Test Bank

Chapter 2: Building Blocks of Language

Multiple Choice

1. Words that differ by only one phoneme, such as "low" and "row," are called
   _____.
   a. Minimal pairs
   b. Phonotactics
   c. Internal representations
   d. Maximal pairs

2. _____ is/are the child's acquisition of internal
   representation of the phonemes composing his or her native language.
   a. Phonological knowledge
   b. Phonological productions
   c. Prosody
   d. Phonotactic productions

3. Children's phonological knowledge and production are sufficiently well developed by age
   _____ year(s) to provide for fully intelligible speech.
   a. 1 ½
   b. 2-3
   c. 3-4
   d. 6

4. A contributing factor to the struggle some children have in developing basic word-reading
   skills is underdeveloped _____.
   a. Phoneme counting
   b. Phonological productions
   c. Phonemic awareness
   d. Phonological awareness

5. _____ is the importance of a phoneme in the phonemic
   inventory of a language.
   a. Phonemic contrast
   b. Phonemic frequency
   c. Functional load
   d. Consonantal dominance

6. What is the earliest-appearing grammatical morpheme?
   a. Plural –s
   b. Present progressive –ing
   c. Past tense –ed
   d. –ly

7. When a child includes a grammatical morpheme in _____ or more of obligatory contexts, he or she has mastered the morpheme.
   a. 50%
   b. 60%
   c. 75%
   d. 80%
8. Children who can readily switch between dialects may have heightened _____, which can support reading development.
   a. Metalinguistic awareness
   b. Theory of mind
   c. Phonological awareness
   d. Executive function
9. One hallmark feature of SLI is difficulty with _____.
   a. Derivational morphemes
   b. Grammatical morphology
   c. Metalinguistic knowledge
   d. Semantic feature analysis
10. By age _____, a child's utterances are nearly as long as those of adults.
    a. 4
    b. 5
    c. 6
    d. 8
11. The _____is a calculation of the average number of morphemes per utterance.
    a. Type-token ratio
    b. Total number of words
    c. Morphological percentage
    d. Mean length of utterance
12. _____ sentences make a statement.
    a. Declarative
    b. Interrogative
    c. Imperative
    d. Compound
13. A _____ is a cluster of words organized around a bead.
    a. Conjunction
    b. Phrase
    c. Clause
    d. Sentence

14. The _____ hypothesis emphasizes that the grammatical properties of children's language use depend on exposure to the properties in child-directed speech.
    a. Nature versus nurture
    b. Learning-from-input
    c. Language disorder
    d. Syntactic complexity
15. Adolescents with Down syndrome produce sentences that average _____ morphemes long.
    a. 4
    b. 6
    c. 8
    d. 10
16. A child learns about _____ new words per year between ages 1 and 7 years.
    a. 210
    b. 380
    c. 590
    d. 860
17. _____ are words that refer to all members of a category.
    a. Categorical terms
    b. General nominals
    c. Specific nominals
    d. Modifiers
18. Children often do not acquire words that describe beliefs and mental states until about age _____.
    a. 1 ½
    b. 2 ½
    c. 3
    d. 6
19. In _____, a great deal of contextual information is provided about a novel word either linguistically or extralinguistically.
    a. Inferential contexts
    b. Nonostensive word learning contexts
    c. Supralinguistic contexts
    d. Ostensive word learning contexts
20. Early gender differences in vocabulary learning often attenuate by around age _____.
    a. 5
    b. 7
    c. 8
    d. 10

21. The term _____ refers to stylistic variations in language that occur in different situational contexts.
   a. Communication function
   b. Protoconversation
   c. Context-specific
   d. Register

Essay

1. Name three tasks that can be used to examine a child's phonological awareness.
2. What is the difference between bound morphemes and free morphemes?
3. What are the three earliest developing wh-words.
4. What is complex syntax?
5. Describe beliefs about vocabulary growth in terms of the vocabulary spurt versus a linear growth.
6. What is the difference between a lead-in and a follow-in?
7. Explain the concept of spreading activation as it relates to semantic networks.
8. What are the components of conversational schema?
9. Why should practitioners consider the social and cultural contexts of language development when working with a child?

ANSWER KEY

Chapter 2: Building Blocks of Language

Multiple Choice

1. A
2. A
3. C
4. D
5. C
6. B
7. C
8. A
9. B
10. C
11. D
12. A
13. B
14. B
15. A
16. D
17. B
18. C
19. D
20. B
21. D

Essay

1. Syllable counting, rhyme detection, initial sound identification, initial sound elision, phoneme counting.
2. Bound morphemes must be bound or attached to other morphemes. Free morphemes can stand alone.
3. What, where, and why
4. The use of phrase and clause structures as well as conjunctive devices for organizing internal structures of sentences.
5. One long-standing belief is that children undergo a vocabulary spurt that begins near the end of the second year and continues for several years. The term *spurt* implies that children transition from a slow stage of development to a rapid stage of development with an inflection point differentiating the stages. Some researchers contend that relatively few children experience a vocabulary spurt. Rather, most show a continuous, linear increase in their vocabulary size.
6. In a lead-in, an adult labels an object or event that is outside of the child's attentional focus. In a follow-in, an adult labels an object or event that is currently the child's attentional focus.
7. In spreading activation, activation of specific entries spreads across the network according to the strength of connections among entries. For example, of the word *bird* is activated, a number of additional entries in the semantic network are also activated because of semantic similarities.

8. Initiation and establishment of a topic, navigation of a series of contingent turns that maintain or shift the topic, and resolution and closure.
9. Social and cultural communities have distinct rules about how language should be used during social interactions. Achievements in each area of language reflect the socialization practices children experience at home, at school, and in the community.