent: So what's the other one?

P: It's under the clock

E: Shall we try another one can you tell me about the position of the window?

P: [...] It's covered by the curtains, a bit of it is and [...]

E: It's ok if you don't know anything else [...]

P: It's built with a wooden frame around it

E: Ok shall we do some more?

P: Yeah

E: Ok can you tell me about the position of the house?

P: It's behind the tree

E: Yeah can you tell me about the position of the box?

P: Erm [10s...]

E: It's ok if you don't know

P: I don't know

E: That's ok

Parent: It's in the middle basically isn't it?

E: Can you tell me about the position of the bin?

[.....]

E: No that's ok-

P: -It's got [...] some rubbish inside

E: Can you tell me about the position of the ceiling?

P: Uh its got a light bulb stuck to it

E: Can you tell me about the position of the cot?

P: Umm [...] it's beside the girl

E: Can you tell me about the position of the bowl?

P: Erm [...] underneath the [...] that thing

E: Yeah that's ok. Can you tell me about the position of the rucksack?

[....]

E: No that's ok. Can you tell me about the position of the rail?

P: It's stuck to the wall

E: Yeah can you tell me anything else?

P: It's got a towel on it

E: Can you tell me about the position of the plate?

P: It's got a sandwich on it

E: And can you tell me about the position of the ring

P: Erm er it holds the key

E: Yes do you want to do anymore?

P: No

E: That's ok

END

82942 9:06

E: Ok so I'm going to show you some pictures on the computer and each of the pictures has 2 objects in it and then I'm gonna ask you a question about the picture and I just want you to tell me what you think ok?

P: Ok

E: And there's quite a lot of pictures so if you want to stop at any time just tell me and we'll stop. You don't have to do them all ok?

P: Ok

E: Ok so where's the tv in this picture?

P: Erm [...] in the middle of the screen

E: Yeah anything else about the pic?

P: Well its erm there's a clock over the tv

E: That's right and where's the window in this pic?

P: Right in the middle of the screen

E: Yeah can you tell me anything else?

P: There's curtains and a handrail

E: Yeah ok and-

P: -A house

E: Yeah where is it?

P: [...] Erm kind of [...] is that west? North west and then the tree's right in the middle

E: Yeah and where's the box in this 1?

P: Right in the middle

E: Yeah and anything else?

P: There's a ribbon

E: Yeah where's the bin?

P: [...] In the middle of the screen

E: Yeah can you tell me anything else about the pic?

P: It has some rubbish in

E: That's right and where's the ceiling?

P: Erm kind of at the top of the at the top of the screen

E: Yeah and what can you tell me about the cot, where's the cot?

P: It it doesn't look like it has another side

E: Yeah and where is it in the picture?

P: [...] Kind of in [...] in a bit like low [...] low right

E: Yeah and what about the bowl?

P: It's quite low in the picture it's at the bottom

E: Yeah what about the bag?

P: In the middle

E: Yeah anything else?

P: It has loads of pencils in

E: Yeah do you want to carry on or want to stop yet?

P: Carry on

E: Amazing and where's the rail?

P: At the top of the picture

E: Yeah and what else can you tell me about it?

P: That it has a towel on

E: Yeah and what about the plate?

P: The plates in the middle of the picture as well

E: Yeah anything else?

P: There's a sandwich on it

E: Yeah and what about the ring?

P: There's a key on it and it's at the top. The key's in the middle but the rings at the top

E: Amazing and what about the nail?

P: The nail is at the top of the screen

E: Yeah anything else?

P: It has a picture hanging on it with a palm tree

E: That's right where's the garage?

P: On the left of the pic

E: Yeah and the table?

P: In the middle of the pic

E: Yeah the sofa?

P: Kind of in the middle of the pic

E: Anything else?

P: That it's 3D

E: Yeah that's right and the shed?

P: In the middle

E: Yeah the cable?

P: [...] It depends what part of the cable you're talking about

E: Ok cool do you want to move onto the next 1?

P: Yeah [..]

E: Do you want to do some more or do you want to stop there?

P: How many are left?

E: Erm I think maybe 10

P: Ok I'll carry on

E: Amazing and the table?

P: [..] Right in the middle of the pic

E: Yeah anything else?

P: Erm it has a chair near it. It's all wooden

E: Yeah and the radiator?

P: It's erm kind of in the left of the picture

E: Yeah and the oven?

P: In the middle of the picture

E: Yeah the jumper?

P: In the middle of the picture

E: Yeah the road?

P: The road is zig zagging like in the picture

E: Yeah anything else?

P: Erm there's like a flower on the left of the road

E: Yeah amazing and the box?

P: It has a teddy bear in it and its 3D as well

E: Yeah that's right. The fence?

P: The fence is in the middle and it has like what's it called [...] erm so like plants growing on it

E: Yeah amazing the door?

P: It's in the mid- a bit of it's on the top and a bit of its down the middle

E: Yeah amazing the hooks?

P: It has a coat on it and it's at the top. It's quite high

E: Yeah and the floor?

P: It has a glass of water on it

E: Yeah the bushes?

P: Er the tractors in front of the bushes

E: Yeah the wall?

P: It has a ladder on it and its 3D

E: Yeah that's right. The bed?

P: It's nicely made and it's in the middle

E: Yeah the bathtub?

P: There's water coming out of the [...] the top and it's got legs

E: Amazing and the cable again?

P: It's in the middle of the picture

E: Yeah and the shelf?

P: Oh are those board games?

