

MAIN
*Multilingual Assessment Instrument
for Narratives*

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MAIN: English version

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The Multilingual Assessment Instrument for Narratives (MAIN) was designed in order to assess narrative skills in children who acquire one or more languages from birth or from early age. MAIN is suitable for children from 3 to 10 years and evaluates both comprehension and production of narratives. Its design allows for the assessment of several languages in the same child, as well as for different elicitation modes: Model Story, Retelling, and Telling.

MAIN contains four parallel stories, each with a carefully designed six-picture sequence. The stories are controlled for cognitive and linguistic complexity, parallelism in macrostructure and microstructure, as well as for cultural appropriateness and robustness.

The instrument has been developed on the basis of extensive piloting with more than 500 monolingual and bilingual children aged 3 to 10, for 15 different languages and language combinations.

Even though MAIN has not been normed yet, its standardized procedures can be used for evaluation, intervention and research purposes.

This document contains:

- Guidelines for assessment
- Protocols, Scoring Sheets for *Cat, Dog, Baby Birds, Baby Goats*
- Background questions
- Story scripts

Guidelines for Assessment

MAIN is suitable for bilingual and monolingual children from 3 to 10 years of age. It can be used to assess both comprehension and production of narratives. It also allows for different elicitation modes: Model Story, Retelling, Telling. The choice of elicitation procedure (e.g. model story/retelling followed by telling, or telling only) depends on the goals and needs for assessment. (Examiners can use their own discretion.)

The MAIN design allows for the assessment of several languages in the same child. Either language can be assessed first. For bilingual children, the testing interval between the two languages should be 4 to 7 days, in order to minimise cross-language influence as well as training and carry-over effects. Ideally, the child should not be assessed by the same person in both languages, in order to promote a monolingual context and to discourage code switching.

Materials

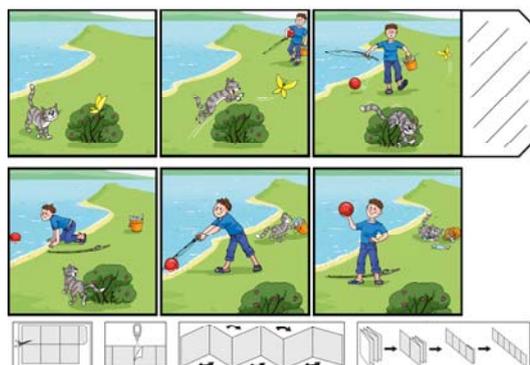
- 4 picture sequences: *Baby Birds*, *Baby Goats*, *Cat* and *Dog* (three copies of each story (colour printouts), each copy in a separate envelope: 12 separate envelopes in total)
- 2 story scripts/stimulus texts: *Cat* and *Dog*, to be used for Retelling/Model Story
- Recording equipment (audio or video)
- Scoring protocols for macrostructure analysis, internal state terms and comprehension questions
- WG2 background questions (parental questionnaire)

Instructions

How to prepare the materials

1. Download the pictures from www.zas.gwz-berlin.de/zaspil56.html
2. Print each PDF file (i.e. each picture sequence/story) three times, in colour on A4 paper.
3. Number the pictures (1-6) at the back.
4. Cut out the two rows of pictures.
5. Paste the pictures together into a 6-picture strip as illustrated below and fold them twice (pic 1, pic 2, fold, pic 3, pic 4, fold, pic 5, pic 6).

Note: Do not cut out and use the small pictures from the how-to-fold instructions.



6. Put each picture strip/sequence (6 pictures) into a separate envelope, marked by colour or another distinguishing mark (e.g. dots) to identify the story.

How to conduct the assessment

- Make sure that you have thoroughly familiarized yourself with the story protocols and the instructions.
- Prepare the audio/video equipment for recording the session. Start recording before the warming-up phase.
- The warming-up phase should be based on your previous experience and cultural environment. While talking with the child, establish rapport and ask some questions to ensure that the child is able to understand simple wh-questions.
- Make sure that the three envelopes containing the same picture sequence are on the table before assessment begins. (The purpose of this presentation format is for the child to think that the examiner does not know which story is in the envelope s/he has chosen, thus controlling for the effect of shared knowledge during the presentation of the picture sequences.)
- Administer the assessment according to the instructions in the story protocol(s). Please adhere to the recommendations for prompts (see also the prompts below).
- Additional information about the presentation of the pictures: During the experiment you should sit opposite the child so that the child can hold the pictures facing towards him/her, but away from you. When the child takes the pictures out, tell him/her to unfold the pictures and to look at the whole story starting from the first picture and say: “*Look at the pictures but don’t show them to me. Only YOU must see the story.*” (If the child cannot hold and unfold the pictures him/herself, you may hold the pictures instead, facing away from you and towards the child.)
- When the child is ready to tell the story, help him/her to fold the pictures into 3 parts again. You can direct the folding process without looking at the pictures while the child is still holding them. Instruct the child to start telling the story whilst looking at the first two pictures. When he/she has finished looking at pictures 1 and 2, direct the unfolding of the next two pictures (pictures 1–4 will be unfolded now). When the child has finished, direct the unfolding of the next two pictures so that the whole story is now unfolded. When the child has finished telling/retelling the story, introduce the comprehension questions by saying “*Now I am going to ask you some questions about the story*”.
- After the session is finished, transcribe the narrative(s) and score the child’s production and comprehension on the scoring sheets.

- **Remember:** The list of options in the scoring sheet is not exhaustive. Credit is given when a macrostructure component (Goal, Attempt, Outcome, Internal State term) is expressed by any appropriate wording. Consult the manual for guidance.

Prompts

1. Don't start the story for the child, encourage the child to tell the story by him/herself by saying: *"Tell me the story"* (point to picture).
2. Give prompts only after waiting at least 10 seconds and only when it appears that the child is not going to say anything. Only then should the child be prompted, first by saying, *"Okay..."*, *"Well..."*, *"Your turn..."*. Please be VERY careful with the prompts in order to avoid differences between research groups, i.e. experimenter effects. Wait up to approx. 10 seconds; if the child is still silent, prompt by saying: *"Tell me what is happening"*. If the child is silent in the middle of the story, encourage her/him to continue and tell you more: *"Anything else?"*, *"Continue"*, *"Tell me more"*, *"Let's see what else happens in the story"*.
3. It does not matter how the child refers to the protagonists during the narration; do not correct the child. If the child cannot find the word for an action, protagonist, etc. and seems to be stuck or asks for help, encourage her/him by saying *"You can call it anything you like"*, *"What would you call it?"*.
4. Refrain from asking questions such as:
 - a) *"What is he doing here?"*, *"Who is running?"* (in order not to disrupt or influence the child's narration, and to discourage the use of incomplete sentences).
 - b) *"What's this?"*, *"What/who do you see on the picture?"* (in order to avoid deictic references).
5. If the child starts telling a story from his/her own experiences, e.g. *"I saw such a bird in the morning"* or *"I will go with my mom to the supermarket after school..."*, give the child some time to talk about his/her own experience and then gently ask to tell the story in the pictures. (Exclude this irrelevant part of the narration from the analysis.)
6. Based on your previous experience and cultural environment, you may want to give a word of encouragement, e.g. *"Good"*, *"Fine"*, after each pair of pictures (and before unfolding the next pair). (This will also help the transcriber/coder assign utterances to a specific picture pair.) Don't do this however if you feel that it disrupts the child's narrative and train of thought.

