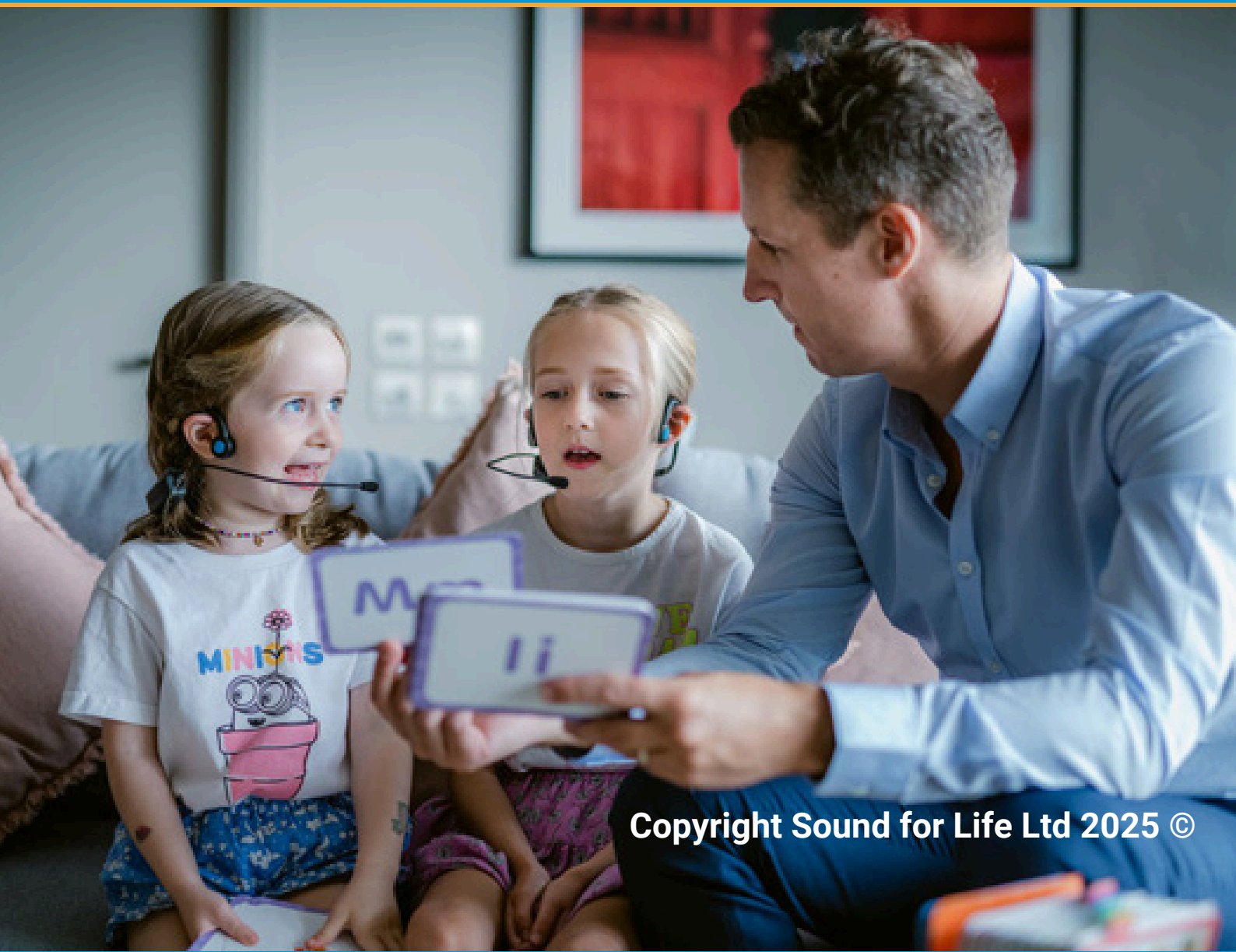


# 46 Effective Speech & Language Exercises (for all ages)

By SOUND FOR LIFE



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# Introduction

These exercises are designed to be performed with a tutor, though some can also be done independently with Forbrain. When working with a tutor, it's recommended that the tutor wears a Forbrain device connected to the learner's Forbrain via a jack wire. With this setup, the tutor's voice is filtered and perceived by the learner, helping them focus on the tutor's voice and more accurately replicate it.

The following guide has been entirely revised by a Registered Speech-Language Therapist.