E: Yep

P: There's board games underneath them

E: Amazing that's all of them thank you

END

A0049 10;01

E: So I'm gonna show you some pictures on the computer. Each of the pictures has 2 different objects in it and I'm gonna ask you a question about the picture and you just have to tell me what you think the answer is ok?

P: Ok

E: And whenever you wanna stop just tell me cuz there's quite a lot of pictures so you don't have to do them all [...] so where's the tv in this pic?

P: At the bottom

E: Yeah and what about the window?

P: Er in the middle

E: Yeah anything else?

P: Err [...] no just in the middle

E: Ok amazing and where's the house?

P: Err to the left of the tree

E: And the box?

P: Err it's just in the middle

E: The bin?

P: Erm in the middle

E: Yeah the ceiling?

P: At the top

E: Yeah the cot?

P: Erm on the right

E: Yeah the bowl?

P: Below the jug thing

E: Yeah the bag?

P: In the middle

E: Yeah this 1 er the rail?

P: The rail is going through the [...] towel

E: Yep the plate?

P: Erm holding [...] its kind of in the middle holding the sandwich

E: Yeah the ring?

P: Erm at the top

E: Yeah do you want to keep going or do you want to stop yet?

P: Err I'll keep on going

E: Amazing erm where's the nail?

P: At the top holding the picture up

E: Yeah and where's the garage?

P: Err to the left of the car

E: Yeah and the table?

P: On the bottom right of the table oh er the table not the books

E: That's ok

P: -The tables at the top

E: Amazing and where's the sofa?

P: Erm in the middle holding a blanket

- E: Yeah and the shed?
- P: In the middle
- E: Yeah and the cable?
- P: Sort of right direction
- E: Mmh and the table?
- P: Sort of at the top sort of thing ish
- E: The radiator?
- P: Er on the left
- E: Yep and the oven?
- P: In the middle
- E: Yeah and the jumper?
- P: On the bottom left
- E: Yeah and the road?
- P: Err sort of waving to the left then the right then the left
- E: Yeah do you want to carry on still?
- P: I'll still carry on yeah
- E: Amazing where's the box?
- P: Erm on- sort of in the middle
- E: Anything else?
- P: Sort of in the middle holding the teddy
- E: Amazing and where's the fence?
- P: In the middle but it's got vines going around it
- E: Yeah what about the door?
- P: It's [...] slightly more top than middle
- E: Yeah what about the hooks?
- P: Erm well there's 3 of them 1s on the right 1s on the left and 1s in the middle all at the top
- E: Anything else?
- P: Err the middle ones holding the jacket thing
- E: What about the floor?
- P: Erm it's sort of going from the bottom to the middle

E: And what about the bushes?

P: The bushes are kind of [...] sort of in the middle of the page

E: Anything else?

P: Erm [...] they're further away than the tractor

E: What about the wall?

P: It's on the left holding the ladder

E: Yeah what about the bed?

P: Erm in the middle

E: What about the bathtub?

P: That's also in the middle slightly towards bottom but I'd still say middle

E: And the cable?

P: The cables on the right

E: Yeah what about the shelf?

P: [...] In the middle

E: Amazing that's all of them thank you

END

A0118 10;02

E: Ok so I'm going to show you some pictures on the computer

P: Ok

E: And all of the pictures have 2 different objects in it, and I'm gonna ask you a question about something in the picture and I just wanna know what you think ok?

P: Ok

E: And there's quite a lot of pictures so whenever you wanna stop you can tell me and we can stop

P: Ok

E: Ok so where's the tv in this pic?

P: It's below the clock

E: Yeah and the window?

P: The window is in the middle of the picture

E: Yeah anything else?

P: [...] It's behind the curtains

E: Amazing and where's the house?

P: The house is behind the [...] tree

E: Yeah and the box?

P: The box is under the ribbon

E: Yep and the bin?

P: The bin is in the middle of the picture

E: Yeah and the ceiling?

P: The ceiling is above the lamp

E: Yeah and the cot?

P: The cot is below the little thing

E: Yeah anything else?

P: And it's next to the girl

E: Yeah and the bowl?

P: The bowl is below the milk [unintelligible]

E: Yeah and where's the bag?

P: The bag is below the pencils

E: Yeah do you want to carry on still or do you want to stop?

P: Could we carry on

E: Yeah and where's the rail?

P: The rail is behind the towel

E: Yeah and where's the plate?

P: The plate is underneath the sandwich

E: Yeah and where's the ring?

P: The ring is in the- be- above the key

E: Yeah and where's the nail?

P: The nail is above the picture

E: Yeah and where's the garage?

P: The garage is next to the car

E: Yeah and where's the table?

P: The table is above the books
E: Yeah and where's the sofa?
P: The sofa is below the blanket
E: Yeah and where's the shed?
P: The shed is next to the bike
E: Yeah and where's the cable?
P: The cable is uhh next to the computer
E: Yeah where's the table?
P: The tables behind the chair
E: Yeah and where's the radiator?
P: The radiator is next to the sock
E: Yeah and where's the oven?
P: The oven is in the middle of the picture
E: Yeah and anything else?
P: It is it is above the pastry cake sort of thing
E: Yeah and where's the jumper?
P: The jumper is below the tag
E: Yeah and where's the path?
P: The path is next to the flower
E: Yeah and where's the box?
P: The box is underneath the teddy bear
E: Yeah and where's the fence?
P: The fence is in the middle of the picture surrounded by vines
E: Yeah and where's the door?
P: The door is behind the bottle
E: Yeah and where are the hooks?
P: The hooks are above the coat
E: Yeah and where's the floor?
P: The floor is below the glass
E: Yeah and the bushes?

