

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

1) Developing morphology: Between, children appear to use –ing form in expressions such as cat sitting and mommy reading book.

- three and three-and-half years old
- **two and two-and-half years old**
- five and five-and-half years old
- four and four-and-half years old

2) The next is the marking of regular plurals with the –s form as in boys and cats. The acquisition of the plural marker is often accompanied by a process of overgeneralization such as foots and mans

- **morphological development**
- schedule
- syntax
- semantics

3) Such words confirm that imitation of parents is not the primary force in first language acquisition.

- boys and cats
- No, she holded them
- foots and mans
- **1+3**

4) At the same age, different forms of the verb ‘to be’ such as are and was begin to use.

- **two and two-and-half years old**
- four and four-and-half years old
- three and three-and-half years old
- five and five-and-half years old

5) The evidence suggests that children are working out how to use the linguistic system while focused on rather than correctness.

- communication
- interaction
- **1+2**
- none above

6) In the formation of questions and in the use of negatives, there are three identifiable stages: Stage 1 (between 18 and 26 months), Stage 2 (between 22 and 30 months), Stage 3 (between 24 and 40 months)

- Developing morphology

- **Developing syntax**

- Developing semantics

7) children add Wh-form to the beginning of the expression or utter the expression with rise in intonation toward the end. (e.g. Where Kitty?)

- Developing syntax: in the formation of questions: In stage 3

- Developing syntax: in the formation of questions: In stage 2

- **Developing syntax: in the formation of questions: In stage 1**

8) children form more complex expressions with more use of intonation. (e.g., What book name?)

- **Developing syntax: in the formation of questions: In stage 2**

- Developing syntax: in the formation of questions: In stage 1

- Developing syntax: in the formation of questions: In stage 3

9) children begin using auxiliary verbs in English questions –close to adult speech- (e.g., Will you help me?)

- Developing syntax: in the formation of questions: In stage 1

- **Developing syntax: in the formation of questions: In stage 3**

- Developing syntax: in the formation of questions: In stage 2

10) children begin incorporating more auxiliary verbs (e.g., she won't let go)

- **Developing syntax: in the formation of questions: In stage 3**

- Developing syntax: in the formation of questions: In stage 2

- Developing syntax: in the formation of questions: In stage 1

11) children put No or Not at the beginning. (e.g., No you doing it)

- Developing syntax: in the formation of questions: In stage 2

- Developing syntax: in the formation of questions: In stage 3

- **Developing syntax: in the formation of questions: In stage 1**

12) children begin using additional negative forms such as don't and can't. (e.g., I don't want it)

- Developing syntax: in the formation of questions: In stage 1

- **Developing syntax: in the formation of questions: In stage 2**

- Developing syntax: in the formation of questions: In stage 3

13) Developing semantics:

- First of all, it is not always easy to determine precisely the meanings that children attach to the words they use or produce.

- Overextension which involves the child to overextend the meaning of a word on the basis of similarities of shape, sound, size, movement and texture (ball is extended to all round objects).

- The semantic development in a child's use of words is usually a process of overextension, followed by a gradual process of narrowing down the application of each term as more words are learned.

- **All above**

14) The acquisition schedule:

- Cooing

- Babbling

- The one-word stage

- The two-word stage

- Telegraphic stage

- **All above**

15) Since old, children develop a range of crying styles, with different patterns for different needs, produces big smiles in response to a speaking face, and start to create distinct vocalizations.

- five month

- **one month**

- four month

- three month

16) The earliest use of speech-like sounds has been described as

- **cooing**

- The one-word stage

- Babbling

- Telegraphic stage

17) It takes place in the 1st few months of life.

- Babbling

- Telegraphic stage

- **cooing**

- The one-word stage

18) During this stage, the child gradually becomes capable of producing sequences of vowel-like sounds like [i] and .

- The one-word stage

- **cooing**

- Telegraphic stage

- Babbling

19) By 5 months old, babies become able to hear the difference between the vowels [i] and [a] and discriminate between syllables like [ba] and [ga].

- Telegraphic stage

- The one-word stage

- Babbling

- **cooing**

20) Between 6 and 8 months old, children start producing a number of different vowels and consonants as well as combinations such as ba-ba-ba or ga-ga-ga ...etc.

