

APPENDICES

Pimsleur Language Aptitude Battery Score Batch 12

Data taken: March 29, 2009

| No | Name | Part 1: GPA (Max. 16 points) | Part 2: Interest (Max. 8 points) | Verbal Score | | | Auditory Score | | | TOTAL SCORE (Max. 117 points) |
|----|------|---------------------------------------|---|--|--|--------------------------------------|--|--|--|--|
| | | | | Part 3: Vocabulary (Max. 24 points) | Part 4: Language Analysis (Max. 15 points) | Total Part 3 & 4 (Max. 39 points) | Part 5: Sound Discrimination (Max. 30 points) | Part 6: Sound-Symbol Association (Max. 24 points) | Total Part 5 & 6 (Max. 54 points) | |
| 1 | An | 9 | 4 | 19 | 15 | 34 | 22 | 18 | 40 | 87 |
| 2 | Cl | 11 | 8 | 23 | 14 | 37 | 20 | 13 | 33 | 89 |
| 3 | Di | 9 | 4 | 19 | 13 | 32 | 26 | 20 | 46 | 91 |
| 4 | Dm | 10 | 8 | 19 | 14 | 33 | 25 | 22 | 47 | 98 |
| 5 | Er | 13 | 8 | 13 | 13 | 26 | 16 | 15 | 31 | 78 |
| 6 | Es | 12 | 6 | 22 | 15 | 37 | 22 | 17 | 39 | 94 |
| 7 | Fa | 9 | 8 | 18 | 15 | 33 | 27 | 21 | 48 | 98 |
| 8 | In | 11 | 4 | 20 | 15 | 35 | 14 | 17 | 31 | 81 |
| 9 | Ir | 9 | 8 | 15 | 15 | 30 | 23 | 18 | 41 | 88 |
| 10 | Ly | 11 | 8 | 13 | 15 | 28 | 21 | 16 | 37 | 84 |
| 11 | Lu | 12 | 6 | 23 | 15 | 38 | 14 | 13 | 27 | 83 |
| 12 | Oe | 10 | 8 | 12 | 15 | 27 | 16 | 19 | 35 | 80 |
| 13 | Ok | 10 | 6 | 8 | 12 | 20 | 17 | 15 | 32 | 68 |
| 14 | Ra | 10 | 4 | 20 | 12 | 32 | 23 | 16 | 39 | 85 |
| 15 | Re | 13 | 8 | 23 | 15 | 38 | 21 | 21 | 42 | 101 |
| 16 | Vi | 10 | 6 | 23 | 15 | 38 | 16 | 15 | 31 | 85 |
| 17 | Yo | 6 | 8 | 23 | 15 | 38 | 20 | 18 | 38 | 90 |

Scores in blue: highest scores

Scores in red: lowest scores

Pimsleur Language Aptitude Battery Score Batch 13

Data taken: May 16, 2009

| No | Name | Part 1: GPA (Max. 16 points) | Part 2: Interest (Max. 8 points) | Verbal Score | | | Auditory Score | | | TOTAL SCORE (Max. 117 points) |
|----|------|---------------------------------------|---|--|--|--------------------------------------|---|--|--|--|
| | | | | Part 3: Vocabulary (Max. 24 points) | Part 4: Language Analysis (Max. 15 points) | Total Part 3 & 4 (Max. 39 points) | Part 5: Sound Discrimination (Max. 30 points) | Part 6: Sound-Symbol Association (Max. 24 points) | Total Part 5 & 6 (Max. 54 points) | |
| 1 | Au | 6 | 6 | 7 | 14 | 21 | 21 | 18 | 39 | 72 |
| 2 | Al | 5 | 8 | 3 | 14 | 17 | 18 | 19 | 37 | 67 |
| 3 | As | 12 | 8 | 7 | 12 | 19 | 16 | 20 | 36 | 75 |
| 4 | Co | 11 | 4 | 12 | 9 | 21 | 15 | 18 | 33 | 69 |
| 5 | De | 4 | 4 | 8 | 10 | 18 | 14 | 17 | 31 | 57 |
| 6 | Im | 12 | 6 | 4 | 7 | 11 | 13 | 16 | 29 | 58 |
| 7 | Li | 12 | 8 | 3 | 11 | 14 | 13 | 7 | 20 | 54 |
| 8 | Ry | 14 | 8 | 8 | 14 | 22 | 27 | 21 | 48 | 92 |
| 9 | Sn | 11 | 4 | 9 | 11 | 20 | 20 | 18 | 38 | 73 |
| 10 | Wr | 12 | 8 | 9 | 13 | 22 | 25 | 19 | 44 | 86 |
| 11 | Yu | 11 | 8 | 4 | 11 | 15 | 12 | 16 | 28 | 62 |