P: The bushes are behind the truck

E: Yeah and the wall?

P: The wall is behind the ladder

E: Yeah and the bed?

P: The bed is in the middle of the picture

E: Yeah anything else?

P: And it is below the pillow

E: Yeah and where's the bathtub?

P: The bathtub is in the middle of the picture below the [...] tap

E: Yeah and the cable?

P: Next to the phone

E: Yeah and the shelf?

P: Err above the books

E: Amazing that's all of them thank you

END

71483 10;03

E: Ok so I'm gonna show you some pictures on the computer and all of the pictures have 2 things in and I'm gonna ask you a question about 1 of the things in the picture and I just want you to tell me what you think the answer is. And there's quite a lot of pictures so when you're ready to stop you can tell me and you can stop any time

P: Ok

E: Ok so can you tell me where's the tv in this picture?

P: There

E: Yeah can you try and describe it?

P: It's it's got a black screen and a black outline

E: Yeah and can you tell me anything else about the picture?

P: It's scratched

E: Yeah amazing. And where's the window in this picture?

P: It's there

E: Yeah can you tell me in words?

P: There's erm [...] a blue sky outside and green grassy hills

E: Amazing. Do you want to keep going?

P: Yeah

E: Yeah and what can you tell me about the position of the house?

P: It's behind the tree

E: Amazing what can you tell me about the box?

P: [...] The box has a ribbon on it

E: Yeah amazing what about the bin?

P: The bin has a bit of rubbish in

E: Yeah and what can you tell me about where the ceiling is?

P: The ceiling is on the top

E: Amazing and what about the cot?

P: [...] There's a like thing on the top of it and there's a railing

E: Yeah anything else?

P: There's a little girl standing next to it

E: Amazing what about the bowl?

P: There's droplets of milk going in

E: Yeah do you want to try some more?

P: Er yeh

E: Yeah you want to keep going?

P: Yeah

E: Amazing and what about the bag?

P: There's pencils in the bag

E: Yeah what about the rail?

P: There's a towel on the rail

E: Yeah and the plate?

P: There's a sandwich on the plate

E: Yeah and the ring?

P: There's keys on the ring

E: Yeah and the nail?

P: There's a picture on the nail
E: Yeah and the garage?
P: There's a car possibly going in it
E: Yeah what about the table?
P: There's books underneath the table
E: Yeah and the sofa?
P: There's a blanket on the sofa
E: Amazing and what about the shed?
P: There's a bike outside the shed
E: Yeah and the cable?
P: The cable's going into the computer
E: Yeah and the table?
P: The chairs next to the table
E: Yeah and the radiator?
P: The radiator's next to the sock
E: Yeah. Do you want to do some more?
P: Yeah
E: Yeah amazing what about the oven?
P: There's a cake or something in the oven
E: Yeah what about the jumper?
P: [...] The jumper's got a tag on it
E: Yeah what about the road?
P: There's a flower next to the road and grass
E: Yeah what about the box?
P: There's a teddy in the box
E: Yeah and the fence?
P: There's [...] green vines growing on the fence
E: Amazing what about the door?
P: There's a bottle next to the door
E: Yeah and the hooks?

P: There's a coat on the hooks

E: Yeah what about the floor?

P: There's a cup on the floor

E: Yeah the bushes?

P: There's a tractor next to the bushes

E: Yeah and the wall?

P: There's a ladder on the wall

E: Yeah and the bed?

P: There's a cushion on the bed and a blanket

E: Yeah and the bathtub?

P: There's droplets of water going into the bathtub

E: Yeah and the cable?

P: The cable's charging the phone

E: Yeah and the shelf?

P: There's books under the shelf

E: Amazing that's all of them

END

83777 10:07

E: Ok so I'm gonna show you some pictures showing 2 objects and I'm gonna ask you some questions about each picture, ok?

P: Mmh

E: Ok so we're gonna do 2 practise ones first just to help you know what to do and then [..] we'll start on our game, ok? [..] so this is our first 1, can you tell me about the position of the tv?

P: [...] It's under the clock

E: Yeah and can you tell me about the position of the window?

P: It's [...] it's behind- in front- [...] behind the [...] behind the curtains

E: Yeah do you want to carry on?

P: Um yeah I will

E: So can you tell me about the position of the house?

P: Behind the tree

E: Can you tell me about the position of the box?

P: Underneath the bow

E: Can you tell me about the position of the bin?

P: [...] Underneath the lid

E: Can you tell me about the position of the ceiling?

P: Above the light

E: And can you tell me about the position of the cot?

P: [...] Beside the girl

E: Can you tell me about the position of the bowl?

P: Underneath the jug

E: Can you tell me about the position of the rucksack?

P: Underneath the pencils

E: And can you tell me about the position of the rail?

P: [10s...]

E: It's ok if you don't know

P: I don't know

E: Can you tell me about the position of the plate?

P: Underneath the sandwich

E: Yeah do you want to do anymore?

P: No

E: That's ok

END

A0015 11;01

E: So I'm gonna show you some pictures and these pictures are gonna contain 2 objects and all I'm gonna do is ask you some questions about each picture erm we'll have 2 practise pictures then we'll get started. Is that all cool? [...] brilliant. So can you tell me about the position of the tv?

P: Er the tv is under the clock

E: Bang on brilliant. Can you tell me about the position of the window?

P: Er the window is behind the curtains

E: Okey dokey are you ready? [...] perfect can you tell me about the position of the house?

