

Charles R Isted CEng MIEE

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# Learning to Speak Again After a Stroke

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# Charles R Isted CEng MIEE

Foreword by

Denis Williams CBE MD FRCP

King Edward's Hospital Fund for London



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### **Foreword**

About all you do after a stroke is to try your best to get better. This is more important than anything else, but it is so hard to do that it needs the help of everyone, friends and family, as well as the therapists and doctors.

When speech is affected by the stroke this is especially so, and it is here that Mr Isted's book will prove to be of such practical value. For he is an intelligent, educated man living in a robust home and he had the determination to overcome his disability. These are attributes essential to recovery. To try and try again, not to be defeated in spirit or in will; but this needs all the help possible, in skill, in understanding, and in participation.

All this comes out from his own experience in Mr Isted's book. He rightly emphasises his need for family conversation, which is even more important every day, than is formal speech therapy in making the brain re-learn the incredible skill which we call speech. Speech therapy supplements the values of family conversation but cannot replace it. The therapist can talk, it is the patient who cannot, after all. What the therapist does is to guide the patient in trying to do so.



Mr Isted was not defeated in spirit and in this he gained much strength from the hopeful, forward looking attitude of his family and friends.

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He tells you here, clearly and calmly how he did it, and his experience will help you to do the same.

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# Acknowledgments

I would like to dedicate this book to my wife Elsie for her love, kindness and tolerance throughout my illness: also to Juliet Glover, head speech therapist at St Bartholomew's Hospital, for her kindness, tolerance, encouragement and help in the preparation of this book.

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# Contents

3	Onset	5
3	Confusion	8
	General Advice for Family and Friends	10
•	Advice for the Patient	13
7	Relaxation	17
3	Word Finding	19
<b>=</b>	Memory for Words and Other Things	21
3	Concentration and Comprehension	23
	Conversation	25
3	General Thoughts on Some Problems	28
3	Progress and Coming to Terms	
3	with a New Self	31
3	Melodic Intonation Therapy	34
3	Aids to Learning to Speak	36
-	Returning to Work	38
3	Exercises	41
3	Answers	61



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It was early one February. There was a rail strike at the time and trains were not running to schedule. As I approached my local station a train arrived which I ran to catch. I noticed, as I approached the City, that my newspaper's print confused me, the words did not link sensibly and I felt unwell. By the time I reached the office I realised something was seriously wrong. My right arm and leg became partially paralysed and when examined in hospital a little while later, inpatient admission was arranged. I had suffered a stroke. I found myself thinking clearly enough but deprived of the abilities to speak and to write. The frustration was intense and often overwhelming. Confusion, fear, anxiety; I experienced all of these as my speech became involved and deteriorated almost completely. I could not write my own name nor letters of the alphabet. Words still meant something however, and reading the newspaper was attempted with some degree of success. This provided some reassurance.

The nurses were kind and encouraging helpers. When the tea trolley was brought along, I recall their patience as I struggled with my choice of tea or coffee. A gesture or shake of the head was not



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acceptable in response. Only a spoken request would suffice.

I knew depression during this period. The bottom seemed to have fallen out of my world.

Fellow patients were supportive; listening and encouraging my speaking efforts. The speech therapist visited frequently with explanations and advice for me and telling those around how they could best help.

Three weeks later, when I left hospital for home, I could say a few words, preciously regained. It was after this real progress began. There was a five-week break before I could attend my local hospital for speech therapy. During this time, with the help and support of my wife and family, I began the process of retraining my communication skills.

I felt the need to tell my story following a particular incident which occurred one day when attending the speech therapy clinic. I was asked to meet and help a new stroke patient on her first visit there. My similar condition and experience, together with the evidence of my improvement, proved enormously reassuring for her. I realised then the value of trying to relate my story in writing for other patients and their families.



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My speech therapist greeted the idea with enthusiasm and the following very personal account of my experiences was born. It is hoped that it will be proved as useful to others as it did on that one occasion which inspired it.

It has been known by the medical profession, that less than half of the patients who suffer a stroke are afflicted with a speech difficulty. Therefore, with courage, perseverence and lots of practice a better life can be achieved.

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### Confusion

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Initially, following a stroke, confusion prevails. The normal activity of the brain is disturbed. Time is needed for this to settle and some order to return. Rest, quiet surroundings and sympathetic people are essential ingredients. Confusion causes anxiety and all problems are then quickly out of proportion. A routine of regular sleep and rest periods during the day can do much to lessen these effects, and this helps you to cope. The family can help here, protecting you from an excess of stress and strain during the early stages of rehabilitation.

Noise can be a cause of distress. The brain may over-react to a tap dripping, children shouting, a loud radio, television and record player. What annoyed you before your stroke can now prove intensely irritating.

People talking rapidly, too loudly, and more than one at a time, can make it difficult to sort out the message and to concentrate on this, to the exclusion of the rest. Quiet relaxed surroundings and gentle conversation with one friend may be best at first. In a small group, sit back and enjoy the company, joining in occasionally if you can.

If listening to music was a favourite pastime, then

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make full use of it now, to encourage relaxation and peace of mind.

Trying to find my way around the hospital will remain vividly in my mind. When lost, I could not ask my way back to the ward. Following a visit to the library one day, I set off to locate my ward. After several trips up and down the stairs and in the lift, I recognised a familiar chip in the plaster of the corridor wall, at the end of which lay my ward. Success — I was home at last, but no, something was wrong. I had turned into the ladies' ward by mistake. I was quickly dispatched across the corridor to the male side!

Early difficulties with direction are further illustrated by my difficulty in sorting out right from left when putting on my slippers. I was always getting them on the wrong feet. A similar problem arose when I found I had put new batteries into my portable shaver the wrong way round.

