

### Chapter 1 : Six Stages of Language Development | Edublox Online Tutor

*Around months, kids reach a very important language milestone: they start putting words together into two-word sentences. This usually happens right about the time they reach a vocabulary of 50 words, and it's important because it often marks the beginning of a language explosion, during which children begin to acquire language rapidly.*

I ran to catch the bus. Cactus grow in funny shapes. He took a night class. The pug likes his doghouse. She is wearing her yellow dress. If you make a mistake, erase it. She has a beautiful face. The fence went around the land. Pour me a glass of water, please. I need to cut the grass. The horse is running fast. They moved into their new house. The ice is melting quickly. I want juice for breakfast. The farmer grows lettuce. The mouse wanted some cheese. She is holding her necklace. The office workers were all gone. The police showed up at the crime scene. She takes her purse everywhere. They all wanted to race together. Tie your shoelace before jogging. Tennis is her favorite sport. The walrus has huge tusks. You should have seen my face, it looked like someone erased my smile. To cheer me up my dad took me out on our sailboat. It was a little messy so we took some soap and cleaned it up first. We took some sandwiches, soup, and juice and left the house early on Saturday morning. We spent a few hours sailing around the lake. It was relaxing to just sit and listen to the water against the boat and soak up some sun. Dad told me he was sorry about the baseball team losing. Dad suggested that we sing the team song. He thought that would help us get excited for next years tournament. He is so good at helping me be happy. No-Kissing Club Kissing is gross. It makes me sick. He also bought her a new purse, a bracelet, and a red dress. Mom was so surprised! She was so excited about all of her gifts that she threw her arms around dad and gave him a big kiss. I posted a sign outside and told all of my friends to come. We will talk about anything that is not related to kissing. I have put a list of different topics together that we will discuss which includes: We have our first meeting tomorrow. I hope some people come. The Ice Hotel My family and I want to see the ice house. It is really called "IceHotel", but I call it the ice house. Everything inside of it is made of ice. There are ice sculptures, ice beds, ice walls, an ice roof, ice chairs, ice couches, and even an ice restaurant. People get married there, see the Northern Lights, snowmobiling, dog-sledding, and learn how to ice sculpt. Some of my friends have wondered how someone would sleep on a bed of ice. I told them you sleep on a bed of ice the same way you sleep on your bed at home I have wondered if the hotel has ice showers with ice soap but my mom told me it would be too cold for people to do that. I did read that they have a sauna in one of the deluxe rooms though. Our family is going to save our money this year so we can go to Sweden in December and experience everything the ice hotel has to offer. We are so excited that we have already started packing!

### Chapter 2 : Language Quizzes

*To check spelling and grammar accurately, Office needs to know the language that text is in. Place your cursor in the document where you want to start typing text in a different language. Or, if you have already typed the text, select the text.*

