

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>



Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.

SAMPLE

Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	15

SAMPLE

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

SAMPLE

1. Which is an example of an overgeneralization error in English morphology?

- A. Goed instead of went
- B. Went for good
- C. Go-ed as the past tense
- D. Going

2. What characterizes semantic bootstrapping in language acquisition?

- A. Using morphological rules to deduce sentence structure.
- B. Relying solely on word frequency to deduce syntax.
- C. Inferring syntactic structure from semantic roles without direct syntax.
- D. Using knowledge of word meanings and semantic roles to infer syntactic structure.

3. What is fast mapping?

- A. Rapidly forming an initial link between a new word and its referent after limited exposure.
- B. Gradual accumulation of vocabulary.
- C. Learning words only after many repetitions.
- D. Mapping grammar rules to sentences.

4. What does mutual exclusivity refer to in early lexical learning?

- A. The tendency to learn two labels for the same object.
- B. The bias that objects all have multiple labels for the same referent.
- C. The belief that labels map to colors rather than objects.
- D. The bias that objects have a single label; children map a new word to an unlabeled object.

5. Which morphemes characterize Brown's stage 4?

- A. present progressive -ing and prepositions
- B. past irregular and possessive
- C. contractable/uncontractable auxiliary
- D. articles (the,a,an) and past regular

- 6. How are vocabulary size and phonological development connected in early language?**
- A. Phonological development determines vocabulary size
 - B. A smaller vocabulary leads to better phonology
 - C. A larger vocabulary supports stronger phonological representations and better word recognition.
 - D. Vocabulary size has no impact on phonological development
- 7. Which example illustrates an inflectional morpheme?**
- A. Prefixing a with a prefix to form approve
 - B. Adding -ed to prove to form proved
 - C. Changing the root to a new word class by adding -tion
 - D. Combining two words to form a compound
- 8. What is do-support in English, and when does it typically appear in a child's speech?**
- A. The use of 'do' as a main verb.
 - B. The omission of the auxiliary 'do' in questions.
 - C. The use of 'do' to form statements.
 - D. The auxiliary 'do' used to form questions/negatives; emerges as children acquire auxiliary systems.
- 9. The 30 million word gap study emphasizes that caregiver talk is crucial for:**
- A. Caregiver talk is crucial to speech development.
 - B. Nonverbal communication only is crucial.
 - C. Genetic predisposition alone determines speech.
 - D. Word exposure beyond age 3 is most important.
- 10. What is the critical period hypothesis for language development, and what are two lines of evidence supporting it?**
- A. A proposed window in early childhood during which language acquisition occurs most easily; evidence includes poorer outcomes after late L1 exposure and robust findings in late L1/L2 learners and sign language.
 - B. A theory that language can only be learned before age 5; supported by adult learners.
 - C. The idea that language is learned best after puberty; supported by L2 success.
 - D. The notion that language is purely genetic with no critical window.

Answers

SAMPLE

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

SAMPLE

Explanations

SAMPLE

1. Which is an example of an overgeneralization error in English morphology?

- A. Goed instead of went
- B. Went for good
- C. Go-ed as the past tense
- D. Going

Overgeneralization in morphology happens when a learner applies a regular rule to forms where it doesn't apply, creating an incorrect word. In English, the past tense of *go* is irregular: *went*. When someone says "goed," they're applying the standard past-tense rule that adds *-ed* to a verb stem. That pattern works for many verbs (*walk* walked), but not for *go*, so "goed" is the incorrect form that results from extending the rule too far. This is different from the other options. For example, "went for good" uses the correct irregular past tense in a real phrase, so it's not an error. Saying "go-ed" mirrors the idea of adding *-ed*, but it's still describing the same incorrect generalization rather than a natural form. "Going" is the present participle, not a past tense form, so it reflects a different grammatical construction rather than an overgeneralization of past tense.

2. What characterizes semantic bootstrapping in language acquisition?

- A. Using morphological rules to deduce sentence structure.
- B. Relying solely on word frequency to deduce syntax.
- C. Inferring syntactic structure from semantic roles without direct syntax.
- D. Using knowledge of word meanings and semantic roles to infer syntactic structure.