P: The house is behind the tree

E: Brilliant tell me about the position of the box?

P: Err the box is underneath the [...] er what's it called err[...] wrap thing

E: Cool tell me about the position of the bin

P: Er [...] the rubbish is inside the bin

E: Amazing tell me about the position of the ceiling

P: Err the ceiling is above the light

E: Amazing tell me about the position of the cot

P: Err the cot is next to the little girl

E: Amazing tell me about the position of the bowl

P: The bowl is err under the milk jug

E: Yeh tell me about the position of the rucksack

P: Er the pencils are inside the rucksack

E: Perfect tell me about the position of the rail

P: Er the towel is on top of the rail

E: Brilliant tell me about the position of the plate

P: Err the plate is under the food

E: Amazing tell me about the position of the ring

P: Err the ring is inside the key

E: Brilliant tell me about the position of the nail

P: Err the nail is on top of the painting

E: Brilliant tell me about the position of the garage

P: Er the garage is next to the car

E: Brilliant tell me about the position of the table

P: Err the table is above the books

E: Brilliant tell me about the position of the sofa

P: Er the sofa is underneath the carpet

E: Brilliant tell me about the position of the shed

P: Er the shed is next to the bicycle

E: Brilliant tell me about the position of the cable

P: Er the cable is well next to the computer

E: Yep we're half way through do you wanna keep going?

P: Yeah

E: Perfect tell me about the position of the table

P: Er the table is next to the chair

E: Brilliant tell me about the position of the radiator

P: The radiator is next to the sock

E: Brilliant tell me about the position of the oven

P: Er the ov- the food is inside the oven

E: Amazing tell me about the position of the jumper

P: Er the tag is above the jumper

E: Perfect tell me about the position of the path

P: Er the path is next to the flower

E: Great tell me about the position of the toybox

P: Er the t- er the teddy bear is inside the toybox

E: Amazing tell me about the position of the fence

P: Er the vines are on the fence

E: Amazing tell me about the position of the door

P: Er the baby bottle is in front of the door

E: Brilliant tell me about the position of the hooks

P: Er the hooks are hanging the coat

E: Brilliant tell me about the position of the floor

P: The floor is underneath the water glass

E: Perfect tell me about the position of the bush

P: Erm the bush is behind the tractor

E: Amazing you ok to keep going? Perfect tell me about the position of the wall

P: The wall is behind the ladder

E: Amazing tell me about the position of the bed

P: Er the bed is under the pillow

E: Ok tell me about the position of the bathtub

P: The bathtub is above the sink wait no below the sink

E: Yeah tell me about the position of the cable

P: Err the cable is below the phone

E: Brilliant tell me about the position of the shelf

P: Er the shelf is above the books

END

82435 11;07

E: So I'm gonna show you some pictures on the computer and then I'm gonna ask you a question about each of the pictures and I just want to know what your answer is ok?

P: Ok

E: Ok and if you want to stop at anytime then that's ok you just tell me

P: Ok

E: And each of the pictures will have 2 objects in ok [...] so in this 1 can you tell me about the tv screen where is it?

P: It's under the clock

E: Amazing and what about the window?

P: It's [...] the curtains are open

E: Yeah ok do you want to carry on?

P: Er yes

E: Ok amazing what about the house?

P: It has a tree in front of it

E: Yeah what about the box?

P: It's unpacked

E: Yeah and what about the bin?

P: It's half full

E: Yeah the ceiling?

P: It's white [...] and there's a lamp

E: Yeah amazing what about the cot?

P: Erm [...] there's like a thingy there with stars and a rock

E: Yeah anything else in the picture?

P: A girl

E: Amazing what about this 1 where's the bowl?

P: Er uh it's under the jug

E: Yeah where's the bag?

P: Er [...] on the floor

E: Yeah where's the rail?

P: Erm on the wall

E: Yeah and what about the plate?

P: There's [...] er a sandwich on it

E: Yeah do you want to do some more or do you want to stop now?

P: More please

E: Yeah amazing what about the ring?

P: It has a key on it

E: Yeah what about the nail?

P: It has a picture on it

E: Yeah what about the garage?

P: Er it's closed and it has a car next to it

E: Amazing where's the table?

P: On top of the books

E: Yeah and the sofa?

P: It's white and it has a blanket on

E: Yeah and the shed?

P: [...] Erm [...] it has a bike next to it and like windows and like a door

E: Amazing what about the cable?

P: It's attached to the computer

E: Yeah what about the table?

P: It's next to the chair

E: Yeah what about the radiator?

P: It's [...] next to the sock

E: Yeah do you want to do anymore or do you want to stop?

P: More

E: Amazing what about the oven?

P: It has a cake in it

E: Yep and the jumper?

P: It has a tag in it-on it

E: Yeah the road?

P: It has a flower on it and it's [...] like a snake

E: Yeah what about the box?

P: It has a bear in it

E: Yeah the fence?

P: It has plants on it

E: Yeah the door?

P: It has err [...] erm a bottle in front of it

E: Yeah the hooks?

P: It has a coat on it

E: Yeah the floor?

P: It has water on it

E: Yeah the bushes?

P: It has [...] it has- in front of them there's like a truck

E: Yeah the wall?

P: It has a ladder

E: Yeah the bed?

P: It has- it has like a mattress a blanket and like [...] er a cushion

E: Yeah amazing what about the bathtub?

P: It has water in it

E: Yeah what about the cable?

