Fill in the phrases: (Answers p. 43)

1. The older the faster but the younger ____________________________
2. A language is a dialect with an __________________________
3. If you want to learn a language, sleep with a _______________________________.
4. ____________ is the first thing infants begin to recognize in their home language but the last thing children master.
5. There are no primitive ___________ and ___________ However, they may have or serve either primitive or sophisticated ____________, as well as primitive or sophisticated ____________ Technologies, Lifestyles, Civilizations, Languages

6. Human Communication is an ___________ of received messages.   The response is based upon it, one’s personal beliefs, cultural ______, and the ______.
   Pragmatic context, Interpretation, Presuppositions

7. ___ results from misunderstanding and misinterpreting messages, --- results from not understanding the messages at all. Discommunication, Miscommunication

True or False (Answers p. 44)

8. A native speaker can always tell whether an utterance is grammatically correct or no, but not always can explain the reasoning behind his/her judgment.
9. Human languages have more commonalities than differences.
10. The truth is absolute which means that cultures can be right or wrong because they often have opposing judgments about the same thing.
11. Introverts are more successful in language learning than extroverts.
12. Negative attitudes toward a language derive from power and status relationships.
13. Code-switching assumes additive proficiency in both languages.
14. Code-mixing is more typical of partial bilingualism and semilingualism.
15. Moderate risk takers are more successful language learners than great risk takers.
16. Inhibition, like anxiety can be positive and negative in the learning process.
17. First language is always one’s native and primary language.
18. One may have two first languages, two primary languages, two foreign languages, two target languages.

19. Intonation is the last thing a child learns/begins to understand but the first thing a child masters.

Introduction, Language, Society, and the Individual

20. Language is:
   a. A system of inseparable and interdependent subsystems predictable structurally, socially, and ontologically, consisting of arbitrary signs.
   b. A social and personal tool for communication and self-expression.
   c. A reflection of the reality in which it was created.
   d. A system consisting of sounds, words, grammar and reflecting cultural presupposition and significance of phenomena in that culture.
   e. All of the above.

21. Language universals are:
   a. Codes for interaction
   b. Taxonomies and hierarchies reflecting world view differences
   c. Verbal acoustic behavior for humans and animals
   d. Organizing principles and features characteristic to the majority of known languages.
   e. All of the above.

22. Which of the following is not a communicative competence?
   a. Discourse
   b. Grammatical
   c. Syntactic
   d. Strategic

23. Which of the following definitions of universal linguistic categories is true? Universal linguistic categories, like past and present, animate and inanimate, male and female, etc. are
   a. Language universals, and reflect the objective reality.
   b. The subject of ethnolinguistics, they reflect the reality in which they were created and define the world view differences
   c. Grouped in semantic domains with precise and predictable boundaries and have prototypical representations in all languages
   d. Lexical classifications, taxonomic or hierarchic defined on the level of lexicon.
   e. All of the above.

24. Stereotypes are:
   a. Oversimplifications and blanket assumptions about a group.
   b. Distinctive features of a group.
   c. Cultural presuppositions.
   d. Social and personal tools for evaluation.
   e. The subject of ethnoscience.

25. Which of the following are language universals?
   a. Wherever humans exist, language exists.
   b. All human languages are spoken and written.
   c. Some normal children cannot learn their language because of their family upbringing and social environment.
   d. There are no primitive languages. All languages are equally complex and capable of expressing any idea.
   e. All languages have been primitive once in ancient times.
   f. Every normal child, born anywhere in the world, of any racial, geographical, social, or economic heritage, is capable of learning any language to which he or she is exposed.
   g. All civilized languages have a noun-verb-noun word order.
   h. The relationships between the sounds and meanings of spoken languages or gestures and meanings of sign languages are, for the most part, arbitrary.
   i. All human languages use a finite set of sounds or gestures that are combined to form meaningful elements or words that then combine to form an infinite set of possible sentences.
   j. Every spoken language uses discrete sound segments and has vowels and consonants.
k. Speakers of any language are capable of producing and comprehending an infinite set of sentences.
l. All grammars contain rules for the formation of words and sentences.
m. Similar grammatical categories are found in all languages.
n. Speakers of primitive languages cannot understand every new sentence they hear especially if they cannot read.
o. Every language has a way of referring to past time; the ability to negate; the ability to form questions; issue commands; semantic universals, such as "male" or "female," and so on.
p. Ancient and primitive languages cannot survive in the modern technological era.
q. Languages are difficult or easy, beautiful or not, different like individuals.
r. All languages change through time.
s. All languages change through time except for proper languages.

26. According to Murdock, the following items describe:

- Originate in human mind.
- Satisfy basic human needs.
- Adopted and shared by each member of the group.
- Govern human and environmental interactions;
- Cumulative and developing
- Transmitted to new generations.
- Consistent, systematic.

- a. Sociolinguistic universals
- b. Universals of the cultural foundations of linguistics
- c. Universals of cultural patterns of behavior:
- d. Features constructing micro-cultures within a society
- e. The organized knowledge of universe.

27. Which of the following is a false statement of the Sapir-Whorf Hypothesis:

- a. Some elements in language words and grammar may influence speakers' perceptions of the reality and affect their attitudes and behavior.
- b. One's native language controls and directs perceptions and behavior.
- c. Objective reality is beyond cognition because the mind and language cloud it with cultural presuppositions.
- d. Language is ultimately responsible for all miscommunication and misunderstanding.
- e. All of the above.

28. The believing game seeks truth: (find the false statement)

- a. By testing and experimenting.
- b. By not fighting the assertions against each other;
- c. Focusing on truth, not errors;
- d. By self-insertion and self-involvement into the speaker's way of thinking and/or seeing.
- e. All of the above.

29. The third revolution in linguistics is defined with:

- a. Interdisciplinary Studies: anthropological linguistics, sociolinguistics, ethnolinguistics, psycholinguistics, computer languages
- b. Structuralism and Behaviorism
- c. Syntactic studies and Innatism
- d. Conventional Metaphor Studies
- e. Pragmatics, discourse analysis, and metamessages.

30. Domains or Semantic Fields

- a. Are taxonomies sharing a core meaning and have fuzzy boundaries
- b. Are synonyms, homonyms, homophones, homographs, paronyms, and antonyms.
- c. Contain a precise number of lexical components
- d. Universal Lexical classifications to analyze and distinguish the meanings within a domain
- e. Contain Focal Meanings.

31. Prototypes are:

- a. The same as the focal meanings
- b. Powerful stereotypes.
- c. The best representatives in their class
- d. Self-fulfilling prophecies which direct speech and general behavior.
32. Ethnoscience or Ethnolinguistics studies:
   a. The specific ways of dissecting the world with language, lexicon taxonomies and hierarchies.
   b. Classification differences of ontologically universal entities, like colors, kinship, body parts, etc. And cultural presuppositions connected with them.
   c. The specific reflection of an organized knowledge of universe in a language.
   d. The cultural worldview of a people, their interests in environment and economy, the cultural significance of things.
   e. All of the above.

33. Which of the following is not true about cultural presuppositions?
   a. Lexical and grammatical meanings name things and convey cultural knowledge and attitudes toward them through associations and extensions, metaphor and metonymy.
   b. They are reflected in assumptions used in communication to understand each other’s goals, intentions, etc., that is, ‘what is meant by saying so’.
   c. They cause miscommunication, discommunication, and a miscomprehension of jokes and insults.
   d. They reflect the sophistication of a culture and give rise to stereotypes, prejudice, and racism.
   e. Cultural presuppositions are acquired subconsciously or taught explicitly through enculturation, but they seem natural, objective, normal, commonsensical, and inherent in entities and processes.

34. Which of the following is not a true definition? Metaphor and metonymy are:
   a. The product of conventional thinking
   b. An attempt of understanding abstract concepts through physical domains.
   c. The product of poetry and sophisticated writing.
   d. Often universal because it maps abstract domains onto sensory-motor sensations and perceptions of the human body.
   e. Reflect the geographical setting of the speaking community, its history, and cultural value and belief systems.

35. The first revolution in linguistics begins with:
   a. Descriptive and structural linguistics
   b. Nature Versus Nurture
   c. Prescriptive grammar
   d. Historical-Comparative Studies.
   e. First world war

36. Stereotypes are oversimplifications and blanket assumptions about a group. A teacher says, “I am glad I have many Asian students. They are much better learners than the Hispanic or Black students”. This statement describes
   a. No one in person but the named groups of people.
   b. The teacher only.
   c. The teacher and his/her school culture.
   d. Asian students.
   e. Black and Hispanic students.

37. Which is an example of universal human tone occurring in all languages?
   a. Praise
   b. Forbiddance
   c. Attention
   d. Soothing
   e. All of the above

38. Language exists:
   a. In the books
   b. Everywhere
   c. In the mind
   d. In the best writings
   e. All of the above.

Fields of study and definitions
39. Which of the following definitions of culture is false:
   a. The perception of objective reality, the right and wrong proper, normal ways of acting, feeling, and being.
   b. The sum total of features differentiating ethnic minorities from Americans.
   c. A blueprint of personal and social existence, the glue that binds social groups.
   d. The explicit and implicit patterns of behaviors, symbols, and ideas that constitute the distinctive achievements of human groups.
   e. The worldview of a speech community which is reflected in its language but evolves faster than the language.

40. This field of study is concerned with the specific ways of dissecting the real world by language, interpreting the taxonomies of ontologically universal entities, and organizing the knowledge of universe into lexical and grammatical meanings, into semantic fields, and domain, which reflect the world view of that language speakers, their interests in environment and economy, the cultural significance of things and presuppositions connected with them.
   a. Sociolinguistics
   b. Anthropological Linguistics
   c. Ethnolinguistics
   d. Neurolinguistics
   e. Psycholinguistics

41. This field is concerned with the meaning modification in context, according to the facts and events of the communication, the setting, participants, their relationships and conversation goals and topics, as well as conversation structure and its cultural norms:
   a. Ethnolinguistics
   b. Sociolinguistics
   c. Semantics
   d. Pragmatics
   e. Syntax

42. Sapir-Whorf Hypothesis is not referred to as:
   a. Cultural relativism.
   b. Ontological relativism.
   c. Linguistic determinism.
   d. Nomothetic and hermeneutic theories.
   e. Cultural or ontological relativity.

43. Hermeneutic theories are:
   a. Theories as sets of rules, or the believing games.
   b. Empirically observed and describing objectively perceived phenomena.
   c. Nomothetic theories, or the doubting game.
   d. The what, where, when, how and why of phenomena.
   e. Causal process studies attempting to explain and interpret phenomena, and why and how they occur.

44. This hypothesis claims that the words and the grammar of a language may influence speakers' perceptions of the reality and affect their attitudes and behavior.
   a. Sapir-Whorf Hypothesis
   b. Cummins' threshold hypothesis
   c. The monitor hypothesis
   d. Critical period hypothesis
   e. Believing and doubting games.

45. Domains or semantic fields, prototypes, focal meaning and conventional metaphors are the subject of study of the following field:
   a. Ethnolinguistics
   b. Sociolinguistics
   c. Semantics
   d. Pragmatics
   e. Syntax

46. This field of study is concerned with the correct forms of a language and norms of proper speech. It regards language change as decay, is mortified from novelties in language, and fights to stop the syllabus of time.
   a. Descriptive linguistics
b. Prescriptive linguistics  
c. Historical-comparative studies  
d. Sociolinguistics  
e. Psycholinguistics

47. This field of study is concerned with the language structure and its structural levels; that is, phonetics, phonology, prosody, morphology, syntax, semantics, and pragmatics. It describes and analyzes the units on each level and their actual use in real life.
   a. Linguistics  
b. Structural and descriptive linguistics  
c. Ethnolinguistics  
d. Pragmatics  
e. Linguistic determinism

48. Which of the following linguistic disciplines does not describe the language structure?
   a. Phonetics  
b. Semiotics  
c. Semantics  
d. Syntax  
e. Pragmatics

Language Structure and Use

49. What are the three basic units in every human language?
   a. Reading, writing, and thinking.  
b. Idiolect, syntax, and FLA.  
c. Adverbs, verbs, and adjectives.  
d. Sounds, words, and rules.

