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ABSTRACT

Designed to measure the ability of children to identify the meanings of structurally ambiguous or unambiguous sentences of English, the test consists of forty lead sentences: ten with surface structure ambiguity, ten with underlying structure ambiguity, and twenty which are unambiguous. For each of the lead sentences three interpretative sentences were constructed, one, two, or all three of which gave a meaning of the lead sentence. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph, "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (intermediate), and describes the instrument's purpose and physical characteristics.] (RB)

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520/320

Category: Reading

Title: Sentence Interpretation Test (SIT)

Author: Peter S. Little

Age Range: Intermediate

Description of the Instrument:

Purpose - to measure the ability of children to identify the meanings of structurally ambiguous or unambiguous sentences of English.

Date of Construction - 1972

Physical Description - The test consists of forty lead sentences: ten with surface structure ambiguity, ten with underlying structure ambiguity, and twenty which were unambiguous. For each of these lead sentences three interpretative sentences were constructed, one, two, or all three of which gave a meaning of the lead sentence. An example of a complete test item is given below.

	<u>GIVES</u> <u>A MEANING</u>	<u>DOES NOT</u> <u>GIVE A MEANING</u>
<u>BOYS LIKE ICE CREAM BETTER THAN GIRLS.</u>		
(a) It is ice cream that boys like better than they like girls.	_____	_____
(b) Boys like ice cream better than girls like boys.	_____	_____
(c) Boys like ice cream better than girls like ice cream.	_____	_____

The construction of the lead sentences for the SIT was based upon an analysis of the syntactic structures that occurred in the structurally ambiguous sentences used by MacKay (1966), MacKay and Bever (1967), and Jurgens (1971). This analysis revealed that the types of syntactic structures in which the ambiguity was located differed absolutely between those sentences classified as containing

surface structure ambiguity and those classified as containing underlying structure ambiguity. Provision was made for these types of structure to occur equally in all types of sentences included in the tests. Five main structures for both types of structurally ambiguous sentences were identified. These were as follows:

(a) Surface Structure Ambiguities

1. Adjective + Noun + Noun - where the element Noun + Noun may be interpreted as a compound noun, in which case the Adjective modifies the second Noun in the compound noun, or where both Nouns are distinct, in which case the Adjective modifies the first Noun. e.g., He was an American art expert.

2. Adverb/Adjective - where one word which may function as either an Adverb or an Adjective may be interpreted alternately. e.g., The blue dress particularly interested her.

3. Prepositional Phrase - where the Prepositional Phrase may be interpreted as modifying either a preceding noun or a preceding verb. e.g., He painted the picture on the patio.

4. Adjective + Noun<sub>1</sub> + and + Noun<sub>2</sub> - where the Adjective may be interpreted as modifying only Noun<sub>1</sub> or, by a common-elements deletion transformation, as modifying both Noun<sub>1</sub> and Noun<sub>2</sub>. e.g., Little boys and girls enjoy watching fireworks.

5. Noun<sub>1</sub> + Noun<sub>2</sub> - where one Noun immediately following another in a terminal string may be interpreted as either a compound noun or two separate nouns. e.g., He told her baby stories.

(b) Underlying Structure Ambiguities

1. Infinitive - where the infinitive may be interpreted as "transitive" with an unspecified object, or as "intransitive" with "be" deleted. e.g., The lamb is too hot to eat.

2. Verb+ing + Noun - where Verb+ing may be interpreted as part of a verbal or as an adjective modifying the following Noun. e.g., He disliked visiting relatives.

3. Genitive Construction - where the genitive may be interpreted as deriving from an underlying structure of the form That + Determiner + Noun + Verb + Something or from an underlying structure of the form That + Determiner + Noun + be + Verb. e.g., The manager's selection was announced.

4. Infinitive + Verb+ing - where Verb+ing may be interpreted either as part of the verbal containing the Infinitive or as a nominalization which functions as the object of the Infinitive. e.g., The police were asked to stop drinking.

5. Comparative Deletion - where the deleted elements in a comparison may be interpreted as being either the Subject + Verb of the sentence or the Verb + Object of the sentence. e.g., Boys like tennis better than girls.

As a basis for constructing the lead sentences, those structures characteristic of surface structure ambiguity were randomly paired with those characteristic of underlying structure ambiguity.