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# General Advice for Family and Friends

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The family and friends of a stroke patient can provide a lot of help and encourage the necessary motivation for speech recovery.

Speaking to the patient clearly and slowly, in a normal friendly voice, creates a relaxed situation for communication. It may be useful to say only a small amount at a time, thus giving the patient time to respond. Repetition may reinforce your message and ensure full understanding. You will quickly become responsive to a patient's needs in this way. Do not speak over-loudly or shout, for this would create unwelcome tension and a sense of failure. Speak in an uncomplicated, straightforward manner, as if you expect to be understood. At the same time, remember that the patient with a language problem can have a fluctuating level of understanding, depending on the stroke damage itself and on physiological wellbeing. Depression, anxiety, fatigue and headache may prevent full cooperation. It is tempting to answer for the patient when he is struggling with a response, but this can cause great aggravation and in most instances is best avoided. It is vital not to 'talk down' to the speech-impaired individual, although it is helpful to keep conversation simply structured. At all times, preserve the dignity of the

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patient as a human being and contributing member of the family.

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The patient may have full understanding of the spoken word although expressive speech is absent or seriously impaired. In this instance, it is vital to avoid the tension and frustration which may occur when talking about the patient in his presence, without including him.

Encourage the use of gesture to aid communication, and the use of a pen if possible, in drawing and writing. Do not patronise or praise excessively, just relax and trust your instinctive responses to the patient's efforts. Say that it will come in time and appear patient. Be cheerful in your approach. Talk and read to the patient, watch television together, listen to the radio, share family photograph albums, pictures in magazines and encourage spoken responses. Give help in remembering names and places and shared experiences. Gradually visit old friends and well loved places, encouraging previous interests, as soon as the patient has the necessary energy. Above all, be natural with the stroke patient.

As a listener, one can become tense in the effort to interpret the patient's speech attempts. This tension can communicate itself to you, make you feel irritable and create difficulties in your relationship. It helps to be aware of this normal reaction. For



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this reason, it is ideal if several people can share the task of stimulation and speech exercises with the patient.

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A family friend visited me regularly. He has admitted that he found it frustrating to listen to my attempts at conversation. However, the slightest progress gave him encouragement and the incentive for his continued support.

It is important that members of the family, and in particular the spouse, should maintain precious interests and routines of activity, to reduce the strain of constant involvement with the stroke patient.



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# **Practice Words**

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### Advice for the Patient

It is my hope that this little book will encourage you to help yourself as much as possible. If you persevere, family and friends will respond with support. If you adopt the motto 'if at first you don't succeed, try, try and try again', some successes will be yours. However, this is not likely to work all of the time; so be philosophical, take a break and relax before trying something new.

Much may be achieved from small beginnings. At an early stage, you should concentrate on practising simple words which help you to communicate. Make sure you use these to the full. The following samples of serial speech and familiar words and phrases may be useful. If not, they may well become easier to say with practice and use in appropriate situations.

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# **Practice Words**

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NO HELLO **COFFEE** MILK YES BYE BYE **CHEERIO** TEA **PLEASE** YOUR NAME **GOOD BAD FAMILY NAMES TIRED** FRIENDS' NAMES **HOT GOOD MORNING WARM** THANK YOU VERY MUCH **GOOD NIGHT** COLD THANK YOU **HOW ARE YOU?** 

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Some words may come spontaneously, others may be in response to questions or to being given a choice of food or drink. This is all real life language and good for your progress. If you make the wrong choice at first, saying 'tea' instead of 'coffee', for example, do not become agitated, just indicate that you did not intend this, pause and attempt your response again. For instance, I used to say 'good morning' when I intended 'good night', and in addition it was difficult to form sequences of sounds. Specific responses and answers to questions are likely to be more difficult, and perhaps the formulation of the sounds within these responses.

They require not only the recall of the right response but the need to make the right words to give the answers.



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KING'S 126 ALE ACCESSION

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DATE OF RE

Keep a postcard in your pocket or handbag with your name, address and telephone number. This makes for an important sense of added security when you are out of hospital. It may be particularly useful to carry a pencil and paper and, if travelling, to have written indication of your destination in case of queries.

Insecurities are heightened when leaving the protective hospital environment. You may well feel like avoiding everybody. Answering the front door could cause great apprehension, and it may be best not to do so at first, in case it is a persistent salesman. Answering the telephone can be a big problem too. It was some time before I would attempt either when on my own. The following incident, however, illustrates what can be achieved in an emergency.

One day I was alone in the house and I heard someone knocking on the door and saying 'Help me! Help me!' I opened the door to find an elderly lady with blood on her face. She had fallen, breaking her glasses, which had cut her forehead. I took her into the house to sit down. She told me that she had left her handbag and the broken glasses on the pavement; these I retrieved for her. Then I took a look at the cut on her forehead and decided she had better go to the hospital. I slowly explained that I had speech difficulty and I would try to telephone for the ambulance. I had not used

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KING'S 126 ALE ACCESSION

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DATE OF RE

the telephone since my stroke. I explained to the operator that if she was patient I would tell her what I wanted. She listened to me, and I managed to ask for the ambulance. It was soon on its way. In a little while the ambulance arrived with the driver and his assistant.

They were appreciative about what I had done and took the lady to hospital, where she subsequently had three stitches in her forehead.

A small incident, but it shows that the concentration and will to do something, because there was an emergency, can achieve surprising and satisfying results.

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DATE OF RE

### Relaxation

Relaxation is of great importance. Frustration and tension are natural reactions to failure in expressing oneself. Unfortunately, this often makes it even harder to speak. Deep regular breathing helped me to control my tension a little and I still use breathing exercises regularly to help me to relax.

Relaxation of body and mind helps you to sleep peacefully, which is important for progress. Your best results will be achieved following sound rest.