Expressive language is the use of words, sentences, gestures and writing to convey meaning and messages to others. Expressive language skills include being able to label objects in the environment, describe actions and events, put words together in sentences, use grammar correctly e. Why is expressive language using words and language important? Expressive language is important because it enables children to be able to express their wants and needs, thoughts and ideas, argue a point of view, develop their use of language in writing and engage in successful interactions with others. What are the building blocks necessary to develop expressive language using words and language? Sustained effort, doing activities without distraction and being able to hold that effort long enough to get the task done. The ways in which we communicate without using words and include things such as gestures, facial expressions, imitation, joint attention and eye contact. Voluntary engagement in self motivated activities that are normally associated with pleasure and enjoyment where the activities may be, but are not necessarily, goal oriented. The way language is used within social situations. Motivation and desire to communicate with others. Fine motor skills in order to be able to develop alternative forms of expressive language, such as signing, if verbal language is not developing. How can you tell if my child has problems with expressive language using words and language? If a child has difficulties with expressive language they might: Have difficulty naming items and objects. Not link together words or uses sentences that are shorter than others of the same age. Use sentences that sound immature for their age. Not be understood by unfamiliar people. Have difficulty finding the right words to use in conversation or when describing or explaining something. Have trouble retelling a story. Have difficulty writing paragraphs and stories. What other problems can occur when a child has difficulties with expressive language using words and language? When a child has expressive language difficulties, they might also have difficulties with: Participating in group or class discussions. Completing academic tasks Social skills: Determined by the ability to engage in reciprocal interaction with others either verbally or non-verbally , to compromise with others, and be able to recognize and follow social norms. Writing stories in a logical sequence with appropriate detail and grammar. Reading and writing Fluency: The smoothness or flow with which sounds, syllables, words and phrases are produced when talking. Hearing Planning and sequencing: Higher order reasoning and thinking skills. What can be done to improve expressive language using words and language? Turn off background noise in the home e. What activities can help improve expressive language? Look at books together and talk about what you see. Ask questions about what is happening in a story and why it is occurring. Read stories to help model correct use of language. Write letters to friends. Talk together about a picture and then write down what you said. Why should I seek therapy if I notice difficulties with expressive language in my child? Therapeutic intervention to help a child with expressive language difficulties is important to: Develop an ability to tell stories and relate events to others and participate in group discussions.. Improve play skills to aid in expressive language development. Improve pre-language skills to aid in the development of expressive language. Develop alternative forms of communicating e. When children have difficulties with expressive language, they might also have difficulties with: Forming friendships and engaging in social interactions. Completing higher level education. Applying for jobs in both an interview and written application. Developing reading and writing skills. What type of therapy is recommended for expressive language difficulties? If your child has difficulties with using words and language, it is recommended they consult a Speech Therapist. If there are multiple areas of concern i.

### Chapter 3 : Check spelling and grammar in a different language - Office Support

*Language definition is - the words, their pronunciation, and the methods of combining them used and understood by a community. How to use language in a sentence. the words, their pronunciation, and the methods of combining them used and understood by a community.*

As a writer, words are my paints on my palette, my tools in my tool box. I love them all. I love that a handful, a mouthful, gets you by, a satchelful can land you a job, a well-chosen clutch of them could get you laid, and that a solitary word can initiate a stampede, and therefore can be formally outlawed – even by a liberal court bent on defending a constitution guaranteeing unimpeded utterance. I love that the Argentine gaucho has over two hundred words for the coloration of horses and the Sami language of Scandinavia has over a thousand words for reindeer based on age, sex, appearance-e. More than the pristine, I love the filthy ones for their descriptive talent as well as transgressive nature. I love the dirty ones more than the minced, in that I respect extravagant expression more than reserved. I admire reserve, especially when taken to an ascetic nth. I love the particular lexicons of particular occupations. The substrate of those activities. The nomenclatures within nomenclatures. My relationship to the word is anything but scientific; it is a matter of faith on my part, that the word endows material substance, by setting the thing named apart from all else. Horse, then, unhorses what is not horse. Posted on the Poetry Foundation Website with these credits: Reprinted by permission of Copper Canyon Press, <http://www.poetryfoundation.org>: Also on the subject of words, C. Wright Mills. I believe the word was made good from the start; it remains so to this second. I believe words are golden as goodness is golden. Even the humble word brush gives off a scratch of light – I believe the word used wrongly distorts the world. I hold to hard distinctions of right and wrong. Wright on the process of revision – and the fear that often drives us: The words we choose – and how we choose to use them – is the key to building common ground between us. What stories do we tell? How do we tell them? Doors open at 7pm; film starts at pm. From the official description: In , five friends took a road trip to climb Cerro Fitz Roy, and documented the whole thing on a 16mm Bolex. Along the way they surfed undiscovered breaks, skied on sand and snow, spent 31 days in a snow cave and made a first ascent on the mountain. Fifty years later this film, which defined a lifestyle and became an underground classic, is in its first wide release.

