* Different verbs: for each corpus, we counted the number of different verbs.
* Different adjectives: for each corpus, we counted the number of different adjectives.
* Different adverbs: for each corpus, we counted the number of different adverbs.
* Different pronouns: for each corpus, we counted the number of different pronouns.
* Words: for each corpus, we counted the number of words.
* Nouns: for each corpus, we counted the number of nouns.
* Utterances: for each corpus, we counted the number of utterances.
* Average words/ utterance: for each corpus, we counted the number of words per sentence.
* Repetitions: a word or a nominal group, or a repeated utterance has been counted to have a number of "repetitions".
* Blank idea: comments, empty statements, diversions and non-informative content were counted as empty ideas.
* Ideas: any information contained in the statements has been recorded as "ideas".
* Utterances with grammatical errors: as soon as a grammatical error was present in a statement, it was counted as a statement with grammatical error.
* Paraphasias: a paraphasia is a distortion or misuse of the word whether phonological, lexical or jargon.
* The verbal fluency test: The participant is asked to mention as many animal names (for semantic fluency) and words beginning with the phoneme [p] (for phonemic fluency) as possible during 2 minutes. Repetitions and proper names are not allowed. This test assesses mental flexibility and lexical evocation skills (Godefroy et al., 2008).
* The Bells test: this test has been developed to assess visuo-spatial attention skills and visual exploration strategies. The patient is asked to cross out all the bells they see among many other distracting symbols on an A4 sheet of paper. The examiner times the task and stops it when the patient tells that they are finished. (Gauthier, Dehaut, & Joanette, 1989)
* The verbal working memory span: This verbal auditory retention test is used to assess the ability of the auditory-verbal working memory. The patient is asked to first repeat increasingly long series of numbers in the exact same order than the examiner. Thenn they are asked to repeat increasingly long but inverted series of numbers, starting from the last number stated by the examiner. (Godefroy & Groupe de réflexion sur l’évaluation des fonctions exécutives, 2008)

Appendix 1. Description of the outcome measures **(for online publication only).**