The early morning has proved a valuable time for practice. On waking, I feel particularly relaxed and fresh, which facilitates my speech attempts. I use this time in the bathroom for practice of word sequences found difficult on the previous day. Sometimes I try a series of words with associated or similar sound patterns.

This private time in the bathroom is an ideal moment for breaking into a song. Familiar oldies like 'Daisy, Daisy, give me your answer do', will come quite readily and provide a good start to your speaking day.

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KING'S 126 ALE ACCESSION

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A personal anecdote may be of interest here. My wife and I attended a carol service one Christmastime, and I enjoyed the familiar favourites — melodies and words. Afterwards we met some friends who commented on my excellent speech. This occurred late in the evening, a time when speech can be at its worst. Singing had provided relaxation and a sense of pleasure which resulted in easier speaking.

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# Word Finding

Poor memory for words or word-finding difficulty is a major feature of the speech handicap which can follow a stroke. Everyone experiences difficulty in recalling a name at some time and is aware of the aggravation this causes. The problem is greatly heightened after a stroke affecting speech.

If you are unable to find the word you want, do not despair. Try to find another similar word to serve the same purpose or rephrase the sentence. Word finding is a common problem which will improve with time and practice. I still have some difficulty in this area, but improvement continues. You do not want too much help from others here. Your relatives and friends will soon learn to appreciate just how much help you need at different times during conversation practice.

When you have found the word you require you may have trouble in actually saying it, in putting the sounds in the right order, and in making your tongue and lips take up the correct positions. It may be helpful to visualise in your mind's eye what the word looks like and to recall its sound order before saying it in syllables. Breaking up words into syllables, a syllabic approach, can help

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to make your speech more easily understood. You can phrase your speech more naturally and maintain the sense of what you are saying.

Having found your words, you may need a technique to help you to say them.

A challenging and stimulating exercise is provided by thinking of a word, saying it and then finding another word with a similar meaning.

Further stimulation of your vocabulary may be encouraged by choosing a word, building a phrase or sentence around it in speaking and in writing. Buy a tape recorder. Listen to the words you are trying to say and repeat them until they sound right. right.

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# Memory for Words and Other Things

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Some of us are affected much more than others with loss of memory, both for words and events. This is related to the extent of the disruption that the brain has suffered, and on the processes of recovery. There can be much improvement with time, practice and patience. The speech therapist can advise you on ways in which you can help yourself. At first you may not be able to recall your name and address, or the names of those who visit you in hospital. I remember having to get my visitors to write their names in a notebook, indicating by gesture what I wanted them to do.

It was all very difficult in the beginning; my right arm was paralysed so that I could not hold a pen in my right hand. I used my left hand for writing, with some success. This must be developed if the right hand is affected too much. My memory for the names of letters gave me trouble, and it was helpful in re-establishing my writing skill, to copy these and to link sound with symbol.

The aim of treatment is re-education of the brain, and the more you strive to remember, the more your memory will recover. Gradually you will find you are filling gaps and remembering the small

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details which are so necessary in communicating with people around you.

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Remembering one thing triggers off another event or word which has been difficult to retrieve.

Learning of new events trains the memory too. The written word can reinforce the process of recall. Many daily activities can be utilised in memory work. The words of a poem, or song remembered from the past, can be a great encouragement. Watching television and listening to the radio is to be encouraged, with recall of the items seen or heard. Perhaps at a later stage, reading an article from a newspaper or magazine will be useful, writing down or telling a shortened version, to cover the main points.

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mul-ti-ply-ing

a-rith-me-tic

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# **Concentration and Comprehension**

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Difficulties in concentrating and grasping the meaning of what was said to me, presented two major problems.

Concentration requires a lot of effort, and this can suffer as a result of a stroke. Adding up a column of figures, dividing, multiplying and simple mental arithmetic taxed my concentration heavily for some time. Completing a simple crossword was even harder because it involved the recall of words.

Reading can be utilised in various ways to aid and retrain concentration. Items you have read may be retold in your own words on to a tape. Similarly, retelling something of what you have absorbed from radio broadcasts and television programmes is useful. Written reporting can also play a part in this area of work.

Concentration and comprehension may be helped by a variety of activities, including Lexicon, Scrabble, verbal puzzles from children's books, keeping a diary, painting by numbers, learning poetry and prose, playing cards and completing jigsaw puzzles.

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167

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There are many aspects of returning to normal activities in the home and at work, which require concentration and organisation. It is here that the help of an occupational therapist may play a vital part. To take a simple but essential example; for a housewife, a vital feature of running her home successfully would be preparation of the evening meal. Such an exercise requires planning, concentration and organisation.

Hobbies may be an essential aid to the reestablishment of confidence, providing real interest and the boost of personal satisfaction.

The local library is likely to be a valuable source of interesting books, some highly pictorial, which will help concentration.

A lot can be achieved by patience and perseverance. Remember at all times not to get over-tired; have a rest from what you are doing and try to relax, continuing later when refreshed.

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#### Conversation

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Confidence in approaching and speaking to people must be regained. Friends and acquaintances can play a role here. They can be of great assistance to you in increasing your tolerance of others' reactions to your speech. Then, the more strangers you can talk with, the more your experience increases and confidence is built.

I find that breaking the words into syllables, a syllable-timed approach, helps my articulation. You may not need to do this, but if you do, the speech therapist should advise you on how to proceed.

Communication is a two-way process. Your listener's reactions will affect your performance. Speak in phrases if you can, and try for normal rhythm, which creates expression and helps your listener. Guard against talking for too long, since this can become very tiring for your listener and yourself.

