Word Acquisition

Q: A child can be said to have acquired a word when:
   a. They comprehend it
   b. They can produce it with meaning
   c. They have the same meaning as adult speakers
   d. All of the above
   e. None of the above
A: d. all of the above

Q: True or False
   a. Benedict found that the difference between the number of words understood and the number of words produced predicted that rate at which children acquire words
   b. When a child produces the word ‘daddy’, it can unequivocally be assigned to the category of specific nominals.
   c. The use of ‘peekaboo’ while playing the game peekaboo would be categorized as an action word.
A: a. false  b. false  c. true

Q: What is the most frequently used category for expressive children?
   a. general nominals
   b. specific nominals
   c. personal social words
A: a. general nominals

Q: When a child’s meaning for the word ‘ball’ is the picture of a ball in his or her favorite picture book, this is an example of an:
   a. overextension
   b. underextension
   c. holophrase
A: underextension

Q: Identify the type of overextension for each of these (categorical vs. analogical)
   a. ‘tick tock’ for water; b. ‘truck’ for car; c. ‘hat’ for basket’
A: a. analogical  b. categorical  c. analogical

Q: Answer True or False:
   a. All words are overextended
   b. The first words acquired are more likely to be overextended
   c. Overextensions tend to be categorical
   d. Overextensions are more likely in comprehension than production
A: a. false  b. true  c. true  d. false
Syntactic Acquisition

Q: A comprehension study with two-year-olds found that they responded more to:
   a. Single word commands
   b. Two word commands
   c. Well-formed commands
A: c. well-formed commands

Q: True/False
   The results of the above study show that children respond to commands that are similar to the language that they produce
A: false

Q: Give the two first combinations that children understand
A: action object, and possessor possessed

Q: Which of the following are evidence that children may have grammatical knowledge while in the holophrastic stage:
   a. use of single words in varied contexts
   b. comprehension of multiword utterances
   c. single-word sequences about a single event
   d. all of the above
   e. none of the above
A: d. all of the above

Q: Define ‘syntactic type’
A: a unique sentence

Q: Which of the following meets the principle of continuity:
   a. semantic relations
   b. semantic bootstrapping
   c. pivot grammar
A: b. semantic bootstrapping

Q: Name two ‘action based’ semantic relations (based on the classroom presentation)
A: agent & action, action & location, action & object

Q: Answer True or False about the following statements concerning pivot words:
   a. The cannot occur alone
   b. They can occur with other pivots
   c. A pivot word like ‘in’ can occur both sentence initially and sentence finally
   b. They are frequently used
A: a. true     b. false     c. false     d. true
Morphology

Q: The English {ing} and {ed} morphemes differ in which of the following (give all that they differ in):
   a. semantic complexity
   b. syntactic complexity
   c. perceptual salience
   d. allomorphy
A: they differ if all four

Q: Morphological acquisition can be measured by which of the following: (give all that can be used)
   a. MLU in morphemes
   b. Percentage of obligatory occurrence
   c. MLU in words
   d. Frequency of occurrence
A: a, b, d

Q: True/False: It can be assumed that increases in morphological a acquisition will always result in increases in MLU in morphemes
A: False
   e.g. new allomorphs do not lead to increased MLU
   e.g. increases in morpheme use hypothetically could occur with decreases in words, e.g. “dog chase two cat” vs. :”chas/ing cat/s”

Q: 1. True/False
   a. 5 year old children studied by Berko using the ‘wug’ test correctly used the ‘-es’ plural on both ‘glass’ and ‘tass’
   b. Studies have shown that the { -s} morpheme for plurals and possessives are acquired at the same time
A: a. false       b. false

Q: It is important to know the kinds of errors children make, and also to offer a reason why. Give the reasons discussed in class why the following occur:
   a. the inappropriate use of plurals, e.g. “the one dogs”
   b. the overgeneralization of plurals, e.g. “two sheeps”
A: a. these are the result of a lexical retrieval error
   b. these are the the result of overgeneralizing a morphological rule

Q: How does the explanation of overgeneralizations given by Marcus et al differ from the one given in class?
A: Marcus et al. propose the overgeneralizations are a result of a retrieval error rather than the overgeneralization of a rule because their rate of occurrence is so low (less than 5%)