Scores in blue: highest scores

Scores in red: lowest scores

Advanced English scores Batch 12

| No. | Name | Scores | Score Conversion |
|-----|------|--------|------------------|
| 1 | An | 94 | A |
| 2 | Cl | 85 | A |
| 3 | Di | 81 | A- |
| 4 | Dm | 77 | B+ |
| 5 | Er | 84 | A- |
| 6 | Es | 72 | B |
| 7 | Fa | 94 | A |
| 8 | In | 63 | C |
| 9 | Ir | 83 | A- |
| 10 | Ly | 95 | A |
| 11 | Lu | 86 | A |
| 12 | Oe | 82 | A- |
| 13 | Ok | 68 | B- |
| 14 | Ra | 70 | B- |
| 15 | Re | 92 | A |
| 16 | Vi | 74 | B |
| 17 | Yo | 79 | B+ |

Advanced English scores Batch 13

| No. | Name | Score | Score Conversion |
|-----|------|-------|------------------|
| 1 | Au | 83 | A- |
| 2 | Al | 71 | B |
| 3 | As | 89 | A |
| 4 | Co | 84 | A- |
| 5 | De | 88 | A |
| 6 | Im | 85 | A |
| 7 | Li | 79 | B+ |
| 8 | Ry | 87 | A |
| 9 | Sn | 82 | A- |
| 10 | Wr | 87 | A |
| 11 | Yu | 85 | A |

Scores in blue: highest scores

Scores in red: lowest scores

**Correlation Between Aptitude and Achievement Scores
MPBI Students Batch 12 & 13**

| No. | Name | PLAB Scores | Advanced English Scores | Pearson Product-Moment Correlation Coefficient |
|-----|------|-------------|-------------------------|--|
| 1 | An | 87 | 94 | 0.130455446 |
| 2 | Cl | 89 | 85 | |
| 3 | Di | 91 | 81 | |
| 4 | Dm | 98 | 77 | |
| 5 | Er | 78 | 84 | |
| 6 | Es | 94 | 72 | |
| 7 | Fa | 98 | 94 | |
| 8 | In | 81 | 63 | |
| 9 | Ir | 88 | 83 | |
| 10 | Ly | 84 | 95 | |
| 11 | Lu | 83 | 86 | |
| 12 | Oe | 80 | 82 | |
| 13 | Ok | 68 | 68 | |
| 14 | Ra | 85 | 70 | |
| 15 | Re | 101 | 92 | |
| 16 | Vi | 85 | 74 | |
| 17 | Yo | 90 | 79 | |
| 18 | Au | 72 | 83 | |
| 19 | Al | 67 | 71 | |
| 20 | As | 75 | 89 | |
| 21 | Co | 69 | 84 | |
| 22 | De | 57 | 88 | |
| 23 | Im | 58 | 85 | |
| 24 | Li | 54 | 79 | |
| 25 | Ry | 92 | 87 | |
| 26 | Sn | 73 | 82 | |
| 27 | Wr | 86 | 87 | |
| 28 | Yu | 62 | 85 | |

Modern Language Aptitude Test (MLAT)
Sample Questions

PART I: NUMBER LEARNING

Part I of the MLAT has 43 possible points. This part of the MLAT tests auditory and memory abilities associated with sound-meaning relationships. In this part of the MLAT, you will learn the names of numbers in a new language. Subsequently, you will hear the names of numbers spoken aloud, and you will be asked to write down these numbers. For example, if you heard someone say the number “seventeen” in English, you would write down 17. But in this test, you will hear the numbers in a new language. Here’s how it will work:

You will hear some instructions read aloud. The speaker will then teach you some numbers (not the same as these samples, of course). The speaker will say something like:

[The text in italic represents the voice you will hear.]

