Psycholinguistics

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Lecture 1

1- "……………………….. is an interdisciplinary field of study in which the goals are to understand how people acquire language, how people use language to speak and understand one another, and how language is represented and processed in the brain"
   a- Linguistics philosophical
   b- Syntax and Morphology
   c- <u>Psycholinguistics</u>
   d- Sociolinguistics

2- The study of : how people acquire language, how people use language to speak and understand one another, and how language is represented and processed in the brain.
   a- Linguistics philosophical
   b- Syntax and Morphology
   c- <u>Psycholinguistics</u>
   d- Sociolinguistics

3- Language processing means ....
   a- <u>Language production and language perception</u>
   b- Language production only
   c- Language perception only
   d- Speaking only

4- Language perception is ………………..
   a- <u>listening and reading</u>
   b- speaking and writing
   c- listening and writing
   d- speaking and reading

5- Language production is ………………..
   a- listening and reading
   b- <u>speaking and writing</u>
   c- listening and writing
   d- speaking and reading

6- Language is creative because ....
   a- it is spoken only by humans
   b- sign language does not have phonemes
   c- <u>we can produce unlimited number of utterances with a limited number of language components</u>
   d- children need some time to be linguistically competent

7- Is the term language synonymous to the term speech?
   a- Sometime
   b- Almost
   c- Yes
   d- <u>No</u>

8- The Language forms are ……………………….
   a- writing and signals.
   b- Speech and signals.
   c- <u>Speech, writing, and signals.</u>
   d- Speech and writing.

9- Is the term thought synonymous to the term language?
   a- Sometime
   b- Almost
   c- Yes
   d- <u>No</u>

10- Which of the following is NOT correct ?
   a- Language is the primary communication system for human beings
   b- The terms language and communication are NOT synonymous.
   c- Language is not the only way to communicate.
   d- <u>Language is the only way to communicate</u>.

11- Language compound both ……………………….
   a- Speech and signals.
   b- <u>Signal and meaning.</u>
   c- Writing and signals.
   d- Speech and signals.

12- Language is a form of ……………….
   a- <u>Communication</u>
   b- Terminology
   c- Vocabulary
   d- Words

13- Language is ……………………
   a- <u>Creative</u>
   b- Limited
   c- Invention
   d- Matter of grammatical

14- Which of the following is NOT correct ?
   a- Language have Limited number of phonemes
   b- Language have Limited grammatical rules
   c- Language have Limited vocabulary items
   d- <u>Language have limited number of linguistic utterances</u>

15- It is Showing how language should be used.
   a- Descriptive grammar
   b- <u>Prescriptive grammar</u>
   c- Metaphor grammar
   d- Equivalent grammar

16- It is Showing how a certain language is actually used by its native speakers.
   a- <u>Descriptive grammar</u>
   b- Prescriptive grammar
   c- Metaphor grammar
   d- Equivalent grammar

17- Me and Nasser went to Dammam. This sentence is……………………………..
   a- Not accepted by a descriptive grammarian, and not by a prescriptive one.
   b- Accepted by a descriptive grammarian, and by a prescriptive one.
   c- Not accepted by a prescriptive grammarian, and not also by a prescriptive one
   d- <u>Accepted by a descriptive grammarian, but not by a prescriptive one</u>

18- …………………….. document how a language is actually used by its native speakers.
   a- Prescriptive grammars
   b- <u>Descriptive grammars</u>
   c- Psycholinguistics
   d- Neurolinguistics

19- ………………………………. is the actual use of linguistic knowledge.
   a- <u>Linguistic competence</u>
   b- Linguistic performance
   c- Language creativity
   d- None of the previous items is right

20- ……………………….. is the linguistic knowledge that provides a system for pairing sound and meaning.
   a- <u>Linguistic competence</u>
   b- Linguistic performance
   c- Language creativity
   d- None of the previous items is right

21- The ability of linking words with their meanings.
   a- <u>Linguistic competence</u>
   b- Linguistic performance
   c- Language creativity
   d- None of the previous items is right

22- ……………………… is the use of knowledge.
   a- Linguistic competence
   b- <u>Linguistic performance</u>
   c- Language creativity
   d- None of the previous items is right

23- ……………………… is the actual knowledge of the language .
   a- <u>Linguistic competence</u>
   b- Linguistic performance
   c- Language creativity
   d- None of the previous items is right

