علم اللغة النفسي

استاذ المقرر / محمد عبدالله علي المعيلي

الواجبات

الواجب الاول

Question 1
Language is creative because ...

a. it is spoken only by humans

b. sign language does not have phonemes

c. we can produce unlimited number of utterances with a limited number of language components

d. children need some time to be linguistically competent

Question 2
Language processing means ...

A. Language production only

B. Language perception only

C. Speaking only

فهم

انتاج

D. Language production and language perception

Question 3
In the mind, lexical entries are organized

A. Alphabetically

B. According to importance

C. According to the length of the word

D. According to their meaning and sound

الواجب الثاني

In lexical decision experiments, we are looking for response latency and...

- A. Response speed
- B. Respondent's satisfaction
- C. Respondent's amusement
- ⦿ D. Response accuracy

Question 2

Neurolinguistics studies...

- A. The vocal tract
- B. The tongue
- ⦿ C. Representation of language in the brain
- D. The structure of language

Question 3

The critical period hypothesis suggests that

- ⦿ A. There is an age limit for acquiring the first language
- B. People can acquire a language fully at any age
- C. People can acquire language only after puberty
- D. People cannot acquire their first language fully

الواجب الثالث

The first stage in planning speech is

- A. Building simple sentence structure
- B. Accessing the lexicon
- C. Creating agreement relations
- D. Building complex structure

Question 2

Contextual information help us perceive information in what is known as:

- A. Bottom-up information
- B. Top-down information
- C. Deep information
- D. Surface structure

Question 3

Which of the following is an impossible non-English word?

- A. Croy
- B. Trumpet
- C. Cray
- D. Crlfxer

Question 4

An anaphoric reference is someone or something that:

- A. is not important in discourse
- B. is extremely important in discourse
- C. has been mentioned earlier in a discourse
- D. that has never been mentioned earlier in a discourse

<<<<<<<<<<<<<>>>>>>>>>>>

(Exercise)

<div dir="rtl">

التمارين الموجودة في المحتوى مهمة ايضاً

الاجابة الصحيحة بالأخضر

</div>

L. 3

Choose the right item:
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) **Entries are grouped in the mind (e.g. according to their meaning and sound)**
    d) Entries are stored independently in the mind

L. 4

<div dir="rtl">اسجابة</div>

Response latency is:

    a) **The time it takes the respondent to complete a lexical decision task**
    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

L. 5

- 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. All of the previous items are correct**

L. 7

- **The holophrastic stage is:**
A. Before birth
B. Between birth and 12 months
C. Between 12 months and 24 months
D. After 24 months

L. 8

- **People start to develop discourse ability in their late childhood, this includes:**
A. Taking turns in conversations
B. Crying to express anger
C. Laughing to express joy
D. None of the previous is correct

L. 9

- **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

رتريفال استرجاع

انتاج

L. 10 صوتي

- **Knowledge of the phonemic inventory of a language is**
A. Not necessary for perception
B. Necessary for perception
C. Necessary for production
D. Both B and C

بريسكشن فهم ادراك

L. 11

- **Before lexical retrieval, bound morphemes are**
A. Kept
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

L. 12

- **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**

بريسفنك فهم ادراك

L. 13

- **Which of the following helps the listener in <u>perceiving</u> the signal:**

A. Lexical information
B. Prosody
C. Non-linguistic information
D. **All the previous items are correct**

L.14

- **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

<<<<<<<<<<<<>>>>>>>>>>>>

يا أصحاب أنقل لكم هنا ٢٠ سؤال من الدكتور / **محمد المعيلي**

بارك الله فيه قام بإنزالها مع المحاضرة ١٤ بالبلاك بورد

لإعطائكم فكرة على طريقته في وضع الأسئلة

1-. …………………………….. document how a language is actually used by its native speakers.