Pairing	<u>Structure Characteristics</u>	<u>Structure Characteristics</u>
	<u>of</u> <u>Surface Structure Ambiguity</u>	<u>of</u> <u>Underlying Structure Ambiguity</u>
1.	Adj + N + N	Infinitive
2.	Adv/Adj	Ving + N
3.	Prep Phrase	Genitive
4.	Adj + N <sub>1</sub> + and + N <sub>2</sub>	Infinitive + V ing
5.	N <sub>1</sub> + N <sub>2</sub>	Comparative Deletion

Forty lead sentences were then constructed such that there were eight lots of five sentences each. Two of each of the eight lots were surface structure ambiguities, two were underlying structure

ambiguities, and four were unambiguous. These were designated as Types 1 to 8 according to the nature of the structures that they contained.

A summary of the basic structural design of these eight types of sentences and the SIT item numbers corresponding to each type are given below.

<u>Sentence Type</u>	<u>Sentence Structure Design</u>	<u>Test Item No's</u>
1	surface structure ambiguity + unambiguous structure characteristic of underlying structure ambiguity	10,26,27,33,37
2	underlying structure ambiguity + unambiguous structure characteristic of surface structure ambiguity	4,16,18,39,40
3	unambiguous instances of these structures occurring in Type 1 sentences	3,6,11,21,35
4	unambiguous instances of these structures occurring in Type 2 sentences	5,7,15,25,30
5	surface structure ambiguity + optional structure	9,13,17,19,20
6	underlying structure ambiguity + optional structure	1,2,22,28,31
7	unambiguous instances of those structures occurring in Type 5 sentences	8,12,23,32,38
8	unambiguous instances of those structures occurring in Type 6 sentences	14,24,29,34,36

Other considerations that affected the construction of these lead sentences and which were controlled are sentence length, vocabulary, grammatical and semantic acceptability, and the consistency with which these sentences could be classified as ambiguous or unambiguous by mature native speakers of English.

Three other sentences were then constructed for each lead sentence such that either one, two, or all three of these sentences gave a paraphrased meaning of the lead sentence. For all ambiguous lead

sentences, two of the three sentences gave a meaning, representing both interpretations of the ambiguity. To avoid any overt pattern to the number of correct responses for each item, this number was varied for the unambiguous sentences. Thus, for the unambiguous lead sentences constructed to parallel the syntactic complexity of those lead sentences containing surface structure ambiguity, four were randomly assigned to have only one of the three interpretative sentences give a meaning, four more were assigned to have all three of the interpretative sentences give a meaning, and the remaining two were assigned to have two of the three interpretative sentences give a meaning. The same procedure was followed for the unambiguous sentences constructed to parallel the syntactic complexity of those lead sentences containing underlying structure ambiguity. Each of these interpretative sentences was constructed such that the least possible change was made in the wording of the lead sentence to represent the required meaning. In no instance were any content words introduced into the interpretative sentences that did not occur in the lead sentence. The ordering of the interpretative sentences was randomized for each lead sentence and the lead sentences themselves were randomized with the exception that no two pairings of the same type were permitted to immediately follow one another. This precaution was taken as it was felt that two sentences of similar structure occurring together might influence the interpretation of each other.

Validity, Reliability and Normative Data: Normative data were obtained from 60 grade five students (30 boys and 30 girls). The means for the total test, unambiguous sentences, ambiguous sentences, surface structure ambiguities, underlying structure ambiguities (with the possible scores in brackets), respectively were: 17.78(40), 11.97(20), 5.85(20), 3.48(10), 2.37(10). Face validity is claimed for the SIT and is discussed under the



following headings; a) structurally ambiguous sentences differ from unambiguous sentences, b) sentences with surface structure ambiguity differ from sentences with underlying structure ambiguity, c) sentences that are paraphrases of each other have the same deep structure, d) the students choice of the correct interpretative sentences for the lead sentences indicates that they have recovered the deep structures and thus the meanings of that lead sentence, e) vocabulary is carefully controlled, f) the sentences are grammatically and semantically acceptable as adjudged by a panel of mature, educated, native speakers of English and again borne out by the pilot study and interview. Reliability was calculated by the split-half method. The resultant correlation was .722 which when corrected by the Spearman-Brown prophecy formula increased to .839. In 1973, Montague used the SIT in a research study and revised three of the items (11,14,24). The three revised items are listed at the end of the test.