Group therapy is available in some areas, where everyone is encouraged to take part in a session. There are many advantages; practice in talking to strangers and making new friends, listening to other people and they to you, guidance from a therapist,

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KING'S 126 AL ACCESSION

167

DATE OF R

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for you and your family, support from others in the same situation as yourself, the sharing of mutual problems. It becomes a social occasion and a valuable step between the clinic and the outside world.

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The area health authority covering your home district employs an area speech therapist who may be approached, perhaps through your doctor, for advice concerning the management of your speech problems and the local facilities available to you. Your doctor may refer you to the local hospital or community health centre speech therapy department for advice. Some areas run 'speech clubs' which have many ongoing advantages for longer-term care.

The essence of success in conversation is practice; participation in conversation with your family is of great importance and outranks formal speech therapy.

Your friends and other relations can help in holding conversations with you. You can read aloud and even talk to yourself.

I practise every evening, going through an exercise of reading aloud, writing, composition and so on. You can do the same, and take a more hopefullooking attitude, which in itself helps the progress that can be achieved.



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Respond verbally to suitable radio and television programmes, repeating and answering back. This will help your reactions in repartee. The more you converse the better, so continuing your therapy away from the clinic. Make full use of your friends, they will welcome an opportunity to help in a positive way.

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ef-fec-tive-ly

ten-sion

ac-cep-ted

coun-ter-act

ca-tas-tro-phe

un-a-sha-med-ly

hap-pi-er

a-bun-dance

des-pon-den-cy

eg-o-cen-tric

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# General Thoughts on Some Problems

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I must stress here that a stroke producing difficulty in speech is a family matter and as such, both patient and family need real support and advice on how to cope effectively.

A stroke which affects speaking can affect reading and writing. Thinking and memory functions may also suffer, so that intense frustration occurs. Such tension is part of the illness, and must be recognised and accepted, for attempting to do too much too quickly may lead to a setback. Try to counteract the natural depression which arises when you are dealing with this major catastrophe, after leading a full and normal life. I cried at times and unashamedly felt relief in this outlet. Aim to greet others in a cheerful, positive way and their responses will make the world seem a happier place.

Family and friends provide an abundance of help. Love and kindness, positive encouragement, tolerance and patience are all necessary for secure progress. Fight despondency and try again when you fail.

There is a very real danger of isolating yourself, of becoming egocentric and self-involved, forgetting the burden that you are placing on your family.

es-sen-tial

de-ter-i-or-a-tion

fre-quent-ly

o-ver-come

in-tell-i-gence

phys-i-cal

pass-en-ger

in-flu-ence

co-or-di-na-ting

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KING'S 126 AL ACCESSION

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DATE OF R

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Rest and relaxation are essential. Fatigue causes deterioration in speech and other physical symptoms, such as tension and headaches. Therefore, it is best to concentrate on communication practice in short spells, though quite frequently, during the course of a day.

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I have been talking about various possible effects of a stroke and how you can overcome them. Once your intelligence has settled you have to communicate that intelligence to others by yourself.

I was very lucky; my physical recovery enabled me, with my doctor's permission, to drive my car within a fortnight of leaving hospital. I used to take a passenger with me at first to explain to the police, should I be stopped, that I was not drunk or under the influence of drugs.

Driving proved good exercise for coordinating physical activity with concentration. However, your doctor must advise, and someone should be with you to give you confidence until you can manage on your own.

You may well feel isolated, but try mixing with other people. Go shopping with your family or friends. Retrain yourself to take up an active life, similar to your previous one. Gradually involve yourself in your old activities.



as-sis-tant

tem-por-ar-y

ab-il-it-y

tra-vel-ler

opp-o-site

di-rec-tion

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KING'S 126 AL ACCESSION

167

DATE OF R

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Knowing about money values is not easy. I used to pay with a pound note until I got so many coins that I had to put them on the counter, so that the shop assistant could sort out the value. This was only a temporary setback, and the ability to deal with money should return.

When other people are in a hurry try not to be hurried yourself. People will always listen if you tell them you have a speech difficulty. They will be patient, and give you their attention to hear what you say and what you require.

I can remember waiting on a railway platform when another traveller, who was in a hurry, asked if this train was going to somewhere. Before I could say 'No!' he stormed off and climbed aboard the train. It pulled out of the station in the opposite direction to the one he required! So, he didn't get very far for his impatience.

Learn to use the public telephone in a call box, and keep a list of people you can ring for assistance.

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# Progress and Coming to Terms with a New Self

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How does your speech compare now with the level immediately after the stroke?

Progress can be slow and patience is needed for steady achievement. It is quite natural to feel dissatisfied with your progress. You may well think it has not been fast enough or certain enough. Your progress is greater than you imagine and this is where your speech therapist can advise you and provide evidence of your progress.

You may well need to adopt a more relaxed philosophy about talking, taking it at a slower rate and not aiming for levels prior to your illness. Motivation is vital for achievement and yet compromise may be essential for optimal results. This is a delicate balance to appreciate and maintain. It is part of the new concept of yourself.

When you meet someone, take the initiative and greet them. This gives you an advantage in preparing your next question or comment. I found that leading off in this way helped my confidence considerably, since I was more in control of the situation. Frustration occurred many times in the early days, when someone coming towards me said,

em-bar-rassed

con-ver-sa-tion

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max-i-mum

cla-ri-ty

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fa-mil-i-ar

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hol-i-day

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KING'S 126 AL ACCESSION

167

DATE OF R

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'Good morning. How are you?', and before I could answer had passed quickly by, leaving me tense and embarrassed. Now, I usually manage the greeting first, to good effect, and remain more relaxed in any ensuing conversation. Keeping sentences short and explicit is a challenge and probably will be essential for effective discourse. Longer words may need to be carefully put into syllabic order for maximum clarity. There are some catch phrases with which we are all familiar, and these may be rehearsed as an exercise. Some of these are

How are you today?

