Article 1. Phonological Complexity and Language Learnability

1. Which of the following theories focuses explicitly on complexity as the trigger of language learning?
   A. language theory  
   B. learnability theory  
   C. phonological theory  
   D. complexity theory

2. Rescher (1998) makes an important contribution to the study of complexity by defining three “modes” or ways of conceptualizing complexity. What are they?
   A. epistemic, orthological, and functional  
   B. phonological, linguistic, and numeric  
   C. didactic, dialogic, and rhetorical  
   D. epistemic, ontological, and functional

3. Most researchers agree that a child’s early grammar is in a subset relationship with the adult target grammar.
   A. true  
   B. false

4. What are “implicational laws?”
   A. properties by which complexity can be better understood  
   B. specific co-occurrence relationships and tendencies among the functional properties of language  
   C. specific co-occurrence relationships and tendencies among the phonological properties of language  
   D. guidelines for applying complexity to language treatment

5. “Sonority difference” is:
   A. a comparison of the sonority of segments as determined by simple algebraic formula  
   B. a relative measure that is directly correlated with intensity  
   C. a relative measure that is inversely correlated with intraoral air pressure  
   D. an interval between a stop and a liquid
Article 2. Complexity in the Treatment of Naming Deficits

6. When describing the features of examples within a specific semantic category, it is important to note that:

A. all items within a category are equal
B. not all items within a category are treated equally
C. the category must be well-defined
D. all examples within the category are atypical

7. What is the “typicality effect?”

A. a measure of semantic complexity
B. the tendency of participants to respond to atypical examples over typical examples within a category
C. a measure of the severity of a given client’s aphasia
D. the tendency of participants to respond to typical examples over atypical examples within a category

8. A category prototype is a generic representation of the common features of the category taken as a whole.

A. true
B. false

9. Which of the following is a reason why atypical examples are more complex than typical examples?

A. as a group, features of typical examples comprise a subset of the features of atypical examples
B. atypical examples consist of shared prototypical features
C. as a group, features of atypical examples comprise a subset of the features of typical examples
D. atypical examples consist of fewer distinctive features

10. As shown in Table 2, time post the stroke onset does not appear to be a significant predictor of:

A. typicality
B. recovery
C. participants’ performance
D. iconicity
Article 3. Complexity in Treatment of Syntactic Deficits

11. “Mapping therapy” and which of the following are two primary approaches that have been advanced for remediation of aphasia?

   A. “treatment of primary forms”
   B. “treatment of canonical forms”
   C. “treatment of underlying forms”
   D. “treatment of behavioral forms”

12. Which of the following is a variable affecting syntactic complexity?

   A. the distance between crucial elements in a sentence
   B. the number of punctuation marks in a sentence
   C. whether a sentence is heard or read
   D. the amount of capitalized words in a sentence

13. Sentences with movement are less syntactically complex than those with no movement.

   A. true
   B. false

14. Some verbs are more complex than others based on the number of ____________ entailed in the verbs’ representation.

   A. elements
   B. arguments
   C. generalizations
   D. associations

15. According to the current study, when the underlying properties of sentences differ across structures:

   A. generalization is most likely to occur
   B. argument structure is preserved
   C. sentence processing is not possible
   D. generalization does not occur