24- It is the how language is used.
   a- <u>Linguistic competence</u>
   b- Linguistic performance
   c- Language creativity
   d- None of the previous items is right

25- It is the actual production of the language.
   a- Linguistic competence
   b- <u>Linguistic performance</u>
   c- Language creativity
   d- None of the previous items is right

26- ……………….. is the use of linguistic knowledge in the actual processing of sentences.
   a- Linguistic competence
   b- <u>Linguistic performance</u>
   c- Language creativity
   d- None of the previous items is right

27- Misusing of language resulting from lock of knowledge of language is called …………
   a- <u>Error</u>
   b- Mistake
   c- Chance
   d- Willful

28- Misusing of language resulting from the actual processing of language is called ………
   a- Error
   b- <u>Mistake</u>
   c- Chance
   d- Willful

29- Native speaker make …………….. in their language because they are competent in their language.
   a- Error
   b- <u>Mistake</u>
   c- Chance
   d- Willful

Lecture 2

30- Language processing is subconscious, this means:…………………………
   a- <u>It happens without the mental capacities being fully active</u>
   b- The mental capacities have to fully active during language processing
   c- Language processing is not necessary when speaking
   d- None of the previous items is correct

31- Language processing, this means:…………………………….
   a- language production.
   b- language perception.
   c- <u>language production and language perception.</u>
   d- Neither thatlanguage production nor language perception

32- language processing is…………………………
   a- observed physically.
   b- <u>not observed physically</u>.
   c- physically observed inside the mind.
   d- none of all correct .

33- language processing is ………………………
   a- Process mobility visible interior
   b- a process externally of the mind
   c- <u>a mind-internal process</u>
   d- Dynamic process of language

34- **Psycholinguists guess the hidden mental process by …………………**

a- analyzing the unobservable behavior.

b- <u>analyzing the observable behavior.</u>

c- analyzing the observable Sickness

d- analyzing the observable Psychological illness .

35- **Slips of the tongue is a way to study (observable) the ……………………..**

a- phenomenon linguistic processes

b- grammatical linguistic processes

c- spelling grammatical processes

d- <u>Hidden linguistic processes</u>.

36- **Vocabulary experiments is a way to study (observable) the ……………………..**

a- phenomenon linguistic processes

b- grammatical linguistic processes

c- spelling grammatical processes

d- <u>Hidden linguistic processes</u>.

37- **language processing can be observe by ……………….**

a- Slips of the tongue and Vocabulary experiments

b- Timed-reading experiments

c- Event-related potentials

d- <u>All of the above</u>

38- **Slips of the tongue is same as ……………….**

a- Hesitation

b- <u>Spoonerisms</u>

c- Mistakes

d- Errors

39- **Slips of the tongue involve ……………………..**

a- <u>Exchanging morphemes within a sentence</u>

b- Exchanging morphemes outside the sentence .

c- Change the language centers

d- Exchange the a sentence center

40- **From the slips of the tongue, the Psycholinguists realized that : ………………..**

a- The planning of speech before uttering it.

b- Morphemes function independently from words during sentence planning.

c- Morphemes function Interdependent with words during sentence planning.

d- <u>a & b</u>

Lecture 3

41- Psycholinguistic Researcher analyze linguistic by using………………………
a- effectiveness
b- <u>behavior</u>
c- initiative
d- action

42- Psycholinguistic Researcher used ……………………………………… Methods.
a- Slips of the tongue
b- Vocabulary experiments
c- The kind of mistakes
d- <u>a & b</u>

43- How are vocabulary items organized in the dictionary ?
a- <u>Alphabetically</u>
b- according to their meaning and sound
c- according to length of the word
d- chronologically

44- Remembering some details about a word, but not the word itself.
a- The buckled of tongue
b- The slips of the tongue
c- <u>The tip of the tongue</u>
d- The twist of tongue

45- How are vocabulary items organized in the min?
a- Alphabetically
b- <u>according to their meaning and sound</u>
c- according to length of the word
d- chronologically

46- a situation that you could remember the meaning of a word, its sound, its first letter, or other words it rhymes with, but could not remember the word you were looking for.
a- The buckled of tongue
b- The slips of the tongue
c- <u>The tip of the tongue</u>
d- The twist of tongue

47- Lexical entries are organised ………. in the brain
a- <u>according to their meaning and sound</u>
b- alphabetically
c- according to length of the word
d- chronologically

