Psycholinguistics

Questions prepared by:

Abu Bakr

1st Lecture

1. **The terms: language and speech are:**
   a. Synonymous to each other.
   b. Replaceable by each other.
   c. Defined by each other
   d. <u>All false</u>
2. **Speech, writing and signals are considered as:**
   a. <u>Forms of language</u>
   b. Alternatives for language
   c. Both
   d. Neither
3. **There are individuals (e.g. infants) who can think but cannot produce language. This is a proof that:**
   a. Thought is synonymous to language.
   b. Language is a part of thought.
   c. <u>Thought is not synonymous to language.</u>
   d. A and B
4. **Are the terms language and communication synonymous?**
   a. Always
   b. Never
   c. <u>Sometimes</u>
   d. All false
5. **Language consists of the pair:**
   a. (Signal, reply)
   b. <u>(Signal, meaning)</u>
   c. (Meaning, reply)
   d. (reply, response)
6. **Limited number of phonemes, limited grammatical rules, and limited vocabulary items will leads to unlimited number of linguistics utterances. This proves that:**
   a. Language is limited.
   b. Limitations are rare in languages.

c. There is a linguistic creativity.

d. A and B

7. People who teach language are interested in teaching a standardized use of language, the form of a language that is accepted in academic and business circles. This is an example of:

a. Prescriptive grammar

b. Descriptive grammar

c. Both

d. Neither

8. It describes how a certain language is actually used by its native speakers. This is the:

a. Prescriptive grammar

b. Descriptive grammar

c. Both

d. Neither

9. *"Me and Nasser went to Dammam".* This is an example of:

a. Prescriptive grammar

b. Descriptive grammar

c. Both

d. Neither

10.   Linguistic competence is the linguistic knowledge that provides a system for ……….sound and meaning (i.e. the ability of linking words with their meanings).

a. Differentiating between

b. Pairing

c. Recognizing

d. All true

11.   Linguistic Performance is the use of such knowledge (i.e. linguistic competence) in the ………processing of sentences.

a. Actual

b. Virtual

c. Internal

d. external

12.   Error and mistake are:

a. The same

b. Not the same
c. Only found in native's language
d. All false

13.   ……..happens because of linguistic competence.
a. Error
b. Mistake
c. Both
d. Neither

14.   When a person has the linguistic competence but he produces a wrong utterance, we call this:
a. Error
b. Mistake
c. Both
d. Neither

15.   Native speakers make:
a. Errors
b. Mistakes
c. Both
d. Neither

2nd lecture

1. An important fact is that Language processing is subconscious. Language processing consists of:
a. Listening
b. Speaking
c. Both
d. Neither

2. Another important fact is that, since language processing is a mind-internal process, it is mostly…..
a. Observable
b. Not physically observable
c. Wrong
d. Right

3. We can't see how the mind combines words to produce sentences. To overcome the inability of observing hidden

linguistic processes, psycholinguistics guess the hidden mental process by analyzing……..
   a. <u>The observable behavior</u>
   b. The hidden behavior
   c. Both
   d. Neither

4. **One way to study language processing is by studying ………..**

   a. Slips of the tongue. (morphemes & the mind).
   b. Vocabulary experiments (e.g. lexical decision, the priming paradigm).
   c. <u>Both</u>
   d. Neither

5. **Slips of the tongue involve exchanging morphemes within……**
   a. A word
   b. A syllable
   c. <u>A sentence</u>
   d. All false

6. **Which of the following is a slip in the tongue?**
   a. Sad ballad
   b. I'd forgot aboutten that
   c. Easy enough**ly**
   d. <u>All true</u>

7. **Slips of the tongue are….**
   a. Just random useless mistakes
   b. <u>Tell us about how language is processed in the brain</u>
   c. Proofs that a language is difficult
   d. All true

8. **Slips of the tongue tell us that**
   a. We plan our speech before uttering it.
   b. Morphemes function independently from words during sentence planning.
   c. <u>Both</u>
   d. Neither

9. **Inside your brain, morphemes are recognized as……entity.**

a. Different
b. Similar
c. Multi
d. All false

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3rd Lecture

1. **Since language processing is mind internal and cannot be seen, psycholinguists are only interested in analyzing ……**
   a. Linguistic behavior
   b. Linguistic processing
   c. Brain function
   d. All false