### Chapter 4 : Two-letter words | Oxford Dictionaries

*Multiple-word sentences. The child reaches this stage between the age of two and two and a half. Grammatical morphemes in the form of prefixes or suffixes are used when changing meanings or tenses.*

France mandates the use of French in official government publications, public education except in specific cases though these dispositions[ clarification needed ] are often ignored and legal contracts ; advertisements must bear a translation of foreign words. In Belgium , French is the official language of Wallonia excluding a part of the East Cantons , which are German-speaking and one of the two official languagesâ€™ along with Dutch â€™ of the Brussels-Capital Region , where it is spoken by the majority of the population often as their primary language. The language divisions in Switzerland do not coincide with political subdivisions, and some cantons have bilingual status: French is also an official language of Monaco and Luxembourg , as well as in the Aosta Valley region of Italy, while French dialects remain spoken by minorities on the Channel Islands. African French Countries usually considered part of Francophone Africa. Their population was million in , [26] and it is forecast to reach between million [27] and million [26] in According to the report by the Organisation Internationale de la Francophonie, an estimated million African people spread across 31 Francophone countries can speak French as either a first or a second language. French is the second most common language in Canada , after English , and both are official languages at the federal level. It is the first language of 9. French is also an official language of all of the territories Northwest Territories , Nunavut , and Yukon. The Act applies to areas of the province where there are significant Francophone communities, namely Eastern Ontario and Northern Ontario. Smaller pockets of French speakers exist in all other provinces. The city of Ottawa, the Canadian capital, is also effectively bilingual, as it is on the other side of a river from Quebec, opposite the major city of Gatineau, and is required to offer governmental services in French as well as English. French-based creole languages are not included. According to the U. Census Bureau , French is the fourth [40] most-spoken language in the United States after English , Spanish , and Chinese , when all forms of French are considered together and all dialects of Chinese are similarly combined. French remains the second most-spoken language in the states of Louisiana , Maine , Vermont and New Hampshire. Louisiana is home to many distinct dialects, collectively known as Louisiana French. According to the United States Census, there are over , people in Louisiana who speak French at home, the most of any state if Creole French is excluded. Missouri French was historically spoken in Missouri and Illinois formerly known as Upper Louisiana , but is nearly extinct today. It is the principal language of writing, school instruction, and administrative use. It is spoken by all educated Haitians and is used in the business sector. It is also used for ceremonial events such as weddings, graduations and church masses. The second official language is the recently standardized Haitian Creole , which virtually the entire population of Haiti speaks. Haitian Creole is one of the French-based creole languages , drawing the large majority of its vocabulary from French, with influences from West African languages, as well as several European languages. Areas of French Colonization.

### Chapter 5 : + S Words, Phrases, Sentences, & Paragraphs by Place, Syllable, & Blend

*Two-letter words. If you often play word games, then you'll know how helpful two-letter words can be. calendrierdelascience.com English-speaker knows quite a few - am, an, as, at, and so on - but did you know that there are over a hundred two-letter words?*