48- The tip of the tongue phenomenon means:
a- being unable to remember words due to head injury
b- being unable to produce words due to head injury
c- <u>remembering some details about a word, but not the word itself</u>
d- remembering the meaning of a word in short-term memory

49- **Lexical entries are grouped in the brain as …………………………**
a- <u>a complex network</u>
b- Simple Network
c- Triple Network
d- Spider's net

50- **Lexical entries are grouped in the brain as a complex network, according to………….**
a- <u>their sound and meaning.</u>
b- their alphabetically
c- their length
d- their chronologically

51- **The brain recognized the words as ………………**
a- Fractionate
b- Set apart
c- Separate
d- <u>Group</u>

52- **In psycholinguistics, one thing we can learn from the tip of the tongue phenomenon is that:**
a- Lexical entries are easy to forget
b- Lexical entries are organised alphabetically in our mind
c- <u>Entries are grouped in the mind (e.g. according to their meaning and sound)</u>
d- Entries are stored independently in the mind .

53- **Lexical Entries are grouped in the mind according to their………………….**
a- <u>Meaning and sound</u>
b- Dictation and Spelling
c- Shape and form
d- Meaning and Shape

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Lecture 4

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54- **Vocabulary experiments divided into ………………**
a- Priming and References
b- Entries linked together and information
c- Response latency and Response accuracy
d- <u>Lexical Decision Experiment and Priming Experiment</u>

55- **A lexical decision experiment is conducted by asking ………….**
a- Multi-Language speaker
b- a foreign speaker
c- Bilingual speaker
d- <u>a native speaker</u>

56- **The purpose of lexical decision experiments is looking for the …………………………..**
a- Response latency only
b- Response accuracy only
c- <u>Both Response latency and Response accuracy</u>
d- Neither response latency nor response accuracy

57- Response latency is:
a- <u>The time it takes the respondent to complete a lexical decision task</u>
b- The Accuracy of the respondent's answer
c- Deciding that the stimulus is an English word
d- Deciding that the stimulus is not an English word

58- Response accuracy is:
a- The time it takes the respondent to complete a lexical decision task
b- <u>The Accuracy of the respondent's answer</u>
c- Deciding that the stimulus is an English word
d- Deciding that the stimulus is not an English word

59- Lexical decision and priming experiments are conducted to:
a- Check peoples' fluency
b- Check peoples' response to potential threats
c- Check peoples' communication skills
d- <u>Check peoples' access to lexical entries</u>

60- In A lexical decision experiment usually tested on one set of stimuli …………………..set of stimuli.
a- parallel to another
b- similar to another
c- Equal to another
d- <u>against another</u>

61- In vocabulary experiments the word is preceded by another stimulus: called………..
a- <u>Priming</u>
b- References
c- Response latency
d- Response accuracy

62- In priming experiment When the target is preceded by a related word the response is usually ……………………………
a- Tiger
b- Squealer
c- <u>Quicker</u>
d- Slower

Lecture 5

63- The communication system has to be species specific. Which means ……………………
a- understood by species of multi-type
b- <u>understood by species of the same type</u>
c- understood by species of two type
d- understood by species of different type

64- Language is based in the biology of humans, because:………………………..
a- Language is species specific
b- There are universal aspects of language
c- There is an age restriction for acquiring the first language
d- <u>All of the previous items are correct</u>

65- **Certain aspects of behavior and cognitive function for the system emerge only during…………..**
   a- <u>Infancy</u>
   b- Puberty
   c- Above 22 years
   d- Above 9 years

66- **Adaptation of the behavior of the growing individual to the behavior of………………**
   a- other individuals around him
   b- someone Alone
   c- any single person
   d- none of all

67- **Language development is triggered by the environment. This means**
   a- <u>the environment stimulates Language acquisition</u>
   b- people born in the summer acquire their first language quicker
   c- people born in the winter acquire their first language quicker
   d- the environment does not have any effect on Language acquisition

68- **all languages have phonology, morphology, and syntax .this mean ………….**
   a- Language development
   b- <u>Language is universal</u>
   c- Regional language
   d- Special language

69- **Critical period is……………………………………**
   a- an age unlimited for acquiring the first language
   b- <u>an age restriction for acquiring the first language</u>
   c- an age restriction for acquiring the second language
   d- an age striation for acquiring the first language

70- **Language is universal,** because
   a- Human babies are genetically prepared to acquire language
   b- all Human languages have universal
   c- <u>Bothe a and b</u>
   d- None of the above

