PART 1 - HIDDEN WORDS

Part 1 of the MLAT-E has 30 items. This part of the MLAT-E requires the ability to associate sounds with symbols and depends somewhat on knowledge of English vocabulary. Each question below has a group of words. The word at the left of the group is not spelled in the usual way. Instead, it is spelled approximately as it is pronounced. The task of the pupil is to recognize the disguised word from the spelling. He or she needs to select one of the four words beside it that corresponds **most closely in meaning** to the disguised word.

1. wntr   ☐ champion   ☐ season

         ☐ liquid   ☐ happy

2. klen   ☐ brave   ☐ group of people

         ☐ a person who rules   ☐ not dirty

3. pensl ☐ used for writing   ☐ type of boat

         ☐ large bird   ☐ money

4. snak   ☐ hard wood   ☐ to tease

         ☐ reptile   ☐ type of shoe

PART 1 - HIDDEN WORDS

Correct Answers:

1. **wntr** is a disguised spelling of **winter**, which is a **season**

2. **klen** is a disguised spelling of **clean**, which corresponds in meaning to **not dirty**

3. **pensl** is a disguised spelling of **pencil**, which is **used for writing**

4. **snak** is a disguised spelling of **snake**, a kind of **reptile**

PART 2 - MATCHING WORDS

There are 30 questions in MLAT-E Part 2. The questions test recognition, analogy, and understanding of a far greater range of syntactic structures than the 4 sample questions shown here. Although knowledge of grammatical relationships is measured in this part, no explicit reference is made to grammatical terminology, so grammatical sensitivity is measured without measuring grammatical knowledge gained through formal instruction.

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

1.   Yesterday, Mary caught a <u>FISH</u> at the lake.

        Cindy cut a cake with a knife.
        ☐   ☐   ☐   ☐   ☐

2.   Amy <u>SANG</u> a pretty song to her class.

        James throws big rocks into the lake.
        ☐   ☐   ☐   ☐   ☐

3.   Peter got an <u>ORANG</u>E cat for his birthday.

        My sister ate a big apple on Wednesday.
        ……..☐   ☐   ☐   ☐   ☐

4.   The furry <u>DOG</u> barked at us as we walked by.

        Did John go to the store to get bread?
        ☐ ☐   ☐ ☐   ☐

PART 2 - MATCHING WORDS

Correct Answers:

1. A mark would be put in the box beneath **cake**. In the first sentence, something was caught, and the thing that was caught was a FISH. In the second sentence, something was cut, and that thing was a **cake**.

2. A mark would be put in the box beneath **throws** because SANG in the first sentence and **throws** in the second sentence are both *the action* that occurs.

3. A mark would be put in the box beneath **big** because ORANGE in the first sentence *describes* the cat and **big** in the second sentence *describes* an apple .

4. A mark would be placed in the box beneath **John** because the first sentence is *about* a DOG and the second sentence is *about* **John**.

PART 3 - FINDING RHYMES

There are 40 items in Part 3 of the MLAT-E. This portion of the test measures the pupil's ability to hear and make distinctions between speech sounds. Some knowledge of English vocabulary is required for this part. In each of the questions below, the word in CAPS is called the *stimulus*. The pupils are asked to mark the box next to the word that best rhymes with the *stimulus.*

1. TIME   ☐ tame   ☐ tide   ☐ dime   ☐ shin

2. RAIN   ☐ vine   ☐ cane   ☐ keen   ☐ fine

3. MEET   ☐ beat   ☐ mate   ☐ keep   ☐ might

4. ROOT   ☐ foot   ☐ but   ☐ fruit   ☐ book

PART 3 - FINDING RHYMES

Correct Answers:

1. **dime**

2. **cane**

3. **beat**

4. **fruit**

PART 4 - NUMBER LEARNING

Part 4 of the MLAT-E has 25 possible points. This part of the MLAT-E tests auditory and memory abilities associated with sound-meaning relationships. In this part of the MLAT-E, the pupil will learn the names of numbers in a new language. Subsequently, he or she will hear the names of numbers spoken aloud, and will be asked to write down these numbers. For example, if you heard someone say the number "seventeen" in English, you would write down 1 7. But in this test, the pupil will hear the numbers in a new language. Here is how it will work:

The pupil will hear some instructions read aloud. The speaker will then teach him or her some numbers. The speaker will say something like:

[The red text represents the voice heard by the pupil.]

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

PART 4 - NUMBER LEARNING

Correct Answers:

a. 31

b. 33

c. 2

d. 23