50. The analytic or isolating languages express grammatical meanings through:
   a. Word order and word endings, e.g., I like John, John likes me.  
b. Affixes: suffixes, prefixes and infixes, each having their own function and meaning and being attached to the root or stem, e.g., look—looking, looks, looked.  
c. Ambiguity of surface structures resulting from a different interpretation of the deep structure, e.g., Start the tips at the beginning. May mean: start the tips over; Or: Start the program with tips.  
d. Word order, intonation, and particles, e.g., off he went.  
e. Affixes: suffixes, prefixes and infixes, which have more than one function and meaning and penetrate into the root or stem, fusing affix-root boundaries, e.g., bring—brought, come—came, he—him, etc.

51. Most words have a meaning, referent, and form. Which of the following does not pertain to a word form?
   a. Written or graphic form  
b. Compound structure of a word  
c. Acoustic or articulatory form  
d. Signed form in a sign language

52. According to archeological and linguistic research, when did the human language originate?
   a. 60-80,000 years ago  
b. 30-40,000 years ago  
c. 15-20,000 years ago  
d. 100,000 years ago

53. The word reflected consists of:
   a. Three morphemes: a free morpheme and two bound inflectional morphemes  
b. Three morphemes: three bound morphemes, a derivational, a root and an inflectional  
c. Two morphemes one free morpheme and one bound derivational morpheme  
d. Four morphemes  
e. Three morphemes: prefix, suffix and root

54. Languages have a finite number of:
   a. Idioms, sentences, words, phonemes, and roots.
b. Rules, sentences, idioms, sounds, and morphemes.
c. Phonemes, morphemes, words, idioms, and rules.
d. Phonemes, words, sounds, morphemes, and sounds.
e. Sounds, sentences, and letters.

55. What are the three aspects of a content word?
   a. Meaning, form, and referent
   b. Meaning and form
   c. Sound, meaning, and spelling
   d. All of the above

56. What is called the valid pattern of forming words in a language and the study of the same?
   a. Communication
   b. Syntax
   c. Morphology
   d. Semantics
   e. Pragmatics

The word **unlimited** consists of:
   a. 3 morphemes: a free morpheme and two bound inflectional morphemes
   b. 3 morphemes: three bound morphemes, a derivational, a root and an inflectional
   c. 2 morphemes one free morpheme and one bound derivational morpheme
   d. 4 morphemes
   e. 3 morphemes: prefix, suffix and root

What is called the valid pattern of forming sentences in a language and the study of the same?
   A) Communication
   B) Syntax
   C) Morphology
   D) Semantics

57. How many morphemes are there in the following sentence:

   "If two groups of people speaking the same language are separated, in time their languages will (1 1 2 1 1 2 1 1 1 2 1 1 2 1) change along different paths". (1 2 2 2)

   a. 25
   b. 27
   c. 26
   d. 23

58. How many morphemes are there in the following sentence:

   "Languages in the same family share many common grammatical features and many (2 1 1 1 1 1 1 4 3 1 1) of the key words, especially older words show their common origin." (1 1 1 2 3 2 2 1 1 1 1)

   a. 33
   b. 34
   c. 35
   d. 36

59. The smallest, further indivisible unit of meaning that can stand all by itself is:
   a. Word
   b. Free morpheme
   c. Phoneme
   d. Sentence
   e. Bound morpheme
60. A field of linguistic study for grammatical, particularly morphological meanings with an analysis and description of word building types, word connections into phrases and sentences through word order, endings or inflection, etc.
   a. Agglutinating languages
   b. Analytic languages
   c. Structural typology of languages
   d. Synthetic languages
   e. Polysynthetic languages

61. The following sentences have two interpretations depending on context because:
   Hunting lions are dangerous.
   Desk for sale: suitable for lady, with thick legs, antique.
   a. Language is ambiguous and only context clarifies meaning
   b. They have two deep structures beneath the same surface structure
   c. They have two surface structures over the same deep structure
   d. They contain controversial information

62. What is not a characteristic of a human language?
   a. A system for communication and self-expression.
   b. An entity with a unique grammatical structure.
   c. Body language, facial expressions, and gestures.
   d. A depiction of the reality in the human mind.

63. The [t] in still and till are:
   a. Two different allophones of the same English phoneme [t].
   b. Two different sounds but in English the same phoneme.
   c. Two linguistically different phonemes which may have either a phonetic or phonemic value in different languages.
   d. The letter t.
   e. All of the above.

64. The smallest, further indivisible unit of meaning is the:
   a. Word
   b. Morpheme
   c. Phoneme
   d. Prefix
   e. Root

65. How many morphemes are there in the word definitions?
   Show the morphemes with a slash mark.
   a. Three morphemes: one derivational morpheme, one free morpheme and one inflectional morpheme
   b. Three morphemes: two bound morphemes, both derivational and a free morpheme
   c. Four morphemes: a prefix, a root and a 2 suffixes.
   d. Two morphemes: a root and a suffix.
   e. Five morphemes: a root morpheme, 3 bound derivational morphemes, and 1 inflectional.

66. How many morphemes are there in the word sophisticated?
   Show the morphemes with a slash mark.
   a. Three morphemes: a free morpheme and two bound inflectional morphemes
   b. Three morphemes: three bound morphemes, a derivational, a root and an inflectional
   c. Five morphemes: 1 bound root, 3 derivational bound morphemes and 1 inflectional bound morpheme.
   d. Six morphemes: 1 free and 4 derivational and 1 inflectional bound morphemes.
   e. Three morphemes: prefix, suffix and root

67. Prosody includes the study of:
   a. Class, race, gender, and ethnicity.
   b. Phonemes and syllables
   c. Pitch, stress, tone, intonation.
   d. Sound classes and segments
   e. Cultural presuppositions, prototypes, focal meanings, metaphors and metonyms.

68. The [p] in pot and spot are:
   a. 2 different allophones of the same phoneme [p].
   b. 2 different sounds.
c. 2 different phonemes.
d. The letter p.
e. All of the above.

69. The subject of phonetics is:
a. The allophone.
b. The word and its constituents.
c. The socially accepted and generalized sounds in regard to meaning differentiation in that language.
d. The inventory of speech sounds or phones and their description in regard to articulation and acoustics.
e. Foreign accents and dialect accents.

70. Which is the best definition of a phoneme:
a. Two sided units which can stand by themselves
b. Two-sided units with meaning and auditory-articulatory form
c. Abstract sounds existing in the social consciousness, one sided units distinguishing meaning
d. Sound variations available only to people who have the perfect pitch.
e. Sounds of a specific language.

71. Phonemes are
a. Sounds.
b. Allophones.
c. Socially accepted abstract patterns of speech sounds, one-sided units distinguishing meaning.
d. Prosodic and suprasegmental features distinguishing meaning in some languages.
e. Articulatory-acoustic and positional variations of sounds.

72. Which is false: The final [s] in cats, dogs, and horses has three different pronunciations which represent:
a. Three bound morphemes
b. The same grammatical affix
c. An inflectional morpheme with its allomorphs
d. A phoneme with its allophones
e. Different forms with the same grammatical meaning and function

73. Natural classes of sounds are:
a. The speech organs.
b. Phones, phonemes, allophones and tone, pitch, stress, intonation
c. Vowels, consonants, glides, sonorants, voiced/voiceless sounds, aspirated/non-aspirated sounds, labiodentals, alveolars, nasals, glides, liquids. Stops, fricatives, affricates, etc.
d. All the variety of sounds that human speech organs can make.
e. All of the above.

74. Prosody studies
a. Velocity, volume, length, direction, intensity of sounds in pronunciation and intonation
b. Structural levels of language: phonetics, phonology, morphology, syntax, semantics, pragmatics.
c. Word connections and relations in a phrase or sentence.
d. Morphemes, the indivisible forms with meaning
e. Language relations and origins

75. Morphemes are
a. Sound features
b. Smallest units of meaning
c. Smallest units of meaning that can stand by themselves
d. Meaning differentiating features
e. Allomorphs

76. Phonology studies
a. Language structure and use
b. Sound articulation and acoustics
c. Sound features (voice, aspiration, place, manner) which differentiate meanings
d. Noun phrases and minimal units of meaning
e. Sounds and sound combinations
77. English is a:
   a. Tone language
   b. **Analytic isolating language**
   c. Agglutinating language
   d. Polysynthetic inflectional language
   e. All of the above

78. Which of the following does not pertain to syntactic studies?
   a. Sentence structure
   b. Word connections and relations
   c. **Conversation structure**
   d. Deep and surface structures
   e. Word order and intonation

79. Morphology studies
   a. Meaning units: lexical, grammatical, syntactical, and pragmatic.
   b. Morphemes, phonemes, allomorphs, allophones, and their use
   c. **The study of the types of words, word formation, structure, components, with its basic building blocks, morphemes, the indivisible forms with meaning, derivation and inflection.**
   d. Lexicon—choice of words, vocabulary, standards, slang, lingo, argots, jargons, etc.
   e. Morphosyntactic connections with noun and verb phrases

80. Pragmatics is the study of:
   a. Paralinguistics and non verbal communication.
   b. Discourse analysis, semantics, and semiotics
   c. Deep and surface structures, simple and compound sentences, main and complementary clauses
   d. **Speech event structure, ethnography of communication and meaning modification in the context.**
   e. All of the above

81. Language functions are defined with:
   a. Permissible patterns of coarticulation in a specific language.
   b. Speech units consisting of a single uninterrupted sound forming a word or a part of a word.
   c. Speakers’ abilities of appropriate language use
   d. Language structural types: analytic, agglutinating, synthetic, and polysynthetic.
   e. **Language use for communication, self-expression, nomination, learning, and etc.**

82. Proxemics is a discipline of paralinguistics concerned with:
   a. The universal-ontological and culture specific-conventional features of body language
   b. **Personal space, touch, and olfactory factors**
   c. Kinesics, gestures and emblems, and body language
   d. Silence and expression of power status
   e. Facial expressions and eye contact

83. Which is a false definition of **word**?
   a. It is the smallest free form with meaning in a language system and reflects cultural values and presuppositions
   b. A three-sided arbitrary sign, which has meaning and value only in a language/dialect.
   c. A form (sound or image), a referent (something in the real world), and meaning (sense and value in its own language system)
   d. **A label changing from language to language in phonetic form.**

84. Which of the following constituents of a word structure can be a word by itself?
   a. Stem
   b. **Free morpheme**
   c. Derivational morpheme
   d. Bound morpheme
   e. Inflectional morpheme.