2. **Words are organized in the brain…………….. they are organized in the dictionary.**
   a. Just the same way
   b. Different than the way
   c. In easier way than
   d. All false

3. **The tip of the tongue phenomena happens because lexical entries are grouped in the brain as ……..**
   a. A Library shelves
   b. Book content
   c. Alphabetically
   d. A complex network

4. **This complex network is arranged according to………**
   a. Words' shapes
   b. Words' syllables
   c. Words' sounds and meaning
   d. All false

5. **One of the following groups is organized in the same way lexical items are organized in the brain:**

a. Fire engine, Fire fighter, Fire shooting
b. Bed, bird, birth
c. Bear, cat, fox
d. <u>Canary, sing, yellow</u>

4th Lecture

1. **There are some vocabulary experiments which are widely used. One of these experiments is caked Lexical Decision Experiment and the other one is called……..**
   a. <u>Priming Experiment</u>
   b. Primary Experiment
   c. Priority Experiment
   d. Both B and C

2. **A lexical decision experiment is conducted by asking ………………..to set in front of a computer and decide whether the words will appear to him are real words or not.**
   a. A beginner speaker
   b. An intermediate speaker
   c. An advanced speaker
   d. <u>A native speaker</u>

3. **This decision must be taken…….**
   a. As slowly as possible
   b. <u>As quickly as possible</u>
   c. Without any limitation of time
   d. All possible

4. **This experiment aims to measure (response latency). This means …..**
   a. <u>The time it takes the participant to decide</u>
   b. The accuracy of the participant's responses
   c. The sequence of the participant's responses.
   d. All false

5. **This experiment also aims to measure the response ………**
   a. Clearness

b. Vagueness

c. Accuracy

d. Efficiency

6. **When designing this task, participants are usually tested on one set of stimuli against another one set of stimuli. This means that the test might include…….**

a. (a noun VS noun)

b. (a concrete word VS an abstract word)

c. (a verb VS a noun)

d. B or C

7. **It has been found that it takes the participants ……..to press yes for words they know or frequently use.**

a. Two seconds

b. One second and a half

c. One second

d. Half a second

8. **For less frequently used words, it takes the participants ……..to press yes.**

a. One quarter of a second

b. Two quarters of a second

c. Three quarters of a second

d. A second and a half

9. **This happens due to what is so called……**

a. The frequency effect

b. The sequence effect

c. The unknown phenomena

d. All false

10. **This experiment tells us that our minds access words……**

a. Similarly

b. Differently

c. Both

d. Neither

11. **This experiment tells us that words are stored in the brain. During speaking, you recall the stored words but most likely you will recall the words that are……**
   a. More frequently used by you
   b. Easier to remember
   c. <u>Both</u>
   d. Neither

12. **What we can infer from this experiment is that our mental lexions are probably organized in a way that our own words that we used often …….to access.**
   a. Are ore difficult
   b. Are not easier
   c. <u>Are easier</u>
   d. Are hard

13. **Another type of vocabulary experiments is called (priming). Priming is considered as ……..of lexical decision task.**
   a. The opposite
   b. An alternative
   c. <u>An extension</u>
   d. A challenge

14. **In this task, before the participant is asked to decide yes or no, the target word is preceded by another stimulus called the …….**
   a. Determiner
   b. Definer
   c. <u>Prime</u>
   d. All false

15. **What is measured is the extent the prime influences the participant's lexical decision on the target stimuli. An example of this is…….**
   a. (chair, seat)
   b. (bird, pigeon)
   c. (fruit, apple)
   d. <u>B and C</u>

16. This experiment tell that when the target word is preceded by a related word, the response is usually……..

    a. 100 percent true

    b. 50% wrong

    c. <u>Quicker</u>

    d. Slower

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5th Lecture

1. **When we talk about the biological basis of language, we mean by biological here is that…….**

    a. <u>Language is built in our genes</u>

    b. Language is like a human body

    c. Language is a branch of Biology

    d. All false

2. **Lenneberg's made a criteria for determining whether a communication system is based in the biology of a species or not. These criteria are ….**

    a. Only for humans

    b. Only for animals

    c. Only for insects

    d. <u>For all of the above mentioned</u>

3. **One of Lenneberg's criteria for determining whether a communication system is based in the biology of a species or not is that The communication system has to be species specific. This means that the communication system is……**

    a. Used by all species

    b. <u>Only used by specific species</u>

    c. Both

    d. Neither

4. One of Lenneberg's criteria for determining whether a communication system is based in the biology of a species or not is that the communication system has to be universal to ……..members of the species.

