

## I. Match. (20pt)

Match the linguistic definitions/functions on the right with their corresponding term on the left. (Note: the number of terms does not correspond to that of definitions.)

- |  |   |
|--|---|
| 1) ___ gyri                              | a. Associates written form of word with stored lexical entry.   |
| 2) ___ Sylvian Fissure                   | b. Physical damage that allows speech understanding and lexical interpretation, but cannot transmit this information to area in the brain for articulation. |
| 3) ___ lateralization                    | c. Processes information perceived by eyes.   |
| 4) ___ contralateral                     | d. Responsible for storing and accessing lexical entries.   |
| 5) ___ alexia                            | e. Operation removing part of or an entire hemisphere   |
| 6) ___ Broca's aphasia                   | f. Genetically predispositioned characteristic of human language.   |
| 7) ___ Wernicke's aphasia                | g. Specialization within the brain's hemispheres for different cognitive functions.   |
| 8) ___ conduction aphasia                | h. A prominent depression on the surface of the brain down the middle of the two hemispheres.   |
| 9) ___ Wernicke's area                   | i. Inability to articulate in speech or sign.   |
| 10) ___ Arcuate fasciculus               | j. Depressions on the surface of the brain.   |
| 11) ___ Broca's area                     | k. Transmits phonetic information from Wernicke's area to Broca's area.   |
| 12) ___ Motor cortex                     | l. Interprets phonetic information from arcuate fasciculus and sends to motor cortex.   |
| 13) ___ Visual cortex                    | m. Claims that language acquisition is not triggered until after the critical period has ended.   |
| 14) ___ Angular gyrus                    | n. Inability to read and comprehend written words.  |
| 15) ___ Auditory cortex                  | o. Bump on the surface of the brain.  |
| 16) ___ innate                           | p. Claims that language acquisition is gotten by mimicking behavior.  |
| 17) ___ Universal Grammar                | q. Holds that language acquisition is cultivated via adult criticism.   |
| 18) ___ Imitation Theory                 | r. Controls muscle movement for articulation.   |
| 19) ___ Reinforcement Theory             | s. Inability to understand speech.  |
| 20) ___ Active Construction of a Grammar | t. The set of cross-linguistic features shared across all languages.  |
|  | u. Processes information perceived by ears.   |
|  | v. Holds that language acquisition and grammar development is engendered within the child as a natural response to the surrounding environment              |
|  | w. Describes the crossing relation between brain and body connectivity.   |

## II. Section 9.2, Ex 2: (5pt)

	Expressive disorder	Receptive disorder	Articulatory problems
Broca's aphasia	_____	_____	_____
Wernicke's aphasia	_____	_____	_____
Conduction aphasia	_____	_____	_____
Alexia	_____	_____	_____
Agraphia	_____	_____	_____

## III. Section 9.3, Ex 1 (5pt):

- |      |          |          |     |          |          |
|------|----------|----------|-----|----------|----------|
| i.   | a. _____ | b. _____ | iv. | a. _____ | b. _____ |
| ii.  | a. _____ | b. _____ | v.  | a. _____ | b. _____ |
| iii. | a. _____ | b. _____ |     |          |          |

## IV. Language Acquisition (5pt)

Children learning languages quickly figure out morphological rules, but they will sometimes apply them in ways that are different from adult speakers of the language. In adult English, a verb can be made from a N or A by adding a suffix:

class	class-ify	`put into a class'
intense	intens-ify	`make intense'
symbol	symbol-ize	`put into symbols'
special	special-ize	`make special'
origin	origin-ate	`make an origin, a beginning'

The rules are:

- V** → **-ify** / [N \_\_\_\_\_] (meaning: -ify can be a V, in a context where it can form a unit with a N)  
**V** → **-ify** / [A \_\_\_\_\_] (meaning: -ify can be a V, in a context where it can form a unit with an A)  
**V** → **-ize** / [N \_\_\_\_\_] (meaning: -ize can be a V, in a context where it can form a unit with a N)  
**V** → **-ize** / [A \_\_\_\_\_] (meaning: -ize can be a V, in a context where it can form a unit with an A)  
**V** → **-ate** / [A \_\_\_\_\_] (meaning: -ate can be a V, in a context where it can form a unit with an A)

These ways of making verbs almost never occur in children younger than five. Instead, children find other ways to make verbs, as we see in the following examples from child English (children younger than 4, studied by Clark 1993):

I'm talling	`I'm making myself taller'
I broomed her	`I hit her with a broom'
I'm still soring	`I'm still feeling sore'
I'm darking the letters	`I'm making the letters darker'
And syrup it	`and put syrup on it'
I'm pinking things	`I'm making things pink'

- a. Represent these verb formation methods with rules: (4pt)

- b. What's going on here? That is, what are the children doing with verbs? (1pt)