    دستركبتف

    (a) Prescriptive grammars

    (b) <u>Descriptive grammars</u>   وصفي

    (c) Psycholinguistics

    (d) Neurolinguistics

2- ……………………………………. is the actual use of linguistic knowledge

    (a) Linguistic competence

    (b) <u>Linguistic performance</u>

    (c) Language creativity

    (d) None of the previous items is right   مادون الوعي

3- 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

4- 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

5- 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

6- In the mind, lexical entries are organised according to:
   (a) Their meaning
   (b) Their sound
   (c) <u>Their meaning and sound</u>
   (d) Alphabetically

7- The tip of the tongue phenomenon is:
   (a) Remembering words
   (b) Organising words
   (c) <u>Remembering some details about a word but forgetting the word</u>
   (d) None of the previous

8- 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>

9- 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) <u>Being made of sounds and symbols</u>

(d) Being affected by the environment

عدم القدرة على الكلام

10- <u>Aphasia</u> is:

(a) <u>A language impairment following an injury to the brain</u>

(b) Language fluency

(c) Language accuracy

(d) None of the previous

11- 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

12- 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

اكويستك
صوتي

13- 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

14- 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>

فايليت
كسر

(d) Words which cannot be added to a language because they violate its phonotactic rules

15- 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>

16- Clause boundary is:

(a) <u>The location where a new clause begins</u>

(b) The location where the speaker pauses

(c) The location where the hearer loses perception

(d) None of the above is true

17- An <u>ambiguous</u> sentence is a sentence which: امبقيواس غامض

(a) has one meaning

(b) <u>has more than one meaning</u>

(c) does not have any meaning

(d) none of the above is true

18- 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>

19- 19-<u>Discourse</u> is: دستكورسز محادثه

(a) Sets of sentences which are not connected to each other

(b) <u>Sets of sentences which are connected to each other</u>

(c) A long sentence

(d) None of the above is true

20- 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>

(a) a decrease in linguistic abilities due to getting older
(b) an age restriction for acquiring the first language
(c) a period in adolescence in which people start to think critic
(d) none of the above

(3) Language development is triggered by the environment, this means:

(a) people born in the summer acquire their first language quick
(b) people born in the winter acquire their first language quicker
(c) the environment does not have an effect on language acquisiti
(d) the environment stimulates language acquisition

(4) The brain's control of the body is contra-lateral, this means:

(a) The right hemisphere of the brain controls the left side
(b) The left hemisphere of the brain controls the left side
(c) The right hemisphere of the brain controls the right side
(d) All of the above

(5) Language Acquisition Device (LAD) is:

(a) A computer software which helps people acquire a second lang
(b) A computer software which helps people acquire a first langua
(c) A computer software which helps people language impairmen
(d) None of the above

(6) There is evidence that human's sensitivity to language can start

(a) at the age of 12 months
(b) at the age of 8 months
(c) at the age of 6 months
(d) even before birth

(7) Language is species specific, this means:

(a) Animals cannot use language to communicate with h
(b) Humans can use language to communicate with hu
Animals can use language to communicate with h

(8) Most children start to discriminate many phon

(a) First year of life
(b) Second year of life
(c) Third year of life
(d) Fourth year of life

(9) The holophrastic stage is

(a) a stage of early acquisition in

(b) a stage in which the child pr

(a) First year of life

(b) Second year of life

(c) Third year of life

(d) Fourth year of life

(9) The holophrastic stage is

(a) a stage of early acquisition in which the child produc

(b) a stage in which the child produces two consecutive

(c) also known as the one-word-stage of acquisition

(d) none of the above

(10) During pre-school years, the child acquires an average of

(a) 4 to 8 new words everyday

(b) 1 to 2 new words everyday

(c) 1 to 4 new words everyday

(d) 8 to 12 new words everyday

(11) Code-switching is

(a) The speaker's switching between two languages in

(b) The child's ability to acquire more than one langua

(c) The child's transition between language acquisition

(d) The ability of bilingual speakers to speak more tha

(12) The first stage in planning speech, after the idea is made, is

(a) Building simple sentence structure

(b) Building complex structure

(c) Creating agreement relations

(d) Accessing the lexicon

(13) A word can be retrieved using:

(a) Meaning

(b) Sound

(c) Both (a) and (b)

(d) None of the above

(14) While perception, the parser:

(a) breaks down complex sentences to s

(b) plans the for the next turn in a conv

(c) both (a) and (b)

(d) Not (a) nor (b)

1) شرح

(22) Pronominal referents are
(a) predicates in a discourse
(b) copular elements
(c) pronouns referring to noun phrases
(d) none of the above

(23) An anaphoric reference is someone or something that:
(a) is not important in discourse
(b) is extremely important in discourse
(c) that has never been mentioned earlier in a discourse
(d) has been mentioned earlier in a discourse

(24) Lexical decision experiments are used to
(a) help us understand how lexical entries are linked to each
(b) know how people access lexical entries stored in their br
(c) how quickly and accurately do people access their lexica
(d) all of the previous choices are correct

(25) In lexical decision experiments, participants:
(a) choose the best meaning for a given word
(b) decide whether a word is a real word or not
(c) decide on how a word can be put in context
(d) tell whether or not they have come across a given lex

(26) Response latency is:
(a) the time it takes the participant to complete the ex
(b) whether or not the participant has provided the r
(c) both (a) and (b)
(d) None of the previous

(27) Response accuracy is:
(a) the time it takes the participant to comple
(b) whether or not the participant has prov
(c) both (a) and (b)
(d) None of the previous

(28) Frequency effect means:
(a) less frequently used words are
(b) frequently used words are a
...ently used words are

(c) All other words that share an initial
(d) None of the previous

(31) Slips of the tongue involve
(a) Exchanging morphemes within a sent
(b) Making fun of someone's mistakes
(c) Lack of linguistic competence
(d) Not understanding someone's intended

(32) Slips of a tongue happen when there is a/an:
(a) difference between someone's intended
(b) similarity between what someone has pl
(c) misunderstanding of a sentence
(d) accurate perception of utterances

(33) Psycholinguists:
(a) do not pay much attention to spoonerisn
(b) make fun of people's spoonerisms
(c) learn from peoples' spoonerisms
(d) teach people to produce spoonerisms

(34) .... provides instructions on how a
(a) Prescriptive grammar
(b) Signal
(c) Sign language
(d) Descriptive grammar

(35) In ...., linguists observe the language document it.

    (a) descriptive grammars

    (b) prescriptive grammars

    (c) linguistic competence

    (d) linguistic performance

(36) Lexical entries are stored in the mind as

    (a) independent words

    (b) a complex network of lexemes

    (c) a list of vocabulary items organised alp

    (d) None of the previous

(37) Neurolinguistics is the study of:

    (a) the representation of language in the br

    (b) the study of human sound-waves

    (c) the study of language acquisition devel

    (d) None of the above

(38) The orthography of a language is its

    (a) text direction

    (b) phonetic system

    (c) grammatical system

    (d) writing system

tongue phenomenon tells us about:

are organised in the entri

(48) Broca's area 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

(49) Wernicke's area 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

(50) The parser computes relationships between words
- (a) Rapidly
- (b) Efficiently
- (c) Both (a) and (b).
- (d) Not (a) nor (b)

(51) The parser prefers:
- (a) Complex structures
- (b) Simple structures
- (c) Structures which have already been heard
- (d) Newly heard structures

(52) In psycholinguistics, fillers are:
- (a) The space left after the constituents have been moved
- (b) Constituents of a sentence which were moved into
- (c) Both (a) and (b)
- (d) Not (a) nor (b)

(d) Newly heard structures

In psycholinguistics, fillers are:
    (a) The space left after the constituents have been m
    (b) Constituents of a sentence which were moved im
    (c) Both (a) and (b)
    (d) Not (a) nor (b)