Counterbalancing procedures for research purposes

The order of presentation should be counterbalanced with regard to language and story (Cat/Dog – retelling/model story and Baby Birds/Baby Goats – telling). Use the following counterbalancing procedure (if only one language is tested, then use the randomisation procedure for children either number 1, 2, 5 and 6 or number 3, 4, 7 and 8):

Child number	Lang.	Retelling/ Model Story	Telling	Lang.	Retelling/ Model Story	Telling
1	L1	Cat	Baby Bird	L2	Dog	Baby Goat
2	L1	Cat	Baby Goat	L2	Dog	Baby Bird
3	L2	Cat	Baby Goat	L1	Dog	Baby Bird
4	L2	Cat	Baby Bird	L1	Dog	Baby Goat
5	L1	Dog	Baby Bird	L2	Cat	Baby Goat
6	L1	Dog	Baby Goat	L2	Cat	Baby Bird
7	L2	Dog	Baby Goat	L1	Cat	Baby Bird
8	L2	Dog	Baby Bird	L1	Cat	Baby Goat

Protocol for Cat

Retelling/Model story

Name of child: _____

Date of birth: _____

Date of testing: _____

Age of testing (in months): _____

Gender: _____

Name of examiner: _____

Exposure to L2 (in months): _____

Kindergarten entry date: _____

Name of kindergarten: _____

Be sure that all the envelopes are on the table before testing begins. Prepare the audio recorder in order to record the session. Begin recording before warming up.

Warming-up

Ask for example: Who is your best friend? What do you like to watch on TV? Do you like telling stories? Do you like listening to stories?

Instructions

Sit opposite the child. Say to the child: *Look, here are 3 envelopes. There is a different story in each envelope. Choose one and then I will tell you the story.* Unfold the pictures so that the whole sequence is visible to the child only. *First look at the whole story. Are you ready? I am going to tell you the story and then you can tell it to me again.* (For the option Model story say: *I am going to tell you the story and then I will ask you some questions.* Tell the child the story and then ask the comprehension questions.)

Unfold picture 1 and 2. *The story starts here:* (point to picture 1). *One day there was a playful cat who saw a yellow butterfly sitting on a bush. He leaped forward because he wanted to catch it. Meanwhile, a cheerful boy was coming back from fishing with a bucket and a ball in his hands. He looked at the cat chasing the butterfly.*

Unfold picture 3 and 4 (so that all pictures from 1 to 4 are now visible). *The butterfly flew away quickly and the cat fell into the bush. He hurt himself and was very angry. The boy was so startled that the ball fell out of his hand. When he saw his ball rolling into the water, he cried: "Oh no, there goes my*

ball!". He was sad and wanted to get his ball back. Meanwhile, the cat noticed the boy's bucket and thought: "I want to grab a fish."

Unfold picture 5 and 6 (so that all pictures from 1 to 6 are now visible). *At the same time the boy began pulling his ball out of the water with his fishing rod. He did not notice that the cat had grabbed a fish. In the end, the cat was very pleased to eat such a tasty fish and the boy was happy to have his ball back.*

And that is the end of the story.

Retell Instructions

Unfold the pictures so that the first 2 pictures are visible to the child only. Say to the child: *Now I want you to tell the story. Look at the pictures and try to tell the best story you can.* Allowable prompt if the child is reluctant to begin: *"Tell me the story"* (point to picture). When the child has finished telling the first 2 pictures, unfold the next (so that all pictures from 1 to 4 are now visible). Repeat the process until you have reached the end of the story. Allowable prompts if the child is silent in the middle of the story: *"Anything else?", "Continue", "Tell me more", "Let's see what else is in the story"*. If the child stops talking without indicating that he/she has finished, ask: *"Tell me when you have finished"*.

When the child has finished, praise the child and then ask the comprehension questions.

Model Story instructions

After you told *And that is the end of the story* ask the comprehension questions.

Scoring sheet for Cat

Section I: Production (Retelling)

A. Story Structure; B. Structural complexity; C. Internal State Terms (IST)

A. Story Structure

		Examples of correct responses¹	Score	Comments²
A1.	Setting	Time and/ or place reference, e.g. once upon a time/ one day/ long ago... in a forest/ at the lake/ at the river bank...	0 1 2³	
<i>Episode 1: Cat (Episode characters: cat and butterfly)</i>				
A2.	IST as initiating event	Cat was playful/ curious/ saw a butterfly	0 1	
A3.	Goal	Cat wanted to catch/ get/ chase the butterfly/ play with the butterfly	0 1	
A4.	Attempt	Cat jumped forward/ up	0 1	
A5.	Outcome	Cat fell into the bush/ did not get the butterfly/ cat was not quick enough Butterfly escaped/ flew away/ was too quick	0 1	
A6.	IST as reaction	Cat was disappointed/ angry/ hurt Butterfly was happy/ glad	0 1	
<i>Episode 2: Boy (Episode character: boy)</i>				
A7.	IST as initiating event	Boy was sad/ unhappy/ worried about his ball/ saw the ball in the water	0 1	
A8.	Goal	Boy decided/ wanted to get his ball back	0 1	
A9.	Attempt	Boy was pulling/ tried to pull the ball out of the water	0 1	
A10.	Outcome	Boy got his ball back/ again/ the ball was saved	0 1	
A11.	IST as reaction	Boy was glad/ happy/ pleased/ satisfied	0 1	
<i>Episode 3: Cat (Episode character: cat)</i>				
A12.	IST as initiating	Cat noticed/ saw the fish/ was hungry/ curious	0 1	

1 If in doubt or the response of the child is not on this scoring sheet consult the manual.

2 Write down responses here or indicate *No response*.

3 Zero points for wrong or no response, 1 point for one correct response, 2 points for reference to both time and place.

	event			
A13.	Goal	Cat wanted/ decided to get/ grab/ eat/ have/ steal the fish	0	1
A14.	Attempt	Cat took/ grabbed/ reached for the fish	0	1
A15.	Outcome	Cat ate/ got the fish	0	1
A16.	IST as reaction	Cat was satisfied/ glad/ pleased/ not hungry	0	1
A17.	Total score out of 17:			

B. Structural complexity

Number of AO sequences	Number of single G (without A or O)	Number of GA / GO sequences	Number of GAO sequences
B1.	B2.	B3.	B4.