71- **linguistic competence of the first language can only be achieved if the language is learnt before…………………**
   a- <u>puberty</u>
   b- Infancy
   c- Birth
   d- Above 22 years

72- **Children will not ACQUIRE language if:**
   a- It is not accessible in their environment
   b- There is nobody to interact with them
   c- <u>Bothe a and b</u>
   d- None of the above

73- **Which of the following is not an indication that a communication system is based in the biology of its users:**
a- Being species specific
b- Being universal to members of the species
c- Being made of sounds and symbols
d- Being affected by the environment

Lecture 6

74- **Neurolinguistics** is the study of
a- the representation of language in the brain
b- the study of human sound –waves
c- the study of language acquisition development
d- none of the above .

75- **Which hemisphere controls language?**
a- Right hemisphere
b- Left hemisphere
c- Both Right hemisphere and Left hemisphere
d- None of the above

76- **What happens to language if there is a damage in the left hemisphere of the brain?**
a- It can lead to alzheimer
b- It can lead to death
c- It can lead to aphasia
d- It can lead to dementia

77- **aphasia is…………………………..**
a- language impairment following an injury in brain.
b- language impairment following an injury in head.
c- language impairment following an injury in eyes.
d- language impairment following an injury in ears.

78- **Number 1 refer to ……………………**
a- Broca's aphasia
b- Wernicke's aphasia
c- Auditory cortex
d- Motor projection
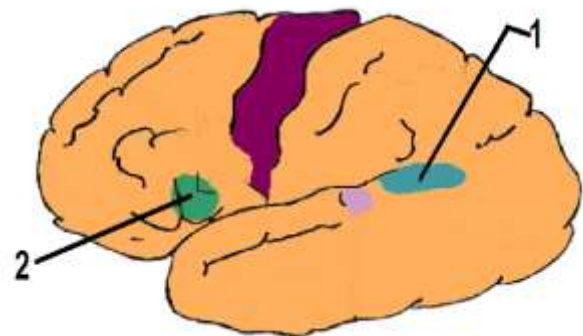
79- **Number 2 refer to ……………….……**
a- Broca's area
b- Wernicke's area
c- Auditory cortex area
d- Motor projection area

80- **The types of aphasia are ……………………..**
a- Broca's aphasia and Motor projection area
b- Broca's aphasia and Wernicke's aphasia
c- Auditory cortex area and Motor projection area
d- Motor projection area and Broca's aphasia

81- Broca's aphasia is also known as……..

a- fluent aphasia

b- non-fluent aphasia

c- front lobe

d- temporal

82- Wernicke's aphasia is also known as……………………….

a- fluent aphasia

b- non-fluent aphasia

c- front lobe

d- temporal

83- Broca's aphasia is located in the ………………

a- temporal lobe of the right hemisphere of the brain

b- frontal lobe of the right hemisphere of the brain

c- temporal lobe of the left hemisphere of the brain

d- frontal lobe of the left hemisphere of the brain

84- Wernicke's aphasia is located in the ………………

a- temporal lobe of the right hemisphere of the brain

b- frontal lobe of the right hemisphere of the brain

c- temporal lobe of the left hemisphere of the brain

d- frontal lobe of the left hemisphere of the brain

85- the brain's control of the body is Contra-lateral. This means

a- The right hemisphere of the brain controls the right side of the body

b- The left hemisphere of the brain controls the left side of the body

c- The left hemisphere of the brain controls the right side of the body

d- The left side of the body controls the right hemisphere of the brain

Lecture 7

86- **Language Acquisition Device (LAD)**. It is ……………….

a- **Device that gives the brain a tendency for acquiring language**

b- a **Device** for the child's brain that gives it a tendency for acquiring language

c- a property of the child's brain that gives it a tendency for acquiring language

d- a property of the child's body that gives it a tendency for acquiring language

87- the Earliest Stag of Language Acquisition is

a- before birth

b- Immediately after birth

c- from 12 months to 24 months

d- in the pre-school years

88- there is evidence that humans' sensitivity to language start …………………..

