Who knows how language is originated?

- A) Scientists
- ✓ **B**) Nobody knows
  - C) An Egyptian pharaoh named Psammetichus
  - D) King James the Fourth of Scotland

### **Question 2**

We suspect that some type of spoken language developed

- ✓ A) between 100,000 and 50,000 years ago
  - **B**) between 10,000 and 5,000 ago
  - C) 1000,000 years ago
  - **D**) 5,000 years ago

### **Question 3**

All attempts to find out about the origin of language are:

- ✓ A) Mere speculations
  - B) Certain
  - **C**) There are no such attempts
  - **D**) Divine sources

### **Question 4**

In most religions, there appears to be \_\_\_\_\_ source who provides humans with language

- A) An evil
- **B**) No
- C) A hidden

✓ **D**) A divine

The results of the few experiments which have been carried out in an attempt to rediscover the original God-given language were:



- **B**) Compatible
- C) Interesting
- **D**) Boring

## **Question 6**

All other cases of children who have been discovered living in isolation, without coming into contact with human speech, tend to confirm the results of the two famous 'divine-source' experiments

A) True

✓ **B**) False

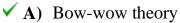
### **Question 7**

Very young children living without access to human language in their early years grow up with:

- A) A few words
- **B**) A God-given language
- C) The word "bekos"
- $\checkmark$  **D**) No language at all

### **Question 8**

A number of words in any language are onomatopoeic (echoing natural sounds):



- **B**) Divine source theory
- C) Natural cries of emotion theory
- **D**) Yo-he-ho theory

In the "Natural cries of emotion" theory, spoken language produced:

- A) On exhaled breath
- **B**) With a very loud cry
- C) With a whisper
- $\checkmark$  **D**) With sudden intakes of a breath

### **Question 10**

"The sounds of a person involved in physical effort could be the source of our language, especially when that physical effort involved several people and had to be coordinated."

- A) Bow-wow theory
- $\checkmark$  **B**) Yo-he-ho theory
  - **C**) Divine source theory
  - **D**) Natural caries of emotion

## **Question 11**

Apes cannot make the sound of f or v, because their teeth are:

- A) Upright
- **B**) Roughly even in height
- **C**) Slanting outwards
  - **D**) Few

## **Question 12**

Human lips are much more flexible than those of other primates. This helps in making sounds like:

- A) f & v
- **B**) d & t
- **C**) i & y
- **✓ D**) b&p

The human tongue, compared to other primates, is:

- $\checkmark$  A) Smaller, thicker and more muscular
  - **B**) Bigger, thinner and less muscular
  - **C**) Exactly the same
  - **D**) Taller

### **Question 14**

Acts as a resonator for increased range and clarity of the sounds produced via the larynx

- A) Lips
- **B**) Teeth
- C) Larynx
- ✓ **D**) Pharynx

### **Question 15**

Speaking and object manipulation (making or using tools) are largely confined to:

- $\checkmark$  A) The left hemisphere of the brain for most humans
  - **B**) The right hemisphere of the brain for most humans
  - C) The upper hemisphere of the brain for most humans
  - **D**) Both parts of the brain for all humans

### **Question 16**

Which part of the body is responsible for combining noises to produce complex message?

- ✓ A) Brain
  - **B**) Tongue
  - C) Larynx
  - **D**) Pharynx

Humans are born with

- A) God-given Language
- ✓ **B**) Special capacity of language
  - C) Many languages
  - **D**) Their family and community language

### **Question 18**

The gene that makes humans capable of acquiring language is:

- A) Word gene
- ✓ **B**) Language gene
  - C) Speaking gene
  - **D**) Brain gene

## **Question 19**

What kind of signals animals usually produce?