Ordering Information:

EDRS

Related Documents:

Little, Peter S. An Investigation into the Relationship Between Structural Ambiguity and Reading Comprehension. Unpublished Masters Thesis, The University of Alberta, Edmonton, 1972.

Jurgens, J.M. Perception of Lexical and Structural Ambiguity by Junior and Senior High School Students. Unpublished Doctoral Dissertation. George Peabody College, 1971.

MacKay, D.G. To End Ambiguous Sentences. Perception and Psychophysics. 1966, 1, 426-436.

MacKay, D.G. and T.G. Bever. In Search of Ambiguity. Perception and Psychophysics. 1967, 2, 193-200.

Montague, Mikell J. The Relationship of Sentence and Contextual Ambiguity to Reading Comprehension. Unpublished M. Ed. Thesis, The University of Alberta, Edmonton, Alberta, 1974.



Peter S. Little

Peter S. Little  
"Sentence Interpretation Test  
(SIT)"  
1972

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SENTENCE INTERPRETATION TEST

Name \_\_\_\_\_ Date of Birth \_\_\_\_\_  
School \_\_\_\_\_ Grade \_\_\_\_\_

Instructions:

Normally, the sentences that you read have only one meaning, but sometimes can have more than one meaning. This test is designed to see how well you can understand the meaning of meanings of a sentence. In each question a lead sentence is typed in capital letters and underlined. Below this sentence are three more sentences labelled a), b), and c). These sentences may give one or more meanings of the lead sentence. Take each one in turn, compare it to the lead sentence, and decide whether it does give a meaning of the lead sentence or does not give a meaning. For each one that does, put a tick under the column marked GIVES A MEANING, and for each one that doesn't, put a tick under the column marked DOES NOT GIVE A MEANING. Look at these examples:

	<u>GIVES A MEANING</u>	<u>DOES NOT GIVE A MEANING</u>
Ex. 1: <u>HE KNEW THAT BURNING PAPER COULD BE DANGEROUS.</u>		
a) He knew that burning could be dangerous to paper.	_____	_____✓
b) He knew that paper which was burning could be dangerous.	_____✓	_____
c) He knew that it could be dangerous to burn paper.	_____✓	_____

Ex. 2: THE ANGRY CAT WAS CHASING THE DOG.

a) The angry dog was being chased

	<u>GIVES A MEANING</u>	<u>DOES NOT GIVE A MEANING</u>
by the cat.	_____	_____✓
b) The dog was chasing the angry cat.	_____	_____✓
c) It was the angry cat that was chasing the dog.	_____✓	_____

Ex. 3: SAM PAINTED THE PICTURE IN THE KITCHEN.

a) The picture that Sam painted was in the kitchen.	_____	_____
b) What Sam painted was the picture of the kitchen.	_____	_____
c) It was in the kitchen that Sam painted the picture.	_____	_____

The lead sentence in Ex. 3 could have two meanings - either that the picture was in the kitchen, or that Sam did the painting in the kitchen. It does not mean that Sam painted the picture of the kitchen. Thus you should have put a tick by a) and c) under GIVES A MEANING, and a tick by b) under DOES NOT GIVE A MEANING.

Remember that in the test sometimes only one, sometimes two, and sometimes all three sentences will give a meaning for the lead sentence. You will have as much time as you need to finish.

	<u>GIVES A MEANING</u>	<u>DOES NOT GIVE A MEANING</u>
1. <u>THE HUNTER WAS TOO FAR AWAY TO SEE.</u>		
a) The hunter was too far away to be seen.	_____	_____
b) The hunter was too far away from something to see it.	_____	_____
c) The hunter who was seen was too far away.	_____	_____

GIVES  
A MEANING

DOES NOT  
GIVE A MEANING

2. THE CHOICE OF THE STUDENTS SURPRISED THE PARENTS.

- a) What surprised the parents was the students who were chosen. \_\_\_\_\_
- b) It was the choice made by the parents that surprised the students. \_\_\_\_\_
- c) The choice made by the students surprised the parents. \_\_\_\_\_