# Preliminary Advice for Speech Therapy Exercises with Kids

- **Make Exercises Fun with Games:** Turn speech exercises into games to keep children engaged. For example, you could create a treasure hunt where each clue involves completing a speech task, or play Simon Says using speech-related actions to make practice enjoyable. You can also play any turn-taking game, and when you take your turn, you do 1 speech exercise.
- **Use Imagination with Stories and Role-Play:** Tap into children's creativity by incorporating storytelling and role-play. Have them narrate a story or act out a character, with a focus on clear and expressive speech throughout their performance.
- **Incorporate Their Interests:** Tailor speech exercises to their favorite topics, such as dinosaurs, space, or fairy tales. Aligning activities with what they love makes the sessions more fun and meaningful, fostering better participation.
- **Celebrate Effort, Not Just Results:** Encourage and motivate kids by celebrating every effort they make, not just the outcome. Use verbal praise, stickers, or small rewards to help them feel accomplished and stay engaged in their progress. Say things like "wow I can see you are trying so hard!" or "you are really listening well!" to encourage learning.

# General suggestions for the use of Forbrain

With Forbrain all you have to do is read aloud. We provide some exercises, and you can feel free to invent your own exercises as well.

## For Teenagers and Adults

- **Musicality:** Sing aloud while reading a text
- **Rhythm:** Read a poem while taking a breath at the end of each line
- **Flow:** Read a text while taking a breath every 3 or 4 words irrespective of meaning or punctuation
- **Diction:** Read a text while exaggerating sounds as if you were giving a speech to a crowd
- **Accentuation:** Read a text while changing the volume of your voice every 5 seconds from soft to loud and vice versa
- **Memorization:** Read a text aloud and repeat it immediately without looking
- **Dialogue:** Read a comic book or a dialogue and give each character a unique voice

## For A Child

- **Accompanying:** Read the text slowly along with the child without pausing for their mistakes or hesitations
- **Echo:** Overlay your voice on the child's, who reads with about a one-second lag to slow down or speed up their speech rate
- **Memorization:** Read a group of words, sentence, or line of poetry that the child can then repeat immediately without reading
- **Dialogue:** Read a comic book or dialogue alternating characters with the child and accentuating differences in voices
- **Invention:** Create a story with the child from images or figurines and take turns inventing dialogue

# Exercises

## Phonological Awareness

### 1. Phoneme Omission

- **Objective:** Improve phonemic awareness and sound discrimination.
- **Exercise:** The tutor reads a word aloud to the learner, then tells the learner to omit one sound. Ex. "Bat" now tell me "bat, without the "b". "Slit" now tell me "slit" without "L".
- **Resource:** [Find a list of minimal pairs here](#)



For enhanced results, use the [Forbrain Speech & Language headset](#). Connect both the tutor's and learner's Forbrain devices for optimal engagement and auditory processing.

# Exercises

## Phonological Awareness

### 2. Phoneme Substitution

- **Objective:** Improve phonemic awareness and sound discrimination.
- **Exercise:** The tutor reads a word aloud to the learner, then tells the learner to replace one sound with another. Ex. “door” now replace “d” with “m”.
- **Resource:** [Find a list of minimal pairs here](#)



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# Exercises

## Phonological Awareness

### 3. Phoneme Discrimination

- **Objective:** Improve sound discrimination.
- **Exercise:**
  - Choose minimal pairs that contain the target sound (sound the learner struggles with) and the substitute sound (the sound that they are using to replace the target sound). For example, if a learner says "wain" instead of "rain", the target sound is /r/ and the substitution sound is /w/.
  - Present the learner with minimal pair flash cards, and have them separate the words into words that contain the target sound, vs. words that contain the substitute sound. Do this for words beginning or ending with the target sound.
- **Resource:** [Find a list of minimal pairs here](#)



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# Exercises

## Phonological Awareness

### 4. Sound Blending Challenge

- **Objective:** Develop phonemic awareness and sound blending skills.
- **Exercise:** The tutor reads individual phonemes aloud (e.g., /s/, /a/, /t/), and the learner must blend the sounds together to form the complete word (“sat”). Gradually increases the difficulty by using multisyllabic words.
- **Resource:** [Here is a list of multisyllabic words.](#)



