Module 1 Part 1

Answers:

1. A) Food, Foe, Friend, Finding mate
2. B) Karl Von Frisch
3. B) Distance and direction to resources
4. B) Squirrel
5. B) Warning about predators
6. C) Ability to combine symbols for complex ideas
7. B) Vocalization
8. C) Chimpanzees
9. D) Always involves body posture
10. C) Chemical mode
11. B) Morphemes
12. B) The process of placing a pattern inside itself
13. A) FOXP2 gene
14. B) FOXP2 gene
15. C) They have limited vocabularies
16. B) To help combine simple elements into complex structures
17. B) The ancestor of both Neanderthals and modern humans
18. C) Gradual evolution of language from simple utterances
19. B) Social theory of language evolution
20. B) Individuals may only be capable of producing pidgin-like utterances

MODULE 1 PART 2

Answers:

1. A) Vocal mode
2. B) Vocalization referring to the whole situation, not specifics
3. B) Arrangement of words to form phrases and sentences
4. A) Referring to things that are not physically present
5. C) Phonemes
6. B) It is composed of 40 phonemes
7. B) Continuity theory
8. B) It is linked to specific language impairment
9. B) The process of extending patterns by placing them inside then
10. C) Ability to form complex ideas

MODULE 2

Answers:

1. B) A prediction derived from a theory
2. A) It must be falsifiable
3. B) To test hypotheses derived from theories
4. C) Models
5. B) Between-subject design
6. A) Reaction time
7. B) Word recognition and language processing
8. C) Priming
9. B) Nurse and doctor
10. B) Language production
11. A) Event-related potential
12. B) N400
13. B) Broca's area and Wernicke's area
14. B) fMRI
15. B) Ability to track cognitive processes at the millisecond level
16. C) fMRI
17. B) To establish a baseline for comparison
18. B) Learning that happens outside conscious awareness
19. B) To record eye movements and understand how people pro
20. D) Occipital lobe

MODULE 3

Answers:

1. B) Pattern Playback Machine
2. B) Frequency
3. C) Pitch
4. B) Loudness
5. C) Cochlea
6. A) Tonotopic
7. C) Wernicke's area
8. A) Spectrogram
9. B) Prosody
10. B) Harmonics of the fundamental freq
11. B) Vowels
12. B) Fricative
13. A) Co-articulation
14. B) Categorical perception
15. A) Filling in missing sounds in noisy env
16. C) The McGurk effect
17. C) Third trimester
18. A) Motherese
19. C) Prosodic bootstrapping hypothesis
20. A) Transitional probability
21. C) Perceptual narrowing
22. C) Motor theory of speech perception
23. B) Neurons that fire both when performing an actio
24. C) General auditory framework (GAF)
25. B) No consistent relationship between phonemes ai
26. A) Plosive
27. C) Sonorants
28. B) Metrical segmentation strategy
29. B) N400
30. A) Distributional learning hypothesis

MODULE 4

Answers:

1. B) Lungs
2. C) A pair of membranes
3. B) Place of articulation, …..
4. D) Bilabial
5. C) Interdental
6. C) Post-alveolar
7. B) ‘k’ sound in "cat"
8. B) Plosive
9. B) Fricative
10. C) Approximant
11. A) Dipthong
12. B) Wernicke’s area
13. B) Speech production
14. B) Expressive aphasia
15. C) Receptive aphasia
16. C) Conductive aphasia
17. B) Dysarthria
18. C) Basal ganglia
19. B) Dual Stream model
20. C) Information to make real-time adjustments
21. B) Frames-then-content model
22. B) Neuroimaging data
23. B) Clearly perceivable consonant-vowel syllable
24. B) Childhood apraxia of speech
25. A) Hearing loss
26. B) Caregivers' social feedback
27. C) Cerebellum
28. A) Childhood apraxia of speech
29. B) They initiate movement
30. B) Dual Stream model

MODULE 5

Answers:

1. C) Word
2. A) Phonological form and semantic representation
3. B) Content words
4. B) The entire set of forms a word can take
5. B) Basic building blocks of words' phonological forms
6. C) Phonotactic rules
7. C) Symbol grounding problem
8. A) The ability to learn a word after only one or a few exposures
9. B) Whole object assumption
10. B) New words extend to similar referents
11. A) The difficulty in linking a word to its specific referent
12. B) Cross-situational word learning
13. B) The storage of information about words in long-term memory
14. B) The sound structure of a word
15. B) To explain how listeners recognize words as phonemes are processed
16. B) At the word’s phonological recognition point
17. C) Choosing a particular concept to match with a word form
18. C) Go
19. B) Nouns
20. C) Sentence superiority effect
21. A) Word frequency
22. C) How many other words differ from a word by one phoneme
23. B) A model explaining how words are linked semantically in the mental lexicon
24. B) To measure how quickly people recognize words when preceded by related words
25. A) Speech perception and speech production
26. B) Ventral stream
27. D) Identifying the best fitting match for the incoming speech signal
28. C) Mutual exclusivity assumption
29. B) The likelihood that a specific sequence of phonemes will occur in a language
30. C) Taxonomic assumption