a- even before birth

b- Immediately after birth

c- from 12 months to 24 months

d- in the pre-school years

89- **Most children start to discriminate many phonemic contrasts in their ....**
   a- First year of life
   b- Second year of life
   c- Third year of life
   d- Fourth year of life
90- **Infants start to babble their first year of life. Babbling is ....**
   a- recognize their mother's voice
   b- the rhythm and intonation
   c- produce consonant-vowel strings after the 6th month
   d- none of all
91- **the holophrastic stage is ....**
   a- also known as the one-word stage of acquisition
   b- recognize their mother's voice
   c- the rhythm and intonation
   d- produce consonant-vowel strings
92- **The holophrastic stage is:**
   a- Before birth
   b- Between birth and 12 months
   c- Between 12 months and 24 months
   d- After 24 months
93- **Infants start using one word to convey the meaning of an entire phrase. Called ....**
   a- The holophrastic stage.
   b- The Pre-school years stage.
   c- The Recognizing mother's voice stage.
   d- The Recognizing rhythm and intonation stage.
94- **During Pre-school years**, the child acquires an average of ....
   a- 1 to 2 new words every day .
   b- 1 to 4 new words every day
   c- 4 to 8 new words every day
   d- 8 to 12 new words every day
95- **Vocabulary spurt stage stare Immediately after ....**
   a- Borne
   b- 6 months
   c- The holophrastic
   d- Babbling

Lecture 7

96- **Discourse is:**
   a- Sets of sentences which are not connected to each other
   b- Sets of sentences which are connected to each other
   c- A long sentence
   d- None of the above is true

97- People start to develop discourse ability in their late childhood, this includes:
a- <u>Taking turns in conversations</u>
b- Crying to express anger
c- Laughing to express joy
d- None of the previous is correct

98- the ability to perceive speech as a string of phonological units was in …………….
a- an early stage of language acquisition
b- <u>a later stage of language acquisition</u>
c- between early and later stages of language acquisition
d- none of the above

99- the similarities between first and second language acquisition is…………………..
a- the stages of the acquisition of Vocabulary
b- the stages of the acquisition of Synonyms
c- the stages of the acquisition of unbound morphemes
d- <u>the stages of the acquisition of bound morphemes</u>

100- There are limitations to Second Language Acquisition such as:
a- Slower pace of acquisition, as compared to first language acquisition.
b- Ultimate attainment **.**
c- **Both a and b**
d- **None of all**

Lecture 9

101- the first stage in Planning Speech, after the idea is made, is ………………
a- Building simple sentence structure
b- Creating agreement relations
c- Building complex structure
d- <u>Accessing the lexicon</u>

102- the second stage in Planning Speech, after the Accessing the lexicon, is ………………
a- <u>Building simple sentence structure</u>
b- Creating agreement relations
c- Building complex structure
d- Preparing a phonological representation

103- the third stage in Planning Speech, after Building simple sentence structure, is………
a- Accessing the lexicon
b- <u>Creating agreement relations</u>
c- Building complex structure
d- Preparing a phonological representation

104- the fourth stage in Planning Speech, Creating agreement relation, is………
a- Building simple sentence structure
b- Accessing the lexicon
c- <u>Building complex structure</u>
d- Preparing a phonological representation

105- the last stage in Planning Speech, Building complex structure, is………
   a- Building simple sentence structure
   b- Accessing the lexicon
   c- Building complex structure
   d- <u>Preparing a phonological representation</u>

106- Bilingual Speakers have …………. mode while they are speaking.
   a- one
   b- <u>two</u>
   c- three
   d- four

107- the two mode the Bilingual Speakers have are………………..
   a- Quad-language and Unilingual
   b- <u>Unilingual and bilingual modes</u>
   c- Trilingual and bilingual modes
   d- All of the above

108- consulting only one of the grammars leads to production in one of the two languages.
   a- Unilingual mode
   b- Trilingual mode
   c- Bilingual mode
   d- None of all

109- In the same conversation, the speaker has access to both grammars and lexical items from both languages.
   a- Unilingual mode
   b- Trilingual mode
   c- <u>Bilingual mode</u>
   d- None of all

110- code-switching is ……………
   a- the speaker's switching between one languages in two conversation.
   b- <u>the speaker's switching between two languages in one conversation</u>
   c- the speaker's switching between two languages in two conversation.
   d- the speaker's do not switch between two languages in one conversation

111- Speech production has …………….. main stages
   a- one
   b- <u>two</u>
   c- three
   d- four

112- the Stages of Speech Production are…………………..
   a- Building simple sentence structure and Accessing the lexicon
   b- Building complex structure and Actual production
   c- <u>Planning and Actual production</u>
   d- All of the above

113- The Planning stages of Speech Production contains………………….