- A) Informative signals
- **B**) Communicative signals
  - C) Data signals
  - **D**) Displacement

### **Question 20**

A behavior used intentionally to provide information

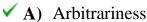
- A) Informative signals
- **B**) Displacement
- C) Arbitrariness
- **VD**) Communicative signals

A property of language that allows users to talk about things and events not present in the immediate environment

- A) Arbitrariness
- **B**) Productivity
- **C**) Displacement
  - **D**) Cultural Transmission

#### **Question 22**

Property of language describing the fact that there is no natural connection between a linguistic form and its meaning



- **B**) Displacement
- C) Cultural transmission
- **D**) Productivity

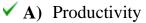
#### **Question 23**

There are some words in language with sounds that seem to 'echo' the sounds of objects or activities and hence seem to have a less arbitrary connection

- A) Arbitrariness
- **B**) Onomatopoeic words
  - C) Bow-wow Theory
  - **D**) Displacement

#### **Question 24**

A property of language that allows users to create new expressions



- **B**) Displacement
- C) Arbitrariness
- **D**) Cultural Transmission

The process whereby knowledge of a language is passed from one generation to the next

- A) Duality
- ✓ **B**) Cultural transmission
  - C) Arbitrariness
  - **D**) Productivity

### **Question 26**

Humans Acquire a language in culture

- A) Instinctively
- $\checkmark$  **B**) With other speakers
  - **C)** From parental genes
  - **D**) From isolation

### **Question 27**

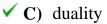
Bee communication has

- $\checkmark$  A) displacement in an extremely limited form
  - **B**) no displacement at all
  - C) productivity in an unlimited form
  - **D**) a bit of cultural transmission

### **Question 28**

A property of language whereby linguistic forms have two simultaneous levels of sound production and meaning, also called 'double articulation'

- A) productivity
- **B**) cultural transmission



**D**) arbitrariness

Duality of levels is one of the most economical features of human language because

- A) we have a large set of discrete sounds
- ✓ B) with a limited set of discrete sounds, we are capable of producing a very large number of sound combinations
  - C) we have a large set of sound combinations
  - **D**) with a large set of discrete sounds, we are capable of producing a large number of sound combinations

### **Question 30**

Among other creatures, each communicative signal appears to be

- A) a combination of sounds
- **B**) culturally transmitted
- C) a single fixed form that can be broken down into separate parts.
- $\checkmark$  **D**) a single fixed form that cannot be broken down into separate parts.

### **Question 31**

Results of experiments to teach chimpanzees human language were

A) amazing

✓ B) poor

- C) promising
- **D**) good

### **Question 32**

large number of the languages in the world today are used

- A) only in the written form
- **B**) only in poetry and songs
- $\checkmark$  C) only in the spoken form
  - **D**) only in media

clay tokens appear to have been an early attempt at

- A) building houses
- **✓ B**) bookkeeping
  - **C**) playing chess
  - **D**) storing water

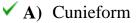
#### **Question 34**

Cave drawings and clay tokens are best described as ancient precursors of

- A) arms
- **B**) drawing
- C) speaking
- ✓ **D**) writing

#### **Question 35**

The earliest writing for which we have clear evidence, marked on clay tablets about 5,000 years ago



- **B**) Cave drawings
- C) Books
- **D**) Leather inscriptions

#### **Question 36**

The ancient script that has a more obvious connection to writing systems in use today than the others is:

- A) cunieform
- **B**) clay tablets
- **C**) inscriptions dated around 3,000 years ago
  - **D**) cave drawings made at least 20,000 years ago

A way of writing in which a picture/drawing of an object is used to represent the object. A conventional relationship must exist between the symbol and its interpretation.

- ✓ A) Pictogram (pictographic writing)
  - **B**) Ideogram (Ideographic writing)
  - C) Logogram (Logographic writing)
  - **D**) Syllabic writing

#### **Question 38**

A way of writing in which each symbol represents a concept/an idea

- A) Logographic writing
- **B**) Syllabic writing
- C) Rebus writing
- $\checkmark$  **D**) Ideographic writing

#### **Question 39**

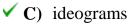
The more 'picture like' forms are the

- A) logo grams
- ✓ **B**) pictograms
  - C) ideograms
  - **D**) phonographs

#### **Question 40**

The more abstract derived forms are

- A) logograms
- B) pictograms



**D**) phonographs

A way of writing in which each symbol represents a word

- A) Pictograms
- ✓ **B**) Logograms
  - C) Ideograms
  - **D**) Phonographs

### **Question 42**

A way of writing created by pressing a wedge-shaped implement into soft clay tablets

- A) Pictograms
- B) Idoegrams
- **C**) Phonographs
- ✓ **D**) Cuneiform

### **Question 43**

Many Chinese written symbols, or characters, are used as representations of

- $\checkmark$  A) the meaning of words or parts of words
  - **B**) the sounds of spoken language
  - C) the meaning of words, or parts of words and the sounds of spoken language
  - **D**) the soft clay

