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.

- **Psycholinguistic**

- sociology

- biology

2) Language is a system that allows people immense ___

- **creativity**

- dont creative

- communication

3) is the primary communication system for the human species____

- speech

- thought

- **language**

4) _____ought not to be confused with language

- thought

- communication

- **speech**

5) It is tempting to confuse_____ and language

- communication

- **thought**

- speech

6) Language is the primary communication system for human beings, but it <u>is not the only way </u>to communicate, so language can be <u>distinguishe</u>d from ____ in general

- **communication**

- speech

- thought

7) _____ is a formal system for pairing (signals with meanings )
- **Language**
- grammar
- lexicon

8) The set of<u> rules</u> that creates sentences in a language is a languag
- language
- **grammar**
- lexicon

9) the <u>words</u> of a languag
- language
- grammar
- **lexicon**

10) It is tempting to confuse thought and language, because _____-
- **we verbalize our thoughts using languag**
- we dont verbalize our thoughts using languag
- we verbalize our thoughts using signal

11) the language system that underlies <u>ordinary use</u>
- **descriptive grammar**
- prescriptive grammar
- informal grammar

12) informs us how a language shoud be use or follow grammar
- descriptive grammar
- **prescriptive grammar**
- informal grammar

13) ) Me and Mary went to the movies >>> e.g for
- **descriptive grammar**
- prescriptive grammar
- informal

14) Mary and me went to the movies. < <<< e.g <<<لما< يجي (فاعل ضمير) mary and i
prescriptiveتصير
- **descriptive grammar**

15) describe the<u> sound</u> patterns of the language;

- **phonological rules**

- morphological rules

- prescriptive

16) involved in creating the <u>structural organization</u> of words and sentences

- phonological rules

- morphological rules

- **morphological rules and syntactic rules**

17) refers to the<u> knowledge of language</u> that is in a person's brain (or mind

- **linguistic competence**

- linguistic performance

- biological

18) , is the use of such knowledge in the <u>actual</u> processing

- linguistic competence

- **linguistic performance**

- biological

19) What evidence do we have that language is biological!!

- Language Is Universal in Humans- Language Is Species Specific

- - Language Need Not Be Taught, Nor Can It Be Suppressed

- **1 and 2**

20) If we define <u>communication</u> loosely as a way to( convey messages between individuals), we can generalize that every species has a communication system of some sort. If the system is <u>species specific</u> – that is, – <b></b>

- **if it is unique to that species**

- if it isnt unique to that species

- languge isnt species specific

21) Lenneberg's second criterion – that a biological system must be_____ to all members of the species

- dont universal

- **universal**

- specific

22) Language acquisition in the child is a naturally unfolding process, much like other biologically based behaviors such as

- **walking**

- swiming

- dancing

23) most researchers agree that the optimal period for<u> first language acquisition</u> is ,

- after the early teen years

- **before the early teen years**

- at the early teen years

24) linguistic<b> competence</b> of the first language can <u>only</u> be achieved if the language is learnt<u> before</u> puberty

- **critical period**

- good period

- bad period

25) <u>is a language impairment linked to a</u> brain lesion

- **aphasia**

- neurolinguisties

- brocaa

26) is the study of the <u>representation of language i</u>n the <b>brain</b>, and the discovery of aphasias led to the birth of this interdisciplinary field.

- aphasia

- **neurolinguisties**

- broca

27) Broca's aphasia, also known as

- **non-fluent aphasia**

- fluent aphasia

- a lot fluent

28) Wernicke's aphasia, also called

- low fluent aphasia

- non fluent aphasia

- **fluent aphasia**


29) broca's area is located in the

- **frontal lobe of the left hemispher of the brain**

- frontal lobe of the right hemispher of the brain

- temporal al lobe of the left hemispher of the brain


30) wernicke's area is located in

- **temporal lobe of the left hemispher of the brain**

- frontal lobe of the right hemispher of the brain

- behind lobe of the left hemispher of the brain


31) The speech associated with Broca's aphasia has been characterized as

- **agrammatic**

- not agrammatic

- more syntactic


32) the language function is located in<u> one of the two</u> hemispheres of the cerebral cortex

- **language lateralization**

- language

- language advancetion


33) control of the body is<u> contra- lateral</u>: the right side of the body is controlled by the_____ motor and sensory area

- **left**

- right

- up right


34) evidence of the dominance of the left hemisphere for language comes from studies of_____.

- **dichotic listening**

- writing

- reading


35) a human <u>infant</u> will acquire that system as its brain develops. This is

called_____

- **the nativist model of language acquisition**

- the neutivist model of language acquisition

- the nwativist model of language acquisition<<{d-alsquofii-_-

36) The nativist claim is that the developing brain provides the infant with a------

- **predisposition to acquire language**

- dont predisposition to acquire language

- predisposition to hear the voice his mother

37) the child's <u>biological endowment</u> is a set of_____a

- **acquisition strategies**

- principle strategies

- u g strategies

38) The primary purpose of a child's linguistic environment is to<u> provide information</u> about the language the child is acquiring. Psycholinguists call this type of informatio_____e

- **positive evidence**

- negative evidence

- non evidence

39) is<u> ungrammatical</u> language that the <b>child hears</b>------------.