3. HE WANTED TO FIND THE FRONT DOOR KEY.

- a) It was the front door key that he wanted to find. \_\_\_\_\_
- b) He wanted to find the front door for the key. \_\_\_\_\_
- c) He wanted to find the key for the front door. \_\_\_\_\_

4. ONLY THOSE LADIES WHO LIKED GROWING FLOWERS CAME.

- a) Only those ladies who were like growing flowers came. \_\_\_\_\_
- b) Only those ladies came who liked flowers that are growing. \_\_\_\_\_
- c) It was only those ladies who liked to grow flowers that came. \_\_\_\_\_

5. THE TIGER'S ROAR WAS HEARD DURING THE NIGHT.

- a) It was heard that the tiger had roared during the night. \_\_\_\_\_
- b) During the roar of the night the tiger was heard. \_\_\_\_\_
- c) The roar of the tiger was heard during the night. \_\_\_\_\_

6. YOUNG BILLY AND DAD LIKE TO GO FISHING.

- a) What young Billy likes is for Dad to go fishing. \_\_\_\_\_
- b) Dad likes young Billy to go fishing. \_\_\_\_\_
- c) It is young Billy and Dad who like to go fishing. \_\_\_\_\_

GIVES  
A MEANING

DOES NOT  
GIVE A MEANING

7. ONLY THOSE BOYS WHO WANTED WRITING PAPER STAYED.
- a) Only those boys who wanted to write a paper stayed. \_\_\_\_\_
- b) It was only those boys who wanted paper for writing that stayed. \_\_\_\_\_
- c) Only those boys stayed who wanted paper that was for writing. \_\_\_\_\_
8. SOME STORES SELL NEW TOYS AND NEW BOOKS.
- a) New toys and new books are sold by some stores. \_\_\_\_\_
- b) Some stores sell new books and new toys. \_\_\_\_\_
- c) It is new toys and new books that some stores sell. \_\_\_\_\_
9. A SMALL BOAT ENGINE WAS SOLD TO THE CAPTAIN.
- a) To the captain was sold an engine for a small boat. \_\_\_\_\_
- b) A small engine for a boat was sold to the captain. \_\_\_\_\_
- c) A small boat and an engine were sold to the captain. \_\_\_\_\_
10. HE THREW HER DOG BISCUITS RATHER THAN CANDIES.
- a) It was dog biscuits that he threw her rather than candies. \_\_\_\_\_
- b) He threw candies to her rather than dog biscuits. \_\_\_\_\_
- c) He threw biscuits rather than candies to her dog. \_\_\_\_\_
11. THE VISITING NURSE ASKED HOW THE OLD MAN WAS.
- a) The nurse who was visiting asked how old the man was. \_\_\_\_\_
- b) The visiting nurse was asked how the old man was. \_\_\_\_\_
- c) The visiting nurse asked how the man who was old was. \_\_\_\_\_



GIVES  
A MEANING

DOES NOT  
GIVE A MEANING

12. IT FELL TO THE GROUND WITH A CRASH.
- a) It was with a crash that it fell to the ground. \_\_\_\_\_
- b) It crashed and then it fell to the ground. \_\_\_\_\_
- c) It fell with a crash to the ground. \_\_\_\_\_
13. HE TOLD HER BABY STORIES IN THE EVENING.
- a) Baby stories were what he told her in the evening. \_\_\_\_\_
- b) She told him baby stories in the evening. \_\_\_\_\_
- c) In the evening he told stories to her baby. \_\_\_\_\_
14. THE BOX WAS TOO HIGH UP TO REACH.
- a) Someone was too high up to reach the box. \_\_\_\_\_
- b) The box was too high up to be reached. \_\_\_\_\_
- c) The box that was reached was too high up. \_\_\_\_\_
15. MOM LIKES SEA FOOD BETTER THAN MEAT.
- a) Meat is what Mom likes better than sea food. \_\_\_\_\_
- b) It is meat that Mom likes better than she likes sea food. \_\_\_\_\_
- c) Mom likes sea food better than she likes meat. \_\_\_\_\_
16. THE YOUNG SCIENCE STUDENT IS THE ONE TO ASK.
- a) The young science student is the one who should do the asking. \_\_\_\_\_
- b) The young science student was the one who asked. \_\_\_\_\_
- c) The one who should be asked is the young science student. \_\_\_\_\_

GIVES  
A MEANINGDOES NOT  
GIVE A MEANING17. SHE SPOKE TO THE BOY WITH A SMILE.