### **Question 44**

Symbols that represent sounds

- A) Pictographic system
- B) Ideographic system
- C) Logographic system
- ✓ **D**) Phonographic system

The Chinese language has more than 50,000 characters because it is based, to a certain extent, on the use of



- **B**) pictograms
- C) ideograms
- **D**) cuneiform

#### **Question 46**

'nd2spk2u2nite' in an example of

- A) Syllabic writing
- **B**) Logographic writing
- ✓ C) Rebus writing
  - **D**) Ideographic writing

#### **Question 47**

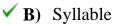
A way of writing in which a pictorial representation of an object is used to indicate the sound of the word of that object

- A) Pictographic writing
- **B**) Alphabetic writing
- **C**) Rebus writing
  - **D**) Syllabic writing

#### **Question 48**

A unit of sound consisting of a vowel and optional consonants before or after the vowel

A) Cuneiform



- C) Alphabet
- **D**) Phonograph

We find a full use of a syllabic writing system in

- A) The ancient Egyptian
- **B**) Chinese
- C) Sumerian
- ✓ **D**) Phoenician

### **Question 50**

A way of writing in which one symbol represents on sound segment

- A) Syllabic writing
- **B**) Rebus writing
- **C**) Alphabetic writing
  - **D**) Pictographic writing

#### **Question 51**

The basic source of most other alphabets to be found in the world:

#### ✓ A) Semitic

- **B**) Arabic
- C) Hebrew
- **D**) Chinese

#### **Question 52**

"Many of the early printers were native Dutch speakers and could not make consistently accurate decisions about English pronunciations" this is one of the reasons of:

- A) the Phoenicians had stopped using logograms and had a fully developed syllabic writing system
- **B**) the English is the most frequently used language these days
- C) a frequent mismatch between the forms of written English and the sound of spoken English
  - **D**) the native Dutch speakers like English

A set of symbols, each one representing a distinct sound segment

- A) Articulatory phonetics
- ✓ **B**) Phonetic alphabet
  - **C)** Acoustic phonetics
  - **D**) Auditory phonetics

#### **Question 54**

The study of the characteristics of speech sounds



- ✓ A) Phonetics
  - **B**) Articulatory phonetics
  - **C)** Auditory phonetics
  - **D)** Acoustic phonetics

#### **Question 55**

The study of how speech sounds are produced

- A) Perceptual phonetics
- **B**) Acoustic phonetics
- **C**) Articulatory phonetics
  - **D**) Auditory phonetics

### **Question 56**

The study of the physical properties of speech as sound waves



- **A**) Acoustic phonetics
  - **B**) Articulatory phonetics
  - **C)** Auditory phonetics
  - **D**) Perceptual phonetics

The study of the perception of speech sounds by the ear

- A) Acoustic phonetics
- **B**) Articulatory phonetics
- C) phonetic alphabet
- **VD**) Auditory phonetics

#### **Question 58**

Vocal cords are inside the:

- A) trachea
- **B**) lungs
- ✓ C) larynx
  - **D**) mouth

### **Question 59**

Vocal cords take \_\_\_\_\_ basic positions

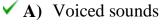
- ✓ A) two
  - **B**) three
  - C) four
  - **D**) five

#### **Question 60**

When the vocal cords are spread apart, the air from the lungs passes between them unimpeded

- A) Voiced sounds
- **B**) Loud sounds
- **C**) Voiceless sounds
  - **D**) Dentals

When the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration effect



- **B**) Voiceless sounds
- **C**) Loud sounds
- **D**) Stops

### **Question 62**

The location inside the mouth at which the constriction takes place

- A) Oral cavity
- $\checkmark$  **B**) The place of articulation of the sound
  - C) Nasal cavity
  - **D**) the study of the characteristics of speech sounds

### **Question 63**

sounds formed using both upper and lower lips. The lower lip articulates against the upper lip

- A) Labiodentals
- **B**) Alveopalatals
- **C**) Bilabials
  - **D**) Glottals

### **Question 64**

Sounds formed with the upper teeth and the lower lip. The lower lip articulates against the upper teeth

- A) Dentals
- **B**) Bilabials
- **C**) Labiodentals
  - **D**) Alveolars

Sounds formed with the tongue tip behind the upper front teeth. The tongue tip articulates against the upper teeth