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# Exercises

## Phonological Awareness

### 5. Syllable Blending Challenge

- **Objective:** Improve phonological awareness skills.
- **Exercise:** Choose a multisyllabic word, and present it to the learner one syllable at a time, with a gap between the syllables (eg. "pa.....per"). The learner must blend together the syllables to create a word.
- **Resource:** [Here is a list of multisyllabic words.](#)



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# Exercises

## Phonological Awareness

### 6. Syllable Segmentation

- **Objective:** Improve understanding of syllable structures in words.
- **Exercise:** The tutor reads a word aloud, and the learner breaks it down into its individual syllables. For example, the tutor says "basketball," and the learner responds by saying "bas-ket-ball," clapping their hands for each syllable. This helps the learner practice syllable segmentation while incorporating movement for better engagement.
- **Resource:** [list of multisyllabic words](#)



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# Exercises

## Phonological Awareness

### 7. Auditory Bombardment

- **Objective:** Improve improve awareness of target sound.
- **Exercise:** The tutor reads a passage with high frequency of the target sound (a sound that the listener has difficulty producing), to bombard the ears and the brain with this sound.
- **Resource:** [here is a list of auditory bombardment words.](#)



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# Exercises

## Articulation Exercises

### 8. Articulation Speed Ramping

- **Objective:** Improve the clarity and precision of speech under time pressure.
- **Exercise:** The tutor reads a short passage slowly and clearly while the learner repeats it wearing Forbrain. After each round, gradually increase the speed while ensuring clarity is maintained. This helps the learner regulate their speech rate without compromising articulation.
- **Resource:** You can also adapt this exercise using songs and the shadowing technique, where the learner listens and immediately repeats lyrics in real time. Here's an example video to try:

[Shadowing with Songs](#)



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# Exercises

## Articulation Exercises

### 9. Vowel Sound Differentiation

- **Objective:** Enhance ability to distinguish between different vowel sounds.
- **Exercise:** The tutor reads a list of words aloud, emphasizing the vowel sounds (e.g., “cat, cot, cut”). The learner repeats the words, focusing on differentiating between the vowel sounds. This exercise trains vowel awareness and clarity.
- **Resource:** [list of words to be repeated here.](#)



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# Exercises

## Articulation Exercises

### 10. Minimal Pairs Practice

- **Objective:** Improve sound discrimination between similar phonemes.
- **Exercise:** The tutor reads a pair of words that differ by only one sound (e.g., “bat” and “pat”), and the learner repeats and identifies whether the two words are the same or different. Over time, increase difficulty by using more subtle differences in sounds (e.g., “ship” and “sheep”).
- **Resource:** [List of minimal pairs](#)



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# Exercises

## Articulation Exercises

### 11. Sentence Articulation

- **Objective:** Improve articulation in continuous speech.
- **Exercise:** Slowly say sentences while exaggerating mouth movements and sound production. For example, “The quick brown fox jumps over the lazy dog.” Gradually increase your speed while maintaining clarity.
- **Resource:**
  - You can explore variations of this exercise in this example video: [Sentence Articulation Exercise](#).
  - There are two other passages used in speech therapy that have all speech sounds: [The Rainbow Passage](#) and [The Grandfather Passage](#).



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# Exercises

## Articulation Exercises

### 12. Blowing Exercises for Plosive Sounds

- **Objective:** Strengthen control over plosive sounds like /p/, /b/, /t/, and /k/.
- **Exercise:** Practice blowing air while saying plosive sounds. Try saying words like “pat,” “bat,” and “cat” with a strong release of air to work on clear articulation.
- **Resource:** [here is a list of blowing air words.](#)



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# Exercises

## Articulation Exercises

### 13. Tongue Twister Time

- **Objective:** Improve articulation and speech clarity.
- **Exercise:** The tutor reads progressively challenging tongue twisters while the learner repeats them using Forbrain. Focus on clarity and accuracy, gradually increasing speed. This practice enhances the learner's awareness of articulation and pacing.
- **Resource:** [Here are a few examples of tongue twisters.](#)



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# Exercises

## Speech Fluency Exercises

### 14. Music Repetition with Shadowing Technique

- **Objective:** Improve auditory processing, rhythm, and vocal imitation by shadowing music or spoken lyrics in real time.
- **Exercise:** The tutor plays a song or video, and the learner immediately repeats the words they hear, mimicking the timing, tone, and pitch. Start with slower-paced content and gradually increase difficulty as their skills improve.
- **Resource:** Example videos using the shadowing technique:  
[YouTube Playlist - Shadowing Technique](#)



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# Exercises

## Speech Fluency Exercises

### 15. Sentence Stress Awareness

- Objective: Develop understanding of sentence stress and intonation.
- Exercise: Read sentences aloud with exaggerated stress on different words (e.g., "I didn't say she stole the money" vs. "I didn't say she stole the money"). Have the client repeat the sentence, focusing on how changing stress alters the meaning of the sentence.
- Resources: [Click here to see a few examples.](#)

More variations of this exercise in [this video](#).



