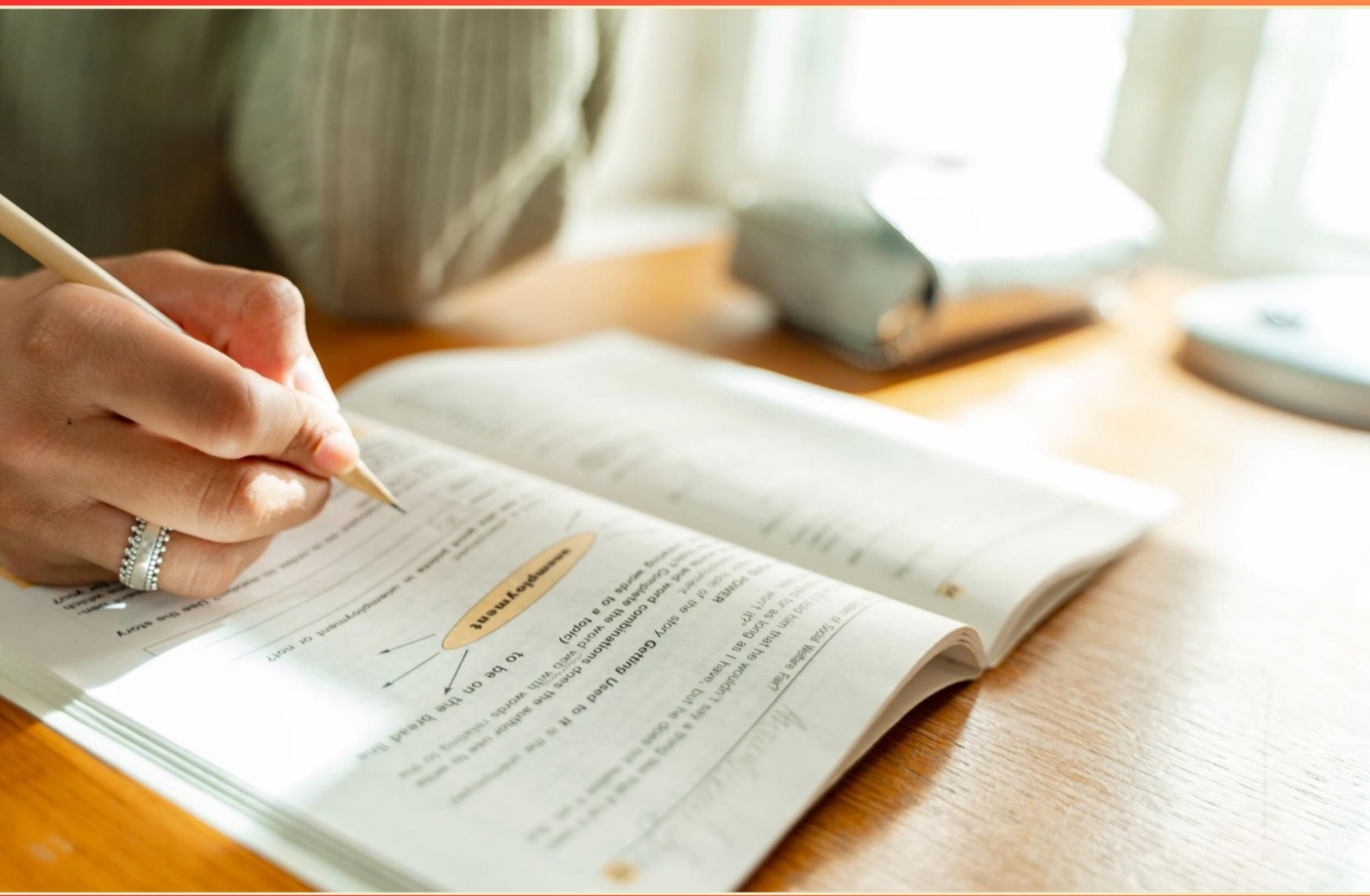
# LANGUAGE ACQUISITION EXAM 2 PRACTICE (SAMPLE)