C. Internal State Terms (IST)

C1.	<p>Total number of IST in tokens. IST include:</p> <p>Perceptual state terms e.g. <i>see, hear, feel, smell</i>;</p> <p>Physiological state terms e.g. <i>thirsty, hungry, tired, sore</i>;</p> <p>Consciousness terms e.g. <i>alive, awake, asleep</i>;</p> <p>Emotion terms e.g. <i>sad, happy, angry, worried, disappointed</i>;</p> <p>Mental verbs e.g. <i>want, think, know, forget, decide, believe, wonder, have/ make a plan</i>;</p> <p>Linguistic verbs/ verbs of saying/ telling e.g. <i>say, call, shout, warn, ask</i>.</p>	
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Section II: Comprehension (Retelling/Model Story)

		Examples of correct responses	Examples of wrong responses	Score	Comments
0	Did you like the story?	Warm-up question, not scored			
D1.	Why does the cat jump/ leap forward? (point to pictures 1-2) (Episode 1: Goal)	Wants/ to get/ catch/ chase the butterfly/ to play with the butterfly	Is leaving/ running/ wanted to jump	0 1	
D2.	How does the cat feel? (point to picture 3) (IST as reaction)	Angry/ bad/ disappointed/ hurt	Good/ happy	0 1	
D3.	<i>(Only ask D3 if the child gives a correct response without explanation/ rationale in D2. If a correct explanation is provided in D2, then give a point in D3 and proceed to D4.)</i> Why do you think that the cat is feeling angry/ disappointed/ hurt etc.? ⁴	Because he couldn't catch the butterfly/ he fell into the bush/ it hurts to fall into a prickly bush	Inappropriate/ irrelevant answer	0 1	
D4.	Why does the boy hold the fishing rod in the water? (point to picture 5) (Episode 2: Goal)	Wants/ to get his ball back	To play in the water	0 1	
D5.	How does the boy feel? (point to picture 6)	Good/ fine/ happy/ satisfied/ pleased	Bad/ angry/ mad/ sad	0 1	
D6.	<i>(Only ask D6 if the child gives a correct response without explanation/ rationale in D5. If a correct explanation is provided in D5, then give a point in D6 and proceed to D7.)</i> Why do you think that the boy is feeling	Because he has/ got the ball back	Because he is smiling/ he looks like that/ other inappropriate answer	0 1	

4 Use the same IST provided by the child in response to D2.

	good/ fine/ happy/ satisfied etc.? ⁵				
D7.	Why does the cat grab the fish? (point to picture 5) (Episode 3: Goal)	Decided/ wants to eat/ have/ steal the fish/ takes the chance/ opportunity when the boy is not looking	Wants to play with the fish	0 1	
D8.	Imagine that the boy sees the cat. How does the boy feel? (point to picture 6)	Bad/ angry/ mad	Fine/ good/ happy/ satisfied/ pleased	0 1	
D9.	<i>(Only ask D9 if the child gives a correct response without explanation/ rationale in D8. If a correct explanation is provided in D8, then give a point in D9 and proceed to D10.)</i> Why do you think that the boy feels bad/ angry/ mad etc.? ⁶	Because the cat ate/ is eating/ took/ has taken his fish	Fishing rod is on the ground or other inappropriate answer	0 1	
D10.	Will the boy be friends with the cat? Why?	No - give at least one reason (cat ate fish) or any other appropriate answer	Yes/ I don't know/ other irrelevant answer	0 1	
D11.	Total score out of 10:				

5 Use the same IST provided by the child in response to D5.

6 Use the same IST provided by the child in response to D8.

Protocol for Dog

Retelling/Model story

Name of child: _____
Date of birth: _____
Date of testing: _____
Age of testing (in months): _____
Gender: _____
Name of examiner: _____
Exposure to L2 (in months): _____
Kindergarten entry date: _____
Name of kindergarten: _____

Be sure that all the envelopes are on the table before testing begins. Prepare the audio recorder in order to record the session. Begin recording before warming up.

Warming-up

Ask for example: Who is your best friend? What do you like to watch on TV? Do you like telling stories? Do you like listening to stories?

Instructions

Sit opposite the child. Say to the child: *Look, here are 3 envelopes. There is a different story in each envelope. Choose one and then I will tell you the story. Unfold the pictures so that the whole sequence is visible to the child only. First look at the whole story. Are you ready? I am going to tell you the story and then you can tell it to me again.* (For the option Model story say: *I am going to tell you the story and then I will ask you some questions.* Tell the child the story and then ask the comprehension questions.)

Unfold picture 1 and 2. *The story starts here:* (point to picture 1). *One day there was a playful dog who saw a grey mouse sitting near a tree. He leaped forward because he wanted to catch it. Meanwhile, a cheerful boy was coming back from shopping with a bag and a balloon in his hands. He looked at the dog chasing the mouse.*

Unfold picture 3 and 4 (so that all pictures from 1 to 4 are visible). *The mouse ran away quickly and the dog bumped into the tree. The boy was so startled that the balloon slipped out of his hand. When he saw his balloon flying into the tree, he cried: "Oh no, there goes my balloon!" He was sad and wanted to*

get his balloon back. Meanwhile, the dog noticed the boy's bag and thought: "I want to grab a sausage."

Unfold picture 5 and 6 (so that pictures from 1 to 6 are now visible). *At the same time, the boy began pulling his balloon out of the tree. He did not notice that the dog had grabbed a sausage. In the end, the dog was very pleased to eat such a tasty sausage and the boy was happy to have his balloon back.*

And that is the end of the story.