Are you well?

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I'm alright. How are you?

Pleased to meet you.

Have you been away?

Are you having a holiday this year?

What is the time?

Terrible day isn't it?

Cold, isn't it?

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DATE OF R

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Further catch phrases from the media can be used such as

Didn't he do well?

Hello cheeky!

Nice one, Cyril!

Nice to see you, to see you nice!

I knows it! I grows it!

The pint that thinks it's a quart!

Fly the British flag!

pi-a-no

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care-full-y

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syl-la-ble

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in-di-cate

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KING'S 126 AL

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The use of a piano, or some other means of making melodic sounds, may help to impart the melodic and stress patterns of speech. You can tape your efforts or someone can do this for you. A therapist should help you to plan a programme of melodic intonation therapy, since the best results are achieved through a carefully structured course.

#### Melodic Patterns

Higher pitch	>	<b>*</b>	/	/
Lower pitch	/ /	7		7
Sentences	I am plan-ning		Please	sit down

A single line represents a single word or syllable.

Two lines joined at the top represent double syllable words.

Arrows indicate stress or emphasis.

me-lo-dic

in-to-na-tion

ac-com-pan-ied

en-cour-age-ment

par-tic-i-pa-tion

to-geth-er

rhyth-mi-cal

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# **Melodic Intonation Therapy**

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One day my speech therapist introduced me to melodic intonation therapy.

She started by taking my right hand and tapping the fingers on the table in the rhythm and stress pattern of the short sentence she had in mind. There was no verbal response from either of us at that moment. Next she intoned the sentence with its rhythm and stress pattern, accompanied by hand tapping. The tempo of melodic intonation is slower than that of normal speech. I was invited to join in, intoning the sentence in unison, with encouragement to increase my participation with each repetition.

We sang together I-AM-PLANNING

My speech therapist gradually withdrew, leaving me producing the four-beat rhythmical speech sequence on my own. This was the pattern for several sentences practised. You can create some short practice sentences, which do not have to be in four-beat patterns. For example

PLEASE-SIT-DOWN.

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## **Practice Words**

dic-tion-ar-y

spe-cia-lly

stim-u-late

vo-ca-bu-la-ry

pro-nun-ci-a-tion

Treas pho-ne-tic

por-ta-ble

re-pro-duc-tion

e-lec-tric

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KING'S 126 AL ACCESSION

167

DATE OF R

19 MAF

# Aids to Learning to Speak

A dictionary is a must - one that has large print, and has been specially designed for people learning English. It will help you to find other meanings for words and to define words. This will stimulate your vocabulary. In addition, if pronunciation is a problem, it should give a phonetic spelling which will help you to organise a word.

It is a good thing to practise writing out words, to think them through in syllables, and then to say them.

Try selecting a group of words from the dictionary, and practise saying and writing these in sentences.

Colourful detailed pictures, that are found in magazines, can be utilised in your treatment. Try to name the objects in the picture, and to say what you think is their function. You may describe the activities that are depicted as a sentence-building exercise.

Another helpful aid to speaking is a good portable cassette tape recorder, one that gives an accurate reproduction of your voice. It should be easy to operate, powered by battery or the electric mains supply. I found one most useful. You can take it to

#### **Practice Words**

ex-er-cise-s

sen-ten-ces

prom-in-ent

mi-cro-phone

ex-per-i-ment

in-crea-sing

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KING'S 126 AL

ACCESSION

167

DATE OF R

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speech therapy as a record of your exercises and to record your progress. Spaces may be left on the tape for you to copy the therapist's speech in words, phrases or sentences. Then you can listen to your own voice, note any mistakes, correct them and improve on them. The speech therapist can listen and judge how much you have progressed between each session. I think amongst the aids to your speech therapy, the portable cassette tape recorder is prominent. The best way to relax with a tape recorder is to ignore the microphone, and then practise, experiment, and get thoroughly used to its presence.

You can practise reading headlines or an article from the newspaper or a magazine. Poetry may be helpful in increasing expression and rhythm.

Another useful exercise is for someone to say a noun, and you to produce another one similar to it, as quickly as you can. This helps a lot in speeding your thinking and reactions, and your word finding. Make a note for the speech therapist of anything you find difficult, so that she can concentrate on it during treatment.



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KING'S 126 AL ACCESSION

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DATE OF R

19 MAF

## Returning to Work

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I went back to my office after six months, travelling to London by rail, but avoiding the peak periods of rush and bustle. Having a season ticket prevents the stress of buying a regular daily ticket. Family and friends may be able to again help, by providing a car service, which will preserve essential energy.

Work may best be on a part-time basis at the start. Do not hesitate to tell people that your speech is not fully recovered, colleagues will understand. You will have 'off' days without a doubt, but these become less frequent as you relax into the old, familiar routines.

My experience here was different from what I had anticipated. The work scene was busy; everyone in a hurry and talking too fast for me. Familiar colleagues would rush past with 'Good morning Charles' and before I could remember their name and reply, disappear from sight. This caused me great anxiety. I learned some useful phrases like 'Hello!', 'Good morning', 'I'm not too bad', and so on, so that I could anticipate these situations and be in a better position to cope. Now, I often take the initiative and lead the dialogue, which gives me

#### **Practice Words**

re-gu-lar

com-pan-i-ons

ar-gu-ment

en-thu-si-asm

par-tic-u-lar

en-gen-der

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a little time to think and be more in command, with increased confidence in myself.

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I enjoy my train journey to work with some regular travelling companions. I join in their conversation and we enjoy some mutual laughter. I even contribute to the occasional argument and enjoy the odd skirmish! However, I am aware that I must guard against talking too much now and taking over the conversation. When organising a social gathering, four to six people together helps me to control this enthusiasm and protects my guests from boredom.