P: It's attached to the [...] erm phone

E: Yeah what about the shelf

P: [...] Erm it's- it's on top of the books

E: Amazing that's the end thank you

END

85098 11:09

E: So I'm going to show you some pictures showing 2 objects and I'm gonna ask you some questions about each picture, ok? So we're gonna do 2 practise ones and then we'll play our game like for real, ok?

P: Ok

E: So can you tell me about the position of the tv?

P: The tv's just facing you

E: Ok so can you tell me like where it is in relation to the clock?

P: I don't [unintelligible]

E: Shall we try another 1 can you tell me about the position of the window?

P: The window is in between the curtains

E: Yeah do you want to do some more?

P: Yes please

E: Ok so can you tell me about the position of the house?

P: The house is behind the tree

E: Can you tell me about the position of the box?

P: The box is inside the ribbon

E: Ok can you tell me about the position of the bin?

P: The trash is inside the bin so the bin is outside the trash

E: Mmh do you want to do some more?

[..]

P: Wait this is a practise?

E: We've finished the practise now

P: Oh

E: Ok so can you tell me about the position of the ceiling?

P: The [...] the bulb is under the ceiling so it's over the ceiling

E: Yeah can you tell me about the position of the cot?

P: The cot is next to the girl

E: Can you tell me about the position of the bowl?

P: The bowl is underneath the jug

E: Yeah do you want to do some more?

P: Mm I think we'll leave it there

END

85109 12:03

E: Ok so I'm gonna show you some picture erm on the computer and each of the pictures has 2 objects in it and I'm gonna ask you some questions about the pictures [...] ok is that all clear?

P: Ok

E: Ok and if you want to stop at any time that's fine you just tell me ok? [...] ok so where's the tv in the picture?

P: Erm underneath the clock

E: Amazing and what about the window?

P: [...] Erm behind the curtains

E: Amazing do you want to carry on with the rest?

P: Erm yeah

E: Amazing perfect what about the house?

P: [...] Behind the tree

E: Yeah what about the box?

P: [...] Behind a [unintelligible] [...]

E: Yeah what about the bin?

P: [...] In front of the water

E: Yeah what about the ceiling?

P: [...] Erm on top of the light bulb

E: Yeah what about the cot?

P: [...] Erm next to the girl

E: Yeah what about the bowl?

P: [...] Under the milk

E: Yeah what about the bag?

P: [...] Under the pencils

E: Yeah what about the rail?

P: [...] Under the towel

E: Yeah what about the plate

P: Under the sandwich

E: Yeah do you want to keep going or do you want to stop?

P: Er I want to stop

E: Yeah that's absolutely fine

END

12 12:07

E: Ok so I'm gonna show you some pictures on the computer and each of the pictures has 2 objects in and then I'm gonna ask you a question about the pictures [...] erm if you wanna stop at any time just tell me and we'll stop that's fine [...] we'll practise a couple first ok? [...] so can you tell me where's the tv screen?

P: The [...] bottom one

E: Yeah and where's the window?

P: Like where the blue and the green is

E: Yeah ok cool want to carry on?

P: Yeah

E: Ok cool what about the house?

P: The 1 next to the [...] next to the h-tree

E: Yeah erm what about the box?

P: It's blue

E: Yeah what about the bin?

P: The black like the lines

E: Yeah and where's the ceiling?

P: Like up there

E: Yeah where's the cot?

P: Erm the brown

E: Yeah and can you tell me about the position of it in the picture?

P: [...] Erm [...] it's on the side

E: Yeah what about the bowl?

P: Erm [...] I don't know it's just there

E: Yeah that's ok do you want to do some more or do you want to stop?

P: We can do more

E: Ok cool where's the bag?

P: [...] Erm that way

E: Yeah can you say anything about it?

P: [...] Like it's got pencils coming out

E: Yeah amazing what about the rail where's the rail?

P: Like the grey bit [...] like the thing that's holding the towel

E: Yeah amazing where's the plate?

P: The thing that the sandwich is on

E: Yeah what about the ring where's the ring?

P: Like [...] the thing that's holding the key chain with the key

E: Yeah amazing and where's the pin?

P: Er it's hanging up a picture on the wall

E: Yeah and where's the garage?

P: [...] It's next to the car

E: Amazing and where's the table?

P: It's [...] like [...] on top of the books

E: Yeah and what about the sofa?

P: It's [...] erm like the blankets on the sofa

E: Yeah where's the shed?

P: [...] Like [...] next to the bike

E: Yeah what about the cable?

P: [...] It's like probably charging the computer

E: Yeah what about the table?

P: It's next to the chair

E: Yeah what about the radiator?

P: Erm [...] its like [...] probably there to make the-like to dry clothes or to make the house warm

E: Yeah do you want to carry on or do you want to stop?

P: Carry on

E: Ok amazing and where's the oven?

P: How many questions are left?

E: Erm [...] we're probably 2 thirds through [...] is that ok?

P: Yeah

E: Ok cool

P: Erm [...] what did you say?

E: Can you tell me where's the oven?

P: It's like [...] holding the bread like baking the bread

E: Yeah amazing where's the jumper?

P: It's probably in the store hanging off the thingy cause there's a tag

E: Yeah amazing and where's the road?

P: It's [...] like [...] in the [...] garden

E: Yeah where's the box?

P: It's holding the teddy bear

E: Yeah amazing where's the fence?

P: It's like tangled up in like vines and stuff

E: Yeah and what about the door?

P: [...] It's like in the picture it's behind the bottle

E: Yeah amazing and where are the hooks?

P: Like [...] probably attached to when you first walk into a house and it's holding the coat

E: Yeah amazing what about the floor?