Oil on board, Humans have speculated about the origins of language throughout history. The Biblical myth of the Tower of Babel is one such account; other cultures have different stories of how language arose. Some theories are based on the idea that language is so complex that one cannot imagine it simply appearing from nothing in its final form, but that it must have evolved from earlier pre-linguistic systems among our pre-human ancestors. These theories can be called continuity-based theories. The opposite viewpoint is that language is such a unique human trait that it cannot be compared to anything found among non-humans and that it must therefore have appeared suddenly in the transition from pre-hominids to early man. These theories can be defined as discontinuity-based. Those who see language as being mostly innate, for example psychologist Steven Pinker, hold the precedents to be animal cognition, [10] whereas those who see language as a socially learned tool of communication, such as psychologist Michael Tomasello, see it as having developed from animal communication in primates: A prominent proponent of this view is archaeologist Steven Mithen. Researchers on the evolutionary origin of language generally find it plausible to suggest that language was invented only once, and that all modern spoken languages are thus in some way related, even if that relation can no longer be recovered. Theories that stress continuity often look at animals to see if, for example, primates display any traits that can be seen as analogous to what pre-human language must have been like. And early human fossils can be inspected for traces of physical adaptation to language use or pre-linguistic forms of symbolic behaviour. Among the signs in human fossils that may suggest linguistic abilities are: However, a study on *Ardipithecus ramidus* challenges this belief. Some scholars assume the development of primitive language-like systems proto-language as early as *Homo habilis*. Ferdinand de Saussure developed the structuralist approach to studying language. Noam Chomsky is one of the most important linguistic theorists of the 20th century. Linguistics and History of linguistics The study of language, linguistics, has been developing into a science since the first grammatical descriptions of particular languages in India more than years ago, after the development of the Brahmi script. Modern linguistics is a science that concerns itself with all aspects of language, examining it from all of the theoretical viewpoints described above. For example, descriptive linguistics examines the grammar of single languages, theoretical linguistics develops theories on how best to conceptualize and define the nature of language based on data from the various extant human languages, sociolinguistics studies how languages are used for social purposes informing in turn the study of the social functions of language and grammatical description, neurolinguistics studies how language is processed in the human brain and allows the experimental testing of theories, computational linguistics builds on theoretical and descriptive linguistics to construct computational models of language often aimed at processing natural language or at testing linguistic hypotheses, and historical linguistics relies on grammatical and lexical descriptions of languages to trace their individual histories and reconstruct trees of language families by using the comparative method. However, Sumerian scribes already studied the differences between Sumerian and Akkadian grammar around BC. Subsequent grammatical traditions developed in all of the ancient cultures that adopted writing. In the 18th century, the first use of the comparative method by British philologist and expert on ancient India William Jones sparked the rise of comparative linguistics. Early in the 20th century, Ferdinand de Saussure introduced the idea of language as a static system of interconnected units, defined through the oppositions between them. Saussure also introduced several basic dimensions of linguistic analysis that are still fundamental in many contemporary linguistic theories, such as the distinctions between syntagm and paradigm, and the Langue-parole distinction, distinguishing language as an abstract system *langue*, from language as a concrete manifestation of this system *parole*. According to this theory, the most basic form of language is a set of syntactic rules that is universal for all humans and which underlies the grammars of all human languages. This set of rules is called

Universal Grammar ; for Chomsky, describing it is the primary objective of the discipline of linguistics. Thus, he considered that the grammars of individual languages are only of importance to linguistics insofar as they allow us to deduce the universal underlying rules from which the observable linguistic variability is generated. Formal theories of grammar seek to define the different elements of language and describe the way they relate to each other as systems of formal rules or operations, while functional theories seek to define the functions performed by language and then relate them to the linguistic elements that carry them out. Cognitive linguistics is primarily concerned with how the mind creates meaning through language. The production of spoken language depends on sophisticated capacities for controlling the lips, tongue and other components of the vocal apparatus, the ability to acoustically decode speech sounds, and the neurological apparatus required for acquiring and producing language. Neurolinguistics and Language processing in the brain Language Areas of the brain. The brain is the coordinating center of all linguistic activity; it controls both the production of linguistic cognition and of meaning and the mechanics of speech production. Nonetheless, our knowledge of the neurological bases for language is quite limited, though it has advanced considerably with the use of modern imaging techniques. The discipline of linguistics dedicated to studying the neurological aspects of language is called neurolinguistics. In this way, neuroscientists in the 19th century discovered that two areas in the brain are crucially implicated in language processing. People with a lesion in this area of the brain develop receptive aphasia , a condition in which there is a major impairment of language comprehension, while speech retains a natural-sounding rhythm and a relatively normal sentence structure. People with a lesion to this area develop expressive aphasia , meaning that they know what they want to say, they just cannot get it out. Other symptoms that may be present in expressive aphasia include problems with fluency, articulation, word-finding, word repetition , and producing and comprehending complex grammatical sentences, both orally and in writing. Those with this aphasia also exhibit ungrammatical speech and show inability to use syntactic information to determine the meaning of sentences. This shows that the impairment is specific to the ability to use language, not to the physiology used for speech production.

### Chapter 6 : Language Log Â» Two words for truth?

*Functional Phrases* These phrases may be utilized spontaneously, as well as when you see your child attempting to request something, reach for something, stop playing with a toy, when he wants to end a specific.