Retell Instructions

Unfold the pictures so that the first 2 pictures are visible to the child only. Say to the child: *Now I want you to tell the story. Look at the pictures and try to tell the best story you can.* Allowable prompt if the child is reluctant to begin: *"Tell me the story"* (point to picture). When the child has finished telling the first 2 pictures, unfold the next (so that all pictures from 1 to 4 are visible). Repeat the process until you have reached the end of the story. Allowable prompts if the child is silent in the middle of the story: *"Anything else?", "Continue", "Tell me more", "Let's see what else is in the story"*. If the child stops talking without indicating that he/she has finished, ask: *"Tell me when you have finished"*. When the child has finished, praise the child and then ask the comprehension questions.

Model Story instructions

After you told *And that is the end of the story* ask the comprehension questions.

Scoring sheet for Dog

Section I: Production (Retelling)

A. Story Structure; B. Structural complexity; C. Internal State Terms (IST)

A. Story Structure

		Examples of correct responses ⁷	Score	Comments ⁸
A1.	Setting	Time and/ or place reference, e.g. once upon a time/ one day/ long ago...in a forest/ park/ meadow/ by the road	0 1 2 ⁹	
<i>Episode 1: Dog (Episode characters: dog and mouse)</i>				
A2.	IST as initiating event	Dog was playful/ curious/ saw a mouse	0 1	
A3.	Goal	Dog wanted to catch/ get/ chase the mouse/ play with the mouse	0 1	
A4.	Attempt	Dog jumped forward/ up	0 1	
A5.	Outcome	Dog bumped his head/ dog did not get the mouse/ dog was not quick enough Mouse escaped/ ran behind the tree/ mouse was too quick	0 1	
A6.	IST as reaction	Dog was disappointed/ angry/ hurt Mouse was happy/ glad/ relieved	0 1	
<i>Episode 2: Boy (Episode character: boy)</i>				
A7.	IST as initiating event	Boy was sad/ unhappy/ worried about his balloon/ saw the balloon in the tree	0 1	
A8.	Goal	Boy decided/ wanted to get his balloon back	0 1	
A9.	Attempt	Boy was pulling/ tried to pull the balloon down from the tree/ jumped after the balloon	0 1	
A10.	Outcome	Boy got his balloon back/ again/ the balloon was saved	0 1	
A11.	IST as reaction	Boy was glad/ happy/ satisfied to get his balloon back	0 1	
<i>Episode 3: Dog (Episode character: dog)</i>				
A12.	IST as initiating event	Dog saw/ noticed the sausages in the bag/ was hungry/ curious	0 1	

⁷ If in doubt or the response of the child is not on this scoring sheet consult the manual.

⁸ Write down responses here or indicate *No response*.

⁹ Zero points for wrong or no response, 1 point for one correct response, 2 points for reference to both time and place.

A13.	Goal	Dog wanted/ decided to get/ grab/ eat/ have/ steal the sausages	0	1	
A14.	Attempt	Dog took/ grabbed/ stole the sausages out of the bag	0	1	
A15.	Outcome	Dog ate/ got the sausages	0	1	
A16.	IST as reaction	Dog was satisfied/ glad/ pleased/ not hungry	0	1	
A17.	Total score out of 17:				

B. Structural complexity

Number of AO sequences	Number of single G (without A or O)	Number of GA / GO sequences	Number of GAO sequences
B1.	B2.	B3.	B4.

C. Internal State Terms (IST)

C1.	<p>Total number of IST in tokens. IST include:</p> <p>Perceptual state terms e.g. <i>see, hear, feel, smell;</i></p> <p>Physiological state terms e.g. <i>thirsty, hungry, tired, sore;</i></p> <p>Consciousness terms e.g. <i>alive, awake, asleep;</i></p> <p>Emotion terms e.g. <i>sad, happy, angry, worried, disappointed;</i></p> <p>Mental verbs e.g. <i>want, think, know, forget, decide, believe, wonder, have/ make a plan;</i></p> <p>Linguistic verbs/ verbs of saying/ telling e.g. <i>say, call, shout, warn, ask.</i></p>	
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Section II: Comprehension (Retelling/Model Story)

		Examples of correct responses	Examples of wrong responses	Score	Comments
0	Did you like the story?	Warm-up question, not scored			
D1.	Why does the dog leap/ jump forward? (point to pictures 1-2) (Episode 1: Goal)	Wants/ to get/ catch/ chase the mouse/ to play with the mouse	Is leaving/ running/ wanted to jump/ dogs are always jumpy	0 1	
D2.	How does the dog feel? (point to picture 3) (IST as reaction)	Angry/ bad/ disappointed/ hurt	Good/ happy	0 1	
D3.	<i>(Only ask D3 if the child gives a correct response without explanation/ rationale in D2. If a correct explanation is provided in D2, then give a point in D3 and proceed to D4.)</i> Why do you think that the dog is feeling angry/ disappointed/ hurt etc.? ¹⁰	Because he couldn't catch the mouse/ he bumped his head/ bumped into the tree	Inappropriate / irrelevant answer	0 1	
D4.	Why does the boy leap upwards? (point to picture 5) (Episode 2: Goal)	Wants/ to get his balloon back/ because he lost his balloon	To climb the tree/ climb trees	0 1	
D5.	How does the boy feel? (point to picture 6)	Good/ fine/ happy/ satisfied/ pleased	Bad/ angry/ mad/ sad	0 1	
D6.	<i>(Only ask D6 if the child gives a correct response without explanation/ rationale in D5. If a correct explanation is provided in D5, then give a point in D6 and proceed to D7.)</i>	Because he has/ got the balloon back	Because he is smiling/ he looks like that/ because he is standing or other inappropriate answer	0 1	

¹⁰ Use the same IST provided by the child in response to D2.

	Why do you think that the boy is feeling good/ happy etc.? ¹¹				
D7.	Why does the dog grab the sausages? (point to picture 5) (Episode 3: Goal)	Decided/ wants to eat/ have/ steal the sausages	Wants to play with the bag	0	1
D8.	Imagine that the boy sees the dog. How does the boy feel? (point to picture 6)	Bad/ angry/ mad	Good/ fine/ happy/ satisfied/ pleased	0	1
D9.	<i>(Only ask D9 if the child gives a correct response without explanation/ rationale in D8. If a correct explanation is provided in D8, then give a point in D9 and proceed to D10.)</i> Why do you think that the boy feels bad/ angry/ mad etc.? ¹²	Because the dog ate/ took his sausages	Inappropriate answer	0	1
D10.	Will the boy be friends with the dog? Why?	No - give at least one reason (dog ate the sausages) or any other appropriate answer	Yes/ I don't know/ other irrelevant answer	0	1
D11.	Total score out of 10:				

11 Use the same IST provided by the child in response to D5.

12 Use the same IST provided by the child in response to D8.

Protocol for Baby Birds

Telling

Name of child: _____
Date of birth: _____
Date of testing: _____
Age of testing (in months): _____
Gender: _____
Name of examiner: _____
Exposure to L2 (in months): _____
Kindergarten entry date: _____
Name of kindergarten: _____

Be sure that all the envelopes are on the table before testing begins. Prepare the audio recorder in order to record the session. Begin recording before warming up.