    a. Some

    b. Majority of

    c. <u>All</u>

    d. Minority of

5. One of Lenneberg's criteria for determining whether a communication system is based in the biology of a species or not is that certain aspects of behavior and cognitive function for the system emerge only during…….

    a. Adulthood

    b. Before birth

    c. <u>Infancy</u>

    d. All false

6. One of Lenneberg's criteria for determining whether a communication system is based in the biology of a species or not is that the behavior of the growing individual is adapted by……

    a. <u>The behavior of other individuals around him</u>

    b. Self learning

    c. Both

    d. Neither

7. If we apply the criterean "Language is species specific" on animals, we can say that:

    a.   Animals cannot talk

    b.   Animals cannot be taught a human communication system

    c.   <u>Both</u>

    d.   Neither

8. If we apply the criterean "Language is universal" on humans, we can find that….

    a. Infants are genetically prepared to acquire language

b. All human languages have universal properties (e.g. all languages have phonology, morphology, and syntax)
c. <u>Both</u>
d. Neither

9. **If we apply the criterion "there is an age restriction for acquiring the first language" on humans, we can prove it by……**
   a. The sounds a child starts to make.
   b. <u>The critical period</u>
   c. Both
   d. Neither

10. **……………is a linguistic competence of the first language which can only be achieved if the language is learnt before puberty.**
    a. The first speech
    b. The early speech
    c. <u>The critical period</u>
    d. The late speech

11. **If we apply the criterion "Language development is triggered by the environment", children will not ACQUIRE language if……**
    a. It is not accessible in their environment
    b. There is nobody to interact with them
    c. Both
    d. Neither

12. **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>

6th Lecture

1) **Neurolinguistics is the study of the …………..of language in the brain.**
   a) Translation
   b) Interpretation

c) Understanding

d) Representation

2) The brain consists of ……

a) Two sections

b) Two hemisphere

c) Three parts

d) Three divisions

3) In the majority of people, the hemisphere that controls language is….one.

a) The left

b) The right

c) Both

d) Neither

4) The … hemisphere is responsible for analogical thinking and reasoning.

a) Right

b) Left

c) Both

d) Neither

5) Randomness is processed by ……hemisphere.

a) The right

b) The left

c) Both

d) Neither

6) If there is a damage in the left hemisphere of the brain, it can lead to……

a) Aphasia

b) Illosia

c) Aphexia

d) All true

7) The language impairment caused by brain injury is called…..

a) Illosia

b) <u>Aphasia</u>

c) Aphexia

d) All true

8) There are two types of aphasia depending on the damaged area of the brain. One of these two types is called Broca's aphasia. It is also known as……

a) Fluent aphasia

b) <u>Non-fluent aphasia</u>

c) Both

d) Neither

9) Broca is located in …………of the left hemisphere in the brain.

a) Occipital lobe

b) <u>Frontal lobe</u>

c) Temporal lobe

d) All possible

10)   Broca is characterized by halting, ……….speech.

a) Effortless

b) <u>Effortful</u>

c) Easy

d) Fast and easy

11)   The other type of Aphasia is called "Wernicke's aphasia" which is also known as……

a) Full aphasia

b) Non-fluent aphasia

c) <u>Fluent aphasia</u>

d) A and B

12) Wernicke's aphasia is characterized by fluent …………strings.

a) Meaningful

b) Useful

c) Understood

d) <u>Meaningless</u>

13) Wernicke's aphasia is caused by damage involving *Wernicke's* area in the temporal lobe of ……

a) <u>The left hemisphere</u>

b) The middle hemisphere

c) The right hemisphere

d) B and C

14) A person who is a patient of Alzheimer most likely has ……

a) Broca's aphasia

b) Memory aphasia

c) Awareness aphasia

d) <u>Wernicke's aphasia</u>

15) The left hemisphere of the brain controls the right side of the body, and vice-versa. This is called…..

