

Language Acquisition Exam 2 Practice (Sample)

Study Guide



Everything you need from our exam experts!

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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.

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!

Questions

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- 1. What is the taxonomic constraint?**
 - A. The bias toward extending a new word to items in the same category**
 - B. Bias toward extending a word to thematically related items**
 - C. Preference for learning words from social contexts**
 - D. Tendency to apply grammar rules to all words**

- 2. 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**

- 3. Which statement about Specific Language Impairment is NOT supported by the material?**
 - A. It involves language deficits without hearing loss or cognitive impairment.**
 - B. It typically involves morphosyntax difficulties and usually normal nonverbal IQ.**
 - C. It is always accompanied by global cognitive delay.**
 - D. It occurs with normal hearing.**

- 4. Which statement best describes code-switching regarding bilingual competence?**
 - A. It demonstrates confusion about which language to use.**
 - B. It indicates lack of competence in one language.**
 - C. It indicates full competence in both languages and communicative flexibility.**
 - D. It is evidence that one language is stronger than the other.**

- 5. Motherese, or infant-directed speech, is characterized by**
 - A. Monotone speech.**
 - B. Rapid tempo with compressed vowels.**
 - C. Absence of intonation.**
 - D. Higher pitch, slower tempo, exaggerated intonation; directs attention and aids learning.**

- 6. Underextension in early word use refers to which?**
- A. Extending a word's usage to a wide range of unrelated referents**
 - B. Using a word for a broader set of referents than intended**
 - C. Neglecting a word's usage completely**
 - D. Limiting a word's usage to a narrow referent**
- 7. Which statement best describes the relationship between surface structure and word order?**
- A. Surface structure is about underlying representations**
 - B. Surface structure reflects the actual word order used in a sentence**
 - C. Surface structure determines semantics entirely**
 - D. Surface structure is unrelated to syntax**
- 8. Which concept involves recognizing that others have distinct beliefs, desires, and perspectives that influence interpretation?**
- A. Non-egocentrism**
 - B. Extra-linguistic communication**
 - C. Concept of theory of mind**
 - D. Theory of mind**
- 9. The mean length of utterance increases as children develop. This increase most directly reflects growth in which aspect?**
- A. Increase in daily spoken word count only.**
 - B. Increase in the number of conversational partners.**
 - C. Growth in syntactic complexity and utterance structure.**
 - D. Improvement in memory for lists of words.**
- 10. What is a deictic gesture, and what does it support in language development?**
- A. It reveals referents and supports joint attention and word mapping.**
 - B. Indicates grammatical tense.**
 - C. Signals phoneme boundaries.**
 - D. Replaces spoken language in early communication.**

Answers

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

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Explanations

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1. What is the taxonomic constraint?

- A. The bias toward extending a new word to items in the same category**
- B. Bias toward extending a word to thematically related items**
- C. Preference for learning words from social contexts**
- D. Tendency to apply grammar rules to all words**

The taxonomic constraint captures the tendency in early word learning to extend a newly learned word to other items that are of the same kind or category, rather than to items that are merely related through a shared theme or co-occurrence. If a child learns a word for a dog, they're more likely to apply it to other dogs than to things that are thematically connected to dogs (like a bone or a leash). This bias toward category-based extension helps build stable vocabularies by focusing on shared intrinsic features rather than external associations. So choosing the option that describes extending to items in the same category best matches what this constraint predicts. Thematically related extensions would correspond to a different kind of mapping, which the taxonomic constraint doesn't emphasize.

2. 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.

3. Which statement about Specific Language Impairment is NOT supported by the material?

- A. It involves language deficits without hearing loss or cognitive impairment.**
- B. It typically involves morphosyntax difficulties and usually normal nonverbal IQ.**
- C. It is always accompanied by global cognitive delay.**
- D. It occurs with normal hearing.**

Specific Language Impairment is defined by language difficulties that occur despite normal hearing and typical nonverbal cognitive abilities. The statement that it is always accompanied by global cognitive delay goes against this core idea. In SLI, nonverbal IQ is usually average or even above average, and the impairment is focused on language skills—often showing up as morphosyntax difficulties like trouble with tense marking or sentence structure—rather than a broader cognitive slowdown. So the language problems exist without a global cognitive delay, which is why that statement isn't supported. The other points fit this pattern: language deficits without hearing loss or cognitive impairment, morphosyntax challenges with usually normal nonverbal IQ, and normal hearing.

4. Which statement best describes code-switching regarding bilingual competence?

- A. It demonstrates confusion about which language to use.**
- B. It indicates lack of competence in one language.**
- C. It indicates full competence in both languages and communicative flexibility.**
- D. It is evidence that one language is stronger than the other.**

Code-switching in bilinguals shows communicative flexibility and access to full competence in both languages. When a speaker switches languages mid-conversation, it often reflects strategic use—pulling from either language to fit the topic, audience, or social context, or to express a concept more precisely. This demonstrates that the person can effectively use both languages, not that they are unsure which language to choose, lack proficiency in one language, or favor one over the other. Proficient bilinguals switch languages to emphasize meaning, quote someone, or align with a group, illustrating true versatility in language use.