## STUDY GUIDE



## SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

**VISIT US ONLINE FOR THE FULL VERSION STUDY GUIDE**

https://langacquisition2.examzify.com

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# Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

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# How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

### 1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

### 2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

### 3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

### 4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

### 5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

### 6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

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# Questions

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**1. Do studies universally support bilingual advantages in theory of mind or executive function?**

A. No; findings are debated and not universally replicated.

B. Yes; findings are universally replicated.

C. Only in infancy; the effect disappears later.

D. They show disadvantages in theory of mind.

**2. Telegraphic speech emerges around 18–24 months. Which description best characterizes it?**

A. 12–18 months; holophrase

B. 6–10 months; canonical babbling

C. 9–12 months; variegated babbling

D. ~18–24 months; 2–3 word utterances with content words only, omitting function words

**3. Which practice is essential for protecting participants in infant language research?**

A. Data privacy and noninvasive methods.

B. Invasive procedures without consent.

C. Compensation that is unrelated.

D. Deception about study aims.

**4. How is theory of mind related to language development in early childhood?**

A. Theory of mind supports grammar complexity directly

B. Language ability is independent of theory of mind

C. Language provides the means to express beliefs and intentions, and theory of mind develops with linguistic and conversational skills like mental-state terms

D. Theory of mind develops only after schooling

**5. In typical development, what does an increasing MLU indicate?**

A. Increasing vocabulary size only.

B. Increasing phoneme inventory.

C. Increasing syntactic complexity.

D. Increasing narrative coherence only.

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**6. What process involves mapping surface forms to underlying syntactic representations that guide meaning?**

A. Deep structure mapping

B. Phonemic segmentation

C. Prosodic cueing

D. Semantic role assignment

**7. Provide an example of overextension in early word learning.**

A. Calling all four-legged animals 'dog'.

B. Calling the family dog 'dog' and no other dogs.

C. Calling a dog 'dog' for a dog in the book.

D. Calling a dog 'dog' for a specific breed.

**8. What outcomes were recorded in the study?**

A. Sleep patterns, feeding schedules, crying frequency

B. Number of words, quality/type of interaction, growth in words

C. Reading level, IQ, math skills

D. Music exposure, screen time, play preferences

**9. Which category includes social expressions such as Hi and Bye-bye?**

A. Affective states/social words

B. Assertive: yes/no, want

C. Social expressive

D. Modifiers

**10. Which modifier subtype includes mine and daddy food?**

A. Locatives

B. States

C. Possessive

D. Attributes

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# Answers

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1. A
2. D
3. A
4. C
5. C
6. A
7. A
8. B
9. C
10. C

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# Explanations

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**1. Do studies universally support bilingual advantages in theory of mind or executive function?**

A. No; findings are debated and not universally replicated.

B. Yes; findings are universally replicated.

C. Only in infancy; the effect disappears later.

D. They show disadvantages in theory of mind.

*The idea being tested is whether bilingual advantages in theory of mind or executive function are consistently found across studies. In reality, the evidence isn't uniform or universal. Findings are debated and not universally replicated because results vary a lot depending on the tasks used, the age of participants, language proficiency, socioeconomic factors, and study design. Meta-analyses often show only small effects, if any, and sometimes benefits appear only under specific conditions or with particular measures, making a blanket, universal advantage unlikely. So the best description is that findings are debated and not universally replicated. The other statements oversimplify the literature: there isn't consistent replication across all ages, tasks, or populations, and there isn't a clear pattern of universal disadvantages either.*