There are three basic areas in Microsoft Office where you may want to change the language. Editing is the language in which you type and edit your content. Primarily this controls the language that your keyboard is set up for. User Interface or "UI" which is all of the buttons, menus and controls in Office. This is sometimes known as the "display language". Maybe you want your buttons and controls to be in French but you need to type documents in German, for example. For more information on doing that see this article for Windows 10 or this article for Windows 7 or 8. The display and help languages can be set independently. For example, you could have everything match the language of your operating system, or you could use a combination of languages for your operating system, editing, display, and Help. If your language already appears among the editing languages click Set as Default. Otherwise select the language from the Add additional editing languages list then click the Add button. The new language will appear in the list of editing languages. If it says Not enabled in the Keyboard Layout column follow these steps to enable it: Click the Not enabled link. In the Add Languages dialog box, click Add a language, select your language in the list, and then click Add. Close the Add Languages dialog box. Otherwise click Not installed and Office will take you to a page where you can download the necessary Language Accessory Pack for that language. Otherwise select your language and click Set as Default to move that language to the top of the list. The language that is listed first is the one Office will use for its menus and buttons. Click the language you want to set as the default, and choose Set as default. Repeat to configure your help language if you want to. Download the proper Language Accessory Pack for the language you want to use from this page: [Language Accessory Packs for Office](#). The Language Accessory Pack contains the display and proofing tools for most languages, but you can still choose to have your display in one language and editing in another. To configure Office to use those languages follow these steps: User Interface - The display language for Office for Mac follows the language that your operating system is set to. To make it the default for all new documents click Default. Proofing - On Android you can change the proofing language in Word. In Word on your Android phone, tap the Edit icon at the top of your screen, and then tap Proofing and Language under Review. In Word on your Android tablet go to the Review tab and you can select your proofing language from the ribbon. See [Change the language on your iPhone or iPad](#) for instructions. Proofing - On iOS you can change the proofing language in Word.

### Chapter 7 : 65 Speech Therapy Word Lists for Speech Therapy Practice

*In today's global, and multicultural, economy we often find users who want to work in other languages. In this article we'll show you how to get Microsoft Word, PowerPoint, or other Office apps to work in the language, or languages, that you want to work in. There are three basic areas in Microsoft.*

Posted by Ying Hao in bilingualism , child bilingualism , culture , narratives on August 15, If you are a speech-language pathologist, have you noticed that in recent years there has been some Mandarin-speaking children on your patient list? Both of you may wonder: It may be hard for you to find relevant studies, but luckily we have just published some data to address this question. We had 21 Mandarin-English bilingual children from the central Texas. Mandarin was their first language as both parents were Mandarin-speaking, and they started learning English later when they started school. We presented a wordless picture book to children and asked them to tell us a complete story. We asked them to tell stories in both languages: In order to tell stories, these children, who were around 7 years old, had to use their all their language skill. This was not an easy task for a child who just entered school because they may not be fluent in one of their languages depending on when they started learning English and whether they used Mandarin at home. We looked at macrostructure – the global structure of a story. For example, whether the child included main characters in the story, whether there was an event that initiated the story, whether the development and the consequence of the event were stated, and whether the characters had any internal responses corresponding to the event. We also examined what specific linguistic features were used in each language – microstructure. As you may know, Mandarin and English are very different. One big difference is that English uses affixes e. Mandarin has a classifier inserted between a number and a noun when people count objects e. There are many other differences and these are just some examples. We knew that these children at the time of testing listened to and spoke more English than Mandarin daily, so we considered experience in our data computation. After statistically accounting for current language experience, we found that macrostructure was comparable between the two languages. That says if children know that they need to include these key elements into a story, they can do it in both languages. However, we saw a big difference in microstructure, with English significantly better than Mandarin. Children could easily produce many English features, but could not produce most Mandarin features. Does this relate to their imbalanced cumulative language experience in English and Mandarin? The answer is YES. Age, associated with cumulative language exposure, was only related to macro- and microstructure in English but not Mandarin. Probably, to maintain Mandarin as a heritage language, these bilingual children needed to gain more exposure and to practice Mandarin more often. Another thing we considered was that increased English experience may interfere the growth of Mandarin, as the two languages are typologically distinct. A caveat I would like to note is that these children were from Texas, and we did not know if these results could apply to children living in other places where Mandarin has stronger community support for use like New York, California – etc. We will strive to find the answers for you in our future studies. If you want to read the publication, here is the link:

