

بسم الله الرحمن الرحيم
كويز المحاضرة العاشرة مدخل إلى اللغويات د. أحمد الخطيب
[أسئلة مراجعة مجهود شخصي - مدخل إلى اللغويات - د. أحمد الخطيب]

1) The apparent specialization of the left hemisphere for language is described as

- right brain
- **lateralization (onesidedness).**
- sensitive period
- critical period

2) During childhood, there is a period when the human brain is most ready to receive input and learn a particular language. This is called '.....' for language acquisition but also known as the 'critical period'.

- **sensitive period**
- critical period
- right brain
- lateralization (onesidedness).

3) During childhood, there is a period when the human brain is most ready to receive input and learn a particular language. This is called 'sensitive period' for language acquisition but also known as the '.....'.

- sensitive period
- right brain
- lateralization (onesidedness).
- **critical period**

4) It is argued that the lasts from birth to puberty, where it is difficult for a child to acquire a first language after this period.

- lateralization (onesidedness).
- **critical period**
- sensitive period
- right brain

5) Accordingly, the basic distinction to be between analytic processing, such as recognizing the smaller details of sounds, words, and phrase structures in rapid sequence, which are to be done in the '.....'.

- sensitive period

- right brain
- critical period
- **left brain**

6) While holistic processing such as identifying more general structure in language and experience, can be done in the ‘.....’.

- **right brain**
- critical period
- left brain
- sensitive period

7) In this process, the language signal received through the left ear is first sent to the right hemisphere and then has to be sent to the left hemisphere, for processing language.

- **Left right and right brain**
- right brain
- Left right
- Dichotic listening

8) Dichotic listening:

- It is an experimental technique.
- It demonstrates the left hemisphere dominance for syllable and word processing.
- It establishes a fact that anything experienced on the right-hand side of the body is processed in the lefthand hemisphere, and anything on the left side is processed in the right hemisphere.
- **All above**

9) Types of aphasia:

- Broca’s aphasia
- Wernicke’s aphasia
- Conduction aphasia
- **All above**

10) It is called motor aphasia – (Comprehension is much better than production).

- **Broca’s aphasia**
- Dichotic listening
- Wernicke’s aphasi
- Conduction aphasia

11) It is language disorder that results in difficulties in auditory comprehension.

- Conduction aphasia
- **Wernicke's aphasi**
- Dichotic listening
- Broca's aphasia

12) Individuals suffering from this disorder sometimes mispronounce words, but typically do not have articulation problems. They are fluent, but may have disrupted rhythm because of pauses and hesitations.

- Broca's aphasia
- Dichotic listening
- **Conduction aphasia**
- Wernicke's aphasi

13) Comprehension of spoken words is normally good. Yet, the task of repeating a word or phrase create a major difficulty.

- **Conduction aphasia**
- Wernicke's aphasi
- Dichotic listening
- Broca's aphasia

14) It is also called sensory aphasia.

- Broca's aphasia
- Dichotic listening
- Conduction aphasia
- **Wernicke's aphasi**

15) It is characterized by a substantially reduced amount of speech, distorted articulation and slow, often effortful speech.

- Wernicke's aphasi
- **Broca's aphasia**
- Dichotic listening
- Conduction aphasia

16) It involves someone suffering from this disorder can actually produce very fluent speech which is often difficult to make sense of.

- Conduction aphasia
- Dichotic listening
- **Wernicke's aphasi**

- Broca's aphasia

17) Difficulties in speaking can be accompanied by difficulties in writing, this difficulty is always a result of injury to the left hemisphere.

- **Conduction aphasia**

- Broca's aphasia

- Dichotic listening

- Wernicke's aphasi

18) It involves finding difficulties in finding correct words. e.g., I can't talk all of the things I do, and part of the part I can do alright, but I can't tell from the other people.

- Dichotic listening

- Conduction aphasia

- **Wernicke's aphasi**

- Broca's aphasia

19) It involves omission of functional morphemes such as articles or pronouns and consists of only lexical morphemes such as content nouns and verbs. e.g., I eggs and eat and drink coffee breakfast.

- Wernicke's aphasi

- **Broca's aphasia**

- Dichotic listening

- Conduction aphasia

20) Aphasia:

- It refers to those people who suffer from different types of language disorders.