**2. Telegraphic speech emerges around 18–24 months. Which description best characterizes it?**

A. 12–18 months; holophrase

B. 6–10 months; canonical babbling

C. 9–12 months; variegated babbling

D. ~18–24 months; 2–3 word utterances with content words only, omitting function words

*Telegraphic speech reflects a stage when toddlers combine a couple of content words to express a meaning, while leaving out the small, glue words that carry grammar. Around 18–24 months, you'll hear two- to three-word utterances like "mommy eat," "doggy go," or "more juice." The focus is on the words that carry the main content—nouns, verbs, and adjectives—so the message is clear even though function words (the, is, to, and) and inflections aren't used yet. This mirrors growing grammar: vocabulary is expanding, but the full sentence structure isn't fully mastered, so speech is efficient and telegraph-like. Earlier stages you might have seen include holophrase, where one word stands for a whole idea or sentence, such as "up" meaning "pick me up." And before that, the sounds of speech are more about babbling: canonical babbling (repeating syllables like ba-ba) and variegated babbling (different syllables without real words). Telegraphic speech marks a shift from sound play toward meaningful combination of words, with basic but essential meaning carried by the content words.*

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## 3. Which practice is essential for protecting participants in infant language research?

A. Data privacy and noninvasive methods.

B. Invasive procedures without consent.

C. Compensation that is unrelated.

D. Deception about study aims.

*Protecting participants in infant language research means prioritizing safety and privacy by using methods that pose minimal risk and by safeguarding families' information. Infants can't consent, so guardians' informed permission plus IRB oversight are essential, and researchers must design studies to minimize any discomfort or risk. Data privacy protects families from exposure of personal information, which is a fundamental part of ethical practice. Noninvasive methods—such as careful observation, noninvasive recording, and any procedures with minimal risk—are preferred because they respect the vulnerability of infants while still allowing valuable language development insights. Invasive procedures without consent would violate ethical norms and laws and could harm participants. Compensation that isn't related to participation doesn't enhance protection and could pressure families or be misused. Deception about study aims undermines trust and informed decision-making, which is especially problematic when guardians must protect the child's welfare.*

## 4. How is theory of mind related to language development in early childhood?

A. Theory of mind supports grammar complexity directly

B. Language ability is independent of theory of mind

C. Language provides the means to express beliefs and intentions, and theory of mind develops with linguistic and conversational skills like mental-state terms

D. Theory of mind develops only after schooling

*Language and theory of mind develop together in early childhood: language provides the means to express beliefs and intentions, and theory of mind grows with linguistic and conversational experience, especially the use of mental-state terms. When children hear and use words like think, know, believe, want, and pretend, they begin to label and discuss what others might be thinking or feeling. This practice helps them represent minds different from their own and anticipate others' actions based on those beliefs. Through conversations, joint attention, and pretend play that incorporate mental-state language, children gradually move from understanding basic desires to grasping that people can hold false or updated beliefs. That bidirectional relationship is why language ability is not independent of theory of mind, and it isn't about grammar complexity alone or about schooling. Early exposure to talk about minds builds the scaffolding for understanding others' perspectives, which in turn reinforces how children use language to describe and reason about those perspectives.*

## 5. In typical development, what does an increasing MLU indicate?

A. Increasing vocabulary size only.

B. Increasing phoneme inventory.

C. Increasing syntactic complexity.

D. Increasing narrative coherence only.

*Mean length of utterance captures how syntactically complex a child's speech is. As kids grow, they don't just put more words together; they start using grammatical endings and function words, making each utterance longer and more morphologically rich. Since MLU is measured in morphemes per utterance, this increase tracks the child's development of grammar and sentence structure, not just vocabulary size, phoneme inventory, or narrative coherence. For example, moving from "dog run" to "the dogs are running" adds articles, plurals, and tense/morpheme markers, boosting the MLU. That's why increasing MLU best indicates increasing syntactic complexity.*

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## 6. What process involves mapping surface forms to underlying syntactic representations that guide meaning?