Now I will teach you some numbers in the new language. First, we will learn some single-digit numbers:

“ba” is “one”

“baba” is “two”

“dee” is “three”

Now I will say the name of the number in the new language, and you write down the number you hear. Try to do so before I tell you the answer:

“ba” -- That was “one”

“dee” -- That was “three”

“baba” -- That was “two”

Now we will learn some two-digit numbers:

“tu” is “twenty”

“ti” is “thirty”

“tu-ba” is “twenty-one” in this language -- because “tu” is twenty and “ba” is one.

“ti-ba” is “thirty-one” -- because “ti” is thirty and “ba” is one.

Now let’s begin. Write down the number you hear.

a. *ti-ba* [you have only about 5 seconds to write down your answer]

b. *ti-dee*

c. *baba*

d. *tu-dee*

After you write down the numbers, you will be told how to fill in the appropriate spaces on the answer sheet. Although this example was fairly simple, on the actual test you will have to learn one-, two-, and three-digit numbers and combinations.

PART II: PHONETIC SCRIPT

Part II of the MLAT is a test of your ability to learn a system for writing English sounds phonetically. There are 30 possible points in this section. First you will learn phonetic symbols for some common English sounds. For each question, you will see a set of four separate syllables. Each syllable is spelled phonetically. A speaker will model the sounds for you by pronouncing each of the four syllables in a set. Then the speaker will model the sounds in the next set.

After the speaker models the sounds in five sets, you will be asked to look back at the first set. The speaker will go through the groups again, but this time the speaker will say only one of the 4 syllables in a set. Your task is to select the syllable that has a phonetic spelling that matches the syllable you heard.

For example, you would look at the first five sets. They would look something like this:

1. bot but bok buk
2. bok buk bov bof
3. geet gut beet but
4. beek beev but buy
5. geeb geet buf but

[Remember, the text in italic represents the voice of the speaker that you will hear]

The speaker will then pronounce each of the four syllables in each of the five sets. You follow along:

1. *“bot” “but” “bok” “buk”*
2. *“bok” “buk” “bov” “bof”*
3. *“geet” “gut” “beet” “but”*
4. *“beek” “beev” “but” “buy”*
5. *“geeb” “geet” “buf” “but”*

Then the speaker will go back to number 1 and pronounce just one syllable from the set of four. So, you might hear:

1. “*buk*”

During the actual test, you must indicate which syllable you heard by darkening the corresponding space on the computer answer sheet. Then you hear the next question:

2. “bok”

Choose your response from set 2. Then listen to question 3:

3. “gut”

Choose your response from set 3. Then listen to question 4:

4. “beev”

Choose your response from set 4. Then listen to question 5:

5. “geeb”

Choose your response from set 5.

After that, new phonetic symbols are introduced in the next five sets of four syllables. You respond to those questions, and then you are given a third and final set. Some of the symbols look like normal English spelling, and some do not. Although a few of the syllables may sound like English words, most of the syllables are nonsense syllables that just happen to contain English sounds.

PART III: SPELLING CUES

Part III of the MLAT has 50 questions. This part of the MLAT requires the ability to associate sounds with symbols and depends somewhat on knowledge of English vocabulary. It is also somewhat speeded, and therefore, it is much more challenging than the following exercise, which consists of only 4 practice question. Nonetheless, trying these sample questions will give you a good idea of what Part III is like.

Each question below has a group of words. The word at the top of the group is not spelled in the usual way. Instead, it is spelled approximately as it is pronounced. Your task is to recognize the disguised word from the spelling. In order to show that you recognize the disguised word, look for one of the five words beneath it that corresponds most closely in meaning to the disguised word. When you find this word or phrase, write down the letter that corresponds to your choice. Try all four samples; then click below to check your answers.

NOW GO RIGHT AHEAD WITH THESE SAMPLE QUESTIONS. WORK RAPIDLY!

1. kloz
 - A. attire
 - B. nearby
 - C. stick
 - D. giant
 - E. relatives

2. restrnt
 - A. food
 - B. self-control
 - C. sleep
 - D. space explorer
 - E. drug

3. prezns
 - A. kings
 - B. explanations
 - C. dates
 - D. gifts
 - E. forecasts

4. grbj
 - A. car port
 - B. seize
 - C. boat
 - D. boast
 - E. waste

PART IV: WORDS IN SENTENCES

There are 45 questions in MLAT Part IV. The following exercise consists of only 4 practice questions. The MLAT questions test recognition, analogy, and understanding of a far greater range of syntactic structures than the 4 sample questions shown here.