Which of the following is an impossible non-English word?
    (a) Croy
    (b) Crlfxer
    (c) Trumpet
    (d) Cray

Which of the following is a possible non-English word?
    (a) cat
    (b) yat
    (c) fat
    (d) hat

(68)   A word's neighbourhood consists of:

(a) all the lexical items that are next to each

(b) all the lexical items that are phonologic

(c) all the lexical items learnt at early stage

(d) None of the above

(69)   Morpheme stripping is:

(a) Adding morphemes to an adjective

(b) Adding morphemes to a noun

(c) Adding morphemes to a verb

(d) None of the above

(70)   The tip of the tongue phenomenon means:

(a) being unable to remember words due to

(b) being unable to produce words due to hear

(c) remembering some details about a word, b

(d) remembering the meaning of a word in sho

ملاحظة : يرجى التأكد من الاجابات وانصح بالرجوع للمحتوى

ستميوليت حفز   تريفيرد اثار   انفير ان

1. **Language development is <u>triggered</u> by the <u>environment</u>**   منت بيئه
   The environment <u>stimulates</u> language <u>accusations</u>   اكيوسيشنز اتهام
2. **The brain's control of the body is contra-interal**
   The left hemisphere of the brain controls the right side of the body, and vice-versa
   سنسيتيفيتي حساسيه
3. **There is evidence that human's <u>sensitivity</u> can start**
   Before birth to 12 months: Before birth:
   سبيسفيك محدد
4. **Language is species <u>specific</u>, this means:**
   -Animals cannot talk and they cannot be taught a human communication system
5. **How language is based in the biology of humans ?**
   There is an age restriction for acquiring the first language
6. **Most children start to discriminate many phonemic contrasts at this stage**
   First year of life
7. **The holophrastic stage is**   آكويسيشزن اكتساب
   Also known as the one –world – stage of <u>acquisitions</u>
8. **During pre-school years the child acquires an average of**
   4-8 new words everyday
9. **Code-switching is :**
   Switching between two languages in one discussion
10. **the first stage in planning speech ,after the idea is made is**
   <u>Accessing</u> the lexicon   آكساس وصول
11. **A word can be retrieved using**
   Both meaning and sound
12. **While perception , the parser**   سيمبلير بسيط
   ضمير It breaks down complex sentences to <u>simpler</u> sentences
13. <u>**Pronominal**</u> **referents is ?**
   Pronouns refer to noun phrases, the job of the parser is to locate which NPs these pronouns refer to
14. **Lexical decision?**
   Help us understand how lexical entries are linked together
   Know how people acces lexical entries stored in thier mind
   How quickly and accurately do people acces thier ...

تنسيق / طالب ١٤٢٨

15. **In lexical decision experiment participants**
    Decide whether a word is a real word or not
16. **Response latency is :**
    That is the time it takes for the a participant to respond
17. **Response accuracy** آكيورسي دقه
    فريقونسي Whether or not the participant responded accurately
18. **Frequency effect means:** تردد
    Less common words : less frequently used words
19. **Working memory :**
    Short-term memory
20. **When stored in long-term memory**
    Information about the sentence structure are lost
    Meaning of many sentence are combined
    inferences are added to representations of meaning
21. **Decoding the acoustic signal is knowen as**
    Bottom-up processing
22. **Structural ambiguity is :**
    One sentence that has more than one meaning
23. **Which of the following is ambiguity** غموض
    I was a man with binoculars ثنائي العينين
24. **Usually, an ambiguous sentence can be disambiguated**
    Put into context
25. **Aphasia is** افيجا عدم القدره على الكلام   انجري مصاب ضرر
    A language impairment following an brain injury
26. **Broca's aphasis is also known as :**
    Non-fluent aphasia فلونت بطلاقه
27. **Wernicke's aphasisa is also know as :**
    fluent aphasia. ابسيرف راقب
28. **In..............,linguists observe the language document it**
    Descriptive grammars
29. **Lexical entries are stored in the mind as**
    A list of vocabulary items organized a differently.
30. **Neurolinguistics is the stud of :**
    The representation of language in the brain
31. **The orthography of language is its :**
    Writing system
32. **Slips of the tongue involve**
    Exchanging morphemes within a sentence
33. **Slips of a tongue happen when there is a/an :**
    تشابه Similarity between what someone has plane
34. **Psycholinguists :**
    Learn from people spoonerisms
                              تلعثم