Warming-up

Ask for example: Who is your best friend? What do you like to watch on TV? Do you like telling stories? Do you like listening to stories?

Instructions

Sit opposite the child. Say to the child: *Look, here are 3 envelopes. There is a different story in each envelope. Choose one and then you can tell me a story.* Unfold the pictures so that the whole sequence is visible to the child only. *First look at the whole story. Are you ready?*

Unfold the first 2 pictures. Say to the child: *Now I want you to tell the story. Look at the pictures and try to tell the best story you can.* Allowable prompt if the child is reluctant to begin: *"Tell me the story"* (point to picture). When the child has finished telling the first 2 pictures, unfold the next (so that all pictures from 1 to 4 are visible). Repeat the process until the end of the

story. Allowable prompts if the child is silent in the middle of the story: *“Anything else?”*, *“Continue”*, *“Tell me more”*, *“Let’s see what else is in the story”*. If the child stops talking without indicating that he/she has finished, ask: *“Tell me when you are finished”*.

When the child has finished, praise the child and then ask the comprehension questions.

Scoring sheet for Baby Birds (Telling)

Section I: Production

A. Story Structure; B. Structural complexity; C. Internal State Terms (IST)

A. Story Structure

		Examples of correct responses ¹³	Score	Comments ¹⁴
A1.	Setting	Time and/ or place reference, e.g. once upon a time/ one day/ long ago... in a forest/ meadow/ garden/ bird's nest/ up a tree	0 1 2 ¹⁵	
<i>Episode 1: Mother bird (Episode characters: mother bird and baby birds)</i>				
A2.	IST as initiating event	<Mother/ Parent/ etc.> saw that the baby birds were hungry/ wanted food Baby birds were hungry/ wanted food/ cried/ asked for food	0 1	
A3.	Goal	Mother wanted to feed chicks/ to catch/ bring/ get/ find food/ worms	0 1	
A4.	Attempt	Mother flew away/ went away/ fetched food/ looked for food	0 1	
A5.	Outcome	Mother got/ caught/ brought/ came back with food/ a worm/ fed the babies Baby birds got food/ a worm	0 1	
A6.	IST as reaction	Mother was happy/ satisfied Baby birds were happy/ satisfied/ not hungry any more	0 1	
<i>Episode 2: Cat (Episode characters: cat and birds)</i>				
A7.	IST as initiating event	Cat saw mother flying away/ saw that baby birds were all alone/ saw that there was food/ Cat was hungry/ cat's mouth watered/ cat thought "yummy"	0 1	
A8.	Goal	Cat wanted to eat/ catch/ kill the/ a baby bird/ s	0 1	
A9.	Attempt	Cat climbed up the tree/ jumped up/ tried to reach/ get a/ the baby bird	0 1	
A10.	Outcome	Cat grabbed/ got a/ the baby bird	0 1	

¹³ If in doubt or the response of the child is not on this scoring sheet consult the manual.

¹⁴ Write down responses here or indicate *No response*.

¹⁵ Zero points for wrong or no response, 1 point for one correct response, 2 points for reference to both time and place.

A11.	IST as reaction	Cat was happy Bird/ -s was/ were scared	0	1	
<i>Episode 3: Dog (episode characters: dog, cat and birds)</i>					
A12.	IST as initiating event	Dog saw that the bird was in danger/ that cat caught/ got the bird	0	1	
A13.	Goal	Dog decided/ wanted to stop the cat, help/ protect/ save/ rescue the bird(-s)	0	1	
A14.	Attempt	Dog pulled dragged the cat down/ bit/ attacked the cat/ grabbed the cat's tail	0	1	
A15.	Outcome	Dog chased the cat away Cat let go of the baby bird/ ran away Bird/ -s was/ were saved	0	1	
A16.	IST as reaction	Dog was relieved/ happy/ proud to have saved the baby bird Cat was angry/ disappointed Bird/ -s was/ were relieved/ happy/ safe	0	1	
A17.	Total score out of 17:				

B. Structural complexity

Number of AO sequences	Number of single G (without A or O)	Number of GA / GO sequences	Number of GAO sequences
B1.	B2.	B3.	B4.

C. Internal State Terms (IST)

C1.	<p>Total number of IST in tokens. IST include:</p> <p>Perceptual state terms e.g. <i>see, hear, feel, smell;</i></p> <p>Physiological state terms e.g. <i>thirsty, hungry, tired, sore;</i></p> <p>Consciousness terms e.g. <i>alive, awake, asleep;</i></p> <p>Emotion terms e.g. <i>sad, happy, angry, worried, disappointed;</i></p> <p>Mental verbs e.g. <i>want, think, know, forget, decide, believe, wonder, have/ make a plan;</i></p> <p>Linguistic verbs/ verbs of saying/ telling e.g. <i>say, call, shout, warn, ask.</i></p>	
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Section II: Comprehension (Telling)

		Examples of correct responses	Examples of wrong responses	Score	Comments
0	Did you like the story?	Warm-up question, not scored			
D1.	Why does the mother bird fly away? (point to pictures 1-2) (Episode 1: Goal/ IST as initiating event)	Wants/ to get food/ worms to feed baby birds/ baby birds are hungry	Is leaving/ going to work	0 1	
D2.	How do the baby birds feel? (point to picture 1) (IST as initiating event)	Bad/ hungry	Good/ fine/ happy/ surprised/ lonely/ scared/ frightened	0 1	
D3.	<i>(Only ask D3 if the child gives a correct response without an explanation/ rationale in D2. If a correct explanation is provided in D2, then give a point in D3 and proceed to D4.)</i> Why do you think that the baby birds are feeling bad/ hungry etc.? ¹⁶	Because their mouths are open/ asking for food/ the mother went to get food/ the mother came back with a worm to feed them/ baby birds are always hungry	Because they are happy/ singing/ because they wanted to come along with mummy/ scared of the cat/ scared because they saw the cat	0 1	
D4.	Why is the cat climbing the tree? (point to picture 3) (Episode 2: Goal)	Wants/ to get/ to kill/ to eat the baby bird/ because cats like to eat birds	To play with the baby birds	0 1	
D5.	How does the cat feel? (point to picture 5-6) (IST as reaction)	Still hungry/ bad/ angry/ scared/ disappointed	Good/ fine/ happy/ playful	0 1	
D6.	<i>(Only ask D6 if the child gives a correct response without an</i>	Did not get the baby birds/ is afraid of the dog/	Happy/ playful/ starts to fly/ because dog	0 1	

¹⁶ Use the same IST provided by the child in response to D2.