- It is also an impairment of language function due to localized brain damage that leads to difficulty in understanding and/or producing linguistic forms.

- Stroke is the most common cause of aphasia.

- Someone who is aphasic often has interrelated language disorders, in that difficulties in understanding can lead to difficulties in production.

- **All above**

21) It is another type of speech error. It provides some clues to how the brain tries to make sense of the auditory signal it receives.

- Slips of the tongue

- **Slips of the ear**

- Slips of the brain

22) It is another type of speech error, producing expressions such as a long shory stort (instead of 'make a long story short').

- Slips of the ear
- **Slips of the tongue**
- Slips of the brain

23) It is another type of speech error, referring to word substitutions as similar, but inappropriate word is used instead of the target.

- **Slips of the brain**
- Slips of the ear
- Slips of the tongue

24) Slips of the brain:

- It happens as a result of a sound being carried over from one word to the next (as in black bloxes for black boxes).
- Using the word depression instead of recession.
- Using the word tup instead of cup (a tup of tea).
- It involves an interchange of: 1) word-final sounds and 2) word- initial sound slips. The first is less common.
- Such errors are argued to be a result of trying to organize and generate linguistic messages.
- **All above**

25) The tip of the tongue phenomenon:

- It is a phenomenon in which we feel that some word is just eluding us, that we know the word, but just won't come to the surface.
- It sometimes happens with uncommon words and names.
- It suggests that 'word-storage' system may be organized on the basis of some phonological information and that some words in the store are more easily retrieved than others.
- When we make mistakes in this retrieval process, there are often strong phonological similarities between the target word we are trying to say and the mistake we actually produce.
- For example, fire distinguisher (instead of extinguisher).
- motivation (instead of meditation).
- **All above**

26) Slips of the ear:

- It is another type of speech error. It provides some clues to how the brain tries to make sense of the auditory signal it receives.
- Using the word gray day to be interpreted initially as a common on the weather, but after some

confusion was reinterpreted as grade A. Here, the speaker is the talking about eggs, not the weather.

- Using the word great ape, to mean gray tape.

- **All above**

27) is concerned with the study of the relationship between language and the brain.

- Syntax

- **Neurolinguistics**

- Localization view

- The tip of the tongue

28) Language areas in the brain:

- Broca's area: (Paul Broca) – a French surgeon

- Wernicke's area: (German physician)

- Motor cortex area

- **All above**

29) Motor cortex area:

- It is the area that generally controls movement of the muscles (e.g., for moving hands, feet, arms ... etc.).

- Close to Broca's area

- It also controls the articulatory muscles of the face, jaws, tongue and larynx.

- **All above**

30) Based on these areas, we can conclude that specific aspects of language ability can be accorded and produced in specific locations in the brain, this is known as the

.....

- **Localization view**

- Tip of the tongue

- Slips of the tongue

- Slips of the brain

31) This view has been used to suggest that the brain activity is involved in hearing a word, understanding it, then saying it.

- Slips of the tongue

- Tip of the tongue

- **Localization view**

- Slips of the brain

32) Paul Broca reported that the damage in this part of the brain was related to extreme **difficulty producing spoken language**.

- Motor cortex area
- Wernicke's area
- **Broca's area**

33) Wernicke reported that the damage in this part of the brain was found among patients who had **speech comprehension difficulties**.

- **Wernicke's area**
- Broca's area
- Motor cortex area

34) It is known as a posterior speech cortex.

- Motor cortex area
- **Wernicke's area**
- Broca's area

35) It is known as anterior speech cortex.

- **Broca's area**
- Motor cortex area
- Wernicke's area

36) Paul Broca found that language ability is located in the left hemisphere; and since then it has been treated as indication that Broca's area is involved in **the generation of spoken language**.

- Wernicke's area
- **Broca's area**
- Motor cortex area

37) The findings confirmed that the left hemisphere location of language ability and led to the view that this area is involved in **the understanding of speech**.

- **Wernicke's area**
- Motor cortex area
- Broca's area

38) Damage to the right hemisphere had no such effect.

- Motor cortex area
- **Broca's area**

- Wernicke's area