

Chapter 2 Language Structure and Use

1. Phonology is the study of:
 - A. grammar patterns in language
 - B. word patterns in language
 - C. sound patterns in language
 - D. stress patterns in language

2. Morphology is the study of:
 - A. meaning units in language
 - B. semantic units in language
 - C. syllable units in language
 - D. word units in language

3. Semantics is the study of:
 - A. meanings of words, phrases, and sentences
 - B. formation of words, phrases, and sentences
 - C. sounds of words, phrases, and sentences
 - D. syntax of words, phrases, and sentences

4. Pragmatics is the study of:
 - A. accents and dialects
 - B. nonverbal communication
 - C. language teaching
 - D. communication in context

5. Which of the following are characteristics of phonology?
 - A. reading, writing, speaking, listening
 - B. accent, dialect, pronunciation, vernacular
 - C. stress, pitch, prosody, intonation
 - D. diagraphs, diphthongs, prefixes, and suffixes

6. How many morphemes are in the word *fundamentalists*?
 - A. one
 - B. two
 - C. four
 - D. five

7. Which of the following is an example of clipping?
 - A. USA for United States of America
 - B. *prof* for *professor*
 - C. *travelogue* from *travel* + *monologue*
 - D. *pre-* in *premade*

8. Syntax can be described as the:
 - A. creative aspect of language and communication
 - B. description of the differences between two or more languages
 - C. acceleration of language learning in the ESL classroom
 - D. rules that govern the formation of phrases and sentences

9. What is an example of the explicit teaching of syntax?
 - A. Students work together in role-play.
 - B. Students collaboratively write dialogue.
 - C. Students play grammar games.
 - D. Students research word families.

10. What are the three basic semantic challenges for English learners?
 - A. translating, learning words for which there is no first-language counterpart, and understanding similar words that are in both languages with different meanings
 - B. using articles, conjugating verbs, and finding appropriate adjectives and adverbs for spoken and written discourse
 - C. forming words, phrases, and sentences appropriately according to context
 - D. using clipping, acronyms, and blends when speaking and writing in different contexts

11. What is CALP?
 - A. California Assessment of Learner Proficiency
 - B. Calculation of Academic Learning Preparation
 - C. Cognitive Academic Language Proficiency
 - D. Colloquial Aspects of Lesson Planning

12. Which of the following is an example of dimensions of discourse?
 - A. written vs. spoken
 - B. grammar vs. syntax
 - C. morphemes vs. phonemes
 - D. pitch vs. tone

13. What are phonemes?
 - A. sound segments such as /t/, /m/, or /e/
 - B. prefixes such as *pre-*, *un-*, or *sub-*
 - C. letters such as A, B, or C
 - D. dialects such as regional, social, and ethnic

14. What are examples of academic language functions?
 - A. listening, speaking, reading, writing
 - B. comparing, describing, proving, debating
 - C. morphemes, phonemes, affixes, clipping
 - D. pair work, group work, class work, individual work

15. What is an example of a semantic shift?
 - A. the disappearance of the second-person inflection
 - B. stress on a word alters the meaning of a sentence
 - C. switching from informal to formal register
 - D. a tone language using the pitch of syllables to contrast meaning

16. Prosody is the:
 - A. way language is constructed
 - B. underlying rhythm of language
 - C. informal or formal way people speak
 - D. changes in language over the years

17. Which of the following is an example of how pitch is used in the English language?
 - A. Pitch rises at the beginning of a sentence that is a question.
 - B. Pitch rises at the end of a sentence that is a question.
 - C. Pitch falls at the end of a sentence that is a question.
 - D. Pitch falls at the beginning of a sentence that is a question.

18. What is the IRE recitation pattern?
 - A. The student interprets, the teacher revises, student explains
 - B. The teacher intones, student recites, the teacher establishes
 - C. The student interacts, the teacher rephrases, student examines
 - D. The teacher initiates, student responds, the teacher evaluates

19. How is cooperative learning a discourse alternative?
 - A. The teacher leads the discussion and the structure of conversation is focused on a distinct topic, which leads to more teacher control.
 - B. The style of “teacher talk” changes as teachers assist students with tasks, give fewer commands, and impose less control with students in changing groups.
 - C. Teachers ask students questions in order to activate prior knowledge and gather information about the subject matter.
 - D. The focus is on understanding complex ideas, concepts, and texts in order to create a project.