P: [...] Erm it's just there

E: Yeah what about the bushes?

P: Behind the tractor

E: Amazing what about the wall?

P: Um [...] it's like the ladders leaning against the wall

E: Yeah what about the bed?

P: [...] Erm [...] the pillow's on the bed

E: Yeah what about the bathtub?

P: It's probably in the bathroom

E: Yeah what about the cable?

P: It's charging the phone

E: Yeah what about the shelf?

P: [...] Well it looks like it's a bookshelf cause of the books

E: Ok amazing thank you

END

002; ADULT

E: Erm can you describe the location of the tv?

P: Below the clock

E: Yes. Can you describe the position of the curtains?

P: Erm above the window

E: Ok that was two practises, do you understand the task?

P: Yeah

E: Ok. Can you describe the position of the house?

P: Behind the tree

E: Yes. The position of the box?

P: Under the ribbon

E: Can you describe the position of the bin?

P: Erm below the lid

E: Describe the position of the ceiling

P: On top of the walls

E: Describe the position of the cot

P: Err next to the girl

E: Describe the position of the bowl

P: Below the jug

E: Describe the position of the bag

P: Hm [...] below the pencils

E: Describe the position of the rail

P: Through the towel

E: Describe the position of the plate

P: Under the sandwich

E: Describe the position of the ring

P: Erm through the key

E: Describe the position of the nail

P: Err above the painting, the picture

E: Describe the position of the garage

P: Err next to the car

E: The position of the books?

P: Err under the table

E: The position of the.. err.. the sofa

P: Erm under the blanket

E: The position of the shed?

P: Mm behind the bike

E: The position of the charger?

P: Mm next to the laptop

E: The position of the table?

P: Behind the chair

E: The position of the radiator?

P: Next to the sock

E: The position of the oven?

P: [...] Around the pie

E: The position of the jumper?

P: Er next to the tag

E: The position of the path?

P: Err next to the flower

E: The position of the toybox?

P: Mmm [...] around the teddy

E: Ok, the position of the fence?

P: Pff err [...] through the vines

E: Mm er the position of the door?

P: Er behind the bottle

E: The position of the hooks?

P: [...] Er above the coat

E: The position of the floor?

P: Below the glass

E: The position of the bushes?

P: Behind the tractor

E: The position of the wall?

P: Behind the ladder

E: The position of the bed?

P: Below the pillow

E: The position of the bath?

P: Erm below the tap

E: The position of the charger?

P: Next to the phone

E: The position of the books?

P: Below the shelf

E: Ok thank you for taking part

END

004; ADULT

E: Erm so we'll have two practises first so you understand the task

P: Ok

E: So can you describe the position of the tv?

P: Erm directly under the clock

E: Mmh and erm the position of the curtains?

P: Erm either side of the window

E: K do you understand the task?

P: Sure [laughs]

E: Ok. The position of the house?

P: Erm the house is behind the tree

E: The position of the box?

P: The box is beneath the ribbon

E: The position of the bin?

P: Erm the bin is in the centre of [laughs] in the centre

E: Ok that's fine. The position of the ceiling?

P: Of the ceiling? Erm the ceiling is above the lightbulb

E: Mm the position of the cot?

P: The cot is to the right of the child

E: Erm the bowl?

P: The bowl is beneath the jug

E: The position of the bag?

P: The bag is beneath the pencils [laughs]

E: The position of the rail?

P: Erm the rail [...] is [...] I don't know [...] on a [...]

E: If you don't know that's fine

P: Well the rail is... the towel is on the rail so the rail is underneath the towel

E: Ok. The position of the plate?

P: The plate is underneath the sandwich

E: The position of the ring?

P: The ring is within the key

E: The position of the nail?

P: The nail is above the picture

E: The position of the garage?

P: The garage is to the left of the car

E: The position of the books?

P: The books are beneath the table

E: The position of the sofa?

P: The sofa is beneath the blanket

E: Erm the shed?

P: The shed is to the left of the bike

E: Erm the cable?

P: The cable is to the right of the laptop

E: Erm the table?

P: The table is behind the chair

E: The radiator?

P: The radiator is to the left of the sock

E: The oven?

P: The oven is [...] outside- surrounding the bread or whatever's in there [laughs]

E: Mm the jumper?

P: The jumper is [...] attached to the label

E: The road?

P: The road is to the right of the flower

E: The box?

P: The box is surrounding the bear

E: The fence?

P: The fence is between the vines

E: The door?

P: The door is behind the [...] the bottle sorry

E: That's ok. The hooks?

P: The hooks are [...] beneath [...] the hoodie or the coat

E: The floor?

P: The cup or it's beneath the cup

E: Mm. The bushes?

P: The bushes are behind the tractor

E: Mm the wall?

P: The wall is against the [...] ladder [laughs]

E: Mm the bed?

P: The bed is beneath the pillow

E: The bathtub?

P: Erm the bathtub is beneath the tap

E: Mm and the cable?

P: The cable is hmm [...] to the right of the phone. Underneath?

E: And the board games?

P: The board games are underneath the shelf

E: Perfect thank you very much

END

006; ADULT

E: So erm I'm going to show you some pictures and I'm going to ask you a question for each of the pictures and I just want you to answer the question in whatever way comes to mind first. We'll have two practices, ok?

P: Ok

E: Can you see the screen ok?

P: Yeah

E: So can you describe the position of the tv?

P: Erm the tv is below the clock

E: And the window?

P: Erm the window is in the centre between the curtains

E: Perfect do you understand the task?

P: Yeah

E: Ok can you describe the position of the house?