A series of graded exercises appears at the end of the book. These too are best used with guidance from a speech therapist. The order of difficulty in each exercise is not graded, but can be adapted to your particular needs. Writing is a useful adjunct to speaking, but not essential, if it is particularly difficult for you.

I have derived great pleasure from writing this book and hope in some small measure it may help people who suffered from the same illness as myself. My aim has been to give some encouragement and to engender motivation which will enable you to communicate with others again and to enjoy a happier life.

## **Practice Words**

sur-pri-sed

de-ter-min-a-tion

ad-mir-a-tion

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You will be surprised how many people have suffered from strokes, and have overcome their handicaps in various ways, leading to a fairly normal life. So much can be achieved by having care, patience, determination and a great deal of help and support from family and friends, together with professional assistance from speech therapists for whom I have great respect and admiration.

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USE THE TAPE RECORDER AND DICTIONARY EVERY TIME



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- 1 Count up to 20.
- 2 Name as many COLOURS as you can.
- 3 a Name 5 THINGS you like to EAT.
  - b Name 5 THINGS you like to DRINK.
  - c Name 3 IMPLEMENTS you use to EAT WITH.
  - d Name 3 CONTAINERS you use to DRINK FROM.
- 4 Practise saying

SPEED	HANG	PICK	DITCH
WEED	SANG	<b>BRICK</b>	STITCH
<b>BLEED</b>	<b>RANG</b>	TRICK	HITCH
FEED	BANG	CRICK	BITCH

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- 1 SAY and WRITE DOWN the FLOWERS and VEGETABLES you would FIND in a GARDEN.
- 2 DRAW a HOUSE in a GARDEN with some TREES.
- 3 SHUFFLE and SORT a PACK OF CARDS in SUITS and put EACH SUIT in NUMERICAL ORDER.
- 4 What is missing in the following?

$$b 3 + 7 + ? + 4 = 22$$

$$c 3 \times 11 =$$

5 Practise saying

POND	RUSH	BANK	CRACK
FOND	<b>BRUSH</b>	THANK	<b>BACK</b>
BOND	CRUSH	CRANK	SLACK
BLONDE	HUSH	SANK	HACK



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ACCESSION

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- 1 You are VISITING your LOCAL SCHOOL; SAY and WRITE DOWN what you hope to SEE.
- 2 SAY and WRITE DOWN all the LADIES' CHRISTIAN NAMES you know.
- 3 SAY and WRITE DOWN the TIMES on the CLOCK FACE, starting with 1 0'CLOCK up to 12 0'CLOCK.
- 4 Practise saying

NIGHT	AIR	READY	<b>MEAT</b>
RIGHT	PAIR	<b>STEADY</b>	<b>PEAT</b>
BRIGHT	<b>STAIR</b>	<b>ALREADY</b>	HEAT
MIGHT	CHAIR	NEDDY	BEAT

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KING'S 126 AL ACCESSION

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- 1 You are GOING by CAR to the SEASIDE; SAY and WRITE DOWN what you SEE on the JOURNEY and what you EXPECT when you GET THERE.
- 2 What is a MAN CALLED WHO BAKES BREAD?
  DRIVES A TRAIN?
  GROWS WHEAT?
  SELLS MEAT?
  MENDS SHOES?
  CATCHES FISH?
  KEEPS A SHOP?
- 3 Find the answers

$$4 \times 5 = 8 \times 7 = 5 \times 4 = 9 \times 8 = 6 \times 7 = 10 \times 8 = 6$$

4 Practise saying

MEET	RAKE	LIST	TOUGH
WEEK	WAKE	MIST	<b>ENOUGH</b>
STREET	<b>AWAKE</b>	FIST	COUGH
SHEET	TAKE	WRIST	ROUGH



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- 1 You are VISITING LONDON; SAY and WRITE DOWN the NAMES of the BUILDINGS and PLACES you hope to SEE.
- 2 Give the OPPOSITES of these WORDS

BLACK	DAY	<b>UPSTAIRS</b>	WRONG
LEFT	STAND	DULL	WINTER
BELOW	WET	<b>FORGET</b>	<b>ASLEEP</b>
<b>HAPPY</b>	CRY	TALL	BLUNT

- 3 Write the sentences adding in the missing word
  - a A BUTCHER sells.....
  - b A BAKER sells .....
  - c A MILKMAN sells .....
  - d A FLORIST sells.....
- 4 Practise saying

INSIDE	LOW	SHARP	START
OUTSIDE	SLOW	HARP	<b>TART</b>
SUNNYSIDE	CROW	WARP	<b>DART</b>
SEASIDE	THROW	CARP	<b>PART</b>



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KING'S 126 AL ACCESSION

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- 1 a Write down THREE words that end like LAND.
  - b Write down THREE words that end like LAY.
  - c Write down THREE words that start with CH like CHOP.
- 2 You are going for a PICNIC; SAY and WRITE DOWN what you MUST TAKE with YOU.
- 3 ADD UP this sum of money 1p + 2p + 5p + 10p + 50p =
- 4 Practise saying

LOOK	HOOD	SAKE	HUNT
NOOK	STOOD	<b>TAKE</b>	COUNT
COOK	WOOD	MAKE	DON'T
BOOK	<b>BROOD</b>	<b>BAKE</b>	GRUNT
BROOK	GOOD	CAKE	MOUNT



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KING'S 126 AL ACCESSION

167

DATE OF R

19 mar

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- 1 You are at the CIRCUS; SAY and WRITE DOWN the NAMES of the ANIMALS and ACTS you see.
- 2 You can play SNAP with SOMEONE ELSE, and call out SNAP when TWO PLAYING CARDS are IDENTICAL.
- 3 SAY and WRITE DOWN the WORDS in EACH LINE that have the SAME LAST THREE LETTERS as the FIRST WORD, in the small box.