85. Allomorphs are:
   a. Variations of the same morpheme
   b. **Morphs sharing the same function.**
   c. Homonymic morphemes.
d. Bound roots, archaic free morphemes
e. Morphs sharing the same position

86. Complex words contain more than one:
   a. Roots
   b. Affixes
   c. Morphemes
   d. Bases
   e. Stems

87. Derivational affixes:
   a. Are bound morphemes and create new words
   b. Are bound morphemes and create new grammatical forms
   c. Are bound morphemes and create compound words
   d. Are bound morphemes with no lexical meaning
   e. Are free morphemes with no lexical meaning

88. How many phonemes are there in the word four:
   a. Four
   b. Two to four depending on the dialect
   c. Three
   d. Two
   e. Three on the West Coast, two on the East Coast

89. Meaning ambiguity is clarified on the level of:
   a. Normative, prescriptive, descriptive, and transformative linguistics.
   b. Pragmatics: speech event, and cultural norms of conversation.
   c. Lexicon: basic, active, and passive.
   d. Semantics, syntax, and pragmatics.
   e. Prejudiced speech, including sexism racism, and agism in languages.

90. How many morphemes are there in the word examination?
   Show the morphemes with a slash mark.
   a. Three morphemes: a free morpheme and 2 bound morphemes, both derivational.
   b. Four morphemes
   c. Two morphemes:
   d. Five morphemes: a root morpheme, 3 bound derivational morphemes and 1 inflectional.
   e. Four morphemes: 1 free morpheme and 3 derivational morphemes.

91. Syntax studies:
   a. Sentence Structure, phrase structure, and grammaticality rules.
   b. Word order typology, and transformational and generative grammar.
   c. Deep and surface structures and transformation rules
   d. Rules governing the co-occurrence and order of words.
   e. All of the above.

91. How would you best describe the difference between the underlined words:
John records his own songs. I bought some new records.
It’s time to present the present.
The new courses conflict with my foregoing schedule Lawyers avoid conflict of interests.
   a. Verbs and nouns
   b. Homographs with different pronunciation
   c. Homographs with different prosodic features
   d. Homonyms that sound and function in different ways.
   e. All of the above.

92. The word:
   a. Is the smallest free form with meaning in a language system.
   b. Is a three-sided arbitrary sign, which has meaning and value only in a language/dialect.
   c. Has a form (sound or image), a referent (something in the real world), and meaning (sense and value in its
d. Reflects cultural values and presuppositions

e. All of the above.

93. Which set of the following terms describes language functions:
   a. Syntactic, morphosyntactic, morphophonemic, semantic.
   b. Dialect, sociolect, idiolect.
   c. Style, register, jargon, argot, standard.
   d. Instrumental, regulatory, representational, interactional, personal, heuristic, imaginative.
   e. Behaviorist, innatist, cognitivist, connectionist.

94. Approximately how many languages are there in the world?
   a. 1,000-2,000
   b. 4,000-5,000
   c. 5,000-6,000
   d. 9,000-10,000
   e. 10,000-20,000

The word undesirable consists of:
   a. 3 morphemes: a free morpheme and two bound inflectional morphemes
   b. 3 morphemes: three bound morphemes, a derivational, a root and an inflectional
   c. 2 morphemes: one free morpheme and one bound derivational morpheme
   d. 3 morphemes: a free morpheme and two bound derivational morphemes
   e. 4 morphemes: prefix, suffix, infix, and root

The word descriptions consists of:
   a. 3 morphemes: two bound morphemes, both derivational and a free morpheme
   b. 4 morphemes: two derivational morphemes, one free and one inflectional morpheme
   c. 4 morphemes: two free morphemes and two bound derivational morphemes
   d. 5 morphemes: a root morpheme, three bound derivational morphemes and an inflectional morpheme
   e. 3 morphemes: one derivational morpheme, one free morpheme and one inflectional morpheme

Language Acquisition

95. A person who can easily chat in two languages but has not CALP (cognitive academic language proficiency) in either is
   a. Partially bilingual
   b. Semilingual
   c. Has one meaning set for both languages
   d. Code-switcher
   e. Code-mixer

96. Anxiety in the learning process (pick all that apply)
   a. Always negative
   b. Facilitating anxiety is positive
   c. Anxiety as a trait is always negative
   d. Anxiety as a state is may be positive
   e. Debilitating anxiety is always negative

97. Match the following timetable:
   1. Children achieve comprehension in their first language
   2. Children achieve grammaticality in their first language
   3. Students achieve fluency in their second language
   4. Students achieve proficiency in their second language
   a. Two years
b. One-two years  
c. Five-seven years  
d. Three-five years  
e. Three-seven years

[Answer to the above question] matched timetable by numerating the bullets below:

f. Children achieve comprehension in their first language one-two years  
g. Children achieve grammaticality in their first language three-five years  
h. Students achieve fluency in their second language two years  
i. Students achieve proficiency in their second language five-seven years

98. The two key factors affecting SLA are:
   a. Attitudes toward self and to the target language and culture  
   b. Tolerance to ambiguity and motivation  
   c. Age and self-esteem motivation  
   **d. Learner characteristics and environment**  
   e. Risk taking and extroversion

99. The two key factors for successful SLA are:
   a. Attitudes toward self and to the target language and culture  
   **b. Tolerance to ambiguity and motivation**  
   c. Age and self-esteem motivation  
   d. Learner characteristics and environment  
   e. Risk taking and extroversion

100. A phone conversation with the telephone company is:
   a. Context reduced, cognitively demanding  
   b. Context embedded, cognitively demanding  
   **c. Context reduced, culturally demanding**  
   d. Context embedded, culturally undemanding  
   e. Context reduced, cognitively undemanding

101. Which is not a factor for First Language Acquisition:
   a. Social interaction and desire to communicate  
   **b. The phono-morphological type of the language and its cultural environment**  
   c. Cognitive development of a child  
   d. Social significance of languages a child is exposed to  
   e. Human species specific biological disposition

102. The use of holophrases by toddlers shows their procedural, implicit knowledge of the following universal linguistic dichotomy:
   a. Opposition of content and function words  
   b. Opposition of nouns and verbs  
   c. Opposition of male and female  
   d. Opposition of present and past time  
   **e. Opposition of pragmatic and semantic meaning.**

103. The use of telegrapheses by toddlers shows their implicit knowledge of the following universal linguistic dichotomy.
   a. **Opposition of content and function words**  
   b. Opposition of nouns and verbs  
   c. Opposition of male and female  
   d. Opposition of present and past time  
   e. Opposition of pragmatic and semantic meaning.

104. Interlanguage in common speech is known as:
   a. Low status language  
   **b. Broken language**  
   c. Slang  
   d. Jargon  
   e. Dialect
105. Krashen’s Monitor Hypothesis posits:
   a. That teachers must observe and immediately monitor language learning errors so that incorrect habits are not formed.
   b. That the first language proficiency becomes a monitor for the language students and helps them correct their errors.
   c. That language students have an internal error-detector that allows them to check for the accuracy of their speech production.
   d. That language students possess the innate ability to comprehend and produce novel sentences they have never heard before.
   e. That a student’s progress in language learning is affected by his/her emotions.

106. How many years does it take for academic proficiency in SL?
   a. 2 years
   b. 3 years
   c. 4-5 years
   d. Proficiency development is completely individual and often suffers setbacks.
   e. 5-7 years

107. Generally speaking, you demonstrate more knowledge when you are…
   a. Drunk
   b. Uninhibited
   c. Tired
   d. Angry
   e. Happy

When is a speaker known to be fluent in a language?
   a. The speaker doesn’t know much about the language.
   b. The speaker only understands the language.
   c. The speaker understands and can communicate in the language.
   d. The speaker can’t communicate in the language.

4. This type of error happens due to an insufficient knowledge in both the primary and secondary languages.
   a) code mixing
   b) code disfunction
   c) code switching
   d) code changing

108. Before around _________ there is no difference in babbling across languages.
   a. 3 months
   b. 6 months
   c. 9 months
   d. 12 months
   e. It is completely individual and unpredictable

109. Positive emotions surrounding learning enhance it while negative emotions do the opposite. This hypothesis is called ____________.
   a. Affective filter hypothesis
   b. Input hypothesis
   c. Monitor hypothesis
   d. Constructive hypothesis
   e. Critical period hypothesis

110. What is the nature of the Natural Order Hypothesis?
   a. There is a natural order to word sequences.
   b. Relationships between various morphemes.
   c. Learning language naturally, without instruction.
   d. Acquiring language one step beyond one’s current level.
   e. Learning language in a predictable sequence.

111. Analytical learners are ________________________.
112. What is error analysis?
   a. Linguistic analysis that focuses on learners’ errors to assist them in SLA.
   b. Comparison between errors in producing the TL and the TL from itself.
   c. A merit to define grades in SL classrooms.
   d. First language is dropped to develop the second language.
   e. All of the above

113. Errors in SL are:
   a. Logical/systematic
   b. Random
   c. Mistakes
   d. Fossilized
   e. Unavoidable

114. What is not a factor that affects the acquisition of SL?
   a. Personality
   b. Age
   c. Education
   d. Socio cultural background
   e. Intelligence

115. An imaginary barrier which emotionally prevents learners from acquiring language form the available input is
   a. Natural order hypothesis
   b. Affective filter hypothesis
   c. Comprehensible input hypothesis
   d. Monitor hypothesis
   e. Learning vs. acquisition hypothesis

116. Interlanguage is ___________________.
   a. Systematic
   b. Informative
   c. Dynamic
   d. Both a & c
   e. All of the above

117. A psychological theory that all learning, whether verbal or nonverbal, takes place through imitation and habit formation.
   a. Nativism
   b. Nature vs. Nurture
   c. Behaviorism
   d. Connectionism
   e. Holistic learning

118. Slips of tongue & generally one-time-only mishaps in speech are _____________.
   a. Errors
   b. Careless typos
   c. Blaber
   d. Unrecognizable mistakes
   e. Mistakes

119. Field dependent learners are ________________.
   a. Holistic, self-confident, competitive
   b. Holistic, outgoing, socializing, empathic
   c. Analytical, socializing, emphatic
   d. Analytical, self-confident, competitive
   e. Creative and detail oriented
120. Which statement is correct?
   a. Children cannot use passive sentences and do not understand them
   b. Children can use passive sentences and easily understand them
   c. **Children can use passive sentences but have trouble understanding some of them**
   d. Children cannot use passive sentences but understand them easily
   e. Children learn using active and passive sentences at the same rate

121. How long does it take for children to acquire playground language?
   a. 5yrs
   b. 2yrs
   c. 3yrs
   d. Depends on the playground location
   e. 18mo

122. Acoustic form is:
   a. The way a word is spelled
   b. The way a word is said
   c. The way a word is signed
   d. The way a word is sung
   e. **The way a word sounds**

123. Which statement is false about a native speaker's language knowledge:
   a. Comprehension of an infinite number of new sentences
   b. Implicit knowledge of word order and other syntactic features.
   c. Ability to create an infinite number of new sentences.
   d. **Explicit knowledge of word order and grammar.**
   e. Grammaticality judgment about any sentence.

124. What is semilingualism?
   a. Fluency in L1 & L2, proficiency in L2
   b. Proficiency in L1 & L2, fluency in L1.
   c. Proficiency in L1 is the basis for proficiency in L2.
   d. **Fluent in both, proficient in none.**
   e. Proficient and fluent in both languages

125. What are the characteristics of the speech emergence stage?
   a. Limited comprehension and one/two word responses.
   b. Good comprehension, simple sentences with limited vocabulary with errors in pronunciation/grammar
   c. Excellent comprehension, few grammatical errors, and near native speech.
   d. Minimal comprehension and no verbal production.
   e. All of the above.