A. Deep structure mapping

B. Phonemic segmentation

C. Prosodic cueing

D. Semantic role assignment

*Reconstructing the underlying syntactic structure from the surface form to guide meaning. When we hear a sentence, our interpretation hinges on recovering the abstract arrangement of words that determines who did what to whom and how the pieces relate semantically. This deep structure is the underlying representation that guides interpretation, and mapping the spoken form back to that structure is exactly what deep structure mapping captures. Phonemic segmentation is about breaking the speech stream into individual sounds, so it deals with sound units rather than how those units combine into structure to yield meaning. Prosodic cueing involves tone, rhythm, and stress to hint at structure or emphasis, not the syntactic skeleton itself. Semantic role assignment occurs after structure is established and assigns roles like agent and patient within the existing syntax.*

## 7. Provide an example of overextension in early word learning.

A. Calling all four-legged animals 'dog'.

B. Calling the family dog 'dog' and no other dogs.

C. Calling a dog 'dog' for a dog in the book.

D. Calling a dog 'dog' for a specific breed.

*Overextension happens when a child uses a known word to refer to a broader group of objects than the word actually describes. The classic example is calling all four-legged animals "dog." A child learns the word from one pet and then applies it to other animals like cats, horses, or cows, extending the label beyond its true category as a dog. This shows how vocabulary grows quickly, but the categories aren't yet precise. The other scenarios illustrate different patterns: using the word only for the family dog and no other dogs is an underextension, where the child narrows the meaning. Using the word for a dog that appears in a book is simply applying the label to a known instance and isn't broadening the category. Calling a dog by its breed would still fall within a general label for dogs rather than extending the label to a broader, incorrect range.*

## 8. What outcomes were recorded in the study?

A. Sleep patterns, feeding schedules, crying frequency

B. Number of words, quality/type of interaction, growth in words

C. Reading level, IQ, math skills

D. Music exposure, screen time, play preferences

*In language development studies, the focus is on concrete language outcomes that show how a child's communication grows. The recorded measures—number of words produced, the quality or type of social–linguistic interaction, and growth in words over time—directly track vocabulary size, how the child uses language in interactions, and how their vocabulary expands. These are the outcomes that reveal language progress. The other options mix in areas not central to language development: sleep patterns, feeding schedules, and crying frequency point to physiological or behavioral states; reading level, IQ, and math skills cover broader cognitive abilities; music exposure, screen time, and play preferences are environmental factors or preferences rather than language outcomes.*

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## 9. Which category includes social expressions such as Hi and Bye-bye?

A. Affective states/social words

B. Assertive: yes/no, want

C. Social expressive

D. Modifiers

*Social expressions like Hi and Bye-bye show how language is used to manage social interaction. They're ritualized exchanges that greet someone or signal the end of a conversation, serving a social function rather than conveying an internal feeling or a request. This is why they fit the social expressive category: it captures intentions behind brief verbal acts that shape how we start, maintain, or close interactions. In contrast, affective states describe feelings (happy, hungry), not social routines; assertive expressions involve yes/no or wants and are about making statements or requests; modifiers change the properties of nouns or adjectives rather than performing a social action. So greetings and farewells are best described as social expressive.*

## 10. Which modifier subtype includes mine and daddy food?

A. Locatives

B. States

C. Possessive

D. Attributes

*Ownership is the idea these modifiers express. Mine is a possessive form that stands for something owned by the speaker, functioning as a modifier that marks possession rather than describing a property or a location. Similarly, daddy food signals that the food belongs to daddy, a possessive relationship between the owner and the noun. In many grammar frameworks, words that show possession—such as mine and the possessive noun form with 's—are grouped as a possessive modifier because they attach to the noun to indicate who owns it. That's why this subtype best fits both examples. Locatives would indicate location, not ownership. States describe conditions or states of being. Attributes describe qualities or properties of the noun. These don't capture the relationship of ownership that both mine and the daddy-owner construction convey.*

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# Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

https://langacquisition2.examzify.com

We wish you the very best on your exam journey. You've got this!

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