**Final Exam Review Worksheet Spring 2020**

**Section I: Reading (20 points)**

**Read the following passage and answer the questions that follow.**

**Children’s Language**

For over 200 years, there has been an interest in the way children learn to speak and understand their first language. Scholars carried out several small-scale studies, especially towards the end of the 19th century, using data they recorded in parental diaries. But detailed, systematic investigation did not begin until the middle decades of the 20th century, when the tape recorder came into routine use. This made it possible to keep a permanent record of samples of child speech, so that analysts could listen repeatedly to obscure extracts, and thus produce a detailed and accurate description. Since then, the subject has attracted enormous multi-disciplinary interest, notably from linguists and psychologists, who have used a variety of observational and experimental techniques to study the process of language acquisition in depth. **(Para 1)**

Central to the success of this rapidly emerging field lies the ability of researchers to devise satisfactory methods for eliciting linguistic data from children. The problems that have to be faced are quite different from those encountered when working with adults. Many of the linguist’s routine techniques of enquiry cannot be used with children. It is not possible to carry out certain kinds of experiments, because aspects of children’s cognitive development – such as their ability to pay attention or to remember instructions – may not be sufficiently advanced. Nor is it easy to get children to make systematic judgments about language, a task that is virtually impossible below the age of three. And anyone who has tried to obtain even the most basic kind of data – a tape recording of a representative sample of a child’s speech – knows how frustrating this can be. Some children, it seems, are innately programmed to switch off as soon as they notice a tape recorder being switched on. **(Para 2)**

Since the 1960s, however, several sophisticated recording techniques and experimental designs have been devised. Children can be observed and recorded through one-way-vision windows or using radio microphones, so that the effects of having an investigator in the same room as the child can be eliminated. Large-scale sampling programs have been carried out, with children sometimes being recorded for several years. Particular attention has been paid to devising experimental techniques that fall well within a child’s intellectual level and social experience. Even pre-linguistic infants have been brought into the research: acoustic techniques are used to analyze their vocalizations, and their ability to perceive the world around them is monitored using special recording equipment. The result has been a growing body of reliable data on the stages of language acquisition from birth until puberty. **(Para 3)**

There is no single way of studying children’s language. Linguistics and psychology have each brought their own approach to the subject, and many variations have been introduced to cope with the variety of activities in which children engage, and the great age range that they present. Two main research paradigms are found. **(Para 4)**

One of these is known as ‘naturalistic sampling’. A sample of a child’s spontaneous use of language is recorded in familiar and comfortable surroundings. One of the best places to make the recording is in the child’s own home, but it is not always easy to maintain good acoustic quality, and the presence of the researcher or the recording equipment can be a distraction (especially if the proceedings are being filmed). Alternatively, the recording can be made in a research center, where the child is allowed to play freely with toys while talking to parents or other children, and the observers and their equipment are unobtrusive. **(Para 5)**

A good quality, representative, naturalistic sample is generally considered an ideal datum for child language study. However, the method has several limitations. These samples are informative about speech production, but they give little guidance about children’s comprehension of what they hear around them. Moreover, samples cannot contain everything, and they can easily miss some important features of a child’s linguistic ability. They may also not provide enough instances of a developing feature to enable the analyst to make a decision about the way the child is learning. For such reasons, the description of samples of child speech has to be supplemented by other methods. **(Para 6)**

The other main approach is through experimentation, and the methods of experimental psychology have been widely applied to child language research. The investigator formulates a specific hypothesis about children’s ability to use or understand an aspect of language, and devises a relevant task for a group of subjects to undertake. A statistical analysis is made of the subjects’ behavior, and the results provide evidence that supports or falsifies the original hypothesis. **(Para 7)**

Using this approach, as well as other methods of controlled observation, researchers have come up with many detailed findings about the production and comprehension of groups of children. However, it is not easy to generalize the findings of these studies. What may obtain in a carefully controlled setting may not apply in the rush of daily interaction. Different kinds of subjects, experimental situations, and statistical procedures may produce different results or interpretations. Experimental research is therefore a slow, painstaking business; it may take years before researchers are convinced that all variables have been considered and a finding is genuine. **(Para 8)**

**1. Find the word in the appropriate paragraph in the passage which best matches the meaning of each word below. (8 points)**

|  |  |
| --- | --- |
| Paragraph 1 | Unclear |
| Paragraph 2 | Drawing out |
| Paragraph 2 | Instinctively |
| Paragraph 3 | Creating |
| Paragraph 5 | Unplanned |
| Paragraph 5 | Not noticeable |
| Paragraph 6 | Augmented |
| Paragraph 8 | Tiring |