a) The opposite control

b) <u>Contra-lateral control</u>

c) The reflected control

d) All false

16) The majority of people are right-handers because…..

a) Of religious beliefs

b) <u>Language is in the left hemisphere</u>

c) It is easier for humans to use the right sides

d) All false

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Lecture 7

1. **LAD can be defined as: a property of the ……………'s brain that gives it a tendency for acquiring language.**
   a. Human
   b. <u>Child</u>
   c. Adult
   d. Teenager

2. **LAD is….**
   a. External
   b. <u>Internal</u>
   c. Both
   d. All false

3. **Hearing begins to develop at around ……….weeks of pregnancy.**
   a. 8
   b. 16
   c. <u>18</u>
   d. 20

4. **The fetus starts to respond to auditory stimulation ……**
   a. Before the development of hearing
   b. <u>Soon after the development of hearing</u>
   c. During the development of hearing
   d. All possible

5. **Human's sensitivity to language start even before birth. This statement……**
   a. <u>Can be argued</u>
   b. Cannot be argued
   c. I disagree
   d. All false

6. **Infants (From birth to 12 months) have had access to the general prosody (the rhythm and intonation)….**
   a. <u>Before they were born</u>
   b. After they were born
   c. Soon after they were born

d. All false

7. **Infants are able to recognize their mother's voice because….**
   a. They can feel the special relation to their mothers
   b. They are innocent and smart
   c. <u>They have had access to the general prosody</u>
   d. All false

8. **Most children start to discriminate many phonemic contrasts at this stage. This stage is ……**
   a. Before birth
   b. Before birth and till 6 months of age
   c. <u>From birth to 12 months</u>
   d. All false

9. **Infants start to babble after the …..month.**
   a. 1st
   b. 2nd
   c. 4th
   d. <u>6th</u>

10. **Children spend a few months in the holophrastic stage. Holophrastic stage means….**
    a. The stage of babbling
    b. The stage of walking
    c. <u>One-word stage</u>
    d. Two-words stage

11. **Holophrastic stage is ……**
    a. From birth to 12 months
    b. Before birth and up to 6 months
    c. <u>From 12 up to 24 months</u>
    d. All false

12. **In the (one-word stage), a one word, such as milk, can be used to convey the meaning of …..**
    a. Two words
    b. One word
    c. <u>An entire phrase</u>
    d. All false

13. **Soon after the child leaves the holophrastic stage, ………….acquisition speeds up rapidly.**
    a. Grammar

    b. Phonetics
    c. <u>Vocabulary</u>
    d. Articulation

14. **In average, the child acquires from 4 to 8 new words …………in his/her pre-school years.**
    a. <u>Everyday</u>
    b. Every week
    c. Every month
    d. Every three days

Lecture 8

1. At the age of …………years, children can take turns in conversations and maintain a topic over a limited number of conversational turns.
    a. 2-3
    b. 3-4
    c. <u>8-9</u>
    d. All false

2. People acquire a mature ability to converse for the exchange of information in ….
    a. Early childhood
    b. <u>Late childhood</u>
    c. Both
    d. Neither

3. Communication skills are mastered at….
    a. The age of 5
    b. The age of 6
    c. The age of 10
    d. <u>At different ages</u>

4. Difference in communication skills can also be found across adult speakers of a language.
    a. <u>I agree</u>
    b. I disagree
    c. I don't know
    d. All false

5. **In a later stage of language acquisition, people become aware that language is not just a means of communication, but also an object (e.g. the ability to perceive speech as a string of phonological units). This is called…..**
   a. <u>Meta-linguistic awareness</u>
   b. Meta-linguistic recognition
   c. Linguistic competence
   d. All false
6. **There are ………….between first and second language acquisition.**
   a. <u>Similarities</u>
   b. No similarities
   c. Absolutely no differences
   d. All false
7. **Yet, there are limitations to SLA such as:**
   a. Slower pace of acquisition, as compared to first language acquisition.
   b. Ultimate attainment
   c. <u>Both</u>
   d. Neither
8. **Ultimate attainment means….**
   a. <u>The ability to acquire the second language as natives</u>
   b. The learning of the second language stops in some stages
   c. Both
   d. Neither