	<i>explanation/ rationale in D5. If a correct explanation is provided in D5, then give a point in D6 and proceed to D7.)</i> Why do you think that the cat is feeling bad/ hungry/ scared etc.? ¹⁷	still hungry/ because the dog is chasing it/ pulling/ biting the cat's tail	took the cat's food		
D7.	Why does the dog grab the cat's tail? (point to picture 5) (Episode 3: Goal)	Decided/ wants to stop the cat/ save/ rescue the baby bird/ help the birds	Wants to eat the bird himself/ play with the cat	0	1
D8.	Imagine that the dog sees the birds. How does the dog feel? (point to picture 6) (IST as reaction)	Good/ fine/ happy/ relieved/ pleased/ satisfied/ proud/ like a hero	Bad/ angry/ mad/ sad/ "I must get the cat"/ hungry	0	1
D9.	<i>(Only ask D9 if the child gives a correct response without an explanation/ rationale in D8. If a correct explanation is provided in D8, then give a point in D9 and proceed to D10.)</i> Why do you think that the dog feels good/ fine/ happy/ satisfied etc.? ¹⁸	Because he stopped the cat/ gets the cat out of there/ saved the birds/ sees that the birds are safe/ happy/ unharmed	Because he is smiling/ the dog looks like that/ didn't get the cat/ wants to eat the birds himself	0	1
D10.	Who does the mother bird like best, the cat or the dog? Why?	The dog – give at least one reason (he saved/ helped the baby bird/ chased the cat away)	The cat/ I don't know/ other irrelevant answer	0	1
D11.	Total score out of 10:				

17 Use the same IST provided by the child in response to D5.

18 Use the same IST provided by the child in response to D8.

Protocol for Baby Goats

Telling

Name of child: _____
Date of birth: _____
Date of testing: _____
Age of testing (in months): _____
Gender: _____
Name of examiner: _____
Exposure to L2 (in months): _____
Kindergarten entry date: _____
Name of kindergarten: _____

Be sure that all the envelopes are on the table before testing begins. Prepare the audio recorder in order to record the session. Begin recording before warming up.

Warming-up

Ask for example: Who is your best friend? What do you like to watch on TV? Do you like telling stories? Do you like listening to stories?

Instructions

Sit opposite the child. Say to the child: *Look, here are 3 envelopes. There is a different story in each envelope. Choose one and then you can tell me a story. Unfold the pictures so that the whole sequence is visible to the child only. First look at the whole story. Are you ready?*

Unfold the first 2 pictures. Say to the child: *Now I want you to tell the story. Look at the pictures and try to tell the best story you can.* Allowable prompt if the child is reluctant to begin: *"Tell me the story"* (point to picture). When the child has finished telling the first 2 pictures, unfold the next (so that all pictures from 1 to 4 are visible). Repeat the process until the end of the story. Allowable prompts if the child is silent in the middle of the story: *"Anything else?", "Continue", "Tell me more", "Let's see what else is in the*

story". If the child stops talking without indicating that he/she has finished, ask: *"Tell me when you are finished"*.

When the child has finished, praise the child and then ask the comprehension questions.

Scoring sheet for Baby Goats (Telling)

Section I: Production

A. Story Structure; B. Structural complexity; C. Internal State Terms (IST)

A. Story Structure

		Examples of correct responses ¹⁹	Score	Comments ²⁰
A1.	Setting	Time and/ or place reference, e.g. once upon a time/ one day/ long ago... in a forest/ in a meadow/ at the lake/ at the pond	0 1 2 ²¹	
<i>Episode 1: Mother/ Goat (episode characters: baby goat and mother/ goat)</i>				
A2.	IST as initiating event	Baby goat was scared/ in danger/ drowning/ needed help/ cried/ called the mother <Mother/ Goat etc.> saw that baby goat was scared/ in danger/ drowning/ couldn't swim/ was worried about the baby goat in the water	0 1	
A3.	Goal	Mother goat wanted to help the baby/ to save/ rescue the baby/ to push the baby out of the water	0 1	
A4.	Attempt	Mother goat ran/ went into the water/ is pushing	0 1	
A5.	Outcome	Mother goat pushed the baby out of the water/ saved/ rescued the baby Baby goat was saved/ out of the water	0 1	
A6.	IST as reaction	Mother goat was happy/ relieved Baby goat was relieved/ satisfied/ happy/ glad/ not scared any more	0 1	
<i>Episode 2: Fox (episode characters: fox and baby goat)</i>				
A7.	IST as initiating event	Fox saw mother looking away/ saw that the baby was alone/ saw that there was food/ fox was hungry	0 1	
A8.	Goal	Fox wanted to eat/ catch/ kill the baby goat	0 1	
A9.	Attempt	Fox jumped towards/ jumped up/ out/ tried to reach/ grab/ catch the baby goat	0 1	
A10.	Outcome	Fox got/ grabbed/ caught the baby goat	0 1	

19 If in doubt or the response of the child is not on this scoring sheet consult the manual.

20 Write down responses here or indicate *No response*.

21 Zero points for wrong or no response, 1 point for one correct response, 2 points for reference to both time and place.

A11.	IST as reaction	Fox was happy Baby goat was scared	0	1	
<i>Episode 3: Bird (episode characters: bird, fox and baby goat)</i>					
A12.	IST as initiating event	Bird saw that the goat was in danger Baby goat was in danger	0	1	
A13.	Goal	Bird decided/ wanted to stop the fox, help/ protect/ save the baby goat	0	1	
A14.	Attempt	Bird bit/ dragged the fox's tail/ attacked/ chased the fox	0	1	
A15.	Outcome	Bird chased the fox away Fox let go of the baby goat/ ran away Baby goat was saved/ rescued	0	1	
A16.	IST as reaction	Bird was relieved/ happy/ proud to have saved/ rescued the baby goat Fox was angry/ disappointed Baby goat/ goats was/ were relieved/ happy/ safe	0	1	
A17.	Total score out of 17:				

B. Structural complexity:

Number of AO sequences	Number of single G (without A or O)	Number of GA / GO sequences	Number of GAO sequences
B1.	B2.	B3.	B4.