**2. Write a summary of the passage (150-180 words).** (**5 points)**

**3. Based on the information given in the passage, indicate whether the following statements are TRUE, FALSE, or NOT GIVEN in the blanks provided.** (**7 points)**

1. In the 19th century, researchers studied their own children’s language.\_\_\_\_
2. Not only linguists and psychologists, but scholars from various fields have shown interest in finding out more about how children speak and understand their first language.\_\_\_\_
3. Attempts to elicit very young children’s opinions about language are likely to fail.\_\_\_
4. Radio microphones are used because they enable researchers to communicate with a number of children in different rooms.\_\_\_\_
5. Naturalistic sampling is done only in the child’s house.\_\_\_\_
6. Many children enjoy the interaction with the researcher.\_\_\_\_
7. The first step of an experimentation method (the other approach) is to design a relevant task for a group of children to undertake.\_\_\_\_\_

**Section II: Grammar and Transition**  **(10 points)**

**Circle the most appropriate transitions from the options given below.**

**Writing Assignment**  **(5 points)**

Students can draw on a variety of sources to help them with writing assignments. First, they can draw on personal experiences. **Thus/ for example /moreover,** for an assignment about communication skills, a writer might think about the way he or she communicates through conversations with others while at work or at home. **Additionally/ as a result/ such as,** a writer might look at ways he or she communicates with others electronically via email or texting or Facebook. Students might **in the** **third place/nevertheless/also** find examples of written communication skills by looking at skills they’ve learned for previous writing assignments. **Second/ hence/ therefore,** student writers can look for ideas from other people’s experiences. For instance, writers can interview other students or even family members. In addition to this, a writer may have heard others talk about this topic, maybe in class. **So /another/ in fact** source would be television shows on the topic of communication. Finally, college writers may find that they need to do some research to complete an assignment. For example, lots of experts have written articles or books on the topic of communication skills. In addition, a search of “communication skills” on the internet might provide useful information; moreover, reference librarians can help students find research materials in special collections or databases. All in all, college writers need to be able to draw on a combination of personal experience, observations of others, and research materials to develop their written assignments.

**The underlined sentences contain errors on dangling modifier, misplaced modifier, parallelism. Circle the best answer from the options given below. (5 points)**

**Smartphone**

Smartphone-induced stress affects us in more immediately life-threatening ways. Elevated cortisol levels **1) – an area of the brain critical for decision-making and rational thought impair the prefrontal cortex – and hinder cognitive development**. Impairment of the prefrontal cortex decreases self-control. When coupled with a powerful desire to allay our anxiety, this can lead us to do things that may be stress-relieving in the moment **2)** **but are potentially fatal, such as texting while driving**. **3)** **Dr. Bruce McEwen has discovered the correlation between overuse of smartphones and stress carefully conducting a research**. Everything that we do and experience can influence our physiology and change circuits in our brain in ways that make us more or less reactive to stress. The good news is that if we break this anxiety-driven cycle, we can reduce our cortisol levels, which in turn **4)** **may improve both our short-term judgment and lower our risks** for long-term stress-related health problems. Regular breaks can also be an effective way to rebalance your body’s chemistry and regain your sense of control. Unfortunately, it is not easy to create healthy boundaries with devices **5)** **that are designed to discourage them deliberately.**

1.a) impair the prefrontal cortex – an area of the brain critical for decision-making and rational thought – and hinder cognitive development.

b) impair the prefrontal cortex and hinder cognitive development – an area of the brain critical for decision-making and rational thought.

c)–an area of the brain critical for decision-making and rational thought – and hinder cognitive development impair the prefrontal cortex.

d) No changes

2. a) but are potentially fatal, such as texting while drive

b) but are potentially fatal, such as to text while driving

c) but are potentially fatal, such as to drive while texting

d) no changes

3. a) Dr. Bruce McEwen, has discovered the correlation between overuse of smartphones and stress, conducting a research carefully.

b) Dr. Bruce McEwen, while carefully conducting a research, discovered the correlation between overuse of smartphones and stress.

c) Dr. Bruce McEwen has discovered the correlation between overuse of smartphones and stress while conducting a research carefully.

d) Dr. Bruce McEwen has discovered the correlation, while conducting a research, between overuse of smartphones and stress carefully.

4. a) both may improve our short-term judgment and lower our risks

b) may improve both our both short-term judgment and lower risks

c) may both improve our short-term judgment and lower our risks

d) no changes

5. a) that are deliberately designed to discourage them.

b) that are designed to deliberately discourage them.

c) that are designed deliberately discouraging them.

d) that are designed, discouraging them deliberately.

**Section III: Essay Writing (20 points)**

a)Cause / Effect

Or

b) Compare/ Contrast