9. **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

Lecture 9

1. **If you are a bilingual speakers but you are consulting only one of the grammars of the two languages, then you are in ……..mode.**
   a. <u>Unilingual</u>

b. Bilingual
c. Both
d. Neither

2. **Unilingual mode leads to production in…..**
   a. <u>One of the two languages</u>
   b. Two languages
   c. A third language
   d. All true

3. **When the bilingual's two languages are being used in the same conversation, the speaker has access to both grammars and lexical items from both languages. In this case, the speaker is in ……mode**
   a. Unilingual
   b. <u>Bilingual</u>
   c. Both
   d. Neither

4. **Bilingual mode may lead to…..**
   a. Confusion
   b. Code-switching
   c. Coding-encoding
   d. All false

5. **Code-switching is switching between two languages in ….. conversation.**
   a. <u>One</u>
   b. Two
   c. Three
   d. Four

6. **Speech production has two main stages. The first one is Planning, and the other one is called….**
   a. Over-planning
   b. Back planning
   c. <u>Actual production</u>
   d. Virtual production

7. **Planning has stages. When a word can be retrieved using two kinds of information: meaning or sound and the speaker selects the appropriate word to the conversation, this stage is called…..**
   a. Building simple sentence structure
   b. Creating agreement relations
   c. <u>Accessing the lexicon (lexical retrieval)</u>

d. A and C

8. Grammatical encoding: Building a linguistic structure for the intended meaning. This stage of planning is called…..
   a. <u>Building simple sentence structure</u>
   b. Creating agreement relations
   c. Accessing the lexicon (lexical retrieval)
   d. Preparing a phonological representation

9. Subject-verb agreement is an example of a stage of planning called…..
   a. Building simple sentence structure
   b. <u>Creating agreement relations</u>
   c. Accessing the lexicon (lexical retrieval)
   d. A and C

10. Creating complex, multi-clausal sentences is a stage of planning called….
   a. Building simple sentence structure
   b. Creating agreement relations
   c. <u>Building complex sentence structure</u>
   d. Accessing the lexicon (lexical retrieval)

11. The mental representation of a sentence that serves as input to the systems responsible for articulation (speech, writing, or gestures) is phonological. This stage of planning is called….
   a. <u>Preparing a phonological representation</u>
   b. Building simple sentence structure
   c. Creating agreement relations
   d. Accessing the lexicon (lexical retrieval)

12. After the speech is planned, the brain gives instructions to (, ,) to produce speech
   a. Vocal tract
   b. Lungs
   c. Tongue
   d. <u>All the mentioned speech organs</u>

13. Lexical retrieval is
   a. A stage in language perception
   b. <u>A stage in language production</u>
   c. A vocabulary experiment
   d. None of the previous is correct

Lecture 10

1. **Knowledge of the phonemic inventory of a language is necessary for……**
   a. Teaching
   b. Learning
   c. Thought
   d. <u>Perception</u>
2. **It is easier for beginning language learners to understand material with subtitles than listening to them. This happens because…..**
   a. Native speakers talk is difficult to understand
   b. Our ears are not ready yet to get it
   c. <u>Beginners are familiar with the phonemic inventory</u>
   d. A and C
3. **The perception system is …………..because it uses additional information to the signal, such as lip movement, in the perception of speech.**
   a. Complicated
   b. Vertical
   c. Horizontal
   d. <u>Constructive</u>
4. **The process of using the acoustic signal (i.e. phonemes) to understand speech is called…..**
   a. Top-down processing
   b. <u>Button-up processing</u>
   c. Both
   d. Neither
5. **The process of using contextual information to understand speech.(e.g. sandstorm.. "…. …. … windows") is called….**
   a. <u>Top-down processing</u>
   b. Button-up processing
   c. Both
   d. Neither
6. **A language is not just phonemes. There are also …….information in the signal.**
   a. Vague
   b. Clear
   c. Super-natural
   d. <u>Suprasegmental</u>