a- Accessing the lexicon (lexical retrieval)

b- Building simple sentence structure

c- Creating agreement relations

d- Building complex structure

e- Preparing a phonological representation

f- All of the above

114- Lexical retrieval is:

a- A stage in language perception

b- A stage in language production

c- A vocabulary experiment

d- None of the previous is correct

115- A word can be retrieved using………………

a- meaning

b- sound

c- both

d- none of the above

116- The speaker selects the appropriate word to the conversation by retrieve A word.

a- Accessing the lexicon (lexical retrieval)

b- Building simple sentence structure

c- Creating agreement relations

d- Building complex structure

117- Building simple sentence structure is also called……………….

a- Grammatical incoding

b- Grammatical encoding

c- code-switching

d- encode-switching

118- Grammatical encoding is ………………..

a- Accessing the lexicon (lexical retrieval)

b- Building simple sentence structure

c- Creating agreement relations

d- Building complex structure

119- Building a linguistic structure for the intended meaning.

a- Accessing the lexicon (lexical retrieval)

b- Building simple sentence structure

c- Creating agreement relations

d- Building complex structure

120- Creating agreement relations which means ………………..

a- Subject-verb agreement

b- Nouns-verbs agreement

c- Pronouns- verbs agreement

d- All of the above

121- Creating complex, multi-clausal sentences will be after ………………………….
a- Accessing the lexicon (lexical retrieval)
b- Building simple sentence structure
c- <u>Creating agreement relations</u>
d- Preparing a phonological representation

122- The mental representation of a sentence that serves as input to the systems responsible for articulation.
a- Accessing the lexicon (lexical retrieval)
b- Building simple sentence structure
c- Creating agreement relations
d- <u>Preparing a phonological representation</u>

123- After the speech is planned, the brain gives instructions to speech organs (tongue, lungs, vocal tract) to produce speech. This is called ……………………..
a- Accessing the lexicon (lexical retrieval)
b- <u>actual production</u>
c- Creating agreement relations
d- Preparing a phonological representation

124- Which of the following is not one of the stages of speech production:
a- Lexical retrieval
b- <u>Slip of the tongue</u>
c- Building simple sentence structure
d- Creating agreement relations

125- the first stage in planning speech is :
a- <u>Accessing the lexicon (lexical retrieval)</u>
b- Building simple sentence structure
c- Creating agreement relations
d- Building complex structure

Lecture 10

126- Knowledge of the phonemic inventory of a language is necessary for……………………
a- Speech Production
b- <u>Speech perception</u>
c- Analysis of perception
d- Analysis of Production

127- Why we called the perception system is constructive(Constructive speech perception)?
a- because it uses additional information to the grammar
b- because it uses additional information to the Analysis
c- because it uses additional information to the brain.
d- <u>because it uses additional information to the signal</u>.

128- Using lip movement, in the perception of speech to add more information is called…
a- Bottom-up processing
b- top-down processing
c- <u>Constructive speech perception</u>
d- phonemic inventory of a language

129- Using the acoustic signal (i.e. phonemes) to understand speech. Is called ……………

a- <u>Bottom-up processing</u>

b- top-down processing

c- Constructive speech perception

d- phonemic inventory of a language

130- Using contextual information to understand speech. Is called ………………

a- Bottom-up processing

b- <u>top-down processing</u>

c- Constructive speech perception

d- phonemic inventory of a language

131- Contextual information help us to perceive information in what is known as ……….

a- Bottom-up processing

b- <u>top-down information</u>

c- Constructive speech perception

d- phonemic inventory of a language

132- Variations in duration, pitch, stress, and amplitude (loudness) can affect speech perception. Is called ………………………

a- The Role of Orthography in perception

b- Constructive speech perception

c- phonemic inventory of a language

d- <u>Suprasegmental information in the signal</u>

133- It is the writing system of a language.

a- photography

b- <u>Orthography</u>

c- Phonology

d- Morpheme logy

134- The Orthography of a language is its …………………..

a- Text direction

b- Phonetic system

c- Grammatical system

d- <u>Writing system</u>

135- The proses of Orthography take place through ……………………….

a- Speaking

b- Writing

c- Talking

d- <u>Reading</u>

136- Which of the following play an important role in the perception of written texts?

a- phonology .

b- Orthography.

c- Phonology

d- <u>Only a and b</u>

137- Knowledge of the phonemic inventory of a language is:
a- Not necessary for perception
b- Necessary for perception
c- Necessary for production
d- <u>Both B and C</u>