126. What is the definition of interlingual errors?
   a. Developmental errors, or trial, and error, common in FLA.
   b. Undermarkedness
   c. **Interference from one's source language into the target language**
   d. Overmarkedness
   e. International errors of English learners

127. What is not typical for ambiguity tolerance?
   a. Acceptance of contradictory prepositions.
   b. Creativity
   c. Holistic learning
   d. Open-mindedness
   e. **Detail oriented**

128. What is not necessarily a characteristic in second language acquisition?
   a. **Perfect achievement of fluency and proficiency**
   b. SL speakers are often unable to form clear grammaticality judgments.
c. SL speakers often need help for correction.
d. SL speakers may be content with less than target language competence and more concerned with fluency than accuracy.
e. SL speakers may retain an accent.

129. Politeness is?
   a. Socially bound
   b. Culturally bound
   c. Family bound
   d. Environmentally bound
   e. Language bound

130. What are cognates?
   a. Words that look similar and have the same origin in two languages.
   b. Words that look different but have the same meaning in two languages.
   c. Words that look similar but have different meaning in two languages.
   d. All of the above.
   e. None of the above.

131. Which one of the following is NOT an example of context embedded communication?
   a. Dinner conversation at the dinner table.
   b. Debate on War in a speech class.
   c. A show and tell presentation.
   d. Watching TV in SL.
   e. Discussing driving techniques while driving.

132. When a child refers to any four legged animal as a dog, which of the following defines his/her reaction?
   a. Underextension
   b. Overextension
   c. Communication
   d. Overgeneralization
   e. Ambiguity

133. In the following two-syllable compound words, Big Bear & hot dog, the words big & hot are stressed. Which of the following characterizes it?
   a. Trochaic Foot
   b. Iambic Foot
   c. Negation
   d. Acoustic Form
   e. Compound word

134. Which of the following does not fit into Krashen’s Monitor Model?
   a. Learning vs. Acquisition Hypothesis
   b. Natural Order of Acquisition
   c. Affective filter
   d. Comprehensible Input
   e. Reinterpretation and output Hypothesis

135. Which of the following is not typical in adult SLA?
   a. Fast Mapping
   b. Errors
   c. Mistakes
   d. Accents
   e. Fossilization

136. Interlanguage is observed more in ________ than ________.
   a. Production, comprehension
   b. Comprehension, production
   c. Mistakes, comprehension
   d. Comprehension, mistakes
   e. Competence, performance
137. Interlanguage is__________.
   a. A new language just discovered.
   b. An unstable, dynamic, fast developing system.
   c. The language learned before the second language.
   d. A combination of different languages.
   e. A nice label for broken English.

138. Wherever there is a relationship between cognition and language development, language depends on_______.
   b. Language.
   c. Intelligence.
   d. Practice.
   e. Comprehension.

139. Mary can speak three languages. She has known all three for most of her life. While speaking, Mary often switches the code because she cannot find the words in one of her languages. Mary is ________ in her languages.
   a. Proficient but not fluent
   b. Fluent but not proficient
   c. Proficient and fluent
   d. A native speaker
   e. A foreign speaker

140. Even if accents were ignored, usually those who had begun learning their second language before the age of _________ could achieve a full, native-like mastery of the second language.
   a. Puberty
   b. Adolescence
   c. Preschool age
   d. Primary school age
   e. Before school age

141. Older second language learners depend on more
   a. Universal grammar
   b. Informal environment
   c. General learning abilities
   d. Innatism
   e. Instruction

142. Which is NOT a cause to alter intonation?
   a. Speaker’s emotions.
   b. Interrogative sentences
   c. Universal grammar
   d. Transfer from the first language
   e. Passive voice

143. A second language learner’s error influenced by the native language, is a(n): 
   a. Intralingual error
   b. Interlingual error
   c. Mistake
   d. Fossilization
   e. Slip of tongue

144. What are the characteristics of language mistakes?
   a. Second language learner makes them systematically, based on false assumptions about the TL structure.
   b. Second language learner makes them on purpose.
   c. They represent a kind of developmental error.
   d. They result from the lack of proper education and schooling.
   e. Slips of tongue, false starts, careless blunders, trivial lapses, and other random jumbles in speech.

145. When a learner hears a word or phrase in the context referring to a real-life object or concept, a direct link forms in the learner’s mind between the acoustic form and its referent; this language acquisition theory pertains to:
   a. Connectionism
b. Behaviorism

c. Innatism

d. Cognitivism

e. Nature vs. Nurture

146. The Speech Emergence stage of language acquisition contains the following characteristics except for:
   a. Getting messages across
   b. Simple sentences
   c. Accent interference
   d. Pronunciation and grammatical errors
   e. Near native speech

147. The Critical Period Hypothesis argues that
   a. There is a time limit in human development when the brain is more predisposed for success in LA
   b. Conversational interaction is an essential, if not sufficient, condition for SLA
   c. There is a lack of change in interlanguage patterns, even after extended exposure to TL instruction
   d. Nothing is learned unless it has been noticed
   e. Success is achieved through a critical approach toward language learning

148. Intralingual errors are similar to developmental errors that native speakers make during FLA. Which of the following is not an intralingual error:
   a. Two dog
   b. More faster
   c. Gonna
   d. Ain’t
   e. Wanna

149. According to the Affective Filter Hypothesis, which of the following may affect a person’s abilities in SLA?
   a. Needs
   b. Attitudes
   c. Emotional states
   d. Personality characteristics
   e. All of the above

150. Three word-learning strategies in FLA are:
   a. Logical, Modi, and Social Constraints.
   b. Whole Object Assumption, Type Assumption, and Basic Level Assumption.
   c. Transparency in meaning, intended meaning, and referential meaning.
   d. Linguistic, social, and taxonomic constraints
   e. Strategies number one, two, and three.

151. How much can children understand in the one-word stage in FLA?
   a. Almost everything in now-and-here
   b. Simple sentences with no big words
   c. One-two words
   d. Motherese only
   e. Baby talk

152. Cognitive maturity and ______________ awareness allow older learners to solve problems and engage in discussions about language.
   a. Context
   b. Metalinguistic
   c. Innate language
   d. Native language
   e. Human universals

153. The Innatist perspective states that ______________ permits all children to acquire the language of their environment during a critical period of their development.
   a. Universal Grammar
   b. Nature versus nurture
   c. Performance
   d. Grammaticality judgments

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e. Exposure and operant conditioning

154. What linguistic competence has to do with politeness?
   a. Strategic
   b. Sociolinguistic
   c. Grammatical
   d. Discourse
   e. All of the above

155. Is a child more fluent in Language 1 or in Language 2 when they begin to use L2?
   a. Language 2
   b. Both languages
   c. Language 1
   d. None
   e. Depends on a child’s age

156. Accents in SLA arise because of interference of source language
   a. Phonemes
   b. Syllable structure
   c. Prosodic features
   d. All of the above
   e. A and B

157. According to ____________, reality is perceived by the mind and language, through cultural norms.
   a. Krashen's Affective Filter Hypothesis
   b. Krashen's Monitor Hypothesis
   c. Sapir and Whorf's Cultural Relativity Hypothesis
   d. Chomsky's Universal grammar and Innatist theories
   e. Lenneberg’s Critical Period Hypothesis

158. Few grammatical errors, excellent comprehension, and near native speech are characteristics that describe what stage of Language Acquisition?
   a. Stage 3: Speech Emergence
   b. Stage 1: Pre-Production
   c. Stage 2: Early Production
   d. Stage 4: Intermediate Fluency
   e. None of the above

159. __________ is the permanent incorporation of a Second Language speaker's errors in his/her interlanguage.
   a. Grammatical errors
   b. Fossilization
   c. Transfer errors
   d. Scaffolding
   e. Interlingual errors

160. In constructing discourse, second language learners use what kinds of knowledge?
   a. Knowledge about the second language.
   b. Competence in their native language, ability to use the functions of language
   c. General world knowledge.
   d. All of the above.
   e. None of the above

161. Language structure includes all of the following units except for:
   a. Sounds
   b. Words
   c. Idioms
   d. Rules
   e. Discourse

162. This type of language is learned at home under the dominion of another language used in the larger speech community:
   a. Native Language
b. Foreign Language
c. First language
d. Heritage Language
e. Second Language

163. Which of the following words is a content word?
   a. Is
   b. Out
   c. What
   d. Wow
   e. Dog

164. This happens due to an insufficient knowledge of both the primary and second languages.
   a. Code mixing
   b. Code misfunctioning
   c. Code switching
   d. Code changing
   e. Code reading

165. Learning a second language without losing the first is.
   a. Mitigation
   b. Private speech
   c. Partial bilingualism
   d. Native language
   e. Additive bilingualism

166. A word in a language that resembles a word in another language and has about the same meaning is a:
   a. Morpheme
   b. Cognate
   c. Similarity
   d. Crossing
   e. Synonym

167. The whole object assumption is defined as:
   a. Children refer to each object with a different word.
   b. Children can distinguish one object from the other.
   c. Children refer the new word to the new object.
   d. **Children refer the new word to the entire object.**
   e. Children name and classify objects by their inherent properties

168. When is a speaker known to be fluent in a language?
   a. The speaker knows its grammar well.
   b. The speaker understands the language and is literate in it.
   c. The speaker understands and can communicate in it.
   d. The speaker can write academic papers but cannot order pizza in it.
   e. The speaker can communicate but cannot read and write in it.

169. What test would be an example of mutual exclusivity?
   a. The boy who rips paper’ test.
   b. The test on compound words.
   c. The modi test.
   d. **The zib test.**
   e. The assumed subject test as in ‘Is the doll easy to see’.

170. If you read the instruction to start the DVD player, what kind of knowledge are you using?
   a. Declarative
   b. Procedural
   c. Implicit
   d. Explicit
   e. Exposed

171. ____________ is based on similarities of objects in shape, sound, seize, taste, and functions
a. Solidity  
b. **Overextension**  
c. Overgeneralization  
d. Lateralization  
e. Underextension

172. How do children figure out the meanings of new words?
   a. Using overgeneralizations  
b. Using overextensions  
c. Ysing grammatical, discourse, sociolinguistic, and strategic competence.  
d. Using error and trial.  
e. **Using cognitive, social, linguistic and organizational constraints**

173. What limits overextension?
   a. Mutual exclusivity  
b. Bootstrapping  
c. Fast mapping  
d. Undextension  
e. The bottleneck effect

174. Babies respond to phonetic contrasts with no phonemic value in their language but ignore voice quality differences in the age of 1-4 months. This means that:
   a. Phonetic contrasts have a meaningful value but disappear later in age.  
b. Babies cannot differentiate their mother from their father.  
c. Phonemic and phonetic contrasts are linguistic concepts; they have significance for only SLA.  
d. **Babies are predisposed to acquire any phonetic contrast which may have value in any language.**  
e. Babies need time to learn the differences between phones and phonemes.

175. Babies respond to phonetic contrasts with no phonemic value in their language, for example, babies exposed to English as their first language respond to such sounds as [r] in French [Paris], or [x] in German or El Castellano [ich, Juan], or Arabic babies respond to the difference of [b] and [p], or Japanese babies respond to the difference or [r] and [l] but ignore voice quality differences in age of 1-4 months. This means that:
   a. Babies cannot differentiate their mother from their father.  
b. **These phonetic contrasts have an original value and babies are predisposed to differentiate all linguistic sounds occurring in the human language. Later in age children ignore these differences because they make no phonemic differentiation in their first language.**  
c. Phonemic and phonetic contrasts are linguistic concepts; they have significance for only SLA.  
d. Babies are predisposed to acquire any sound which humans can make anywhere in the world.  
e. Babies need time to learn the differences between phones and phonemes.