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# Exercises

## Speech Fluency Exercises

### 16. Pitch Modulation Challenge

- **Objective:** Enhance vocal pitch control and auditory feedback.
- **Exercise:** The learner reads a paragraph aloud, but each time they encounter a noun, they must raise their pitch, and each time they encounter a verb, they must lower it. The tutor can also switch the rules halfway through to increase difficulty.
- **Resource:** [Here are a few examples.](#)



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# Exercises

## Speech Fluency Exercises

### 17. Rhythm and Fluency Game

- **Objective:** Enhance fluency, rhythm, and timing in speech.
- **Exercise:** The tutor creates a rhythmic pattern by clapping or tapping, and the learner reads aloud a passage in sync with the rhythm. This helps them become more aware of natural pauses and pacing in speech while increasing speech fluency.
- **Resource:** Use an [online metronome](#) while reciting your favorite poem or song lyrics such as [I will survive](#).



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# Exercises

## Speech Fluency Exercises

### 18. Mimic the Melody

- **Objective:** Improve auditory discrimination and musicality of speech.
- **Exercise:** The tutor hums or plays short musical phrases, and the learner replicates the melody using their voice. This encourages better control of pitch and melody, skills useful for intonation in speaking.
- **Resource:** [here is a video example with piano](#).



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# Exercises

## Speech Fluency Exercises

### 19. Intonation Ladder

- **Objective:** Build control over rising and falling intonation in sentences.
- **Exercise:** The tutor reads a sentence with rising intonation (e.g., for a question) or falling intonation (e.g., for a statement) or with exaggerating prosody and the learner must repeat the sentence with the same intonation pattern. For example, “I CAN’T believe it’s RAINING again!” Over time, encourage more natural intonation while maintaining clarity. Gradually increase complexity by using longer or more nuanced sentences.
- **Resource:** Read a comic book or dialogue alternating characters with the learner and accentuating differences in voices.



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# Exercises

## Auditory Processing and Listening Exercises

### 20. Repetition with Distraction

- **Objective:** Strengthen working memory and auditory focus.
- **Exercise:** The tutor reads to the learner a short sentence (ie : from book or news) while also being exposed to a background noise. The learner must repeat the sentence accurately after hearing it. Over time, the background noise can be made louder to further challenge their ability to focus.
- **Resource:** [Here is a free tool you could use to generate live background sound.](#)



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# Exercises

## Auditory Processing and Listening Exercises

### 21. Auditory Memory Expansion

- **Objective:** Improve auditory memory and recall.
- **Exercise:** The tutor reads a progressively longer list of words or numbers aloud. After the list is finished, the learner must recall as many as they can. Over time, increase the complexity of the lists to include unrelated words, word pairs, or sentences.
- **Resource:** Start with 2-syllable words and gradually work up to 5-syllable words for increasing challenge with [this video](#).



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# Exercises

## Auditory Processing and Listening Exercises

### 22. Auditory Memory Expansion (Advanced)

- **Objective:** Improve auditory memory and recall.
- **Exercise:** The tutor reads a progressively longer list of words or numbers aloud. After the list is finished, the learner must recall the items in alphabetical/numerical order. Start with two items, and increase complexity gradually, going up to 10 items if the learner is successful. To begin with the words can be in the same category (ex. fruits/vehicles/actions etc.), but over time you can expand to include unrelated items in the list.
- **Resource:** For example, the tutor could read "orange... banana... watermelon... apple" and the learner must list back "apple, banana, orange, watermelon".