SENT	WENT	TENT	CAMP	SPENT	BENT
SEND	SPEND	STAMP	MEND	LEND	BEND
LAMP	CAMP	JUMP	DAMP	STAMP	HAMPER
WING	STING	LIMP	THING	SPRING	SWING

#### 4 Practise saying

LAMP	RENT	WING	SEND
CAMP	<b>SPENT</b>	STING	SPEND
DAMP	<b>BENT</b>	<b>THING</b>	LEND
STAMP	SENT	SPRING	BEND



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KING'S 126 AL ACCESSION

167

DATE OF R

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- 1 You are going CAMPING; SAY and WRITE DOWN the THINGS you will WANT to TAKE WITH YOU.
- 2 WRITE THREE WORDS to RHYME with each of these WORDS

#### WOOL DATE TIN HAD AIR

- 3 NAME as many TOWNS as you can in ENGLAND.
- 4 Practise saying

SPIN	ROCK	LUMP	<b>PLAN</b>	LAND
CHIN	LOCK	<b>PUMP</b>	CLAN	HAND
SKIN	CLOCK	<b>BUMP</b>	SPAN	STAND
PIN	<b>BLOCK</b>	HUMP	FLAN	GRAND



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KING'S 126 AL ACCESSION

167

DATE OF R

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- 1 You are on a TRAIN JOURNEY; SAY and WRITE DOWN what HAPPENED on your JOURNEY and when you ARRIVED.
- 2 Find how many words you can make out of

#### **INTERCHANGEABILITY**

- 3 SAY and WRITE DOWN the MONTHS OF THE YEAR and the DAYS OF THE WEEK.
- 4 Practise saying

LICK	HORN	MYSELF	SENSE
KICK	BORN	<b>HERSELF</b>	<b>TENSE</b>
THICK	CORN	HIMSELF	PENCE
QUICK	MORN	ITSELF	<b>DENSE</b>

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3)	Exercise	10			
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3)			OOWN wha	t you SEE.	
3)	2 a COUN	т пр то	100 in TFN	<b>.</b>	
3)				e FIGURES	
31	and the	WORDS	(use a DIC	ΓΙΟΝARY).	
3)	3 WRITE	SENTENC	ES using th	ne following	
3)	words	· E			
3)	a HOUS b HORS				
<b>3</b> }	c GARI				
<b>3</b> )	d CARP e STAIF				
<b>3</b> }	f HALL				
3	4 Practise s	aying			
(3)	MADIZ	COLD	TELL	TEACH	
<b>3</b> )	MARK PARK	GOLD FOLD	TELL BELL	TEACH PEACH	
<b>(3</b> )	LARK	SOLD	DELL	REACH	
3	BARK TOLD CELL BEACH				
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KING'S 126 AL ACCESSIOI

167

DATE OF F

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#### Exercise 11

- 1 Describe GOING to your FAVOURITE HOLIDAY RESORTS and HOW you will TRAVEL.
- 2 PICK OUT the MATCHING PAIRS in the FOLLOWING GROUPS of WORDS.

KNIFE	MORTAR	BUTTER
RED	<b>SPADES</b>	FORK
BREAD	PEN	<b>PAPER</b>
CLUBS	BRICKS	<b>BLACK</b>

3 Find how many words you can make out of the word

#### **DECONTAMINATE**

4 Practise saying

FOOL	TURN	DIE
COOL	BURN	PIE
POOL	YEARN	LIE
TOOL	STERN	TIE



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KING'S 126 AL ACCESSION

167

DATE OF F

19 mai

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- 1 You are at a ZOO; NAME all the ANIMALS and BIRDS you SEE.
- 2 Write sentences using the following pair words
  - a CHIP and SHIP
  - b CHEW and SHOE
  - c SHEEP and CHEAP
  - d CHEAT and SHEET
  - e CHOP and SHOP
  - f WATCHING and WASHING
  - g DISHES and DITCHES
- 3 Practise saying

Peter Piper picked a peck of pickled peppers, and of all the pickled peppers Peter Piper picked, there was one poor pepper.

4 Practise saying

TEACH	<b>PICTURE</b>	BEAD	WEED
WATCH	<b>PITCHER</b>	SEED	KNEAD
PEACH	<b>TEACHER</b>	<b>TWEED</b>	GREED
WITCH	VICAR	LEAD	FREED



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KING'S 126 AL ACCESSION

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DATE OF F

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## Exercise 13

- 1 You are GOING to VISIT an AIRPORT; WRITE DOWN and SAY all that you WILL SEE.
- 2 Practise saying

She sells sea shells on the sea shore, what she sells on the sea shore are sea shells I am sure.

3 Find the correct sentence by using these words UNJE SI A YVER MWRA HMTON

and again with these words
HET NAM SEGO OT KWRO YB RCA

4 Practise saying

TETHER	WIFE	CHIP	CHOP
NEITHER	LIFE	SHIP	SHOP
HEATHER	KNIFE	CHEAP	<b>SHOE</b>
LEATHER	FIFE	SHEEP	CHEW

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- 1 You are having a DAY in the COUNTRY; SAY and WRITE DOWN the NAMES of the ANIMALS, BIRDS and THINGS you SEE.
- 2 Write sentences using the following words

a MOTHER

d RAIN

b BLACKBIRD

e MOON

c TRAIN

f FOOTBALL

3 Write these words in four lists of

Five-letter words
Seven-letter words
Eight-letter words

BROTHERS	MOTHER	<b>OTHERS</b>
THREE	BOTTOM	SINGING
STREET	CALLED	GARDEN
SHELL	SHEET	BIRDS
AWAKE	WORKED	NAMED
SPOON	WORKED	