176. Brain lateralization relates to:
   a. Affective filter hypothesis  
b. Cummins’ Iceberg hypothesis  
c. Nomothetic theories  
d. Sapir-Whorf hypothesis  
e. **Critical period hypothesis**

177. Stereotypes are oversimplifications and blanket assumptions about a group. They define:
   a. That distinctive group.  
b. **That person who has stereotypes.**  
c. Only some members of that group.  
d. That group which has stereotypes.  
e. The speaker and the listener only.

178. This hypothesis claims that brain plasticity is reduced around puberty, therefore second and foreign language acquisition abilities diminish. Before puberty, children acquire other languages with a native like pronunciation, whereas afterwards, accents are common.
   a. Affective filter hypothesis  
b. Cummins’ iceberg hypothesis
c. Nomothetic theories
d. Sapir-Whorf hypothesis
e. Critical period hypothesis

179. What percentage of everyday common communication is nonverbal?
   a. 50%
   b. 70%
   c. 90%
   d. 40%
   e. 30%

180. Motherese is dabbed to characterize the specifics of caregiver’s speech directed toward children. It can be compared with:
   a. Universal child language
   b. Foreigner talk
   c. Mother tongue
   d. Agrammatical speech.
   e. Interlanguage

181. Which of the following is a communication system?
   a. Body language
   b. Facial expressions
   c. Sign language
   d. Bee dances
   e. All of the above.

182. According to Piaget, children cannot acquire language unless they
   a. Practice it
   b. Read about it
   c. Understand it
   d. All of the above
   e. None of the above

183. In trochaic foot, which syllable is stressed?
   a. First
   b. Middle
   c. Last
   d. Second
   e. Second to last

184. If I vacation in France, and French is not my primary language, it is what language for me?
   a. Foreign
   b. Second
   c. Native
   d. Heritage
   e. Depends on how many languages I speak.

185. Which are not basic building blocks in the structure of human language?
   a. Linguistic rules
   b. Words
   c. Fixed phrases
   d. Phonemes
   e. Sentences

186. When a child says, "I likedit my lunch", he or she is:
   a. Using a gestalt chunk.
   b. Overdoing it.
   c. Overgeneralizing
   d. Overeating.
   e. Enjoying the lunch.

187. A home language which is not the dominant or primary language in social interactions in the larger environments is a:
a. Heritage language
b. Second language
c. Secondary language
d. Limited language
e. First language

188. Passive structures are hard for children to acquire because:
   a. They are not as frequent as active voice structures.
   b. The grammatical markers for passive are short and unstressed.
   c. Passives may be completely reversible into actives.
   d. Word order is one of the most important features in sentence formation and children perceive that order but ignore the passive markers.
   e. All of the above.

189. Procedural knowledge is the skill to do something; particularly, to speak a language. Declarative knowledge is explicit knowledge about something, particularly of that language. Which language skills assume declarative knowledge?
   a. Literacy, accuracy, fluency.
   b. Fluency, accuracy, proficiency
   c. Literacy, accuracy, proficiency
   d. Fluency, literacy, proficiency

190. If I use English everywhere but at home and at home I use another language, then I have
   a. A foreign and a home language
   b. A foreign and a second language
   c. A first and second language
   d. A heritage and a primary language
   e. A heritage and a second language

191. The process by which babies pick up words in the stream of speech is:
   a. Acculturation
   b. Segmentation
   c. Generalization
   d. Vocabularization
   e. Analitism

192. A quality inherent to all languages which allows both infinitely novel sentences and misinterpretations:
   a. Nonentity
   b. Creativity
   c. Ambiguity
   d. Imagination
   e. Infinity

193. The vocabulary spurt begins around the age of:
   a. 8 mo
   b. 12 mo
   c. 16 mo
   d. 18 mo
   e. 24 mo

194. The ability to tailor one’s speech according to the setting, purpose, context, participants, and conventional norms of conversation:
   a. Grammatical competence
   b. Discourse competence
   c. Sociolinguistic competence
   d. Strategic competence
   e. None of the above

195. The ability to build meaningful whole—a text, story, speech, conversation, etc. according to discourse rules of that language, oral or written, formal or not formal:
   a. Grammatical competence
   b. Discourse competence
   c. Sociolinguistic competence
d. Strategic competence  
e. All of the above

196. The mutual exclusivity assumption is an organizational-taxonomic constraint children use to learn new words. It assumes that:
   a. Things should exclude each other mutually.
   b. The word must refer to the whole object.
   c. Taxonomic-organizational principle arranges new words in neat shelves.
   d. If something is called an animal, cannot be also a dog.
   e. **Things should have one label.**

197. The whole object assumption is a cognitive constraint children use to learn new nouns. It assumes that:
   a. The new word must refer to the entire object.
   b. The new word must refer to something that the adult is looking at.
   c. The new word must refer to the new object.
   d. The new word must refer to a prototypical objects.
   e. The new word must refer to an entire class of objects.

198. Syntactic bootstrapping is a technique children use to learn new verbs. It is used to
   a. Assign the new word to the new object.
   b. Figure out the new verb meaning according to the newly demonstrated action.
   c. To strap the boots and figure out the meaning of strapping.
   d. **Figure out the new verb meaning according to its syntactic environment.**
   e. Figure out the new verb meaning using cognitive constrains.

199. What are Spelke objects?
   a. Irregular nouns which children overgeneralize
   b. Abstract nouns which children acquire after they understand the concepts behind them.
   c. **Nouns that are described by cohesion, continuity, solidity, and contact**
   d. Separate words for analytic learners, and chunks and phrases, for gestalt learners.
   e. Objects commonly present in a child’s environment, such as toys or food items.

200. Nouns children acquire first are characterized with the following properties: cohesion, continuity, solidity, and contact. These nouns are known as the:
   a. Jean Berko’s test objects
   b. **Spelke objects**
   c. Pivot words
   d. Holophrases
   e. Easy words

201. A speakers’ proficiency in language assumes all of the above except for:
   a. Grammaticality, the ability to make a judgment about the correctness of a grammatical form or pattern.
   b. Novelty, the ability to understand new information presented in that language.
   c. **Fast mapping, the ability to learn new words and facts at one glance.**
   d. Unlimited quantity, the ability to create an infinite number of novel sentences.
   e. All of the above.

202. Linguists measure a child’s language growth and grammatical development through:
   a. Words, morphemes and sentences children pronounce.
   b. **The mean length of utterance**
   c. The cognitive development and cognitive maturity
   d. The number of words children learn in a week.
   e. It cannot be measured as each child has his/her own unique pace in FLA.

203. In the early stages of language learning, which style do children prefer if they are using short, one-word utterances?
   a. **Analytic style**
   b. Holophrases
   c. Normal child language
   d. Gestalt Style
   e. Pivot phrases

204. Which of the following strategies is not a common way to create a new word from an existing word?
a. Conversion  
b. Derivation  
c. **Bootstrapping**  
d. Compounding  
e. Clipping

205. If a child associates the word *dog* only with the family pet, what semantic device is the child using?  
   a. Overgeneralization  
   b. **Underextension**  
   c. Overextension  
   d. Undergeneralization  
   e. Fast mapping

206. Which LA theory claims that human infants acquire language in interaction due to a huge desire to communicate with people they love and the species specific ability to acquire language?  
   a. Information processing theory  
   b. Innatist or Nativist theories  
   c. **Cognitive interactionist theories**  
   d. Behaviorism  
   e. Connectionism

207. When children make grammatical errors in the process of language acquisition, it means that they are:  
   a. Trying hard but in vain  
   b. **Thinking and figuring out the language structure rule by rule**  
   c. Making wrong guesses  
   d. Parents neglect child’s language use.  
   e. All of the above

208. What is the final goal of language acquisition?  
   a. Fluency and proficiency  
   b. **Communicative competence**  
   c. Literacy and accuracy  
   d. Understanding and speaking  
   e. Proper education and good job.

209. The first linguistic feature babies acquire in their mother tongue and the last feature they master is:  
   a. Phones, that is, sounds.  
   b. Baby words or child language words  
   c. **Prosody, that is intonation features.**  
   d. Phonemes, that is meaning differentiating sounds.  
   e. Cooing and gurgling universal sounds of the human language.

210. Children who are acquiring English or Spanish easily recognize (segment) words with the trochaic foot unlike children acquiring Armenian or French who segment the iambic foot words more easily because:  
   a. Children are innate poets and they are born with the trochaic and iambic feet.  
   b. **These are the prevalent types of syllabic stress in their first languages.**  
   c. The strong-weak pattern is easily recognizable.  
   d. The weak-strong pattern is easily recognizable.  
   e. All of the above.

211. Fossilization refers to:  
   a. Interlanguage systematic errors.  
   b. Ancient and long ago dead languages.  
   c. **Permanent incorporation of some errors in a SL speaker’s speech.**  
   d. Archeological fossils dealing shedding light on linguistic data.  
   e. Accents distinguishing a SL speaker’s speech.

212. Analytic language learners focus on:  
   a. Using chunks or phrases of speech as one unit.  
   b. Using Spelke objects.  
   c. **Breaking speech into its smallest components.**
d. Using compound words frequently.
e. Using only root words.

213. In the video “Human Language series” a child says: *He drived*. This is an example of
a. Logical learning
b. **Overgeneralization**
c. Overextension
d. Social learning
e. Agrammaticality.

214. In the video “Human Language series” the little girl agrees that cars are alive: This is an example of:
   a. Logical learning
   b. Overgeneralization
c. Innocence.
d. Overextension
e. **Social learning**

215. When children assume that the new word, say *kitty*, must refer to a type of animals, not just this particular individual, which constraint for FLA are they using?
   a. Cognitive constraints: logical thinking
   b. Social constraints: socialization, enculturation
   c. Linguistic constraints: the internal chess game
d. Organizational constraints: taxonomic organization of the world.
e. All of the above.

216. Overextensions, like Nunu in the video “Human Language series” show that:
   a. Children cannot differentiate dogs from cows.
b. Children’s cute errors are memorable for their parents.
c. **Children don’t have enough words to differentiate objects with specific names and overextend the names they know.**
d. Children use organizational constraints to group animals in natural classes.
e. All of the above.

217. When children assume that the new word must refer to the object the adult is looking at, which constraint for FLA are they using?
b. Social constraints: **trust in adults, socialization, enculturation and use of mirror cells**
c. Linguistic constraints: the internal chess game, figuring out the rules of language.
d. Organizational constraints: taxonomic organization of the world.
e. All of the above.

218. Kathy is 6 years old and 3 feet tall. Her mother is 30 years old and 5.4”, her father is 32 years old and 5.4”, and her cousin John is 19 years old and 6.2”. Who is the biggest for Kathy?
   a. Kathy
   b. Daddy
c. Mommy
d. **Cousin John**
e. Dinosaurs

219. If the child is able to use some irregular verbs but not regular verbs in the past tense, we may assume the child will be using also:
   a. Plurals, articles, and the present progressive verbs.
b. **Plurals and the present progressive verbs.**
c. Articles, plurals, and link verbs.
d. Articles, the present progressive verbs, and the copula.
e. Plurals, articles and passive voice.

220. Which FLA theory claims that an infant’s mind is a blank slate, tabula rasa, and language is acquired from the environment through imitation, practice and reinforcement?
   a. Nature versus nurture
   b. **Behaviorism**
c. Cognitive interactions theories
d. Connectionism

e. Innatism

221. Which FLA theory claims that human infants are born with Universal Grammar imprinted in their Language acquisition device (LAD)?
   a. Innatism or Nativist theories
   b. Behaviorism
   c. Cognitive interactions theories
   d. Information processing theories
   e. Krashen’s Monitor Model.

