**Class Activities**

Chapter 9: Language

**Activity #1: Mcgurk Effect**

This exercises introduces students to the idea that language works best when visual information corresponds to auditory information.

Split the class into groups. One group listens to the message in the following link, while the other group watches and listens: <http://www.youtube.com/watch?v=aFPtc8BVdJk>

Students are very surprised by the discrepancy in their perceptions. Read/explain to them:

Most adults (98%) think they are hearing "DA" - a so called "fused response" - where the "D" is a result of an audio-visual illusion. In reality you are hearing the sound "BA", while you are [seeing] the lip movements "GA".

The McGurk effect demonstrates the critical role of vision on speech perception.

**Activity #2: Lexical decision task**

Read the following words (one by one) to the class and ask them to decide as quickly as possible whether each is a real word or not a real word. This is a typical lexical decision task. One student is asked to track the reaction time for response to each word. Later, discuss the role of experience in language processing.

Microphone

Balaran

Colon

Skillet

Shewamino

Galaxy

Ice cream

Language

Bretofar

Stethoscope

Karopler

Metamorphosis

Sitewmo

Diffusion

Paravan

Meratop

Scarcity

Certitude

**Activity #3: Story Understanding**

Start by asking students: How do we understand stories and text in general? Stories are more than the sum of the sentences that compose them, and similarly, sentences are more than the sum of the words. Show the students the following image and ask them to explain what they think happened in the scene.

Discuss the fact that we all make inferences about the story at hand, and this is based on prior experience, knowledge of the scene (characters), our mood, etc.