4 Practise saying

DATE	$\mathbf{BEE}$	FINE	CHASE
HATE	FREE	SHINE	CASE
<b>PLATE</b>	<b>THREE</b>	PINE	BASE
MATE	SEE	<b>TWINE</b>	<b>PASTE</b>

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1 Think of a word that has the OPPOSITE MEANING to

SHARP HARD COLD UP DRY
SHORT ON LIGHT GOOD SMALL
HIGH NICE FULL ABOVE FAST
STOP

- 2 You are on a FARM; SAY and WRITE DOWN the NAMES of the FARM ANIMALS, the FARM EQUIPMENT and all the FARM PRODUCE that is GROWN on the FARM.
- 3 Make up sentences using these words

KITCHEN TABLE CHAIR STOOL GARDEN PATH FLOWERS TREES BENCH BUSHES

4 Practise saying

**CAVE** DIVE SHELL CRACK WAVE **SMELL DIVER PACK** SAVE **SWELL** DRIVER LACK BRAVE DELL DRIVE **TACK** 

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1 SAY and WRITE DOWN the WORD which has the same MEANING as

PRETTY HEALTHY LARGE BREEZE SAFE LEVEL PLUMP SCARLET FLUID UPRIGHT

- 2 SAY and WRITE DOWN all the GENTLEMEN'S CHRISTIAN NAMES you KNOW.
- 3 Make up sentences using these words

HOUSE	HOME	SWIMMING
AEROPLANE	FOOD	CRICKET
SHED	<b>RADIO</b>	PARK

- 4 Practise saying
  - a Thirty thousand feathers on a thrush's throat.
  - b these words

EAST	SAIL	PASS	PEAS
<b>FEAST</b>	PAIL	CLASS	<b>TEAS</b>
<b>BEAST</b>	NAIL	GLASS	BEES
LEAST	MAIL	BRASS	FEES

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- 1 a What is the cost of 5 books at 50p each?
  - b What is the cost of 7 pencils at 5p each?
  - c What is the cost of 10 postcards at 2p each?
  - d The cost of a shirt is £3.65. How much change will you have from £5?
  - e Add £2.25, 12p and £3.35.
  - f What is £5.35 less £2.51?
- 2 Practise saying

Imagine an imaginary menagerie manager, imagining managing an imaginary menagerie.

3 Find the correct sentence by unmixing these words

OUY REA IGNGO OT HET EMCINA

And again with these words

EW AHVE A TILTLE PYPUP



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- 1 WRITE a PARAGRAPH about the ADVANTAGE and DISADVANTAGE of the USE of RADIO.
- 2 Try to fill in the crossword on the next page.
- 3 Practise saying

Many men are merry in the merry month of May.

4 Practise saying

DUCKED	COOKED	<b>BOOKS</b>	LEAVE
SOCKED	<b>FORKED</b>	LOOKS	WIVES
CLOCKED	TRICKED	COOKS	HALVE
BOOKED	MOCKED	ROOKS	<b>KNIVES</b>



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- 1 You can go in and..... of a door.
- 3 A number.
- 5 His Royal Highness (Initials).
- 6 It is either right..... wrong.
- 7 Peas grow.....a pod.
- 9 You hear with this, one being on the left side of your head and the other on the right.
- 11 A drink (anagram of LEA).
- 12 Another drink made from leaves.
- 13 Timid (anagram of HYS).

#### **DOWN**

- 1 The stamp is stuck...... the envelope.
- 2 Ones, twos,..... fours.
- 3 8 + 9 + 15 2
- 4 He won by the skin ...... ...his teeth.
- 8 Vermin, like a large mouse.
- 10 He was a .....man, weighing 180lbs (anagram of TFA).



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#### Exercise 4

2 BAKER
TRAIN DRIVER
FARMER
BUTCHER
COBBLER
FISHERMAN, ANGLER
SHOPKEEPER

3 20 56 20 72 42 80

#### Exercise 5

WHITE. NIGHT. DOWNSTAIRS. RIGHT. RIGHT. SIT. BRIGHT. SUMMER. ABOVE. DRY. REMEMBER. AWAKE. SAD. LAUGH. SHORT. SHARP.

3 a MEAT c MILK b BREAD d FLOWERS



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#### Exercise 10

2 b

10 Ten

20 Twenty

30 Thirty

40 Forty

50 Fifty

60 Sixty

70 Seventy

80 Eighty

90 Ninety

100 One Hundred

#### Exercise 11

2 KNIFE FORK
BRICKS MORTAR
BREAD BUTTER
RED BLACK
SPADES CLUBS
PEN PAPER



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3 JUNE IS A VERY WARM MONTH THE MAN GOES TO WORK BY CAR

## Exercise 14

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Five-letter words Six-letter words

AWAKE MOTHER
THREE OTHERS
NAMED BOTTOM
SHELL WORKED

SHELL WORKED STREET

BIRDS CALLED GARDEN

Seven-letter words Eight-letter words

SINGING BROTHERS

#### Exercise 15

BLUNT. SOFT. HOT. DOWN. WET. LONG. OFF. DARK. BAD. LARGE. LOW. NASTY. EMPTY. BELOW. SLOW. GO.



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1 PRETTY = PLEASING/ATTRACTIVE HEALTHY = FITLARGE = BIGBREEZE = WINDSAFE = SECURELEVEL = FLATPLUMP = FATSCARLET = REDFLUID = LIQUIDUPRIGHT = PERPENDICULAR/VERTICAL

#### Exercise 17

£2.50 1 a b 35p 20p C d £1.35 £5.72 е £2.84 f

3 YOU ARE GOING TO THE CINEMA WE HAVE A LITTLE PUPPY



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