P: The house is behind the tree

E: The box?

P: The box is below the ribbon

E: The bin?

P: Erm [...] the bin is in the centre of the image

E: Yeah the ceiling?

P: The ceiling is er at the top of the image

E: The cot?

P: The cot is to the right of the child

E: Yeah the bowl?

P: The bowl is below the jug

E: The bag?

P: Erm [...] the bag is erm [...] in the centre of the image

E: Anything else? You can say no

P: [laughs] Erm the crayons are inside the bag the pencils sorry

E: The rail?

P: Erm [...] the towel is on top of the rail

E: The plate?

P: Erm the plate is ... no the sandwich is on top of the plate

E: Yeah erm the ring?

P: Erm [...] the key is like on or attached to the ring

E: The nail?

P: Erm the nail is above the picture

E: The garage?

P: The garage is to the left of the car

E: Erm the table?

P: Erm the table's [...] the books are below the table

E: Er the sofa?

P: The blanket is on the sofa

E: Er the shed?

P: Erm [...] the shed's to the left of the bike

E: Er the cable?

P: Erm [...] the cable's in the centre attached to the plug and the computer

E: Er the table?

P: The table's behind the chair

E: The radiator?

P: The radiator is to the left of the sock

E: The oven?

P: Erm [...] the dish is inside of the oven

E: The jumper?

P: Erm the tag is attached to the jumper

E: The road?

P: Erm [...] the road goes through the centre of the image

E: Anything else?

P: And there's a flower to the left

E: And the box?

P: Erm the teddy is inside of the box

E: The fence?

P: Erm the fence is in the centre with the vines like around it

E: The door?

P: Erm the door is behind the bottle

E: The hooks?

P: Erm [...] the hooks are like attached to the wall and the hoodie is attached to the hooks

E: The floor?

P: Er the floor is at the bottom of the image with the glass on top

E: The bushes?

P: The bushes are behind the tractor

E: The wall?

P: Erm the wall is to the left with the ladder leaning on it

E: The bed?

P: Erm the bed's like in the centre with the pillow on top

E: The bathtub?

P: Erm [...] the bathtub's in the centre with like the tap on the left hand side

E: Erm the cable?

P: Erm the cable's in the centre with and it's attached to the phone and the plug

E: And the shelf?

P: Erm the shelf is above the books

E: Perfect that's the end thank you

P: Thank you

END

008: ADULT

E: Erm so I'm going to go through some pictures and I'm going to ask you some questions about the pictures, we'll have two practise goes and then erm go onto the rest. Er do you have any questions?

P: No

E: Ok, can you describe the position of the tv?

P: The position of the tv is in the middle of the screen, it's under the clock and yeah it's central

E: Cool and the position of the window?

P: Erm the windows are behind the curtains, and in front of the hill. Erm yeah

E: I forgot to mention as well, that they show the pictures show two objects

P: Mm ok

E: Erm do you understand the task?

P: Yes

E: K perfect. Erm the position of the house?

P: The house is behind the tree, erm to the left hand side

E: The box?

P: The box is [...] er underneath the ribbon and the ribbon is on top of the lid of the box

E: The bin?

P: [...] Erm the bin is hmm it holds the rubbish. The rubbish is inside the bin

E: The ceiling?

P: The ceiling is erm above the light bulb [...] and err in between the walls

E: The cot?

P: The cot is next to the girl. The cot is underneath the mobile

E: The bowl?

P: The bowl is er underneath the jug. The jug is [...] er above the bowl

E: The bag?

P: Err [...] the bag holds 3 pencils. Erm the pencils are inside the bag

E: The rail?

P: The rail is [...] er the rail is between the towel erm yeah

E: The plate?

P: Er the plate is mm holding the sandwich. The sandwich is on the plate

E: The ring?

P: Er the ring is through the key

E: The nail?

P: Erm the nail is above the picture

E: The garage?

P: The garage is next to the car

E: The table?

P: Erm [...] the table is err [...] around the books

E: The sofa?

P: Err the [...] mmm [...] the sofa is [...] the rug is on the sofa erm the the sofa is err has a rug on it

E: The shed?

P: The shed is beside the bike

E: The cable?

P: The cable is between the computer and the erm [...] the socket

E: The table?

P: The table is behind the chair

E: The radiator?

P: The radiator is [...] behind the sock

E: The oven?

P: Err the bread is in the oven erm yeah

E: Yeah the jumper?

P: Err the jumper is below the tag

E: The road?

P: The road is erm [...] through the grass and next to the flower

E: The toybox?

P: Err the toy is in the toybox [...] yeah

E: The fence?

P: The fence is [...] behind the plant

E: The door?

P: The door is in front of the bottle

E: The hooks?

P: The hooks are behind the coat

E: The floor?

P: The floor is beneath the water

E: The bushes?

P: The bushes are behind the tractor

E: The wall?

P: Mm the wall is beside the ladder

E: The bed?

P: Mm the [...] cushion is on the bed [...] yeah

E: The bathtub?

P: [...] The mmm bathtub is on the floor err [...] yeah

E: The cable?

P: The cable is between the socket and the phone

E: The shelf?

P: The shelf is above the books

E: Perfect thank you

END

010; ADULT

E: Erm so I'm gonna show you some pictures and I'm gonna ask you a question about each of the pictures

P: K

E: The pictures show 2 objects, and we'll have 2 practise goes

P: K

E: Erm so can you tell me about the position the tv?

P: The tv is below the clock

E: Erm and the window?

P: The window is behind the curtains

E: Perfect do you understand?