- a) She smiled and then she spoke to the boy.
- b) The boy with a smile was the one to whom she spoke.
- c) She was smiling when she spoke to the boy.

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18. THE NEW TEACHER AND TOM WANTED TO START SKATING.

- a) It was skating that the new teacher and Tom wanted to start.
- b) The new teacher and Tom were going to skate and they wanted to start.
- c) The new teacher wanted Tom to start the skating.

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19. MOST PEOPLE WEAR CLEAN SOCKS AND SHOES.

- a) Most people wear shoes and clean socks.
- b) Most people wear socks and clean shoes.
- c) It is clean socks and clean shoes that most people wear.

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20. HER BEST FRIEND HAD LEFT EARLY TONIGHT.

- a) Tonight her friend had best leave early.
- b) Early tonight was when her best friend had left.
- c) Tonight her best friend had left early.

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21. SHE WANTED A CANDY BAR MORE THAN A POP.

- a) She wanted a bar of candy more than she wanted a pop.
- b) It was a candy bar that she wanted more than a pop.
- c) What she wanted more than a pop was a candy bar.

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GIVES  
A MEANING

DOES NOT  
GIVE A MEANING

22. THE DOG FOUND TOM MORE QUICKLY THAN BOBBY.

- a) It was Bobby who was found by the dog more quickly than Tom.
- b) The dog found Tom more quickly than the dog found Bobby.
- c) The dog found Tom more quickly than Bobby found Tom.

_____	_____
_____	_____
_____	_____

23. A NEW WRIST WATCH WAS GIVEN TO THE WINNER.

- a) The winner was given a new wrist watch.
- b) A wrist watch that was new was given to the winner.
- c) What was given to the winner was a new wrist watch.

_____	_____
_____	_____
_____	_____

24. MOST ANIMALS THAT SWIM LIKE CATCHING FISH.

- a) Fish like catching most animals that swim.
- b) Most animals that swim like to catch fish.
- c) It is most animals that swim that catch like fish.

_____	_____
_____	_____
_____	_____

25. LITTLE JACK AND GRANDFATHER DECIDED TO GO CAMPING.

- a) It was decided by little Jack and Grandfather than they go camping.
- b) To go camping was what little Jack and Grandfather decided.
- c) Grandfather and little Jack decided to go camping.

_____	_____
_____	_____
_____	_____

26. HE WENT TO FETCH THE RED CRAYON BOX.

- a) He went to fetch the box for red crayons.
- b) It was the red box for crayons that he went to fetch.
- c) He went to fetch the red crayons for the box.

_____	_____
_____	_____
_____	_____



GIVES  
A MEANING

DOES NOT  
GIVE A MEANING

27. THE DANCING TEENAGERS KNEW HOW GOOD MUSIC SOUNDED.

- a) The dancing teenagers knew how to sound good at music.
- b) The dancing teenagers knew how good the sound of music was.
- c) The teenagers who were dancing knew how music which is good sounded.

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28. THE PRINCIPAL ASKED THE TEACHERS TO STOP SMOKING.

- a) The principal asked the teachers to stop others from smoking.
- b) Other people were smoking and the teachers asked the principal to stop them.
- c) The teachers were smoking and the principal asked them to stop.

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29. THE CAT DRINKS MILK FASTER THAN THE BABY.

- a) It is the cat that drinks milk faster than the baby.
- b) The cat drinks milk faster than the baby drinks milk.
- c) Milk is drunk faster by the cat than by the baby.

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30. THE WHITE RACE HORSE WAS THE FIRST TO FINISH.

- a) The white race horse was the one that finished first.
- b) The first to finish was the race horse that was white.
- c) It was the white race horse that was first to finish.

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31. MOST PEOPLE WHO SHOP LIKE PLEASING SALESMEN.

- a) Salesmen who are pleasing are liked by most people who shop.
- b) Most people who shop like to please

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\_\_\_\_\_

GIVES  
A MEANING

DOES NOT  
GIVE A MEANING

salesmen.

- c) Salesmen like pleasing most people who shop.