- **B**) Alveolars
- **C**) Palatals
- **D**) Velars

#### **Question 66**

sounds formed with the front part of the tongue on the alveolar ridge, which is the rough, bony ridge immediately behind and above the upper teeth. The tongue tip and/or blade articulates against the teeth ridge

- A) Dentals
- **B**) Bilabials
- **C**) Palatals

**V D**) Alveolars

#### **Question 67**

Sounds produced with the tongue and the palate. The tongue front articulates against the hard palate

- ✓ A) Palatals
  - **B**) Glottals
  - C) Velars
  - **D**) Alveolars

#### **Question 68**

Sounds produced with the back of the tongue against the velum. The tongue back articulates against the soft palate

- A) Bilabials
- **B**) Labiodentals
- **C**) Velars
  - **D**) Glottals

Sounds that are produced without the active use of the tongue and other parts of the mouth

A) Dentals



- **C**) Velars
- **D**) Bilabials

### **Question 70**

A type of consonant sound, resulting from a blocking or stopping effect on the airstream

- A) Fricatives
- **B**) Affricates
- **C**) Stops
  - **D**) Nasals

### **Question 71**

Almost blocking the airstream and having the air push through the very narrow opening. As the air is pushed through, a type of friction is produced

- A) Stops
- **B**) Affricates
- C) Nasal

✓ **D**) Fricatives

### **Question 72**

A combination of a brief stopping of the airstream with an obstructed release which causes some friction



- A) Anneau
- **B**) Nasals
- **C**) Liquids
- **D**) Fricatives

The velum is lowered and the airstream is allowed to flow out through the nose

A) Liquids

- **✓ B**) Nasal
  - C) Stops
  - **D**) Affricates

### **Question 74**

Sounds that are produced with the tongue in motion

- A) Liquids
- **B**) Stops
- **C**) Glides
  - **D**) Affricates

#### **Question 75**

Types of vowels where two vowel sounds are connected in a continuous, gliding motion



- **B**) Glides
- C) Liquids
- **D**) Stops

### **Question 76**

According to manner of articulation, [p], [b], [t], [d], [k], [g] are

- A) Voiced
- ✓ **B**) Stops
  - C) Affricates
  - **D**) Liquids

According to the place of articulation [p], [b], [m] and [w] are

- A) Stops
- **B**) Dentals
- **C**) Bilabials
  - **D**) Velars

### **Question 78**

According to the place of articulation [f] and [v] are



- ✓ A) Labiodentals
  - **B**) Nasals
  - C) Velars
  - **D**) Glottals

### **Question 79**

According to the place of articulation  $[\theta]$  as in think, and  $[\delta]$  as in that are

- A) Affricates
- **B**) Glides
- **C)** Palatals
- ✓ **D**) Dentals

### **Question 80**

According to the place of articulation [t], [s], [d], [z], [n], [l] and [r] are



- **B**) Glottals
- C) Dentals
- **D**) Nasals

According to the place of articulation [] as in **sh**e and [t]] as in **ch**at [3] as in vision, are

- A) Glottals
- **B**) Stops
- **C**) Palatals
  - **D**) Bilabials

#### **Question 82**

According to the place of articulation [g] and [ŋ] as in thing are

- A) Glides
- **B**) Nasals
- C) Labiodentals
- ✓ **D**) Velars

### **Question 83**

According to the place of articulation [h] as in hat is

- A) Liquid
- **B**) Glide
- ✓ C) Glottal
  - **D**) Dental

#### **Question 84**

According to the manner of articulation [f], [v],  $[\theta]$ , [d], [s], [z], [], [3] are

- A) Glottals
- **B**) Dentals
- C) Nasals
- ✓ **D**) Fricatives

according to the manner of articulation [tʃ] and [dʒ] are



- **B**) Glides
- C) Labiodentals
- **D**) Velars

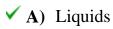
### **Question 86**

According to the manner of articulation [m], [n], and [ŋ] are

- A) Stops
- **B**) Fricatives
- C) Liquids
- ✓ D) Nasals

### **Question 87**

according to the manner of articulation [I] and [r] are



- **B**) Labiodentals
- C) Dentals
- **D**) Palatals

### **Question 88**

According to the manner of articulation [w] and [j] are

- A) Liquids
- **B**) Palatals
- **C**) Glides
  - **D**) Nasals

Produced with a relatively free flow of air

- A) Nasals
- **B**) Glottals
- C) Liquids
- ✓ **D**) Vowels

### **Question 90**

The vowel in eat, key, see is represented in phonetics as

- **A**) [e]
- **B**) [æ]
- ✓ C) [i]
  - **D**) [ə]