5. Motherese, or infant-directed speech, is characterized by

- A. Monotone speech.**
- B. Rapid tempo with compressed vowels.**
- C. Absence of intonation.**
- D. Higher pitch, slower tempo, exaggerated intonation; directs attention and aids learning.**

Infant-directed speech is shaped to attract a baby's attention and support early language learning, so the prosody stands out in meaningful ways. It typically uses a higher overall pitch, a slower tempo with longer vowels, and exaggerated intonation. This combination makes speech more salient and easier for a young listener to process: the higher pitch grabs attention, the slower rate gives the baby time to hear and segment sounds, and the exaggerated rise and fall of pitch helps signal phrase boundaries and the emotional content of what's being said. Together, these cues aid attention, help infants track word boundaries, and facilitate mapping sounds to meanings, which supports early vocabulary and later language development. Monotone speech, a rapid tempo with compressed vowels, or a lack of intonation don't provide the same perceptual cues or processing time, making them less helpful for language learning.

6. Underextension in early word use refers to which?

- A. Extending a word's usage to a wide range of unrelated referents**
- B. Using a word for a broader set of referents than intended**
- C. Neglecting a word's usage completely**
- D. Limiting a word's usage to a narrow referent**

In early word learning, children often keep meanings narrow, using a word only for a single item rather than for a whole category. Underextension happens when a child uses a word to refer to a very limited set of referents instead of all things that fit the general category. For example, a child might call only their own family dog "dog" and not other dogs, or use "cup" only for their special cup and not for any other cup. This narrowing matches the idea of underextension. The other patterns describe broader use—extending a word to many unrelated things or calling more items by the word than intended—or simply not using the word at all, which aren't underextension.

7. Which statement best describes the relationship between surface structure and word order?

- A. Surface structure is about underlying representations**
- B. Surface structure reflects the actual word order used in a sentence**
- C. Surface structure determines semantics entirely**
- D. Surface structure is unrelated to syntax**

Surface structure is the visible arrangement of words in a sentence—the actual word order you hear or read. It shows how sentences are realized after syntactic rules move or reorganize elements to form questions, passives, and other forms. That’s why this description fits best: it directly captures the real word order of the sentence. Deep structure, by contrast, is more about abstract relations and meaning, and surface structure can change without changing those core relations. So surface structure doesn’t determine semantics entirely, and it isn’t unrelated to syntax, since it arises from syntactic processes that shape how words line up in use.

8. Which concept involves recognizing that others have distinct beliefs, desires, and perspectives that influence interpretation?

- A. Non-egocentrism**
- B. Extra-linguistic communication**
- C. Concept of theory of mind**
- D. Theory of mind**

The main idea here is theory of mind—the understanding that people have their own beliefs, desires, knowledge, and perspectives that can differ from one’s own and that these mental states shape how they interpret and respond to things. This capacity explains why two people can view the same situation differently, because each person’s beliefs and desires influence their interpretation. The standard term for this concept is theory of mind, which is why that option is the best fit. The alternative phrasing uses a nonstandard label, and the other choices don’t capture the focus on mental states: non-egocentrism is about taking another’s perspective in a broader sense, while extra-linguistic communication refers to nonverbal cues rather than beliefs or desires.

9. The mean length of utterance increases as children develop. This increase most directly reflects growth in which aspect?

- A. Increase in daily spoken word count only.**
- B. Increase in the number of conversational partners.**
- C. Growth in syntactic complexity and utterance structure.**
- D. Improvement in memory for lists of words.**

The main idea here is that mean length of utterance rises as children's language becomes more grammatically and structurally complex. MLU is not just about saying more words; it measures the average number of morphemes per utterance, so it captures the addition of syntax, inflection, and combining words into longer, more varied sentences. As kids develop, they move from single words to phrases and sentences with subjects, verbs, objects, and function morphemes (like -ing, -ed, -s). That growth in sentence structure and complexity is what drives the increase in MLU. So the best answer points to growth in syntactic complexity and utterance structure. The other options miss the key idea: simply speaking more words overall doesn't necessarily reflect more complex sentence structure; having more conversational partners relates to exposure but not the inherent structural development measured by MLU; and memory for lists doesn't directly reflect the grammatical and connective growth shown in longer, more complex utterances.

10. What is a deictic gesture, and what does it support in language development?

- A. It reveals referents and supports joint attention and word mapping.**
- B. Indicates grammatical tense.**
- C. Signals phoneme boundaries.**
- D. Replaces spoken language in early communication.**

Deictic gestures are nonverbal signals that point to or indicate objects, people, or events in the speaker's immediate context. They reveal referents and support joint attention, helping the child and caregiver focus on the same thing and attach a word to it. This pointing or showing guides the child's attention to the referent while a label is provided, which is crucial for word mapping and vocabulary growth. Early on, children rely on these cues to connect speech with real-world objects, building the foundation for language learning. They don't indicate grammatical tense, phoneme boundaries, or replace spoken language; instead, they supplement speech by coordinating attention and referents.

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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