MODULE 6 PART 1

Answers:

1. B) Set rules for word ordering in a sentence
2. B) The level where thoughts are organized into concepts
3. C) Object
4. A) Subject-Verb-Object
5. B) Mapping thematic roles onto syntactic positions such as subject and object
6. B) To mark grammatical categories like tense and number
7. B) The syntactic sequence of elements in a sentence
8. B) A simple sentence that is part of a larger complex sentence
9. B) Reversible sentence
10. A) A sentence structure used to highlight a specific part of the sentence
11. B) They connect simple sentences into complex sentences
12. B) A sentence that deviates from expected structure and is difficult to process
13. B) A syntactic parsing strategy that assumes the simplest possible structure
14. A) The repetition of sentence structures after hearing them
15. B) The use of prosodic patterns to group words into phrases
16. B) The likelihood that a word will complete a sentence
17. B) Organizing sentence structure and working memory
18. B) Syntax is processed first, followed by semantic interpretation
19. B) The complexity of a child's syntactic structure
20. B) It processes the semantic meaning of sentences

MODULE 6 PART 2

Answers:

1. B) Speech structured at the highest level
2. C) Conversation
3. B) To signal planning difficulties or processing delays
4. C) They signal engagement from the listener and encourage the speaker
5. A) Matching body movements, breathing rates, and speech patterns between participants
6. B) A period when one speaker dominates the conversation
7. B) Reference
8. C) Speakers balance between too much and too little information
9. A) Delay in processing when the same referring expression is used repeatedly
10. B) A word or phrase that refers back to an antecedent
11. B) Pronoun
12. C) To omit overt anaphors while still allowing inference
13. B) The use of linguistic devices like anaphors to connect sentences
14. B) Gestures that imitate actions and align with clauses in speech
15. B) It helps them infer emotional content
16. A) Pragmatic rules for effective conversation
17. B) Pragmatic language impairment
18. C) Indexical gestures
19. A) A general reference to an entire category of objects
20. A) To enhance listener comprehension by visually illustrating actions or objects

MODULE 7

Answers:

1. C) Processes the shapes of written words
2. C) Neuronal recycling hypothesis
3. B) Logographic, syllabaries, and alphabets
4. B) The rules for writing words of a language
5. B) Poor match between spelling and pronunciation
6. B) To, too, and two
7. B) The range of letters that can be taken in during one fixation
8. C) Offers high visual acuity for reading

9. B) Dual route model
10. B) Skilled readers saccade from one content word to the next
11. B) A reading disorder not caused by lack of intelligence, motivation, or education
12. B) Sensitivity to the sound structure of words
13. B) Differences in grey matter and white matter tracts
14. B) Exner's area
15. B) Integrating phonological, orthographic, and morphological information
16. B) The cognitive processes involved in writing tasks
17. B) Progression from loose structure to organized subtopics under a common theme
18. C) Based on spatial memory and how text is laid out on the page
19. C) They struggle with spelling and grammar
20. A) The brain can rewire itself to read, using areas originally designed for other functions
21. A) Stores motor plans for handwriting letters
22. B) By tracking how much readable text is shown around the fixation point
23. B) It reconstitutes the pronunciation of words and intentions of the phrase
24. B) Students with dyslexia or specific language impairments
25. C) It causes considerable personal and social costs, including educational challenges
26. A) Words that have different pronunciations but the same spelling
27. C) Neuronal recycling
28. B) Reviewing previously fixated words
29. B) Techniques designed to enhance sound structure recognition
30. B) To understand how word forms change with prefixes and suffixes

MODULE 8

Answers:

1. B) They have one dominant or preferred language
2. C) Political considerations
3. B) Gradual loss of the heritage language over three generations
4. B) A second language used for communication between ethnic groups
5. C) Alternating between languages based on the situation
6. C) Evidence that both languages are activated in the brain when speaking
7. B) Words that refer to the same concept in two languages
8. B) Bilinguals are less practiced in each language, leading to retrieval difficulties
9. B) Two separate lexicons for each language linked to a common conceptual level
10. C) Improved executive control and mental flexibility
11. B) Translation equivalents create interference that slows lexical access
12. B) Understanding the nature of language itself
13. C) Early childhood and later adulthood
14. C) Greater white matter integrity and increased activity in executive control centers
15. B) The brain's ability to resist dementia through stimulating mental activity
16. B) The ability to learn a second language declines after puberty
17. C) A model that explains second-language learning in terms of time spent using the language
18. B) Make both languages meaningful in the child's life
19. C) A program that develops fully bilingual and biliterate individuals
20. B) First-language attrition
21. C) Age of arrival and length of residence
22. B) Children exposed to both languages from birth
23. C) Alternating between languages depending on context
24. B) Bilinguals have smaller vocabularies in each language compared to monolinguals
25. B) It has no additional negative impact on language development
26. B) Superior performance on tasks involving executive control
27. C) Prefrontal cortex and inferior parietal regions
28. C) To transition students into the mainstream language and culture
29. B) It enhances performance by improving interference inhibition and selective attention
30. A) Bilingualism causes developmental delays