35. **..... provides instruction on how a cretin language use by its native speakers**
        بريفايدز زود

Descriptive grammar

36. Broca's area is located in the :
   in the frontal lobe of the left hemisphere

37. Wernicke's area is located in the :
   In the temporal lobe of the left hemisphere

38. The parser computer relationship between words:
   <u>rapidly</u> and <u>efficiently</u>   افيشينتلي بكفاءة

39. The parse prefers :   رابدلي بسرعه
   Simple structures

40. In Psycholinguists, fillers are
   The space left after the <u>constituents</u>   مكونات
   Constituents of a sentence which were moved

41. The tip of the tongue phenomenon tells us about:
   How lexical entries are organized in the mind
   How the minds recognizes lexical entries.

42. Psycholinguists is an interdisciplinary filed, that means ?
   an established discipline in linguistic

43. Which of the following is not studied in Psycholinguists?

44. A word's neighborhood consists of
   All the lexical items that, are <u>phonologically</u> similar.

45. Morpheme stripping   فونولوجكال صوتي
   None of the above   ستريبن مجرد

46. The tip of the tongue phenomenon means :
   Remembering some details about a word, but not the word itself

47. Lexical entries are organized ....in the brain
   <u>Alphabetically</u> in our mind   ابجدي

48. Grammatical encoding is
   The creation of sentence structure during planning

49. Contextual information help us perceive information in what:
   Top-down information

50. The direct in to the parser is   لينيرلي خطيا
   a set of words ordered <u>linearly</u>

51. which of the following is an impossible non-English workds
   trumpet

52. which of the following is an possible non-English works

<<<<<<<<<<<<>>>>>>>>>>>>

<div dir="rtl">
اسئلة مراجعة للاخ / ابو بكر جزاهـ الله خير (١ – ١٤)
</div>

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 <u>pair</u>:**

<div dir="rtl" align="center">بير زوج</div>

a. (Signal, reply)
b. (Signal, meaning)
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   توجيهي
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   بريفورمنز اداء

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. <u>Not the same</u>

    c. Only found in native's language

    d. All false

13. **……..happens because of linguistic competence.**

    a. <u>Error</u>

    b. Mistake

    c. Both

    d. Neither

<div dir="rtl">لينقويستك لغوي</div>

14. **When a person has the <u>linguistic</u> competence but he produces a wrong utterance, we call this:**

    a. Error

    b. <u>Mistake</u>

    c. Both

    d. Neither

15. **Native speakers make:**

    a. Errors

    b. <u>Mistakes</u>

    c. Both

    d. Neither

2nd lecture

<div dir="rtl">مادون الوعي</div>

1. **An important fact is that Language processing is subconscious. Language processing consists of:**

    a. Listening

    b. Speaking

    c. <u>Both</u>

    d. Neither

2. **Another important fact is that, since language processing is a mind-internal process, it is mostly…..**

    a. Observable

    b. <u>Not physically observable</u>

    c. Wrong

    d. Right

3. **We can't see how the mind <u>combines</u> 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. <u>Different</u>
   b. Similar
   c. Multi
   d. All false

3rd Lecture

1. **Since language processing is mind internal and cannot be seen, psycholinguists are only interested in analyzing ……**
    a. <u>Linguistic behavior</u>
    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. <u>Different than the way</u>
    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. <u>A complex network</u>