In each of the following questions, we will call the first sentence the key sentence. One word in the key sentence will be underlined and printed in capital letters. Your task is to select the letter of the word in the second sentence that plays the same role in that sentence as the underlined word in the key sentence.

Look at the following sample question:

Sample: JOHN took a long walk in the woods.

Children in blue jeans were singing and dancing in the park.
 A B C D E

You would select “A.” because the key sentence is about “John” and the second sentence is about “children.”

NOW GO RIGHT AHEAD WITH THESE SAMPLE QUESTIONS.

Write down your answers so that you can check them when you are finished.

1. MARY is happy.

From the look on your face, I can tell that you must have had a bad day.
 A B C D E

2. We wanted to go out, BUT we were too tired.

Because of our extensive training, we were confident when we were out sailing,
 A B C
yet we were always aware of the potential dangers of being on the lake.
 D E

3. John said THAT Jill liked chocolate.

In our class, that professor claimed that he knew that girl on the television
 A B C D E
 news show.

4. The officer gave me a TICKET!

When she went away to college, the young man’s daughter wrote him the most
 A B C
 beautiful letter that he had ever received.
 D E

PART V. PAIRED ASSOCIATES

Part V of the MLAT focuses on the rote memory aspect of learning foreign languages. On the actual test, you will have 2 minutes to memorize 24 words. You will then do a practice exercise. You can look back at the vocabulary during this practice exercise, but you will not be permitted to look at the vocabulary or at your practice sheet while you are doing the Part V questions that follow the exercise.

Your task here is to MEMORIZE the Maya-English vocabulary below. There are only six words to memorize on this practice test. Keep in mind that the vocabulary list on Part V of the MLAT will be 4 times longer than this sample. Take 40 seconds to memorize this vocabulary. Then click below to go to the questions. Do not look back at the vocabulary until you have finished responding to the sample questions.

Vocabulary

Maya -- English

| | |
|------|-------|
| c?on | gun |
| si? | wood |
| k?ab | hand |
| kab | juice |
| bat | ax |
| pal | son |

NOW GO RIGHT AHEAD WITH THESE SAMPLE QUESTIONS.

Write down your answers so that you can check them when you are finished.

1. bat
 - A. animal
 - B. stick
 - C. jump
 - D. ax
 - E. stone
2. kab
 - A. juice
 - B. cart
 - C. corn
 - D. tool
 - E. run
3. c?on
 - A. story
 - B. gun
 - C. eat
 - D. mix
 - E. bird

4. kʔab

- A. road
- B. tree
- C. yell
- D. fish
- E. hand

5. siʔ

- A. look
- B. yes
- C. forgive
- D. cook
- E. wood

6. pal

- A. chief
- B. son
- C. friend
- D. gold
- E. boat

| |
|---|
| Answers to MLAT Sample Questions |
|---|

MLAT Part I, Number Learning

- a. thirty-one (31)
- b. thirty-three (33)
- c. two (2)
- d. twenty-three (23)

MLAT Part III, Spelling Cues

1. A **kloz** is a disguised spelling of **clothes**, which corresponds in meaning to **attire**
2. B **restrnt** is a disguised spelling of **restraint**, which corresponds in meaning to **self-control**
3. D **prezns** is a disguised spelling of **presents**, which corresponds in meaning to **gifts**
4. E **grbj** is a disguised spelling of **garbage**, which corresponds in meaning to **waste**

MLAT Part IV, Words in Sentences

1. C
2. D
3. C
4. D

MLAT Part V, Paired Associates

1. D
2. A
3. B
4. E
5. E
6. B

Defense Language Aptitude Battery (DLAB) Sample Questions

Section 2: Audio Nouns and Adjectives

The second part of the audio segment begins to introduce rules to a modified English language.

Unlike the first section (which was complete gibberish), these words have a very familiar English sound to them.

The rules for this section are:

1. The noun will always precede the adjective.
2. The noun and the adjective will always end in the same vowel sound.
3. There is no translation for articles (the grammatical term for a, an, and the).

You will be given a booklet showing only the English sentences that require translation. When the tape is played, the narrator will provide four choices. For the sake of example, we have shown these choices, but during the actual test you will only hear the choices.

Here are two examples:

Example 3. Translate the brown dog

- A- brownie doggie
- B- dogie brownie
- C- brownie dogo
- D- dogo browna

The correct answer is B because the noun precedes the adjective and both end with the same vowel sound.