P: Yes

E: Ok can you tell me about the position of the house?

P: The house is behind the tree

E: The position of the box?

P: The box is under the ribbon

E: The bin?

P: The bin is [...] the bin contains the rubbish

E: The ceiling?

P: The ceiling is above the lightbulb

E: The crib?

P: The crib is next to the girl

E: The bowl?

P: The bowl is under the jug

E: The bag?

P: [...] The bag is under the pencils

E: The rail?

P: The rail is under the towel

E: The plate?

P: The plate is under the sandwich

E: The ring?

P: The ring is above the key

E: The nail?

P: The nail is above the picture

E: The garage?

P: The garage is next to the car

E: Yep, the table?

P: The table is above the books

E: The sofa?

P: The sofa is under the blanket

E: The shed?

P: The shed is next to the bike

E: The cable?

P: The cable is next to the laptop

E: The table?

P: The table is behind the chair

E: The radiator?

P: The radiator is next to the sock

E: The oven?

P: [...] The oven contains the bread

E: Yeah the jumper?

P: The jumper is below the price tag

E: The road?

P: The road is next to the flower

E: The toybox?

P: The toybox contains the bear

E: The fence?

P: The fence is behind the plant

E: The door?

P: The door is behind the bottle

E: The hooks?

P: The hooks are above the coat

E: The floor?

P: The floor is under the glass

E: The bushes?

P: The bushes are behind the tractor

E: Yep, the wall?

P: The wall is behind the ladder

E: The bed?

P: The bed is under the pillow

E: Er the bathtub?

P: The bathtub is under the tap

E: Er the cable?

P: The cable is next to the phone

E: The shelf?

P: The shelf are above the books

E: Perfect thank you

END

012; ADULT

E: So I'm going to show you some pictures on this laptop and all of the pictures have 2 things in the picture and I'm going to ask you a question about where one of the things is in the picture.

P: Ok

E: And you just have to tell me. So we'll have a couple of practise goes first. So where's the tv in this picture?

P: At the bottom

E: Yes and what about position of the window in this one?

P: In the middle

E: Can you tell me anything else about the position of the window? It's ok if not

P: Erm no.. no

E: And erm where's the house?

P: In the background behind the tree

E: The box?

P: It's a blue box with a red ribbon on it

E: The bin?

P: Er it's a black bin with some blue rubbish at the bottom of it

E: The ceiling?

P: The ceiling is a light green colour with a .. with a light bulb coming down from it

E: The cot?

P: [...] The cot is [...] has got sort of a mattress on the bottom of it with a star and a diamond coming down at the top of it

E: Anything else about where it is?

P: It's next to a little girl

E: The bowl?

P: It's a blue bowl with some [...] milk in it being poured into it

E: The bag

P: It's a backpack and it's sort of a pinkish red colour

E: Anything else?

P: It's got some crayons sticking out of the top of it

E: Yes, the rail?

P: Erm it's a grey towel rail with a blue towel with stripes on it hanging on it

E: Yes the plate?

P: Erm it's a white plate with a sandwich on it

E: The ring?

P: It's a grey ring and it's like a keyring so it's got a key hanging from it

E: The nail?

P: The nail has got a cross on top of it

E: The garage?

P: It's a brown garage with a garage door that's not open. The garage door is closed

E: And anything else about where it is in the picture?

P: It's to the [...] well my left of the car

E: Yes the table?

P: So it's.. It looks like a brown wooden table with 4 books under it

E: The sofa?

P: It's a beige sofa and it's got a [...] sort of a pink and brown blanket on it

E: The shed?

P: It's a brown [...] wooden shed with a red bike leaning up against it and the shed's got a blue door

E: The cable?

P: It's a cable black cable going to a computer

E: The table?

P: [...] It's a wooden probably wooden square table with a chair next to it

E: The radiator?

P: It's a grey radiator and it's got a sock next to it

E: The oven?

P: It's a purple oven [...] and it's got something cooking in it [...] it could be like a loaf of bread or something

E: The jumper

P: It's a purple jumper with a sort of quite a big collar up here and the same pattern down at the bottom.. Sort of like a stripy pattern

E: Anything else?

P: Oh it's got a label coming off it

E: Yeah the road?

P: It's a grey [...] sort of zigzaggy road and it's got probably fields on either and and it's got a flower on the left hand side

E: And where's the box?

P: The box is in the middle of the screen [...] with a teddy poking out of it

E: And the fence?

P: The fence is a orange colour and it's got [...] what's probably ivy growing around it.. Green ivy

E: The door?

P: It's a wooden door. It's got 4 sort of 4 little windows in it, it's got a yellow handle and there's a baby's bottle in front of it

E: The hooks?

P: The hooks are a silver sort of like a silver metal

E: Where are they?

P: Er they're in the middle of the screen and there's a sort of a burgundy coloured coat hanging off the middle one

E: The floor?

P: It's a wooden [...] brown floor with a glass of water on it

E: The bushes?

P: [...] Green bushes with a red tractor just going along the bushes

E: The wall?

P: It's a brick wall with a [...] small ladder going up the side of it

E: The bed?

P: It's sort of got a black probably metal frame, it's got a blue quilt on it with a red pillow

E: The bathtub?

P: [...] It's a sort of very pale yellow sort of err [...] possibly more old-fashioned style bath with some water going into it

E: The cable?

P: It's a black cable charging cable charging a phone

E: The shelf?

P: I'd say it's a metal shelf and it's got [...] err probably books or CDs underneath it

E: That was the last one thank you

END