C. Internal State Terms (IST)

C1.	<p>Total number of IST in tokens. IST include:</p> <p>Perceptual state terms e.g. <i>see, hear, feel, smell;</i></p> <p>Physiological state terms e.g. <i>thirsty, hungry, tired, sore;</i></p> <p>Consciousness terms e.g. <i>alive, awake, asleep;</i></p> <p>Emotion terms e.g. <i>sad, happy, angry, worried, disappointed;</i></p> <p>Mental verbs e.g. <i>want, think, know, forget, decide, believe, wonder, have/ make a plan;</i></p> <p>Linguistic verbs/ verbs of saying/ telling e.g. <i>say, call, shout, warn, ask.</i></p>
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Section II: Comprehension (Telling)

		Examples of correct responses	Examples of wrong responses	Score	Comments
0	Did you like the story?	Warm-up question, not scored			
D1.	Why was the mother goat in the water? (point to pictures 1-2) (Episode 1: Goal/ IST as initiating event)	Wants to save/ to help/ rescue/ worried about the baby/ the baby goat is in danger/ drowning/ scared/ the baby was crying for help	Is swimming/ playing/ wants to take a bath/ to wash herself/ to wash the baby goat	0 1	
D2.	How does the baby goat feel? (point to baby goat in the water, picture 1) (IST as initiating event)	Bad/ scared/ in danger/ horrified	Good/ fine/ happy/ playing/ freezing/ refreshed/ cold/ hungry/ thirsty/ dirty/ clean/ stupid	0 1	
D3.	<i>(Only ask D3 if the child gives a correct response without explanation/ rationale in D2. If a correct explanation is provided in D2, then give a point in D3 and proceed to D4.)</i> Why do you think that the baby goat is feeling bad/ scared/ in danger etc.? ²²	Because he has fallen into the water/ is not able to get out of the water/ is drowning/ cannot swim	Because he is hungry/ swimming/ playing in the water/ wasn't allowed to stand there	0 1	
D4.	Why does the fox leap forward? (point to picture 3) (Episode 2: Goal)	Wants/ to get/ to kill/ to eat the baby goat/ couldn't resist to eat the baby goat/ takes the opportunity when mother is not looking/ is far away	To play with the baby goat	0 1	
D5.	How does the fox feel? (point to picture 5-6) (IST as reaction)	Bad/ sad/ angry/ mad/ scared/ still hungry/ hurt/ stupid/	Good/ fine/ happy/ playful	0 1	

²² Use the same IST provided by the child in response to D2.

		disappointed			
D6.	<i>(Only ask D6 if the child gives a correct response without explanation/ rationale in D5. If a correct explanation is provided in D5, then give a point in D6 and proceed to D7.)</i> Why do you think that the fox is feeling bad/ scared/ hungry/ disappointed etc.? ²³	Because he did not get the baby goat/ he was still hungry/ afraid/ scared of the bird/ the bird was biting/ chasing him	Because the bird saw that the goat was in danger/ the fox is running away/ I don't know	0	1
D7.	Why does the bird bite the fox's tail? (point to picture 5) (Episode 3: Goal)	Wants/ decided to save/ rescue the baby goat/ wants to stop the fox/ to make the fox let the goat go/ saw that the goat was in danger	Wants to eat the fox/ eat the goat/ play with the fox	0	1
D8.	Imagine that the bird sees the goats. How does the bird feel? (point to picture 6)	Good/ fine/ happy/ relieved/ satisfied/ proud/ like a hero	Bad/ sad/ angry/ mad/ sorry/ stupid/ "I have to get the fox"	0	1
D9.	<i>(Only ask D9 if the child gives a correct response without explanation/ rationale in D8. If a correct explanation is provided in D8, then give a point in D9 and proceed to D10.)</i> Why do you think that the bird is feeling good/ fine/ happy etc.? ²⁴	Because he stopped the fox/ got the fox out of there/ saved/ rescued the goat/ sees that the goats are happy/ unharmed/ now the fox won't come back	Because he is smiling/ angry at the fox/ wants to eat the baby goat himself	0	1
D10.	Who does the mother goat like best, the fox or the bird? Why?	The bird – give at least one reason (he saved/ helped the baby goat/ chased the fox away)	The fox/ I don't know/ other irrelevant answer	0	1
D11.	Total score out of 10:				

23 Use the same IST provided by the child in response to D5.

24 Use the same IST provided by the child in response to D8.

Background Questions

1. Child's name (forename, surname) _____

2. Date of birth _____

3. Does your child currently go to a kindergarten/ day care/ school?

- | | |
|---|---|
| <input type="radio"/> Yes, kindergarten
from _____ (Year, Month) | <input type="radio"/> Yes, school
from _____ (Year, Month) |
| <input type="radio"/> No | <input type="radio"/> No |

If yes, what kind of kindergarten?

- Bilingual
- Monolingual L1 = child's native language
- Monolingual L2 = child's second language
- Other, what kind of other?

If yes, what kind of school?

- Bilingual
- Monolingual L1 = child's native language
- Monolingual L2 = child's second language
- Other, what kind of other?

4. In what country was your child born?

- | | | |
|---|---|---|
| <input type="radio"/> In country of L1,
which? _____ | <input type="radio"/> In country of L2,
which? _____ | <input type="radio"/> In other country,
which? _____ |
|---|---|---|

5. Since when has your child lived in the country of L2? _____ (Year, Month)

6. Birth order

- | | | | |
|-------------------------|-------------------------|-------------------------|--|
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> Put the number _____ |
|-------------------------|-------------------------|-------------------------|--|

7. How old was your child when he/she spoke the first words?

_____ year(s) _____ month(s)

8. Have you ever been concerned about your child's language?

- | | |
|--------------------------|---|
| <input type="radio"/> No | <input type="radio"/> Yes, specify why? _____ |
|--------------------------|---|

9. Has anyone in your family had any speech or language difficulties?

- | | |
|--------------------------|---|
| <input type="radio"/> No | <input type="radio"/> Yes, specify who? _____
e.g., mother, father, sibling(s) |
|--------------------------|---|

10. Has your child ever had hearing problems?

Hearing impairment

- No
- Yes

Frequent ear infections

- No
- Yes, how many? _____
- grommets (ear tubes)

11. In your opinion, does your child hear normally?

- | | |
|--------------------------|---------------------------|
| <input type="radio"/> No | <input type="radio"/> Yes |
|--------------------------|---------------------------|

12. Information about the parents

	Specify your native language (L1)	Specify your second language (L2)	Specify other languages you speak	How long have you been living in XX country	Your education	Your occupation
Mother						
Father						

13. What language do you speak with your child?

Mother

- My native language (L1)
- My second language (L2)
- Both native and second language
- Other language(s), specify which _____

Father

- My native language (L1)
- My second language (L2)
- Both native and second language
- Other language(s), specify which _____

14. What languages does your child speak now?

- Child's L1, which is: _____
- Child's L2, which is: _____
- Other languages, which are: _____

15. What languages is your child exposed to?

- Child's L1
- Child's L2
- Other languages, which are: _____

16. At what age did your child's exposure for L2 begin?

- From birth
- Before age 1
- Before age 3
- Before age 5
- From age _____

17. Is your child exposed to L2 in

- Kindergarten or school
- With friends
- With siblings/ parents/ other relatives
- TV/ computer/ books
- Other _____

18. Estimate, in terms of percentages, how often your child is exposed to different languages per day (in all daily activities combined)?