138- Bottom-up processing is:
a- Using the acoustic signal to produce speech
b- <u>Using the acoustic signal to understand speech</u>
c- Using the acoustic signal to create sign language
d- None of the above

139- Top-down processing is:
a- Using contextual information to produce speech
b- Using the acoustic signal to understand speech
c- <u>Using contextual information to understand speech</u>
d- Using acoustic signal to understand speech

140- contextual information help us perceive information in what is known as
a- <u>top-down information</u>
b- Constructive speech perception
c- phonemic inventory of a language
d- Bottom-up processing

Lecture 11

141- Lexical decision experiments (lexical decision tasks and priming) are used to test……
a- Check peoples' communication skills
b- <u>The brain's access to lexical items</u>.
c- Check peoples' fluency
d- Check peoples' response to potential threats

142- Known words are ……………………. to access than unknown words.
a- easier and the harder
b- Harder and faster
c- Lower and higher
d- <u>easier and faster</u>

143- not violating the phonotactics (phonological rules) of the language.
a- Impossible non-words
b- <u>Possible non-words</u>
c- Impossible words
d- Possible words

144- violating the phonotactics (phonological rules) of the language.
a- <u>Impossible non-words</u>
b- Possible non-words
c- Impossible words
d- Possible words

145- Possible non-words are:
a- Words which exist in the language but are not found in the dictionary
b- Words which do not exist in the language but are found in the dictionary
c- <u>Words which can be added to a language because they do not violate its phonotactic rules</u>
d- Words which cannot be added to a language because they violate its phonotactic rules

146- Impossible non-words
a- Words which exist in the language but are not found in the dictionary
b- Words which do not exist in the language but are found in the dictionary
c- Words which can be added to a language because they do not violate its phonotactic rules
d- <u>Words which cannot be added to a language because they violate its phonotactic rules</u>

147- Which of the following is an Impossible non- English words?
a- Croy
b- <u>Crlfxer</u>
c- Trumpet
d- Cray

148- Which of the following is a possible non- English words?
a- Cat
b- <u>Yat</u>
c- Fat
d- Hat

149- The brains takes …………… to decide that two type of non-words are not real.
a- <u>Longer</u>
b- Shorter
c- No different
d- None of all

150- morpheme stripping is
a- adding morphemes to an adjective
b- adding morphemes to a noun
c- adding morphemes to a verb
d- <u>none of the above</u>

151- morpheme stripping is
a- adding morphemes to an adjective
b- adding morphemes to a noun
c- adding morphemes to a verb
d- <u>the bound morpheme is removed before the lexicon is accessed</u>

152- cohort is …………………
a- <u>all other words that share an initial sequence of phonemes</u>
b- all other words that share an initial sequence of morphemes
c- all other words that share an initial sequence of graphemes
d- none of the previse

153- **during perception The cohort model of lexical entries will be………………**
- a- deactivated
- b- <u>activated</u>
- c- ignored
- d- none of the previse

154- **word's neighborhood consists of……………….**
- a- all the lexical items that are next to each other in a sentence.
- b- all the lexical items learnt at early stage of childhood.
- c- <u>all the lexical items that are phonologically similar.</u>
- d- None of the above

155- **A factor that affects retrieval times for words is called ……………………..**
- a- <u>neighborhood density</u>
- b- stage of childhood
- c- childhood Society
- d- neighborhood community

156- **Before lexical retrieval, bound morphemes are ………………………**
- a- Kept
- b- <u>Removed from the word they are bound to</u>
- c- Only kept if they are derivational morphemes
- d- Only kept if they are inflectional morphemes

Lecture 12

157- **The brains cuts the received auditory input into clauses. This is called ………………..**
- a- <u>Clause boundary</u>
- b- Clause cut
- c- Clause point
- d- None of the previse

158- **Clause boundary (The clause as a processing unit) helps to understand …………..**
- a- speech signal
- b- traffic signal
- c- <u>auditory signal</u>
- d- all of the above

159- **Structural ambiguity is ………………….**
- a- two sentence with the same meaning
- b- two sentence with different meaning
- c- <u>one sentence that has one meaning</u>
- d- one sentence with more than one meaning.