رينج ترتيب

4. **This complex network is <u>arranged</u> according to………**
    a. Words' shapes
    b. Words' syllables
    c. <u>Words' sounds and meaning</u>
    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 <u>measure</u> (response latency). This means …..** مشر قياس
   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. <u>Accuracy</u>
   d. Efficiency آكيورسي دقه

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. <u>B or C</u>

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. <u>Half a second</u>

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. <u>Three quarters of a second</u>
   d. A second and a half

9. **This happens due to what is so called……**
   a. <u>The frequency effect</u>
   b. The sequence effect
   c. The unknown phenomena
   d. All false

10. **This experiment tells us that our minds access words……**
    a. Similarly
    b. <u>Differently</u>
    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 <u>infer</u> from this experiment is that our <u>mental</u> lexions are probably organized in a way that our own words that we used often ……..to access.**

    انفر استنتج
    منتال عقلنا عقل

    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>   اكستنشن امتداد
d. A challenge

14. **In this task, before the participant is asked to decide yes or no, the target word is <u>preceded</u> by another <u>stimulus</u> called the …….**   ستميوليز حفز   بريسيدد سبق
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>   الهدف

16. **This experiment tell that when the <u>target</u> word is preceded by a related word, the response is usually……..**
a. 100 percent true
b. 50% wrong
c. <u>Quicker</u>
d. Slower

5th Lecture

بولوجي

1. **When we talk about the <u>biological</u> basis of language, we mean by biological here is that…….**
a. <u>Language is built in our genes</u>   جينات
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 <u>specific</u>" 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   كريتكل حرجه
   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

نيورلاجوستك عصبي

1) **Neurolinguistics is the study of the …………..of language in the brain.**
   a) Translation
   b) Interpretation
   c) Understanding
   d) <u>Representation</u>

ريبيستيشن تمثيل

2) **The brain consists of ……**

   a) Two sections

   b) <u>Two hemisphere</u>

   c) Three parts

   d) Three divisions

ميجورتي الاغلبيه الاكثرية

3) **In the <u>majority</u> of people, the hemisphere that controls language is….one.**

   a) <u>The left</u>

   b) The right

   c) Both

   d) Neither

انالوجكال متشابه

4) **The … hemisphere is responsible for <u>analogical</u> thinking and reasoning.**

   a) Right

   b) <u>Left</u>

   c) Both

   d) Neither

راندمس عشوائيه

5) **<u>Randomness</u> is processed by ……hemisphere.**
   a) <u>The right</u>
   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) <u>Aphasia</u>
   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

فقدان القدره على الكلام

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

فولنت بطلاقه

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> لامعنى له

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

Lecture 7

لاد فتى

1. <u>LAD</u> 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 <u>fetus</u> starts to respond to auditory <u>stimulation</u> …… تحفيز   سمعي   فيتس جنين
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>   ارقيود جدل
b. Cannot be argued
c. I disagree
d. All false

انفتتس رضيع
6. <u>Infants</u> (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 <u>babble</u> after the …..month.
   a. 1st
   b. 2nd
   c. 4th
   d. <u>6th</u>

   بابل. . ثرثره قرقره

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

    انتير كامل

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

ماسترد يتقن

3. **Communication skills are <u>mastered</u> 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

اكتساب

5. **In a later stage of language <u>acquisition</u>, 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

ليميتيشن تحديد قيود

7. **Yet, there are <u>limitations</u> 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

<div dir="rtl" style="color:red">بايلنقويل ثنائي اللفه</div>

If you are a <u>bilingual</u> 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

<div dir="rtl" style="color:red">انايلينقول احادي اللفه</div>

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>

<div dir="rtl">تنسيق / طالب ١٤٢٨</div>

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>   انتاج فعلي
   d. Virtual production

ريتريفد استرجاع

7. **Planning has stages. When a word can be <u>retrieved</u> using two kinds of information: meaning or sound and the speaker selects the <u>appropriate</u> word to the conversation, this stage is called…..**

ابروبريت مناسب
   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
   خلق b. <u>Creating agreement relations</u>   ريليشنز علاقات
   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