- | His/ her native language (L1) | His/ her second language (L2) | Other language(s) |
|-------------------------------|-------------------------------|----------------------------|
| <input type="radio"/> 25% | <input type="radio"/> 25% | <input type="radio"/> 25% |
| <input type="radio"/> 50% | <input type="radio"/> 50% | <input type="radio"/> 50% |
| <input type="radio"/> 75% | <input type="radio"/> 75% | <input type="radio"/> 75% |
| <input type="radio"/> 100% | <input type="radio"/> 100% | <input type="radio"/> 100% |

19. Please, estimate your child's language skills by ticking the appropriate box	Very well	Quite well	Quite badly	Very badly
How well does your child <u>understand</u> his/ her native language (L1)				
How well does your child <u>understand</u> his/ her second language (L2)				
How well does your child <u>speak</u> his/ her native language (L1)				
How well does your child <u>speak</u> his/ her second language (L2)				

20. In your opinion, which language does your child speak best?

His/ her L1
 His/ her L2
 Other language, which is _____

21. In your opinion, does your child like/ prefer any of the languages more than others?

No
 Yes, which? _____

22. Please, indicate the frequency of the following activities carried out with your child during the last month	His/ her native language (L1)				His/ her second language (L2)			
	Never	Twice a month	Once or twice a week	Almost every day	Never	Twice a month	Once or twice a week	Almost every day
Telling stories								
Reading books								
Listening to songs or singing								
Watching TV/ DVD/ Computer games								

Story scripts

The following story scripts are provided to illustrate the framework used to create narratives with parallel macro- and microstructure and to guide coding and analysis. Furthermore, these story scripts should be used for translation and adaptation to other languages (see Guidelines for Adapting the story scripts to other languages).

The marking of story structure components and internal state terms in the scripts below is given in the following way:

goal attempt... outcome *internal state terms*

Baby Birds (Total number of words: 178)

Pictures 1/ 2: One day there was a mother bird who *saw* that her baby birds were *hungry*. She flew away because she wanted to find food for them. A *hungry* cat *saw* that the mother bird was flying away and *meowed*: “Mmm, nice, what do I see here in the nest?”

Pictures 3/ 4: The mother bird came back with a big worm for her children, but she did not see the cat. She was *happy* about the juicy worm for her babies. Meanwhile the *mean* cat started climbing up the tree because he wanted to catch a baby bird. He grabbed one of the baby birds. A *brave* dog that was passing by *saw* that the birds were in great danger. He decided to stop the cat and save them.

Pictures 5/ 6: He *said* to the cat: “Leave the baby birds alone”. And then he grabbed the cat’s tail and pulled him down. The cat let go of the baby bird and the dog chased him away. The dog was very *glad* that he could save the birds, and the cat was still *hungry*.

Baby Goats (Total number of words: 185)

Pictures 1/ 2: One day there was a mother goat who saw that her baby goat had fallen into the water and that it was *scared*. She jumped into the water because she wanted to save it. A *hungry* fox saw that the mother goat was in the water and *growled*: “Mmm, nice, what do I see here on the grass?”

Pictures 3/ 4: The mother goat pushed the baby goat out of the water, but she did not see the fox. She was *glad* that her baby did not drown. Meanwhile the *mean* fox jumped forward because he wanted to catch the other baby goat. He grabbed the baby goat. A *brave* bird that was flying by saw that the baby goat was in great danger. He decided to stop the fox and save the baby goat.

Pictures 5/ 6: The bird *said* to the fox: “Leave the baby goat alone”. And then he flew down and bit the fox’s tail. The fox let go of the baby goat and the bird chased him away. The bird was very *happy* that he could save the baby goat, and the fox was still *hungry*.

Cat (Total number of words: 178)

Pictures 1/ 2: One day there was a *playful* cat who saw a yellow butterfly sitting on a bush. He leaped forward because he wanted to catch it. Meanwhile, a *cheerful* boy was coming back from fishing with a bucket and a ball in his hands. He *looked* at the cat chasing the butterfly.

Pictures 3/ 4: The butterfly flew away quickly and the cat fell into the bush. He *hurt* himself and was very *angry*. The boy was so *startled* that the ball fell out of his hand. When he saw his ball rolling into the water, he *cried*: "Oh no, there goes my ball". He was *sad* and wanted to get his ball back. Meanwhile, the cat *noticed* the boy's bucket and *thought*: "I want to grab a fish."

Pictures 5/ 6: At the same time the boy began pulling his ball out of the water with his fishing rod. He did not *notice* that the cat had grabbed a fish. In the end, the cat was very *pleased* to eat such a tasty fish and the boy was *happy* to have his ball back.

Dog (Total number of words: 174)

Pictures 1/ 2: One day there was a *playful* dog who *saw* a grey mouse sitting near a tree. He leaped forward because he wanted to catch it. Meanwhile, a *cheerful* boy was coming back from shopping with a bag and a balloon in his hands. He *looked* at the dog chasing the mouse.

Pictures 3/ 4: The mouse ran away quickly and the dog bumped into the tree. He *hurt* himself and was very *angry*. The boy was so *startled* that the balloon slipped out of his hand. When he *saw* his balloon flying into the tree, he *cried*: "Oh no, there goes my balloon". He was *sad* and wanted to get his balloon back. Meanwhile, the dog *noticed* the boy's bag and *thought*: "I want to grab a sausage."

Pictures 5/ 6: At the same time the boy began pulling his balloon out of the tree. He did not *notice* that the dog had grabbed a sausage. In the end, the dog was very *pleased* to eat such a tasty sausage and the boy was *happy* to have his balloon back.