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# Exercises

## Auditory Processing and Listening Exercises

### 23. Auditory Memory Expansion (Advanced)

- **Objective:** Improve auditory memory and recall.
- **Exercise:** An imaginary game where tutor and learner pretend they are going to go on a trip and plan what they will bring.
  - Tutor: "I'm going to \_\_\_\_ and I'm bringing (first item)"
  - Learner: "I'm going to \_\_\_\_ and I'm bringing (tutor's item) and (new item)"
  - Tutor: "I'm going to \_\_\_\_ and I'm bringing (first item, learner's item) and (new item)"
- Keep going until you reach 10 items. The place can be made up or real, and the items can be serious or silly. If simultaneously targeting a specific sound, the items can include the learner's target sound.



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# Exercises

## Auditory Processing and Listening Exercises

### 24. Narrative Retelling with Focus

- **Objective:** Strengthen auditory comprehension and narrative skills.
- **Exercise:** The tutor reads a short story aloud to the learner, then have them retell the story while focusing on key details (characters, setting, and events).
- **Resource:** [here is a list of clarification questions WH.](#)



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# Exercises

## Auditory Processing and Listening Exercises

### 25. Question and Answer Drill

- **Objective:** Enhance auditory comprehension and response speed.
- **Exercise:** The tutor asks rapid-fire questions based on a short passage that was read aloud. The learner must answer quickly and accurately.
- **Example:** Tutor reads: “The dog ran across the yard.” Tutor asks: “What animal ran? Where did it run?”



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# Exercises

## Auditory Processing and Listening Exercises

### 26. Auditory-Visual Matching

- **Objective:** Strengthen the connection between auditory and visual processing.
- **Exercise:** The tutor says a word of an object in the room or a book, and the learner has to repeat and select the matching picture or object. This reinforces the learner's ability to match what they hear with visual representations.
- **Resource:** Use comic books, magazines, or objects around the room.



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# Exercises

## Auditory Processing and Listening Exercises

### 27. Word Chain Game

- **Objective:** Develop auditory attention and vocabulary.
- **Exercise:** The tutor and learner alternate saying words, with each new word beginning with the last letter of the previous word.  
Example: "Dog" → "Grape" → "Park" etc.



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# Exercises

## Auditory Processing and Listening Exercises

### 28. Temporal Processing

- **Objective:** Enhance the ability to process the timing of sounds.
- **Exercise:** The tutor hums a rhythm using different phonemes or sound patterns, such as 'pa, pa, pa, ta, pa' and the learner must repeat the rhythm exactly as heard. Gradually increase the rhythm complexity to further challenge the learner.



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# Exercises

## Auditory Processing and Listening Exercises

### 29. Following Multi-Step Directions

- **Objective:** Enhance the ability to process and follow verbal instructions.
- **Exercise:** The tutor gives the learner increasingly complex multi-step directions (e.g., "Clap your hands, then touch your nose and jump twice"). This exercise can help improve the learner's auditory comprehension and working memory.



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# Exercises

## Auditory Processing and Listening Exercises

### 30. Sentence Repetition with Varying Lengths

- **Objective:** Enhance auditory working memory and sentence comprehension.
- **Exercise:** The tutor reads short sentences, gradually increasing the length and complexity. The learner repeats each sentence accurately. This helps build memory for auditory information.



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# Exercises

## Language Development

### 31. Picture or Object Description

- **Objective:** Improve expressive language and vocabulary.
- **Exercise:** The learner describes a picture in detail, focusing on naming objects, actions, and events. The tutor can guide with questions like “What is happening?” or “What do you see?”
- **Resource:** You can also give the learner some time to draw a picture and then have them describe it.



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# Exercises

## Language Development

### 32. Barrier Games

- **Objective:** Improve communication and problem-solving skills.
- **Exercise:** The tutor and learner each have a similar set of objects or pictures but cannot see each other's materials. The learner must describe where to place an object, and the tutor follows the instructions, or vice versa.

### 33. Telling Time with Visuals

- **Objective:** Develop time-related language skills.
- **Exercise:** The learner uses a visual clock and practices telling time, while also discussing daily activities related to specific times (e.g., "What do you do at 7:00 AM?").



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# Exercises

## Language Development

### 34. Conversational Role-Playing

- **Objective:** Improve social communication skills.
- **Exercise:** The tutor and learner engage in role-play scenarios (e.g., ordering food at a restaurant or asking for directions), practicing appropriate language and responses.

### 35. Opposite Game

- **Objective:** Strengthen understanding of opposites and antonyms.
- **Exercise:** The tutor says a word (e.g., “hot”), and the learner provides the opposite (e.g., “cold”). The tutor can also say a sentence, and the learner has to provide the opposite meaning for the entire sentence.



