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.

Answers ·

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1. **2**

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

2. **3**

   The stated transcription contains /ʃ/, /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.