7. **Examples of supersegmental information is…**
   a. Stress
   b. Variations in duration
   c. Amplitude (loudness)
   d. <u>All of the above mentioned</u>
8. **Super segmental information can affect…..**
   a. <u>Speech perception</u>
   b. Speech production
   c. Acquisition
   d. All false
9. **The writing system of a language is called….**
   a. Writhography
   b. <u>Orthography</u>
   c. Percepography
   d. All false
10. **Researchers have found that ………….play an important role in the perception of written texts.**
    a. Phonology
    b. Orthography
    c. <u>Both</u>
    d. Neither

11. **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>

Psycholinguistics

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1. **Lexical decision experiments (lexical decision tasks and priming) are used to test the brain's access to …………..items.**
   a. Syntactic
   b. Semantic
   c. <u>Lexical</u>
   d. Morpholgical

2. **Known words are …………. to access than unknown words.**
   a. More difficult
   b. Likely more accurate
   c. <u>Easier</u>
   d. All false

3. **There are two types of words which can't be found in the dictionary. The first is Possible non-words and the second is Impossible non-words. To be a possible non word means….**
   a. It can't be added to the dictionary
   b. It can be added to the dictionary
   c. When you read it you think it is English but it is not.
   d. <u>B and C</u>

4. **The main difference between (possible) and (Impossible) non-words is that (possible) words do not ………….the phonotactics (phonological rules) of the language.**
   a. Comply with
   b. <u>Violate</u>
   c. Follow
   d. Agree with

5. **Words like (ranp, floth) are…..**
   a. Impossible
   b. <u>Possible</u>
   c. Both
   d. Neither

6. **One of the following words is NOT impossible:**

a. Trjaz

b. <u>Droy</u>

c. Shlkal

d. Zner

7. Brain imaging experiments measuring blood flow in the brain show that the active areas when exposed to possible non-words are …………..to the areas activated when exposed to impossible non-words (Petersen et al 1990).

a. Similar

b. <u>Different</u>

c. Comparable

d. All false

8. If the derived form (e.g. teacher) is created by adding a morpheme (i.e. -er) to a stem (teach), the morpheme must be removed before the stem is accessed. This is called…………

a. <u>Morpheme stripping</u>

b. Morpheme isolating

c. Morpheme activation

d. All false

9. In other words, the bound morpheme is ……….before the lexicon is accessed.

a. Kept

b. <u>Removed</u>

c. Emphasized

d. All false

10.   A word's cohort consists of all the lexical items that share ………of phonemes (e.g. click clip, cliff).

a. The same sounds

b. <u>An initial sequence</u>

c. A set of

d. All false

11. **The cohort model of lexical access provides an explanation for the quick ……….of words during perception.**

  a. Arrangement

  b. Establishing

  c. Alteration

  d. <u>Recognition</u>

12. **The idea of cohort could be called…..**

  a. <u>Neighborhood density</u>

  b. Neighborhood similarity

  c. Neighborhood entity

  d. All false

13. **A word's neighborhood consists of all the lexical items that are ………similar.**

  a. Logically

  b. Alphabetically

  c. Nearly
  d. <u>Phonologically</u>

14. **Before lexical retrieval, bound morphemes are**
  a. <u>Kept</u>

  b. Removed from the word they are bound to

  c. Only kept if they are derivational morphemes

  d. Only kept if they are inflectional morphemes

Lecture 12

1. Psycholinguists think that hearers systematically compute syntactic structure while processing sentences. This means that syntactic units (e.g. subject NPs and predicate VPs) are labeled by…..

a. The speaker during his talk
b. <u>The listener inside his brain</u>
c. Both
d. Neither

2. During listening, your mind "cuts" the received auditory input into clauses (segments). This is called….

a. <u>Clause boundary</u>
b. Clause identifier
c. Clause cutter
d. Clause ambiguity

3. When we have one sentence with more than one meaning, we call this…..

a. Double meaning
b. Complicated structure
c. <u>Structural ambiguity</u>
d. A and B

4. Often, an ambiguous sentence can be disambiguated when……

a. Explained by the speaker
b. Understood by the listener
c. <u>Put into context</u>
d. Interpreted