Example 4. Translate a small broken jar

- A- brokenu smalla jara
- B- brokenee smallu jaree
- C- smallu jaru brokene
- D- jaru brokenu smallu

The correct answer is D because the noun precedes the adjective and all words end in the same vowel sound.

NOTE: See the Glossary for grammatical terms and brief descriptions related to the DLAB sections.

Below are additional challenging exercises. Based on the four given picture/word combination, deduce the word for the given image. Write your answers on a separate sheet of paper. You may check your answers using the key in Appendix A.



farkila



janko



zik



farkiloy jank



- 1.
- A. farkilam jankoy
- B. farkizak
- C. farkilam zikoy
- D. jankiloy fark



- 2.
- A. farkilam jankoy
- B. farkilam zikoy
- C. zikiloy fark
- D. farkila

**Cognitive Ability for Novelty in Acquisition of
Language – Foreign (CANAL-F)
Sample Questions**

Section 1: Immediate-recall

Rising tuition costs and increasingly large loans aren't the only financial issues facing *mukulu nafe-de*; the latest threat to *Yuve-Yuve ya-pama-de* pocketbooks comes from mandatory *twok-de*. One *laka* will require entering freshmen *fru hujuk* a *mukulu*-specified laptop *twok* at a cost of \$3,000. Another *laka* has mandated that *nafe-de* have uninterrupted 24-hour access to a PC but is not dictating which model. *Nafe-de* have protested at both institutions, fearing that financial aid will not keep pace with *twok* costs, and will lower the economic diversity of the *nafe* body. Despite these protests, however, *mukulu-de* are forging ahead with *Yuve-Yuve* plans.

Fru hujuk most likely means: (a) to arrange; (b) having; (c) carrying; (d) to purchase; (e) to rent.

Mukulu in line (3) most likely means: (a) schools; (b) student; (c) parent; (d) universities; (e) college.

Section 2: Immediate-recall

The wealthy hunting *femo-de* of late glacial Europe might have maintained or even enriched culture, or *unta-u erto* to stagnate *ik* decline: *Yuve* could hardly have advanced *erto* to a higher form of civilization, for the environment *neunta-u erto*. But *Yuve-Yuve* future *cutta-u* not left in *Yuve-Yuve* own *sima-de*. Inexorably, although no doubt to *twum*

imperceptibly, the climate changed: *kojok-de* grew longer *ik* warmer, ice-sheets shrank, *ik* glaciers retreated. Enslaved to climate, plant *ik* animal *kiz* had to change also. The mammoth, rhinoceros, *ik* reindeer in turn *rika-u* from western Europe, *Yuve-Yuve* going perhaps accelerated by the inroads of the *hudum* hunters themselves. On what had been open grassland of tundra with a scrub of dwarf *whiten ik* willow, *tudu* spread, stocked with the appropriate *pretudu* animals—*urkoi* deer *ik* wild pig. With the withdrawal or extinction of the great herds on which *Yuve* had preyed, the *presufum* basis of the hunting *femo-de cutta-u* cut away *ik* *Yuve-Yuve* carefully adjusted culture made obsolete. This *cutta-u* one of the *putta-de* when early *kupu cutta-u* able to prove the full advantage of *Yut-Yut* self-made equipment over the biological *roji* of the beasts: the reindeer found *Yut-Yut* coat intolerably *preledu ik* had to quit; *kupu* merely took *Yut-Yut* off *ik* readjusted *Yut-Yut* habits.

The passage is largely concerned with: (a) man's conflict with his environment; (b) the effect of climate on man's way of life; (c) changes in plant and animal life in South America; (d) primitive hunting tribes and their culture; (e) extinct prehistoric animals.

Fru neunta (see line 3 for a reference) most likely means: (a) to prevent; (b) to allow; (c) because of; (d) to permit; (e) factor.

The disappearance of certain animals from western Europe was: (a) caused by the growth of cities; (b) disastrous to primitive man; (c) the direct result of man's self-equipment; (d) the immediate result of a more advanced culture; (e) caused by the movements of glaciers.

The primitive hunting societies were forced to change their way of life because: (a) they were victims of an alien invasion; (b) they were incapable of enriching their lives; (c) they were stagnating; (d) the animals which they hunted disappeared; (e) their culture was allowed to decline.