222. Fossilization is the permanent incorporation of some grammatical errors into one’s speech. It does not occur in:
   a. First language acquisition
   b. Second language acquisition
   c. Foreign language acquisition
   d. In any language acquisition process.
   e. Primary language acquisition

223. Interlanguage is:
   a. An international language used for multicultural communication.
   b. A learner’s language system between the native and target languages.
   d. Communication without the use of body language.
   e. The natural product of over-education.

224. Language acquisition develops parallel to cognitive maturation in:
   a. First language acquisition.
   b. Second language acquisition.
   c. Foreign language acquisition.
   d. Heritage language acquisition.
   e. In any language acquisition process.

225. If children have not acquired the present progressive verbs, they won't be using articles or link verbs:
   a. It confirms Krashen’s natural order hypothesis.
   b. It confirms that there is a natural order for grammatical development.
   c. It demonstrates the Nature versus Nurture hypothesis.
   d. It confirms the Nativist claim that children are born with UG and LAD
   e. It demonstrates that children are picky.

226. The wug experiment shows that:
   a. Children are born with grammar and therefore can use plurals.
   b. Children learn the plurals eventually, by imitation and practice.
   c. Children figure out grammatical rules and apply them to new words.
   d. Children are equipped with a procedural knowledge of grammar.
   e. Children can figure out regular plurals but not the irregular ones.

227. Which verbs are the last to be acquired by children?
   a. Mental activity verbs, such as think, know, promise, believe.
   b. Accomplishment verbs, such as drop, pour, break.
   c. General purpose verbs, such as is (be), have, do, get, put, go.
   d. Activity verbs, such as eat, sing, play, sleep.
   e. Verbs showing enjoyable activities, such as eat and play.

228. The Zone of Proximal Development suggests that:
   a. Children’s cognitive development is innate
   b. Children reach their full potential in interaction and with the assistance of adults
   c. Children cannot acquire language without interaction
   d. Children have proximal cognitive development
   e. Scaffolding is the only way to achieve language acquisition.

229. When a child makes an error in the process of language acquisition/learning, you should:
   a. Make them repeat the sentence without the error.
b. Immediately correct the error
c. **Model or recast the standard language form**
d. Tell them try harder at school
e. Let them be.

230. Which words children acquire sooner than the rest in this list?
   a. Function words
   b. Content words
   c. **Spelke objects**
   d. Activity verbs
   e. Color names.

231. Which theory claims that the best time for a second language acquisition is before and around puberty?
   a. **Critical period hypothesis**
   b. Affective filter hypothesis
   c. Sapir-Whorf hypothesis
   d. The zone of proximal development
   e. Universal grammar.

232. What is overextension?
   a. The fast mapping of new words and facts by children
   b. **The stretching of a word to cover more meanings.**
   c. The stretching of a rule to cover more words.
   d. Infinite stretching of a sentence.
   e. That's extending a buck to buy a lunch.

233. Which of the following presents children’s developmental order in FLA the best?
   a. Telegraphese, holophrases, pivot grammar, and vocabulary spurt.
   b. Motherese, pivot grammar, telegraphese, and vocabulary spurt.
   c. Holophrases, telegraphese, vocabulary spurt, and pivot grammar.
   d. Baby talk, motherese, caregiver speech and telegraphese.
   e. **Holophrases, pivot grammar and vocabulary spurt, telegraphese.**

234. *Runned, goed,* and *geeses* are child language samples demonstrating
   a. Wrong use of irregular verbs and nouns
   b. **Overgeneralization of grammatical forms**
   c. Overextensions of word meanings
   d. Misconceptions with good intentions.
   e. Just correct them, never mind what they are.

235. The spotlight-on-stress strategies used by children to segment and recognize words is claimed to latch onto which patterns in English?
   a. Voiced patterns
   b. **Strong-weak patterns**
   c. Weak-strong patterns
   d. Unvoiced patterns
   e. Stressed patterns

236. This hypothesis claims that brain plasticity is reduced around puberty, therefore second and foreign language acquisition abilities diminish. Before puberty, children acquire other languages with a native like pronunciation, whereas afterwards, accents are common.
   a. **Critical period hypothesis**
   b. Sapir-Whorf Hypothesis
   c. Cummins' Threshold hypothesis
   d. The Monitor hypothesis
   e. Cummins' Iceberg Hypothesis

237. Krashen’s Monitor Hypothesis posits:
   a. That teachers must observe and immediately monitor language learning errors so that incorrect habits are not formed.
   b. That the first language proficiency becomes a monitor for the language students and helps them correct their
c. That language students have an internal error-detector that allows them to check for the accuracy of their language production.

d. That language students possess the innate ability to comprehend and produce novel sentences they have never heard before.

e. That a student’s progress in language learning is affected by his/her emotions.

238. When children apply the plural ending –s to nonsense nouns or the past tense ending –ed to nonsense verbs, which constraint for FLA are they using?

a. Cognitive constraints: logical thinking
b. Social constraints: socialization, enculturation
c. Linguistic constraints: the internal chess game
d. Organizational constraints: taxonomic organization of the world.
e. Strategic constraints: ability to manipulate conversation with language use.

239. Children under the age of 5 have difficulty defining the doer in sentences, such as “Mom promised dad to buy some apples” because it contradicts to the:

a. Minimal distance principle
b. Whole object assumption
c. Informativeness principle
d. Spotlight on stress principle
e. Basic level assumption

240. Self-esteem in the learning process (pick all that apply)

a. Is like the chicken and egg paradox: derives from success and brings success.
b. Global self esteem is necessary and sufficient for success.
c. Specific self esteem is the key element for the teacher to work on.
d. Task self-esteem is the key element for the teacher to work on.
e. Self-esteem is a source of motivation.

241. Tolerance for ambiguity assumes (pick all that apply)

a. Open-minded, accepts contradictory prepositions
b. Closed-minded, dogmatic
c. The truth has fuzzy limits, exceptions prove rules
d. The truth is absolute, Rules do not know exception
e. Whole oriented, Creative and meets both ends of a continuum
f. Detail oriented, practical with clear, stable principles

242. The Gavaguy experiments demonstrates

a. The minimal distance principle
b. The Whole object assumption
c. Informativeness principle
d. Spotlight on stress principle
e. Basic level assumption

243. Children under the age of 5 have difficulty understanding sentences, such as “The dog chased the cat” because

a. Passive structures are not as common as active structures.
b. The passive markers are not stressed
c. The passive structure is reversible
d. It contradicts the canonical sentence strategy
e. All of the above

244. Children are able to communicate with Holophrases and pivot phrases due to

a. Minimal distance principle
b. Whole object assumption
c. Informativeness principle
d. Spotlight on stress principle
e. Basic level assumption

245. Children are able to easily pick up content words with trochaic foot due to

a. Minimal distance principle
b. Whole object assumption
c. Informativeness principle
d. **Spotlight on stress principle**
e. Basic level assumption

246. Define the content and function words in the following passage:
   a. Sometimes a crumb falls
   b. From the tables of joy,
   c. Sometimes a bone
   d. Is flung.
   e. To some people
   f. Love is given,
   g. To others
   h. Only heaven.

247. Perform morphological analysis of the following words from the poem above:
   a. Sometimes
   b. Falls
   c. Bone
   d. Given
   e. Heaven.

248. English is a [choose all that apply]:
   a. Agglutinating language
   b. Isolating-analytic language
   c. Indo-European language
   d. Language of power
   e. Difficult language

249. Fill in the blanks: Two Word Sentences, Critical Period Hypothesis, Grammaticality, Telegraphese, and Holophrases.
   a. By the end of their first year children begin to use one word phrases or sentences: ________________
   b. In their second year children use ________________ with no markers
   c. 2-3 year old children use ________________ that is, their sentences contain no function words, only content words.
   d. 3 year olds achieve ________________ they have a competent use of language.
   e. – the strive to establish a social ego ________________ is observed during puberty.

What kind of language knowledge does ordering food at a restaurant require?
   a. context embedded
   b. context reduced
   c. academically challenging
   d. academically non-challenging

**When** does language development stop?

   a. It never really stops because we learn new words all the time.
   b. After High school
   c. After college
   d. Around puberty
   e. It’s individual and depends on one’s life circumstances.

**Conversation**

250. Interpretation of messages and response according to one’s personal and cultural beliefs, and the specifics of communicative situation is:
   a. Comprehension
   b. **Communication**
   c. Interaction
   d. Pragmatics
251. Directives are challenged unless they satisfy—
   a. Maxims of politeness
   b. Felicity conditions
   c. Power and status relations
   d. Directive reasonability
   e. Maxims of conversation

252. Don’t impose, give options, be friendly, are the maxims of:
   a. Conversation
   b. Conversation genres
   c. Politeness
   d. Positive politeness
   e. Face saving

253. Which is not a Maxim of Conversation?
   a. Quantity: Be Informative
   b. Quality: Be Truthful
   c. Politeness: Be considerate
   d. Relation: Be Relevant
   e. Manner: Be perspicuous.

254. Style expresses a speaker's:
   a. Concept of politeness and politeness maxims.
   b. Face saving mechanisms, positive politeness, and social status.
   c. Social and personal goals, attitudes, mood, speech abilities.
   d. Independence and involvement abilities, and education level.
   e. Knowledge of prosody, body language, vocabulary, and grammar.

255. Active listenship is performed with:
   a. Nodding
   b. Sociolinguistic competence
   c. Repetitions
   d. Back-channel cues
   e. Turn allocation techniques

256. Repetition in conversations functions for:
   a. Positive and negative politeness
   b. Participation, comprehension and camaraderie, listenship and appreciation.
   c. Control and power, directive challenge, humor, sarcasm.
   d. Social interaction, acknowledgement, and phatic communication
   e. All of the above.

257. Which of the following contains only conversation genres?
   a. Apology, argument, paper, negotiation, debate, conference.
   b. Joke, sermon, greeting, farewell, narrative, lecture
   c. Negotiation, conference, poem, discussion
   d. Greeting, ceremony, novel, promise, riddle, prayer
   e. Sermon, greeting, farewell, riddle, article.

258. Address forms can express:
   a. Power status.
   b. Personal relations
   c. Cultural expectations
   d. Deference and condensation
   e. All of the above.

250. Human communication is an interpretation and response to received messages depending on:
   f. Speakers' personal beliefs
   g. Cultural presuppositions of speakers
   h. Pragmatic context
i. Setting of the speech act  
j. All of the above

259. Debilitating anxiety:  
   a. Pushes you to do better  
   b. Keeps you from doing well  
   c. Makes you crazy  
   d. Puts you to sleep

260. Having a conversation with your best friend in a cafe would be  
   a. Context-reduced, academically challenging communication  
   b. Context-embedded, academically challenging communication  
   c. Context-reduced, academically not challenging communication  
   d. Context-embedded, academically not challenging communication

261. What is NOT defined as a Maxim of Politeness?  
   a. Be friendly and nice  
   b. Don't impose  
   c. Allow options  
   d. Look nice

262. What kind of anxiety is important to have in SLA, and in learning and life in general, that will help to forget everything and just focus on the task?  
   a. Debilitating anxiety  
   b. Test anxiety  
   c. Extreme anxiety  
   d. Facilitating anxiety

263. The alcohol test is_________.  
   a. A good way to have fun.  
   b. A way to test how much alcohol one can drink.  
   c. A method to test how inhibitions may narrow the ‘bottleneck’ of performing speech in SL.  
   d. A method used to better observe the behavior of a person.