20. Pragmatics includes which three communication skills?
 - A. the ability to use oral discourse, written discourse, and academic discourse according to the appropriate context
 - B. the ability to identify typical grammar problems, syntax errors, and false cognates
 - C. the ability to identify double meanings, write and speak different sentence structures, and produce novel utterances
 - D. the ability to use language for different functions, adapt language according to the listener or situation, and follow rules for conversations and narrative

21. Which of the following is an example of a nonverbal signal?
- A. register
 - B. pitch
 - C. posture
 - D. grammar
22. Language registers match language to which of the following?
- A. tone
 - B. accent
 - C. context
 - D. pitch
23. Why is contrastive analysis a nonproductive teaching methodology?
- A. There is no evidence that learners will find phonemic differences between languages to be difficult.
 - B. There are only slight phonemic differences across all languages, and these do not need to be taught.
 - C. There are some phonemic differences between the English language and other languages that learners will find impossible to learn.
 - D. Phonemic differences are irrelevant to the construction of correct words, phrases, and sentences.
24. What is metalinguistic knowledge?
- A. knowing how languages differ across countries
 - B. having the vocabulary to talk about grammar
 - C. understanding the functions of linguistics
 - D. using syntax correctly across different contexts
25. Which of the following is an example of a pragmatic communication skill?
- A. the ability to pronounce words correctly
 - B. having word knowledge in spoken and written form
 - C. producing speech sounds in oral discourse
 - D. the ability to adapt language according to context
26. Which of the following is an example of how a school can make the pragmatic features of the school explicit?
- A. provide English learners with a bilingual dictionary with information on how to pronounce unfamiliar words, common phrases, and proper nouns
 - B. direct all newcomers to an office where they can access information about local services, community centers, and libraries
 - C. instruct students on the basic principles of good manners in classroom, playground, and school settings
 - D. give newcomers a welcome book that explains school routines, expected behaviors, and shared values

27. Which of the following is an example of a dialect?
- A. USA
 - B. UK
 - C. AAVE
 - D. AUS
28. Which of the following is an example of a social-stratification dialect?
- A. teenage slang
 - B. U.S. Southern accent
 - C. Spanish-accented English
 - D. academic discourse
29. How can attitudes toward dialects impact English learners?
- A. English learners cannot distinguish between dialects.
 - B. Dialects are often used as a basis for discrimination.
 - C. Teachers cannot understand all English dialects.
 - D. Students of differing dialects learn in different environments.
30. Why should teachers avoid the exclusive use of Standard English in the classroom?
- A. Not all students want to learn English, so teachers shouldn't attempt to teach it to unwilling learners.
 - B. The unique voice of students is lost if teachers always insist on correct usage and do not appreciate the varieties of language.
 - C. Standard English is spoken only by native English speakers, so it is inappropriate to teach it to English learners.
 - D. The dialects of students are too varied to be able to teach one form of English in the classroom.

31. **Essay Question**

How does language contribute to human life? Give at least one example.

32. **Essay Question**

What are some universal features of language? Be specific and identify at least five features that all languages have in common.

33. **Essay Question**

How can language create equality and inequality? Give at least one example for each.

34. **Essay Question**

What are some ways in which syntax can be taught explicitly? Give at least two examples of activities that would meet this objective.

35. **Essay Question**

What are some examples of language functions? Identify and explain at least three examples.

Chapter 2 Language Structure and Use

28. Phonology is the study of:
- A. grammar patterns in language
 - B. word patterns in language
 - C. sound patterns in language
 - D. stress patterns in language
29. Morphology is the study of:
- A. meaning units in language
 - B. semantic units in language
 - C. syllable units in language
 - D. word units in language
30. Semantics is the study of:
- A. meanings of words, phrases, and sentences
 - B. formation of words, phrases, and sentences
 - C. sounds of words, phrases, and sentences
 - D. syntax of words, phrases, and sentences
31. Pragmatics is the study of:
- A. accents and dialects
 - B. nonverbal communication
 - C. language teaching
 - D. communication in context
32. Which of the following are characteristics of phonology?
- A. reading, writing, speaking, listening
 - B. accent, dialect, pronunciation, vernacular
 - C. stress, pitch, prosody, intonation
 - D. diagraphs, diphthongs, prefixes, and suffixes
33. How many morphemes are in the word *fundamentalists*?
- A. one
 - B. two
 - C. four
 - D. five
34. Which of the following is an example of clipping?
- A. USA for United States of America
 - B. *prof* for *professor*
 - C. *travelogue* from *travel* + *monologue*
 - D. *pre-* in *premade*

35. Syntax can be described as the:
- A. creative aspect of language and communication
 - B. description of the differences between two or more languages
 - C. acceleration of language learning in the ESL classroom
 - D. rules that govern the formation of phrases and sentences
36. What is an example of the explicit teaching of syntax?
- A. Students work together in role-play.
 - B. Students collaboratively write dialogue.
 - C. Students play grammar games.
 - D. Students research word families.
37. What are the three basic semantic challenges for English learners?
- A. translating, learning words for which there is no first-language counterpart, and understanding similar words that are in both languages with different meanings
 - B. using articles, conjugating verbs, and finding appropriate adjectives and adverbs for spoken and written discourse
 - C. forming words, phrases, and sentences appropriately according to context
 - D. using clipping, acronyms, and blends when speaking and writing in different contexts
38. What is CALP?
- A. California Assessment of Learner Proficiency
 - B. Calculation of Academic Learning Preparation
 - C. Cognitive Academic Language Proficiency
 - D. Colloquial Aspects of Lesson Planning
39. Which of the following is an example of dimensions of discourse?
- A. written vs. spoken
 - B. grammar vs. syntax
 - C. morphemes vs. phonemes
 - D. pitch vs. tone
40. What are phonemes?
- A. sound segments such as /t/, /m/, or /e/
 - B. prefixes such as *pre-*, *un-*, or *sub-*
 - C. letters such as A, B, or C
 - D. dialects such as regional, social, and ethnic
41. What are examples of academic language functions?
- A. listening, speaking, reading, writing
 - B. comparing, describing, proving, debating
 - C. morphemes, phonemes, affixes, clipping
 - D. pair work, group work, class work, individual work