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# Exercises

## Language Development

### 36. Paraphrasing Practice

- **Objective:** Improve language processing and expressive language skills.
- **Exercise:** The tutor reads a sentence aloud, and the learner paraphrases the sentence in their own words. Focus on retaining the main idea while using different words or sentence structures. This helps with both auditory comprehension and flexibility in language use.



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# Exercises

## Language Development

### 37. Semantic Categorization

- **Objective:** Improve language organization and word retrieval.
- **Exercise:** The tutor reads a list of words, and the learner must categorize them into groups based on semantic similarities (e.g., animals, colors, or food). This helps learners improve their ability to organize language and think critically about word meanings.
- **Resource:** [find here a list of words and classification.](#)



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# Exercises

## Language Development

### 38. Conversational Repair

- **Objective:** Practice speech clarification and misunderstanding correction.
- **Exercise:** The tutor pretends to misunderstand something the learner says, and the learner must “repair” the conversation by clarifying or repeating the information. This exercise builds communication repair strategies and promotes active listening.



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# Exercises

## Language Development

### 39. Word Substitution Drill

- **Objective:** Build vocabulary flexibility and improve word retrieval.
- **Exercise:** The tutor reads a sentence aloud, and the learner must replace one word in the sentence with a synonym or related word (e.g., replacing “happy” with “joyful”). This helps learners think flexibly about vocabulary choices and word meanings.
- **Resource:** [find here a word substitution list.](#)



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# Exercises

## Language Development

### 40. Character Trait Descriptions

- **Objective:** To develop language skills by describing positive character traits and applying them in context.
- **Exercise:** The tutor asks the learner to read aloud various character traits and explain whether or not each trait applies to them, providing reasons for their answers. For example, if the learner reads "confident," they might say, "I think this fits me because I feel comfortable speaking in front of others," or "This doesn't fit me because I get nervous in social situations"
- **Resource:** [see here a list of 100 Character Traits.](#)



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# Exercises

## Language Development

### 41. Sentence Expansion

- **Objective:** Improve syntactic flexibility and sentence-building skills.
- **Exercise:** The tutor gives a simple sentence (e.g., “The dog ran.”), and the learner must expand the sentence by adding details (e.g., “The big brown dog ran quickly across the park.”). This encourages more complex sentence structures and vocabulary expansion.



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# Exercises

## Language Development

### 42. Figurative Language Practice

- **Objective:** Enhance understanding and use of idiomatic expressions.
- **Exercise:** The tutor reads a figurative expression (e.g., “It’s raining cats and dogs”), and the learner must explain what it means. Then, the learner practices using idiomatic expressions in their own sentences.
- **Resource:** [Here is a list of idiomatic expressions.](#)



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# Exercises

## Language Development

### 43. Narrative Sequencing

- **Objective:** Build storytelling and sequencing skills.
- **Exercise:** The tutor provides a set of events out of order (e.g., “He went to bed, he brushed his teeth, he ate dinner”), and the learner must put them in the correct sequence. This helps develop narrative organization and comprehension of temporal order.
- **Resource:** [here is a list of narrative sequencing exercises](#).



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# Exercises

## Language Development

### 44. Word Association Game

- **Objective:** Boost vocabulary recall and associative thinking.
- **Exercise:** The tutor says a word (e.g., “apple”), and the learner must quickly respond with a word that is related (e.g., “fruit”). This encourages quick thinking and helps improve vocabulary through associations.



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# Exercises

## Language Development

### 45. Story Completion

- **Objective:** Foster creativity and spontaneous language use.
- **Exercise:** The tutor begins a story with a few sentences, and the learner must complete it by adding new details or developing the plot. This encourages creativity, language flexibility, and narrative skills.
- **Resource:** [here is a list of starting stories to be completed](#).



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# Exercises

## Language Development

### 46. What Animal Am I Thinking About?

- **Objective:** To enhance descriptive language, critical thinking, and listening skills through asking and answering questions.
- **Exercise:** The tutor thinks of an animal, and the learner asks yes-or-no questions to guess the animal. The questioner uses logical reasoning and language skills to narrow down the possibilities. Examples of questions include: "Do you live in the ocean?" or "Do you have fur?" The game continues until the correct animal is guessed or a set number of questions is asked.



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device



Recommended by 7 000+  
Speech Therapists