160- **Which of the following is ambiguous ?**
- a- I saw a mam . he was tall.
- b- I saw a tall man .
- c- <u>I saw a man with a binocular</u>
- d- None of all

161- **Usually, an ambiguous sentence can be disambiguated when it is ………………**
a- Red more than one
b- <u>put into context</u>
c- in the beginning
d- in the end

162- **During the process of perception, the brain works like ……………………..**
a- <u>a parser</u>
b- Judge
c- Judgment
d- Instructor

163- **The mental process of building syntactic structure out of the linear set of words during listening to texts is called ………………………..**
a- Instructing
b- <u>parsing</u>
c- Judging
d- Judgment

164- **While perception, the parser prefers ……………………**
a- complex structures rather than simple structures
b- complex structures and simple structures .
c- <u>simple structures rather than complex structures</u>
d- none of all

165- **computes relationships between words ……………………..**
a- rapidly
b- efficiently
c- <u>both a and b</u>
d- not a and nor b

166- **The brain responds to morpho-syntactic violations.**
a- Differently
b- The same as correctly formulated utterances
c- Quickly
d- None of all

167- **While perception, the parser………………**
a- computes relationships between words rapidly and efficiently
b- breaks down complex sentences to simpler sentences
c- plans for the next turn in a conversation
d- <u>only a and b</u>

168- **the parser prefers………………..**
a- <u>simple structures</u>
b- complex structures
c- structures which have already been heard
d- newly heard structures

169- **Psycholinguistics, fillers are** ………………………………….
  a- **The space left after the constituents** have been done to the sentence.
  b- **Constituents** of a sentence which were moved around the sentence.
  c- Both a and b
  d- Not a nor b

170- **in building structure, One function of the syntax is to**………………………………
  a- move elements of a sentence around.
  b- keep elements of a sentence in their position
  c- Erase elements from a sentence
  d- cute elements from a sentence and delete it

171- **An element that has been moved around the sentence is called** ……………….
  a- a filler
  b- a gaps
  c- Volume
  d- Weight

172- **The space left after the constituents have been done to the sentence. Is called** ……..
  a- a filler
  b- a gaps
  c- Volume
  d- Weight

173- **The parser:**
  a- Computes relations between words
  b- Prefers simple structures
  c- Responds to morpho-syntactic violations differently
  d- All of the previous items are correct

174- **Clause boundary is:**
  a- The location where a new clause begins
  b- The location where the speaker pauses
  c- The location where the hearer loses perception
  d- None of the above is true

Lecture 13

175- **Information used to build structure**
  a- Lexical information
  b- Prosody information
  c- Non-linguistic information
  d- All of the above

176- **The types of information available to the parser which help it form a mind-internal structure of the signal.**
  a- Lexical information
  b- Prosody information
  c- Non-linguistic information
  d- All of the above

177- Which of the following helps the listener in perceiving the signal:
a- Lexical information
b- Prosody
c- Non-linguistic information
d- <u>All the previous items are correct</u>

178- There are information which the parser uses to build structure, these information are:
a- Lexical information
b- Prosodic information
c- Non-linguistic information
d- <u>All of the above</u>

179- The direct input to the parser is ……………
a- A set of sentence
b- A set of morphemes
c- <u>A set of words ordered linearly</u>
d- Hierarchical set of words

180- The intonation and phrasing of a sentence. Is called …………………
a- Lexical
b- <u>Prosodic</u>
c- Non-linguistic
d- All of the above

Lecture 13

181- Sets of sentences that have some sort of connection to each other. This is called …..
a- <u>Discourse</u>
b- Discourse Processing
c- Prosodic
d- Non-linguistic

182- The items or elements that helps to understand Discourse are …………
a- The topic
b- Participants
c- its context and its function
d- <u>all of the above</u>

183- Working memory is:…………………………..
a- Long-term memory
b- Short-term memory
c- Short-term and long-term memory
d- None of the previous is correct

184- During discourse, what plays a key role in sentence processing?
a- working memory
b- Long-term memory
c- Short-term memory
d- <u>a and c</u>

185- The important things happen to sentences when they stored in long-term memory:

a- information about structure and even individual lexical items is lost

b- meanings of many sentences are combined

c- inferences are added to representations of meaning

d- <u>all of the above</u>

186- When stored in long-term memory:

a- Information about the sentence structure are lost

b- Meanings of many sentences are combined

c- Inferences are added to representations of meaning

d- <u>All of previous</u>

187- An anaphoric reference is someone or something that:

a- has been mentioned later in a discourse

b- <u>has been mentioned earlier in a discourse</u>

c- The topic of the discourse.

d- The Participants in the discourse