Semantic bootstrapping is about using meaning and roles in events to figure out sentence structure. When a child hears a sentence, they rely on word meanings and who is doing what to whom to map out the roles in the sentence (who is the agent, who is the patient, what action is taking place). This semantic information guides them to infer where the subject goes, how the verb relates to the rest, and where objects fit, even before they have a full set of syntactic rules. For instance, recognizing that the agent performs the action and the patient receives it helps the child anticipate a subject-verb-object pattern, and over time the growing vocabulary and experience tighten these mappings. The other ideas either emphasize spelling out rules from morphology, depend mainly on how often words occur, or describe inferring structure without using semantics at all, which doesn't capture how semantics drive initial syntactic hypotheses in semantic bootstrapping.

3. What is fast mapping?

- A. Rapidly forming an initial link between a new word and its referent after limited exposure.
- B. Gradual accumulation of vocabulary.
- C. Learning words only after many repetitions.
- D. Mapping grammar rules to sentences.

Fast mapping is the ability to form a quick initial link between a new word and its referent after only limited exposure. In practice, a child hears a novel word in context and nearby guides, like a parent pointing or showing the object, and makes a rapid guess about what the word refers to. This initial association can be established almost after one or a few exposures, even though the full meaning, nuances, and broader usage of the word will improve with more experience. This sets it apart from slower vocabulary growth that relies on many repetitions to accumulate knowledge. It also isn't about linking grammar rules to sentences, which is a different skill. The main idea is that fast mapping captures this quick, initial word-referent connection formed with limited input.

4. What does mutual exclusivity refer to in early lexical learning?

- A. The tendency to learn two labels for the same object.
- B. The bias that objects all have multiple labels for the same referent.
- C. The belief that labels map to colors rather than objects.
- D. The bias that objects have a single label; children map a new word to an unlabeled object.**

Mutual exclusivity is the bias that objects have a single label, so when children hear a new word they map it to an object that doesn't already have a known label. This helps young learners expand their vocabulary quickly by avoiding giving two different words to the same object. For example, if one object is already labeled and a second object has no name, a new word is likely to be linked to the unnamed object rather than to change the label of the familiar one. The other patterns described—giving two labels to one object, or assuming every object has many labels, or focusing on colors instead of objects—don't fit this specific bias, which centers on one-label-per-object mappings and using a new word to label an unlabeled referent.

5. Which morphemes characterize Brown's stage 4?

- A. present progressive -ing and prepositions
- B. past irregular and possessive
- C. contractable/uncontractable auxiliary
- D. articles (the,a,an) and past regular**

The main idea here is the order in which Brown describes morphemes emerge in early child speech. In Stage 4, children typically start using articles (the, a, an) before nouns and begin marking past tense with regular endings (-ed). So you'll hear phrases like "the dog," "a ball," and "walked" or "jumped." These two morphemes show up together because they reflect different grammatical domains: a determiner for noun phrases and a tense marker for the verb. Earlier forms like present progressive -ing and basic prepositions show up before this stage, and irregular past or possessive -s usually appear earlier as well, while more complex auxiliary forms tend to come after Stage 4.

6. How are vocabulary size and phonological development connected in early language?

- A. Phonological development determines vocabulary size
- B. A smaller vocabulary leads to better phonology
- C. A larger vocabulary supports stronger phonological representations and better word recognition.**
- D. Vocabulary size has no impact on phonological development

Growing vocabulary strengthens how children encode and access sounds, which makes phonological representations more precise and helps with word recognition. Each new word adds a phonological pattern for the brain to store, refining sensitivity to sound contrasts, syllable structure, and rhyme. This richer phonological knowledge makes it easier to segment continuous speech, map sounds to meanings, and retrieve words quickly, supporting both production and comprehension. So, having a larger vocabulary leads to stronger phonological representations and better recognition. The idea that vocabulary size doesn't matter, or that it would somehow hinder phonology, isn't supported by how exposure to more words helps refine sound patterns and processing.