- **Babbling**

- Telegraphic stage

- cooing

- The one-word stage

21) Between 9 and 10 months, children become to recognize intonation patterns to the consonant and vowel combinations being produced with variation in the combinations such as ba-ba-da-da.

- The one-word stage

- cooing

- **Babbling**

- Telegraphic stage

22) It provides children with some experience of social role of speech because adults can react to babbling, even if it is not coherent.

- cooing

- **Babbling**

- Telegraphic stage

- The one-word stage

23) Between 12 – to – 18 months old, children produce a variety of recognizable single unit utterances. This stage is known as one-word stage.

- **The one-word stage**

- Babbling

- Telegraphic stage

- The two-word stage

24) It is characterized by speech in which single terms are uttered for everyday objects such as milk, cookie, cat, cup, ... etc.

- Babbling

- The two-word stage

- **The one-word stage**

- Telegraphic stage

25) During this stage, children may not be able to put the forms together in a more complex phrase.

- The two-word stage

- **The one-word stage**

- Telegraphic stage

- Babbling

26) It is an occurrence of two distinct words used together, this what is known as

- The one-word stage

- Babbling

- Telegraphic stage

- **The two-word stage**

27) This stage begins between 18 – to – 24 months old where the child's vocabulary moves beyond fifty words.

- **The two-word stage**

- The one-word stage

- Babbling

- Telegraphic stage

28) At this age, children begin producing a variety of combinations as baby chair, mommy eat, ... etc.

- Babbling

- The one-word stage

- **The two-word stage**

- Telegraphic stage

29) Such phrases as baby chair might interpreted differently based on context (= put baby in chair or bay is in the chair).

- **The two-word stage**

- Telegraphic stage

- The one-word stage

- Babbling

30) Between two and two-and-half years old, children begins producing a large number of utterances that can be called 'multiple-word' or 'telegraphic' speech.

- The one-word stage

- **Telegraphic stage**

- The two-word stage

- Babbling

31) This stage is characterized by strings of words in phrases or sentences such as this shoe all wet or cat drink milk.

- The two-word stage

- Babbling

- The one-word stage

- **Telegraphic stage**

32) Children's vocabulary is expanding rapidly and they are initiating more talk while increased physical activity includes running and jumping.

- **Telegraphic stage**

- The two-word stage

- The one-word stage

- Babbling

33) At three years old, the vocabulary grows hundreds of words and pronunciation has become clearer.

- The one-word stage

- Babbling

- **Telegraphic stage**

- The two-word stage

34) The acquisition process:

- The child's linguistic production appears to be mostly a matter of trying out constructions and testing whether they work or not.
- Children can be heard to repeat versions of what adults say on occasions and they are clearly in the process of adopting a lot of vocabulary from speech they hear.

- **1+2**

35) The acquisition process:

- Learning through imitation
- Children may repeat single words or phrases, but not the sentence structures. e.g., the dogs are hungry ----- dog hungry e.g., the owl who eats candy runs fast ----- owl eat a candy and he run fast

- **1+2**

36) The acquisition process: Learning through correction:

- Children will continue to use a personally continued form, despite the adult's repetition of what the correct form should be. For example,
- Child: My teacher holded the baby rabbits and we patted them.
- Mother: Did you say your teacher held the baby rabbits?
- Child: Yes
- Mother: What did you say she did?
- Child: She holded the baby rabbits and we patted them.
- Mother: Did you say she held them tightly?
- Child: No, she holded them loosely.

- **All above**

37) Human infants are helped in their language acquisition by the physical behaviour of older children and adults, who provide language samples or what is known as '.....'.

- Caregiver speech

- **input**

- output

38) Caregiver speech:

- It is a type of conversational structure that seems to assign an interactive role to the young child before he/she becomes a speaking participant.
- It involves a simple sentence structure and many reporting and paraphrasing.

- **1+2**

39) The process of has some basic requirements. Children requires interaction with other language users to bring the general language capacity into contact with a specific language.

- **acquisition**
- schedule
- syntax
- semantics

40) Children who do not hear language -via- will not learn a language.

- schedule
- semantics
- **acquisition**
- syntax