42. What is an example of a semantic shift?
- A. the disappearance of the second-person inflection
 - B. stress on a word alters the meaning of a sentence
 - C. switching from informal to formal register
 - D. a tone language using the pitch of syllables to contrast meaning
43. Prosody is the:
- A. way language is constructed
 - B. underlying rhythm of language
 - C. informal or formal way people speak
 - D. changes in language over the years
44. Which of the following is an example of how pitch is used in the English language?
- A. Pitch rises at the beginning of a sentence that is a question.
 - B. Pitch rises at the end of a sentence that is a question.
 - C. Pitch falls at the end of a sentence that is a question.
 - D. Pitch falls at the beginning of a sentence that is a question.
45. What is the IRE recitation pattern?
- A. The student interprets, the teacher revises, student explains
 - B. The teacher intones, student recites, the teacher establishes
 - C. The student interacts, the teacher rephrases, student examines
 - D. The teacher initiates, student responds, the teacher evaluates
46. How is cooperative learning a discourse alternative?
- A. The teacher leads the discussion and the structure of conversation is focused on a distinct topic, which leads to more teacher control.
 - B. The style of “teacher talk” changes as teachers assist students with tasks, give fewer commands, and impose less control with students in changing groups.
 - C. Teachers ask students questions in order to activate prior knowledge and gather information about the subject matter.
 - D. The focus is on understanding complex ideas, concepts, and texts in order to create a project.
47. Pragmatics includes which three communication skills?
- A. the ability to use oral discourse, written discourse, and academic discourse according to the appropriate context
 - B. the ability to identify typical grammar problems, syntax errors, and false cognates
 - C. the ability to identify double meanings, write and speak different sentence structures, and produce novel utterances
 - D. the ability to use language for different functions, adapt language according to the listener or situation, and follow rules for conversations and narrative

48. Which of the following is an example of a nonverbal signal?
- A. register
 - B. pitch
 - C. posture
 - D. grammar
49. Language registers match language to which of the following?
- A. tone
 - B. accent
 - C. context
 - D. pitch
50. Why is contrastive analysis a nonproductive teaching methodology?
- A. There is no evidence that learners will find phonemic differences between languages to be difficult.
 - B. There are only slight phonemic differences across all languages, and these do not need to be taught.
 - C. There are some phonemic differences between the English language and other languages that learners will find impossible to learn.
 - D. Phonemic differences are irrelevant to the construction of correct words, phrases, and sentences.
51. What is metalinguistic knowledge?
- A. knowing how languages differ across countries
 - B. having the vocabulary to talk about grammar
 - C. understanding the functions of linguistics
 - D. using syntax correctly across different contexts
52. Which of the following is an example of a pragmatic communication skill?
- A. the ability to pronounce words correctly
 - B. having word knowledge in spoken and written form
 - C. producing speech sounds in oral discourse
 - D. the ability to adapt language according to context
53. Which of the following is an example of how a school can make the pragmatic features of the school explicit?
- A. provide English learners with a bilingual dictionary with information on how to pronounce unfamiliar words, common phrases, and proper nouns
 - B. direct all newcomers to an office where they can access information about local services, community centers, and libraries
 - C. instruct students on the basic principles of good manners in classroom, playground, and school settings
 - D. give newcomers a welcome book that explains school routines, expected behaviors, and shared values

36. Which of the following is an example of a dialect?
- A. USA
 - B. UK
 - C. AAVE
 - D. AUS
37. Which of the following is an example of a social-stratification dialect?
- A. teenage slang
 - B. U.S. Southern accent
 - C. Spanish-accented English
 - D. academic discourse
38. How can attitudes toward dialects impact English learners?
- A. English learners cannot distinguish between dialects.
 - B. Dialects are often used as a basis for discrimination.
 - C. Teachers cannot understand all English dialects.
 - D. Students of differing dialects learn in different environments.
39. Why should teachers avoid the exclusive use of Standard English in the classroom?
- A. Not all students want to learn English, so teachers shouldn't attempt to teach it to unwilling learners.
 - B. The unique voice of students is lost if teachers always insist on correct usage and do not appreciate the varieties of language.
 - C. Standard English is spoken only by native English speakers, so it is inappropriate to teach it to English learners.
 - D. The dialects of students are too varied to be able to teach one form of English in the classroom.

40. **Essay Question**

How does language contribute to human life? Give at least one example.

41. **Essay Question**

What are some universal features of language? Be specific and identify at least five features that all languages have in common.

42. **Essay Question**

How can language create equality and inequality? Give at least one example for each.

43. **Essay Question**

What are some ways in which syntax can be taught explicitly? Give at least two examples of activities that would meet this objective.

44. **Essay Question**

What are some examples of language functions? Identify and explain at least three examples.