7. Which example illustrates an inflectional morpheme?

- A. Prefixing a with a prefix to form approve
- B. Adding -ed to prove to form proved**
- C. Changing the root to a new word class by adding -tion
- D. Combining two words to form a compound

Inflectional morphemes add grammatical information to a word without changing its basic category or meaning. The suffix -ed attached to the verb prove signals past tense, so the form proves a past action while remaining a verb. It doesn't create a new word or change the part of speech; it just marks when the action occurred. The other processes create new words or change word classes rather than just tense. For example, adding a prefix to form approve introduces new meaning and a new word, and adding -tion to form a noun changes the word class. Combining two words to make a compound also yields a new lexical item rather than an inflectional form. So the past-tense -ed is the best example of an inflectional morpheme.

8. What is do-support in English, and when does it typically appear in a child's speech?

- A. The use of 'do' as a main verb.
- B. The omission of the auxiliary 'do' in questions.
- C. The use of 'do' to form statements.
- D. The auxiliary 'do' used to form questions/negatives; emerges as children acquire auxiliary systems.**

Do-support is the use of the auxiliary do (do/does/did) to form questions and negatives when there isn't another auxiliary already in the verb phrase. It acts as a helper that lets you invert the subject for questions and attach not for negatives, as in "Do you want some?" or "I do not want it." In child speech, you see this emerge as kids learn how to use auxiliary verbs. They often start with simple statements or non-inverted questions and negatives, then gradually begin inserting do to form proper questions and negatives. This development typically appears in the preschool years, around age three, as the child's grasp of English auxiliary systems grows.

9. The 30 million word gap study emphasizes that caregiver talk is crucial for:

- A. Caregiver talk is crucial to speech development.**
- B. Nonverbal communication only is crucial.
- C. Genetic predisposition alone determines speech.
- D. Word exposure beyond age 3 is most important.

The main idea being tested is how early language input from caregivers shapes a child's speech development. The 30 million word gap study shows that children who hear more talking from their caregivers by age four end up with much larger vocabularies and stronger language skills. This happens because caregiver talk provides abundant, meaningful linguistic exposure—labeling objects, describing actions, answering questions, and engaging in back-and-forth conversation—giving children countless chances to hear words, learn their meanings, and practice forming sentences. It highlights that early environmental input, not just genetics or nonverbal communication, drives speech development, and it emphasizes the importance of the early years rather than word exposure after age three.

10. What is the critical period hypothesis for language development, and what are two lines of evidence supporting it?

- A. A proposed window in early childhood during which language acquisition occurs most easily; evidence includes poorer outcomes after late L1 exposure and robust findings in late L1/L2 learners and sign language.**
- B. A theory that language can only be learned before age 5; supported by adult learners.**
- C. The idea that language is learned best after puberty; supported by L2 success.**
- D. The notion that language is purely genetic with no critical window.**

The critical period hypothesis for language development says there's a window in early childhood during which language learning happens most easily and naturally, and after that window, acquiring native-like proficiency becomes much harder, with outcomes that are often poorer in grammar, pronunciation, and overall competence. One line of evidence comes from late exposure to a first language. When children miss the early period and are exposed to a first language only after infancy, they typically show lasting difficulties in core aspects of language, such as grammar and syntax, and their pronunciation often never reaches native-like levels. This pattern suggests that missing the early window can lead to persistent language deficits. A second line of evidence comes from studies of late exposure to language more generally, including second-language learners and sign-language learners. Across these cases, earlier exposure tends to yield higher ultimate proficiency, especially in phonology and grammar, while starting later is associated with persistent differences from native speakers. Sign language studies reinforce this idea by showing that individuals without early exposure to a natural language—even in a different modality—often struggle to acquire fully native-like proficiency, pointing to a timing effect that spans languages and modalities. Together, these lines of evidence support the view that a period in early childhood is particularly conducive to achieving native-like language mastery, with later exposure making it much more challenging to reach that level.

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!

SAMPLE