264. Choose the correct combination of learning styles.  
   a. Field independent-analytical  
   b. Impulsive- systematic  
   c. Field dependent-self-confident  
   d. Reflective-more mistakes

265. Which is the rarest type of bilingualism?  
   a. Semilingualism  
   b. Partial bilingualism  
   c. Compound bilingualism  
   d. Coordinate bilingualism

266. When a language learner is proficient in either L1 or L2, and fluent in both, what is the type of bilingualism?  
   a. Partial-bilingualism  
   b. Semi-bilingualism  
   c. Compound-bilingualism  
   d. Separated-bilingualism

267. Which hypothesis does NOT pertain to Krashen's "Monitor Model"?  
   a. Innate Monitor  
   b. Comprehensive Input  
   c. Affective Filter  
   d. Critical period

268. Mistakes are  
   a. Logical deviations from the standard based on learner’s working hypotheses on TL structure  
   b. Jumbles in speech not related to language competence  
   c. Permanent incorporation of target language forms
d. Non-random guesses related to language competence

269. The hypothesis referring to a barrier that prevents learners from acquiring language even when appropriate input is available is?
   a. Natural order hypothesis
   b. Input Hypothesis
   c. Affective-filter hypothesis
   d. Output hypothesis

270. Why children’s pronunciation is not clear enough?
   a. The articulatory organs are not completely developed.
   b. They cannot role their tongues yet.
   c. They need to reach age 6 for that to happen.
   d. That’s part of normal cuteness.

271. Fill in the blanks with the corresponding parameter for Language Competence: Fluency b, Literacy d, Accuracy a, Proficiency c
   a. Ability to use the standard rules of language for speaking and writing. Accuracy
   b. Ability to converse fluently, with ease. Fluency
   c. Ability to function with that language in any possible setting that real life presents. Proficiency
   d. Ability to read and write. Literacy

272. "When you correct yourself" in SL is an example of which one of Krashen's Hypothesis?
   a. Comprehensible Input
   b. Innate Monitor
   c. Natural Communicative System
   d. Affective Filter

273. The type of anxiety that gets our adrenaline going and makes us do better is called
   a. Debilitating Anxiety
   b. Hyper Anxiety
   c. Facilitating Anxiety
   d. Energetic Anxiety

274. What kind of language knowledge does ordering food at a restaurant require?
   a. Context embedded
   b. Context reduced

275. A(n) _______ is systematic. In this case, the learner has incorporated a particular incorrect form into his or her IL system through logical but untrue assumptions about SL structure.
   a. Mistake
   b. Idiolect
   c. Error
   d. Phoneme

276. Which of the following hypotheses is NOT part of Krashen's 'monitor model'?
   a. Natural order hypothesis

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b. Input hypothesis
c. C)Affective filter hypothesis
d. D) Grammatical hypothesis

277. The study of how language is used in the context to express such things as directives, politeness, social identity, deference and etc.
   a. Pragmatics
   b. Phonology
   c. Semantics
   d. Morphology

278. An educational program in which a second language is taught via content-based instruction.
   a) Native language instruction
   b) Structured inclusion program
   c) Structured immersion program
   d) Sink or swim

279. Fill in the blanks with a speaker’s corresponding language characteristic: Native a, Foreign, First b, Primary c, Second d, Secondary, Target e, Mother tongue.
   a. The language of one’s ethnic heritage.
   b. The language first acquired and spoken as a child.
   c. The language most used.
   d. A foreign language acquired in its country and in its native settings.
   e. The language one studies currently.

280. Fill in the blanks:
   a. By the end of their first year children begin to use one word phrases or sentences, that is__
   b. In their second year children use – with no markers
   c. 2-3 year old children use — sentences lacking function words, containing content words.
   d. 3 year olds achieve --- they have a competent use of language.
   e. The strive to establish a social ego — is observed during puberty.

157. The first thing children acquire in their first language and the last thing they master is the same linguistic feature. Which one of the following is that feature?
   1. Words, the vocabulary
   2. Intonation, the different tones of voice
   3. Content words, which have more evident meanings
   4. Grammatical structure and functional words

9. The first linguistic feature babies acquire in their mother tongue and the last feature they master is:
   a. Phones, that is, sounds.
   b. Baby words or child language words
   c. Prosody, that is intonation features.
   d. Phonemes, that is meaning differentiating sounds.
   e. Cooing and gurgling universal sounds of the human language.

If a child associates the word dog only with the family pet, what semantic device is the child using?
   1. Overgeneralizations
   2. Underextension
   3. Overextension
   Undergeneralizations

9. The word unkept consists of:
   a. 3 morphemes: two bound morphemes, both derivational and a free morpheme
   b. 4 morphemes: two bound derivational morphemes, and two free morphemes
   c. 2 morphemes: two bound morphemes, one derivational and one root.
   d. 5 morphemes: a root morpheme, three bound derivational morphemes and an inflectional morpheme
c. 3 morphemes: one derivational morpheme, one free morpheme and one inflectional morpheme

Slips of the tongue & generally one-time-only events while speaking are _____________.
1. errors
2. careless errors
3. unrecognizable mistakes
4. mistakes

Conversation

281. A technique in conversation with which listeners not only listen but also show their comprehension by their responses.
   a. Active listenship
   b. Guiding
   c. Phonics
   d. Reflection

282. Which of the following contains only conversation genres?
   a. Apology, argument, paper, negotiation, debate, conference,
   b. Joke, sermon, greeting, farewell, narrative, lecture
   c. Negotiation, conference, poem, promise, riddle, prayer
   d. Sermon, greeting, farewell, riddle, article.

283. The following are PERFORMATIVES: describe, assert, apologize, warn, remark, comment, command, order, request, criticize, censure, approve, welcome, promise, object, demand, argue, etc. Their use reveals the --- [locutionary, illocutionary, perlocutionary force of the speech act choose one].

284. Explain your selection on the following example in the space below [use the back of the paper if necessary]

The UN Congress approved a new international law about war-prisoners.

285. Turn exchange in conversation is not governed by:
   a. Status of participants.
   b. Demands of the genre, setting, and context.
   c. Adjacency pairs
   d. Phatic communication
   e. Cultural norms of graduality.

286. Structures of expectations, otherwise known as frames or discourse routines are:
   a. Cultural norms of conversation which basically define its outcome in informative communication.
   b. Self-fulfilling prophesies or cultural presuppositions about a conversation structure in phatic communication.
   c. The setting, participants, address forms, topics, intentions and goals, and the subject matter of conversation.
   d. Conditions revealing participants’ intentions and expectations in particular circumstances.
   e. Conditions resulting in miscommunication and discommunication because of vaguely defined expectations.

287. Turn-taking in a conversation is defined by the:
   a. Speakers’ relations, power control and body language
   b. Speech community and dialect norms
   c. Conversation universals
   d. Phatic communication
   e. Discourse routines and genres

288. Fill in the blank with: occurs when participants have different prototypical constructs for the genre.
   a. Miscommunication
   b. Discommunication
   c. Silence
   d. Interruption and overlap
   e. All of the above

289. Every conversation has:
   a. Opening, closure, turn exchange, repetitions, politeness, directives
b. Information exchange, directives, opening.
c. Opening, closure, turn exchange, repetitions.
d. Opening, turn exchange, repetitions
   e. Opening, closure, turn exchange, politeness.

290. Direct directives are clearer than the indirect directives. However, direct directives are rarely used because their clarity is in controversy with:
   a. Listener escape routes
   b. Speaker face saving
   c. Politeness maxims
   d. Downgraders and mitigators
   e. All of the above

291. Ann would like to talk privately with Jane. Ann says, looking in John’s direction, ‘I am kind of thirsty’. John goes to bring drinks. It takes him an hour. “Here is diet coke for you, ladies”, he says:
   a. Define the pragmatic types of these speech acts.
      i. “I am kind of thirsty”.
      ii. “Here is diet coke for you, ladies”.

292. This field is concerned with the meaning modification in context, conversation structure and its cultural norms:
   a. Pragmatics
   b. Ethnolinguistics
   c. Sociolinguistics
   d. Semantics
   e. Syntax

293. Don’t impose; give options, and be friendly—are the maxims of:
   a. Conversation
   b. Conversation genres
   c. Politeness
   d. Positive politeness
   e. Face saving

294. The --- meaning is liquid and ambiguous in general; it is clarified into --- meaning through metamessages which are received and interpreted in context, depending on participants, setting, goals and intentions, conversation genre and fame, and NVC of speakers.
   a. Normative
   b. Pragmatic
   c. Linguistic
   d. Semantic
   e. Descriptive

295. The study of conversation settings, participants, address terms, topics, intentions, turn-taking structures, genres, style and language choice, discourse routines, politeness norms and felicity conditions is:
   a. Speech Event
   b. Pragmatics
   c. Structure of conversation
   d. Ethnolinguistics
   e. Ethnography of communication

296. Speakers’ assessment of the speech situation and the expected outcome define the:
   a. Discourse routines intentions and goals
   b. Genre, topics, style and address terms
   c. Interpretation, miscommunication and discommunication
   d. The structure of conversation
   e. Illocutionary force

297. The following is a part of a discourse routine. Define the speech act force (locutionary, illocutionary, perlocutionary), genre, and directives’ type (if any), and the communication type (phatic, informative). Continue the conversation in its genre to its ‘normal’ closing.
Can I speak with Ms. Smith? Speaking. How are you today? I am calling to inform you that your credit card company has a great offer for you.

**Cultural Norms of Conversation**

298. Conversation structural properties are not defined by:
   a. Rights and obligations of participants.
   b. Personal and social goals of participants.
   c. **Maxims of conversation.**
   d. Relationship and status issues of participants.
   e. Culturally negotiated discourse routines and genre demands.

299. Repetition in conversations functions for:
   a. Positive and negative politeness
   b. Participation, comprehension and camaraderie, listenship and appreciation.
   c. Control and power, directive challenge, humor, sarcasm.
   d. Social interaction, acknowledgement, and phatic communication
   e. **All of the above.**

300. Fill in the blank. Then, find four examples and explain the true orientation:
   Directive orientation is a formality. They may be oriented toward the speaker, the listener, toward ‘we’ or be impersonal but in fact they always are oriented toward—
   a. **You**

301. Directive clarity is in controversy with:
   a. Listener escape routes
   b. Speaker face saving
   c. Politeness maximes
   d. Downgraders and mitigators
   e. **All of the above**

302. The existential conditions, directive repetition, speaker needs, listener obligations, listener abilities, speaker rights have:
   a. Mitigating force
   b. Aggravating force
   c. **Both mitigating and aggravating force**
   d. Neither mitigating nor aggravating force
   e. Assist the challenge and denial of directives

   a. John says: I will make some tea for you, ladies’. He leaves the room for a good one hour and then returns with a tray of tea.
   b. Define the pragmatic types of these speech acts.
   c. **Ans.** Perlocutionary force of an indirect directive formed as a speaker oriented need statement, understatement, hint.
   d. The vendor tells the customer: ‘We guarantee the replacement or the repair of this washer for two months’. The washer breaks in about a month. The buyer tries to get in touch with the vendor, but they have moved without forwarding address.