5. During the process of perception, the brain works like…………

a. A parser
b. An analyzer
c. A predictor
d. <u>Either A or B is right</u>

6. Parsing is the mental process of building syntactic structure ……….the linear set of words during listening to texts.

a. Inside
b. <u>Out of</u>
c. Together with
d. All false

7. There are properties of the parser:

a. It prefers simple structures rather than complex structures
b. It computes relationships between words rapidly and efficiently
c. It breaks down complex sentences to simpler sentences

d. <u>All true</u>

8. **When we have some syntactically wrong sentences, the parser responds……**
   a. Similarly
   b. <u>Differently</u>
   c. Regularly
   d. Naturally

9. **One function of the syntax is to move elements of a sentence around. An element that has been moved is called ……**
   a. A filling
   b. <u>A filler</u>
   c. A replaceable
   d. A gap

10. **An element that has been moved has left ……….at its original position.**
    a. A filling
    b. A filler
    c. A replaceable
    d. <u>A gap</u>

11. **Look at this example:**
12. **Mike drove the red car**
13. **Which car did Mike drive ?**
14. **The filler here is….**
    a. Mike
    b. <u>Which car</u>
    c. Drive
    d. Did

15. **In order to create structures that represent sentence meaning, when it encounters a filler, the parser must identify the location for its……**
    a. <u>Gap</u>
    b. Filler
    c. Both
    d. Neither

16. **Pronouns refer to noun phrases, the job of the parser is to locate which ………these pronouns refer to.**
    a. <u>NPs</u>
    b. VPs

c. PPs
d. All true

17.   The parser…..
   a. Computes relations between words
   b. Prefers simple structures
   c. Responds to morpho-syntactic violations differently
   d. <u>All of the previous items are correct</u>

Lecture 13
1. There are types of information available to the parser which help it form a mind-internal structure of the signal. These types are the following EXEPT……
   a. Lexical
   b. Prosodic
   c. <u>Linguistic</u>
   d. Non-linguistic.
2. The direct input to the parser is a set of words ordered linearly (one after the other); the parser's job is to figure out how these words are related …….
   a. <u>Hierarchically</u>
   b. Horizontally
   c. Numerically
   d. Orally
3. Lexical material provide the parser with……..
   a. Semantic information
   b. Lexical material can contain morphosyntactic information
   c. <u>Both</u>
   d. Neither
4. Prosody is the ………………………….of a sentence.
   a. Intonation
   b. Phrasing
   c. <u>Both</u>
   d. Neither
5. Non-linguistic information (such as real-world knowledge) helps the listener in ……………….the signal.
   a. Receiving
   b. Sending
   c. <u>Understanding</u>

    d. Altering

6. 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>

Lecture 14

1. What determines the amount of knowledge necessary for successful engagement with a discourse is…..
    a. Its topic
    b. Its participants
    c. Its context and function
    d. <u>All of the above mentioned</u>

2. There are two types of memory: Working memory and Long-term memory. The…….. memory plays a key role in sentence processing.
    a. <u>Short term</u>
    b. Long term
    c. Both
    d. Neither

3. Just and Carpenter (1992) showed that people with low memory spans have …………..difficulty with subject–object relative clauses than do people with high memory spans.
    a. Less
    b. <u>More</u>
    c. Zero
    d. All false

4. ……important things happen to sentences when they get stored in long-term memory.
    a. Two
    b. <u>Three</u>
    c. Four
    d. five

5. The first important one happens to a sentence when get stored in the long term memory is that information about structure and even individual lexical items is……
    a. Retained just like the meaning

b. <u>Lost, while meaning is retained</u>
c. Both
d. Neither

6. **The second important one happens to a sentence when get stored in the long term memory is that meanings of many sentences are…… so individual sentences no longer have independent representations.**
   a. Split
   b. <u>Combined</u>
   c. Corrected
   d. Refused

7. **The third important one happens to a sentence when get stored in the long term memory is that inferences are ……..representations of meaning.**
   a. <u>Added to</u>
   b. Cut from
   c. Put away from
   d. All false

8. **An anaphor is a linguistic device that refers to someone or something that ……….mentioned in the previous context.**
   a. Is
   b. Will be
   c. <u>Has been</u>
   d. Will never be

9. **An anaphor can be…..**
   a. A pronoun
   b. A noun phrase
   c. A phrasal verb
   d. <u>Either A or B</u>

10. **Working memory is:**
    a. Long-term memory
    b. <u>Short-term memory</u>
    c. Short-term and long-term memory
    d. None of the previous is correct