- positive evidence

- **negastive evidence**

- non evidence

40) * In the<u> first half</u> of the<u> first </u>year of life infants interact

- **soft coos and gurgles**

- , true babbling begins.

- not interact

41) In the <u>second half </u>of the <u>first y</u>ear

- soft coos and gurgles

- **, true babbling begins.**

- not interact

42) <u>one-word stage</u> of language, also called the<u> holophrastic period</u>

- **from 12-24 months**

- from 3-4 years

- under 1 yeaes

43) When the child's vocabulary approaches about 50 word

- - The child starts putting words together

- Words are learned more rapidly (vocabulary spurt)

- **1 and2**

44) As sentences gradually l<u>engthen</u>, a useful index of language development is mean length of utterance <u>(MLU)</u>

- **preschool years**

- school years

- 2 years

45) Children sometimes ---------- the past tense -ed in situations like (he eated or he goed

- **overgeneralize**

- distinguish

- over

46) -years of age could correctly produce words with derivational morphemes that do not alter the pronunciation of the stem to which they are attached (such as –ness, –ful, and –ment

- 3

- 4

- **9**

47) The production of a sentence begins with the speaker's intention to communicate an idea or some item of information. This has been referred to by Levelt (1989) as,,,a

- **a preverbal message**

- signal message

- signal

48) speech errors are called

- **slips of the tongue**

- code switching

- tag switching

49) using<u> more </u>that one language in the same conversation
- **bilingual mode**
- unlingual mode
- 1 and2

50) using<u> one</u> language only in the same conversation
- **unilingual mode**
- bilingual mode
- 1 and2

51) is switching between two codes (two languages, or two distinct dialects of the same language) within <u>the same discourse</u>
- **code-switching**
- tag-switching
- none of the above

52) involves the insertion of frequently used discourse markers, like so, you know, I mean,
- code-switching
- **tag-switching**
- none of the above

53) There are five stages for Planning Speech Before It Is Produced such as
- Accessing the lexicon
- Building simple sentence structure
- **1 +2**

54) A word can be retrieved using two different kinds of information
- **: meaning or sound**
- meaning
- sound

55) I just feel like whipped cream and <u>mushrooms</u>. {I just feel like whipped cream and <u>strawberrie</u>
- **errors give evidence that words are organised by their meaning**
- errors give evidence that words are organised by their sound
- 1+2

56) We need a few laughs to break up the<u> mahogany</u>. {We need a few laughs to break up the<u> monotony</u>

- errors give evidence that words are organised by their meaning
- **errors give evidence that words are organised by their sound**
- 1+2

57) A phenomenon in<u> lexical retrieval</u> that has fascinated psycholinguists for decades is the

- **tip-of-the-tongue phenomenon**
- creating
- meaning

58) i left the briefcase in my cigar i left the cigar in my briefcase__ errors give evidence that there is

- **e a simple sentence structure stage**
- meaning
- sound

59) hass or grash _____ hash or grass

- example of a perseveration error
- **example of a segment exchange error**
- example is of an anticipation error

60) i cant cook worth a cam ___i cant cook worth a damn

- example is of an anticipation error
- example of a segment exchange error
- **example of a perseveration error**

61) taddle tennis___paddle tennis

- **example is of an anticipation error**
- example of a segment exchange error
- example of a perseveration error

62) the speech perception system takes information <u>anywhere it can find i</u>t to construct a linguistic percept of the acoustic signal

- **Constructive speech**
- perception
- 1+2

63) – illustrates how <u>visual</u> and <u>auditory</u> information together affect the construction of a phonological percept

- **McGurk effect**

- warran

- mac

64) kind of illusion that illustrates the constructive nature of speech perception, _____, was discovered by Warren

- **phoneme restoration**

- construction

- 1+2

65) are similar to phoneme restoration effects

- **\*Slips of the ear**

- slips of tongue

- speech

66) is its <u>writing system</u>, including the characters (graphemes

- **The orthography**

- speech

- bottom-up

67) A technique widely used to <u>investigate lexical access</u> is

- **the lexical decision task**

- the lexical decision

- cohort

68) Tlat, Zner, and Mrock

- **violate English phonotactics. (impossible non-words) ..**

- possible non-words … That is non-words that don't violate English phonotactics

69) Skern, Plim, and Floop

- violate English phonotactics. (impossible non-words) ..

- **possible non-words … That is non-words that don't violate English phonotactics**

70) Types of priming

- **1- semantic priming 2- form priming**

- ((experimental method))called masked priming

- 1+2

71) ,(((<u> form priming</u>,))))in which the prime and the target are<u> not related</u> semanticall
- **lake cake**
- drive car

72) Which one come first in language production
- **Syntactic representation**
- Phonological representation