304. Guarantee is a performative; it has perlocutionary force. What force did it have in the speech act described above?
   a. **Illocutionary.**
   b. Define the speech act force for each party:

305. The priest yells at the parishioners during the service: “You sinners, repent and abstain from your vile behavior, otherwise you will go to hell” Then he goes on describing current everyday life and all the unspeakable sins everybody performs almost everyday. The parishioners feel guilty and dirty. After the service is over:
   a. Some of them become very watchful in regards to their common acts and abstain from sins.
   b. Some others confess and repent in the church and afterwards go back to their usual lifestyle.
   c. Others go on to their usual business and forget about the priest and the sermon.
   d. The priest goes back to molesting the altar boys.
   - **Illocutionary (warning and threat)**
   - **Perlocutionary (become abstained)**
306. Write directives of the following types. Then ask the other group/person to define the type of your directives:

a. Hearer oriented:

b. Speaker oriented:

c. We oriented:

d. Impersonal:

e. Deleted Imperative

f. Attention getters

g. Tag question

h. Rising intonation

i. Need statement

j. Imbedded Imperative

k. Question

l. Permission

m. Hints

n. Hedges

o. Interrogative

p. Negative

q. Subordinate if clause

r. Past tense

s. Plural

t. Consultative

u. Understatement

v. Overstatement

w. Downtoner

x. Hedges

y. Existential Conditions

z. Speaker needs

aa. Listener abilities

bb. Directive repetition

c. Listener obligations

d. Speaker rights

307. Paralinguistics is the study of

a. Speech event analysis

b. Language functions

c. Non-verbal communication

d. Animal communication

e. Language functions

308. Pragmatics states that:

a. The ambiguity of linguistic forms is discerned and utterance meaning is modified and defined by the context.

b. Facts and events surrounding the speech act affect the meaning of speech.

c. Communicate means interpret and do things with words.

d. 80-90% of human communication is non-verbal

e. All of the above

309. Pragmatic meaning compared to semantic meaning:

a. Pragmatic meaning manipulates and arranges social interaction and human relations.

b. Pragmatic meaning is ambiguous versus the definitiveness of semantic meaning.

c. Both are conventional and arbitrary.

d. Pragmatic meaning is defined in the language system and semantic meaning, in the speech event.

310. Communication and interaction scripts and roles depend on

a. Correct pronunciation and grammatical use

b. Users cultural interpretation of speech and context
c. Association of meanings with the correct context.
d. Paralanguage and nvc
e. User’s language interpretation according to the context and discourse rules

311. Fill in the blank: the study of the principles and practice underlying interactive linguistic performance, including aspects of language usage, understanding and appropriateness is:
   a. Sociolinguistics
   b. Discourse analysis
   c. **Pragmatics**
   d. Semantics
   e. Stylistics

312. Fill in the blank: the study of conversation settings, participants, address terms, topics, intentions, turn-taking structures, genres, style and language choice, discourse routines, politeness norms and felicity conditions is:
   a. Speech Event
   b. **Ethnography of communication**
   c. Structure of conversation
   d. Ethnolinguistics
   e. Pragmatics

313. Address terms are defined by:
   a. Cultural norms of appropriateness
   b. Relationships of conversation participants
   c. Power status
   d. Discourse routines or frames
   e. **Setting and topics of conversation**

314. Which of the following contains only conversation genres?
   a. Apology, argument, paper, negotiation, debate, conference,
   b. Joke, sermon, greeting, farewell, narrative, lecture
   c. Negotiation, conference, poem, discussion
   d. Greeting, ceremony, novel, promise, riddle, prayer
   e. Sermon, greeting, farewell, riddle, article.

315. Conversation settings provide:
   a. Background for participants to select topics and language forms and have a culturally appropriate outcome.
   b. Background for speakers to choose topics and routines and language forms in accordance with their culture and personality.
   c. Background for participants to expect topics and routines and style in conformity with culturally shared expectations.
   d. Background for interlocuters to select genres and define their relationships in conformity with culturally shared expectations.
   e. Background for interlocuters to select topics and routines and language forms in accordance with culturally shared expectations.

316. Intimacy, casualness or condensation in conversation is expressed with the use of:
   a. Reciprocal address terms
   b. Irreciprocal address terms
   c. **Reciprocal first names**
   d. Reciprocal title+last names
   e. Irreciprocal pronouns

317. Speech acts are defined by:
   a. Locutionary, illocutionary and perlocutionary force of speech.
   b. Participants, address terms, power status, dominant/subordinant relations and personality.
   c. Relations, setting, context, background and form
   d. **Speech forms and channels, context, participants, topics, intentions, goals, genres**
   e. Choice of language, topic and strategies of speech dynamics, relations, personality.

318. Structures of expectations, otherwise known as frames or discourse routines are:
   a. Cultural norms of conversation which basically define its outcome in informative communication.
   b. Self-fulfilling prophesies or cultural presuppositions about a conversation structure in phatic communication.
c. The setting, participants, address forms, topics, intentions and goals, and the subject matter of conversation.
d. **Conditions revealing participants' intentions and expectations in particular circumstances.**
e. Conditions resulting in miscommunication and discommunication because of vaguely defined expectations.

319. I promise I won’t be late ever again. The following is an example of:
   a. Phatic communication
   b. **Performative speech act**
   c. Don’t believe it, just empty words.
   d. Informative communication
   e. Perlocutionary speech act.

320. Turn-taking in a conversation is defined by the:
   a. Speakers’ relations, power control and body language
   b. **Speech community and dialect norms**
   c. Conversation universals
   d. Phatic communication
   e. Discourse routines and genres

321. If Mars is not inhabited, I will eat my own hat. The following is an example of:
   a. Joke
   b. Illocutionary speech act
   c. Locutionary act.
   d. **Theoretic presupposition.**
   e. Perlocutionary speech act.

322. Fill in the blank with: ----is the sum total of genre rules of a speech act which govern interaction and are shared by members of a sociocultural group.
   a. The prototype model of a genre.
   b. Discourse routine.
   c. Topic control through maxims of conversation
   d. Silence and interruption rules.
   e. Taking turns in conversations

323. Fill in the blank with: ---occurs when participants have different prototypical constructs for the genre.
   a. Miscommunication
   b. Discommunication
   c. Silence
   d. Interruption and overlap
   e. All of the above

324. Terms of address defined by:
   a. Positional/occupational status
   b. Social attitudes to age, gender, class, race, ethnicity, etc.
   c. Intimacy versus social distance of relationships
   d. Casualness versus formality of settings.
   e. All of the above

325. Every speech act is at least:
   a. Phatic communication with locutionary force
   b. Informative communication with locutionary force
   c. Informative communication with illocutionary force
   d. Informative communication with perlocutionary force
   e. Phatic communication with illocutionary force

326. Which is not a Maxim of Conversation?
   a. Quantity: Be Informative
   b. Quality: Be Truthful
   c. **Politeness: Be considerate**
   d. Relation: Be Relevant
   e. Manner: Be perspicuous.
327. Ann would like to talk privately with Jane. She tells John, who is present too: “Honey, would you bring me a cup of water”. John returns in a minute with water.
   a. Did Ann’s words intend to be illocutionary, perlocutionary or simply locutionary force?
   b. 2) John returns in about an hour, telling: We were out of bottled water, so I drove to the store. Sorry for being late.
   c. Did Ann’s words have illocutionary, perlocutionary or simply locutionary force? How’d you analyze Ann’s utterance.

328. Ann would like to talk privately with Jane. Ann says, looking in John’s direction, ‘I am kind of thirsty’.
   a. John says: I will make some tea for you, ladies. He leaves the room for a good one hour and then returns with a tray of tea.
   b. Define the pragmatic types of these speech acts.
   c. Did Ann’s words have illocutionary, perlocutionary or simply locutionary force?

329. The vendor tells the customer: We guarantee the replacement or the repair of this washer for two months. The washer breaks in about a month. The buyer tries to get in touch with the vendor, but they have moved without forwarding address.
   a. Guarantee is a performative; it has perlocutionary force.
   b. What force did it have in the speech act described above?

330. Define the speech act force for each party:
   a. The priest yells at the parishioners during the service:
   b. “You sinners, repent and abstain from your vile behavior, otherwise you will go to hell” Then he goes on describing current everyday life and all the abominable sins everybody performs about everyday. The parishioners feel guilty and dirty. After the service is over,
   c. Some of them become very watchful in regards to their common acts and abstain from sins.
   d. Some others confess and repent in the church and afterwards go back to their usual lifestyle.
   e. Others go on to their usual business and forget about the priest and the sermon.
   f. The priest goes back to molesting the altar boys.

331. Define the speech act force for each party:
   a. Illocutionary (warning and threat)
   b. Perlocutionary (become abstained)
   c. Perlocutionary (confess and repent)
   d. Perlocutionary (feel guilty and dirty)
   e. Locutionary (no effect)

332. The fox tells the crow: I have heard you have a very beautiful voice. I wish you’d sing for me. The crow opens its mouth to sing and the cheese chunk in its beak falls down. The fox grabs it and is gone. What kind of speech act the fox performed?
   a. Manipulative complimenting and mitigating indirect directive oriented to listener abilities.

333. Conventional metaphors are the metaphors we live by and do not notice. They are language and culture specific. For examples, ‘up’ stands for ‘good’ in English, as in I am feeling up today. I look up at my father.
   a. Write other examples where the concept of ‘up’ means ‘good’ in English.
   b. Is it true about other languages you know?

334. The following sentences have two interpretations depending on the context because they have two deep structures beneath the same surface structure. Write the deep structures which cause the ambiguity.
   John loves his wife and so do I.
   Flying planes can be dangerous.

335. I saw a big bear when skiing at Big Bear. (Explain the difference between the 2 big bears)

336. Morphologically analyze the words in the first column by separating the morphemes with a slash mark. Then match with the descriptions in second column by numerating (a – d) the descriptions.
   a. Descriptions 5 morphemes: a bound root, 3 derivational bound morphemes
and an inflectional bound morpheme.

b. Examination 3 morphemes: a free morpheme and two bound derivational morphemes

c. Sophisticated 4 morphemes: a free morpheme and 3 derivational morphemes.

d. Undesirable 4 morphemes: two derivational morphemes, one free and one inflectional morpheme
Study Guide with Answers

Fill in the phrases:

1. The older the faster but the younger __ the better.

2. A language is a dialect with an ___ army and a navy.

3. If you want to learn a language, sleep with a ---dictionary_.

4. ___Intonation___ is the first thing infants begin to recognize in their home language but the last thing children master.

5. There are no primitive ____ Civilizations and _ Languages. ____ However, they may have or serve either primitive or sophisticated _ Lifestyles, and primitive or sophisticated ___Technologies

6. Human Communication is an ____ Interpretation____ of received messages. The response is based upon it, one’s personal beliefs, cultural ___Presuppositions __ and the _____Pragmatic context. ____

7. Miscommunication ____ results from misunderstanding and misinterpreting messages, and discommunication -- results from not understanding the messages at all.

True or False Answers

8. T
9. T

10. F
11. T
12. T
13. T
14. T
15. T
16. F
17. F
18. T
19. F

Morphologically analyze the words in the first column by separating the morphemes with a slash mark. Then match with the descriptions in second column by numerating the descriptions.

<table>
<thead>
<tr>
<th>A) ILLUSIONS</th>
<th>4 morphemes: a bound root, 2 derivational bound morphemes and an inflectional bound morpheme.</th>
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<tbody>
<tr>
<td>B) INVESTIGATION</td>
<td>5 morphemes: a BOUND ROOT morpheme and 4 bound derivational morphemes</td>
</tr>
<tr>
<td>C) ASTONISHED</td>
<td>4 morphemes: a free morpheme and 2 derivational morphemes, AND 1 INFLECTIONAL</td>
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<tr>
<td>D) DESPICABLE</td>
<td>3 morphemes: 2 derivational morphemes, and 1 free MORPHEME.</td>
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<td><strong>E) DERIVATION</strong></td>
<td><strong>3: 1 FREE MORPHEME, 2 DERIVATION BOUND MORPHEMES</strong></td>
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<tr>
<td><strong>F) GRAMMATICAL</strong></td>
<td><strong>1 FREE, 3 DERIVATIONAL MORPHEMES</strong></td>
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