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\_\_\_\_\_

32. MY OLD UNCLE HAD WORKED HARD TODAY.

- a) It was my old uncle who had worked hard today.  
b) Today was when my old uncle had worked hard.  
c) Today my old uncle had worked hard.

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33. LITTLE CATS AND DOGS LIKE TO GO EXPLORING.

- a) Cats and little dogs like to go exploring.  
b) Little cats and little dogs like to go exploring.  
c) It is dogs and little cats that like to go exploring.

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\_\_\_\_\_

34. THE DISCOVERY OF THE ISLAND PLEASED THE KING.

- a) That the island was discovered pleased the king.  
b) The king was pleased by the discovery of the island.  
c) What pleased the king was the discovery of the island.

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35. JOHN'S BALL BROKE THE WINDOW IN THE DOOR.

- a) The window in the door was broken by John's ball.  
b) John's ball was broken by the window in the door.  
c) The door by the window was broken by John's ball.

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36. DAD TOOK THE BROTHERS TO WATCH BOXING.

- a) The brothers took Dad to watch boxing.  
b) Boxing was what Dad took the

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\_\_\_\_\_

GIVES  
A MEANING

DOES NOT  
GIVE A MEANING

- brothers to watch.  
c) The brothers were taken by Dad to watch boxing.

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\_\_\_\_\_

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37. MICHAEL'S BROTHER WATCHED THE GAME ON THE PATIO.

- a) The game on the patio was watched by Michael's brother.  
b) While on the patio Michael watched his brother's game.  
c) While on the patio Michael's brother watched the game.

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\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

38. MOM GAVE THE BOY MONEY FROM HER PURSE.

- a) The boy gave Mom money from her purse.  
b) It was the boy who gave Mom money from her purse.  
c) Mom gave money to the boy from her purse.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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\_\_\_\_\_

39. BOYS LIKE ICE CREAM BETTER THAN GIRLS.

- a) It is ice cream that boys like better than they like girls.  
b) Boys like ice cream better than girls like boys.  
c) Boys like ice cream better than girls like ice cream.

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40. THE TEAM'S SELECTION WAS ANNOUNCED IN THE MORNING.

- a) The morning's selection was announced by the team.  
b) That the team was selected was announced in the morning.  
c) The selection made by the team was announced in the morning.

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ITEM ANALYSIS OF THE SENTENCE INTERPRETATION TEST

Test Item No.	Sentence Type	Item Difficulty Index	Biserial Correlation
1	6	.250	.299
2	6	.400	.334
3	3	.833	.398
4	2	.317	.541
5	4	.317	-.240
6	3	.900	.184
7	4	.567	.645
8	7	.667	.632
9	5	.433	.856
10	1	.633	-.122
11	3	.083	.065
12	7	.467	.749
13	5	.317	.525
14	8	.867	-.208
15	4	.833	-.034
16	2	.117	.227
17	5	.133	.129
18	2	.333	.679
19	5	.150	.608
20	5	.633	.896
21	3	.433	.553
22	6	.183	.654
23	7	.567	.754
24	8	.433	.062
25	4	.550	.741
26	1	.217	.622
27	1	.467	.513
28	6	.033	-.107
29	8	.800	.485
30	4	.550	.942
31	6	.083	.176
32	7	.533	.851
33	1	.117	.618
34	8	.433	.748
35	3	.583	.367
36	8	.750	.621
37	1	.400	.510
38	7	.900	.168
39	2	.383	.218
40	2	.233	.226

The following items devised by Montague replaced items of the SIT in her study.

GIVES  
A MEANING

DOES NOT  
GIVE A MEANING

THE TRAVELLING SALESMAN ASKED HOW THE YOUNG LADY WAS.

- a) The travelling salesman was asked how the young lady was.
- b) The travelling salesman asked how the lady who was young was.
- c) The salesman who was travelling asked how young the lady was.

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THE LIMB WAS TOO HIGH UP TO GRAB.

- a) The limb was too high up to be grabbed.
- b) The limb that was grabbed was too high up.
- c) Someone was too high up to grab the limb.

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MOST PEOPLE WHO TRAVEL LIKE EATING SNAILS.

- a) Snails like eating most people who travel.
- b) Most people who travel like to eat snails.
- c) It is most people who travel that eat like snails.

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