

18. LG.1 · Language structure, perception and acquisition

Starter Quiz ·

GRE Subject Test · GRE Psychology

Name: _____ Score: _____

1. How many morphemes are in “dogs”?

2. How many phonemes are in “ship” (/ʃɪp/)?

3. A child says “I goed to the park.” This is

- ☐ imitation of adults
- ☐ telegraphic speech
- ☐ a phonological error
- ☐ overregularisation of the past-tense rule

4. Fluent speech does not reliably mark every word boundary with a silence, so listeners also use other segmentation cues.

- ☐ True ☐ False

5. Which statement treats developmental observations most appropriately?

- ☐ The milestones describe broad changes with variation; a short description does not establish one rigid timetable.
- ☐ Overregularisation means no learning has occurred.
- ☐ Every child must show each milestone at the exact same age.

6. A sentence has a familiar grammatical structure but an unusual literal interpretation. What follows?

- ☐ Structure and ordinary literal interpretation are different judgements.
- ☐ It must lack every possible interpretation.
- ☐ It proves grammar and meaning occupy separate brain regions.

7. Listeners label a continuum as A or B with a sharp boundary. Which further comparison most directly tests categorical perception?

- ☐ Discriminate equal physical steps within versus across that boundary.
- ☐ Use a larger physical difference across the boundary than within it.
- ☐ Count the written letters in the category labels.

8. Categorical-perception evidence requires every within-category sound difference to be completely inaudible in every task.
- ☐ True ☐ False
9. An infant distinguishes familiar sound groupings from changed groupings after an artificial-speech exposure. Which claim goes beyond that observation alone?
- ☐ The task can provide evidence about candidate groupings.
- ☐ The infant knows the meanings of those sound sequences.
- ☐ The infant learned something about the sequences under that procedure.
10. Which approach best fits the lesson?
- ☐ Specify the linguistic unit, task and comparison before interpreting the evidence.
- ☐ Use one error or age number to explain every learner.
- ☐ Treat grouping, meaning and brain location as interchangeable conclusions.

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Answers ·

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1. **2**

Two: the free morpheme *dog* and the bound plural morpheme *-s*.

2. **3**

The stated transcription contains /f/, /ɪ/ and /p/: three phonemes. Written *s* and *h* together represent /ʃ/ here; four letters do not imply four phonemes.

3. **overregularisation of the past-tense rule**

The regular past-tense pattern is applied to the irregular verb *go*. This identifies overregularisation without uniquely determining the learning mechanism.

4. **True**

Stress, familiar-word knowledge and statistical relations can contribute. A grouping result alone does not establish knowledge of meaning.

5. **The milestones describe broad changes with variation; a short description does not establish one rigid timetable.**

Milestones summarise developments. Ages and patterns vary, and generalisation errors are evidence to interpret rather than a universal sequence.

6. **Structure and ordinary literal interpretation are different judgements.**

Semantic anomaly is not the same as having no possible figurative interpretation, and the sentence judgement does not localise brain processes.

7. **Discriminate equal physical steps within versus across that boundary.**

An equal-step discrimination comparison tests whether category relation is associated with discrimination, rather than simply demonstrating labelling or unequal physical changes.

8. **False**

The relevant evidence is a controlled relative discrimination pattern. It need not imply universal inability to hear within-category variation.

9. **The infant knows the meanings of those sound sequences.**

Segmentation and meaning mapping are different claims. Detecting a statistical grouping does not establish a referent or meaning.

10. **Specify the linguistic unit, task and comparison before interpreting the evidence.**

A claim about language must match its unit and evidence: identification is not discrimination, segmentation is not meaning, and a task pattern is not automatically an anatomical diagnosis.