### Chapter 8 : Expressive Language (Using Words and Language) - Kid Sense Child Development

*Where the speech-language therapists go for answers! Find how-to guides and printable activities to help children with speech and language delays.*

Word To set the language in Access, you can just type in the language that you want to use. Or, if you want to change the language associated with just a section of text, select the text, check the spelling, and change the dictionary language in the Spelling dialog box. To change the dictionary language for the entire database: Open the Access database for which you want to change the dictionary language. In the Dictionary language list, click the dictionary language that you want to use, and then click OK. To check spelling, select the records or fields that you want to check, and then click Spelling on the Home tab. The spelling checker uses the selected dictionary language to check the spelling in the database. To check the spelling in a multilingual database, you must change the dictionary language and check the spelling for each language in the database. To set the language in Excel, you can just type in the language that you want to use. To change the dictionary language for the entire workbook: In the Dictionary language list, select the dictionary language that you want to use, and then click OK. To check the spelling of the worksheet, on the Review tab, in the Proofing group, click Spelling. To check the spelling in a multilingual workbook, you must change the dictionary language and check the spelling for each language used in each worksheet or cell. To set the language in InfoPath, you can just type in the language that you want to use. To change the dictionary language for an entire InfoPath template or form: On the Tools menu, click Set Language. In the Language dialog box, click the language that you want to use. Start typing in the new language. To switch back to the original language, or to switch to a different language, repeat Steps In Step 2, choose the new language that you want to use. To check the spelling of a form, on the Review tab, in the Proofing group, click Spelling. To set the language in OneNote, you can just type in the language that you want to use. Or, if you want to change the language associated with just a section of text, select the text, check the spelling, and change the dictionary language in the Check spelling task pane. To set the dictionary language for a note: Select the note for which you want to set the language, or place your cursor where you want to start a new note. In the Set Language task pane, select the language that you want to use. In Step 3, choose the new language you want to use. To check the spelling, on the Tools menu, point to Spelling, and then click Spelling. To set the language in Outlook, you can just type in the language that you want to use. Or, if you want to change the language associated with just a section of text, select the text, check the spelling, and change the dictionary language in the Spelling and Grammar dialog box. To change the dictionary language for an entire message: On the Message tab, in the Proofing group, click the arrow under Spelling, and then click Set Language. In the Language dialog box, select the language that you want to use. To switch back to the original language, or to switch to a different language, repeat steps In step 3, select the new language that you want to use. To check the spelling of a message, click Spelling on the Message tab. To set the language in PowerPoint, you can just type in the language that you want to use. To change the dictionary language for an entire slide: On the Review tab, in the Proofing group, click Language. In step 2, select the new language you want to use. To check the spelling of a slide, click Spelling on the Review tab. In PowerPoint, you must use the spelling checker on each slide. To set the language in Publisher, you can just type in the language that you want to use. To change the dictionary language for an entire publication: On the Tools menu, click Language, and then click Set Language. In Step 3, choose the new language that you want to use. To check spelling in all the pages of a multi-page publication, make sure the Check all stories check box on Check Spelling dialog box is selected. To set the language in Visio, you can just type in the language that you want to use. To change the dictionary language for specific text in Visio: Select an existing section of text. Or, type a new piece of text in the language that you want to use, and then select the text. On the Format menu, click Text, and then click the Font tab. In the Language list, click the language that you want to use. Place your cursor in the document where you want to start to typing text in a different language. Or, if you want to change the language associated with an existing section of text, select the text. On the Review tab, in the Proofing group, click Set Language. In the Language dialog box, select the

language you want to use. In step 3, select the new language you want to use.

### Chapter 9 : Language | Definition of Language by Merriam-Webster

*Language is a system that consists of the development, acquisition, maintenance and use of complex systems of communication, particularly the human ability to do so; and a language is any specific example of such a system.*