Section 1: Delayed-recall

In the passage mentioning an increase in the cost of studying at universities, *twok* most likely meant a: (a) microscope; (b) textbook; (c) computer; (d) equipment; (e) camera.

Section 3: Immediate-recall

kiss = lutik

maki smelano = floweret

to oppose = fru prostoto

threerish = two

to luxuriate = fru shikta

unteriapremu = fairytale

to learn = fru umbrad

juk-de = fingers

yellow = hukoi

pjze_min-de = workers

In Ursulu,

‘floweret’ most likely means: (a) *maki smelano*; (b) *ummake*; (c) *lutik*; (d) *pjze_min*; (e) *maki juk*.

fru umbrad most likely means: (a) to eat; (b) to go; (c) to learn; (d) to kiss; (e) to dream.

Section 2: Delayed-recall

The author of the passage about the hunting society apparently believes that levels of civilization are determined by: (a) economic luck; (b) a balance of solar energy; (c) the ambitions of the people; (d) a piece of magic; (e) climatic conditions.

Section 4: Immediate-recall

In Ursulu,

Panlin-u Sumu Twah chuck means I handed a stick to him.

Panlin-u Yut Twa dozz means He handed an umbrella to me.

Panilcos-u Yut Twa flexta means He handed a piece of paper to me.

Panleh-u Sumu Twah chuchu means I handed a rope to him.

The sentence: *Panilcos-u Sumu Twah otikum* most likely means: (a) He handed a rod to me; (b) I handed a cord to him; (c) I handed a postcard to him; (d) I handed a waterhose to him; (e) I handed a tree-branch to her.

Section 3: Delayed-recall

In Ursulu, *opposer* most likely means: (a) *pjze_prostoto*; (b) *pjze_juk*; (c) *pjze_mor*; (d) *pjze_tenin*; (e) *pjze_jok*.

Section 5: Immediate-recall

In Ursulu, *ya-bum baqlo* means ‘the chief’s mule,’ *ya* being the possessive and *ya-bum* the modifier of the noun *baqlo* ‘mule.’

Match the corresponding pairs

ya-fuama pokka corresponds to _____

preumma chicca-de corresponds to _____

ya-xori gazza corresponds to _____

prebrutama tepla-de corresponds to _____

ya-ayama xrosyo corresponds to _____

preuntam rutuma corresponds to _____

(a) monkey's smile; (b) alligator gloves; (c) sheep wool; (d) cat's tail; (e) gigantic tiger; (f) wife's book.

Section 4: Delayed-recall

'Good afternoon' is most likely translated in the Ursulu language as: (a) *Cutta Sumu demiourgu*; (b) *Cutta You preyakute demiourgu*; (c) *Preuntam emetoi smelano-de*; (d) *Fimeduk fuddo*; (e) *Ubdara preyakute*.

Pimsleur Language Aptitude Battery (PLAB)

Sample Questions

Part 3: Vocabulary

SAMPLE S prolonged

[a] prompt

[b] decreased

[c] difficult

[d] extended

Part 4: Language Analysis

DIRECTIONS (similar but not identical to PLAB):

The list below contains words from a foreign language and the English equivalents of these words.

jiban.....boy, a boy

jojo.....dog, a dog

jiban njojo za.....A boy likes a dog.

By referring to the above list, figure out how the following statement should be expressed in this language. Do this without writing on paper.

A dog likes a boy.

Do NOT read ahead until you have decided on an answer.

The answer to the problem is: **Jojo njiban za**. Notice particularly the initial "n" of "njiban"; it is added to the word in the sentence which receives the action. There are 15 similar problems on page 4 of the test booklet.

Part 5: Sound Discrimination

Part 5 is a sound discrimination test requiring students to differentiate between pitch, orality, and nasality in spoken words in an unfamiliar language. Examinees are taught 3 words in the new language. Each of the 30 items in Part 5 consists of a sentence (heard on tape) that contains one of the new words learned. For the first 15 items, the examinee must indicate which of two words printed in the test booklet was spoken on the tape. For the subsequent 15 items, the examinee must choose among all three words and indicate which word was contained in each sentence.

PART 6: Sound-Symbol Association

Part 6 consists of nonsense words based on English consonants and vowels (and essentially English syllable structure). The voice on the tape pronounces one of the 4 words in each response set, and the examinee simply indicates which word was spoken.

SAMPLE

Traped

Tarpled

Tarpdel

Trapdel