انفنتوري جرد

1. Knowledge of the phonemic <u>inventory</u> of a language is necessary for……
a. Teaching
b. Learning
c. Thought
d. <u>Perception</u> فهم ادراك

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   كونستراكتيف بناء
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. <u>Variations</u> in <u>duration</u>دوريشن مده   فري بيشنز اختلاف
   c. Amplitude (loudness) شعه
   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>   اوثاقرفي علم الاملاء
   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
    جرد

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>

Lecture 11

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   فاي ليت كسر
    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

بريفايد زود

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

    a. Arrangement

    b. Establishing

    c. Alteration

    d. <u>Recognition</u>   اعترف

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>   غموض
    d. A and B
4. **Often, an ambiguous sentence can be <u>disambiguated</u> when……**   ازالة الغموض
    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   برابريس خصائص
7. **There are <u>properties</u> 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

تنسيق / طالب ١٤٢٨

      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. <u>Intonation</u>   انتنيشن تجويد
   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>

<u>Lecture 14</u>

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 <u>inferences</u> are ……..representations of meaning.** استدل
    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…..** جناس
    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

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الواجب الاول ٢٠١٣/٧

السؤال الاول :
Psycholinguistics studies:

A. how language is represented and processed in the mind

B. how language affects your psychological well being

C. how different languages can be learned

D. how words are organized in a dictionary

السؤال ٢
A (intended) You have wasted the whole term.

B (said) You have tasted the whole worm.

Sentence B is an example of:

A. a slip of a tongue

B. a syntactic error

C. a parsing problem

D. a priming effect

السؤال ٣

Lexical Decision is

A. a method used to understand how words are represented in the mind

B. a method used to organize words in a dictionary

C. a method used to analyze words using a computer

D. a method used to measure how many word are in the brain

الواجب الثاني د. المحبوب ٢٠١٣/٧

1-Event-related potentials (ERPs) is an experiment that:

A. measures electrical activity in the brain

B. measures the potential to learn a language

C. measures the speed of someone's speech

D. measures the time of a learning event

2-Bottom-up processing is:

A. a phonetic analysis used to relate sounds to items in the mental lexicon

B. a morphological analysis used to relate sounds to items in the mental lexicon

C. a syntactic analysis used to relate sounds to items in the mental lexicon

D. a semantic analysis used to relate sounds to items in the mental lexicon

3-The psycholinguistic study of morphological processing:

A. seeks to understand how morphological principles play a role in the representation of words in the mind

B. seeks to create a computer programs that work as word processors

C. seeks to analyze words and phrases in the sentences with speech errors

D. seeks to understand how computer word processors can be used to enhance language acquisitio

الواجب الثالث لعام د. المحبوب ٢٠١٢/١١

Postlexical decomposition occurs when:
- ● both the whole-word form and its constituent morpheme are automatically activated
- ○ the lexical item is analyzed in a reverse method
- ○ both prefixes and suffixes are identified simultaneously
- ○ the lexical item in the in the mental lexicon is scanned for inflectional morphemes

Prelexical decomposition occurs when:
- ● morphological decomposition occurs first and whole-word access occurs second
- ○ the lexical item is analyzed in a reverse method
- ○ both prefixes and suffixes are identified simultaneously
- ○ the lexical item in the in the mental lexicon is scanned for inflectional morphemes

"The horse raced past the barn fell" The sentence above is an example of :
- ● a Garden Path sentence
- ○ an ambiguous sentence
- ○ a sentence in the deep structure
- ○ a Mathematical sentence

A preverbal message refers to :
- ● the speaker's intention to communicate an idea
- ○ the speaker's intention to express a verb in a sentence
- ○ the speaker's ability to associate verbs to actions
- ○ the speaker's ability use hand and body gestures while communicating

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بالتوفيق للجميع

أخووكم / طالب ١٤٢٨

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ترجمه / أبو باسل