## **Question 91**

The vowel in hit, myth are represented in phonetics as

- ✓ A) [I]
  - **B**) [i]
  - **C**) [e]
  - **D**) [o]

## **Question 92**

The vowel in [great] is represented in phonetics as

- A) [æ]
- **Β**) [ε]
- **C**) [v]
- ✓ **D**) [e]

The vowel in [pet] is represented in phonetics as

- **A**) [i]
- **B**) [Λ]
- ✓ C) [ɛ]
  - **D**) [æ]

## **Question 94**

The vowel in [my] is represented in phonetics as

- ✓ A) [ai]
  - **B**) [eɪ]
  - **C**) [ɔi]
  - **D**) [av]

## **Question 95**

The study of the systems and patterns of speech sounds in languages



- **B**) Phones
- C) Phonemes
- **D**) Allophones

## **Question 96**

The smallest meaning-distinguishing sound unit in the abstract representation of the sounds of a language.

- A) Phonology
- **B**) Phones
- **C**) Phonemes
  - **D**) Allophones

A physically produced speech sound, representing one version of a phoneme

- A) Co-articulation
- **B**) Minimal pair
- C) Allophones
- ✓ **D**) Phones

### **Question 98**

The sound [p] in 'put' is pronounced with a stronger puff of air than the [p] in 'up', and both of them are called:

- A) Phonemes
- $\checkmark$  **B**) Allophones
  - **C)** Minimal pair
  - **D**) Minimal set

### **Question 99**

The two words 'hat' and 'bat' are both an example of

- A) Phonemes
- **B**) Minimal set
- **C**) Minimal pair
  - **D**) Allophones

### **Question 100**

The words (man, fan, van, ban, pan) are an example of



- ✓ A) Minimal set
  - **B**) Minimal pair
  - C) Allophones
  - **D**) Phonemes

constraints (restrictions) on the permissible combination of sounds in a language



- **B**) Phonemes
- C) Allophones
- **D**) Phones

### **Question 102**

A unit of sound consisting of a vowel (V) and optional consonant(s) (C) before or after the vowel.

- A) Coda
- **B**) Nucleus
- C) Onset
- ✓ **D**) Syllable

### **Question 103**

The part of a syllable after the vowel

- A) Onset
- B) Consonant cluster
- ✓ C) Coda
  - **D**) Rhyme

### **Question 104**

The vowel in a syllable.

- A) Coda
- ✓ **B**) Nucleus
  - C) Syllable
  - **D**) Rhyme

The part of the syllable before the vowel.

- A) Rhyme
- **B**) Nucleus
- **C**) Onset
  - **D**) Syllable

### **Question 106**

The part of the syllable containing the vowel plus any following consonant(s)



- **B**) Onset
- C) Coda
- **D**) Syllable

### **Question 107**

Two or more consonants in sequence.

- A) Syllable
- ✓ **B**) Consonant cluster
  - C) Rhyme
  - **D**) Onset

## **Question 108**

The process of making one sound almost at the same time as the next sound

A) Elision



- ✓ **B**) Co-articulation
  - C) Assimilation
  - **D**) Aspiration

When we don't pronounce the [d] in "hand me the pen", this is called

- A) Aspiration
- ✓ **B**) Elision
  - **C)** Pronounciation
  - **D**) Assimilation

### **Question 110**

In the word "handbag" we pronounce 'n' as 'm' to be "hambag". this is called

- A) Aspiration
- ✓ **B**) Assimilation
  - C) Elision
  - **D**) Phoneme

### **Question 111**

Avoiding the regular patterns of assimilation and elision used in a language would result in

- $\checkmark$  A) extremely artificial-sounding talk
  - **B**) extremely native-sounding talk
  - C) professional-sounding talk
  - **D**) fluent-sounding talk

### **Question 112**

In the word 'heart' /rt/ is

- A) Nucleus
- **B**) Onset
- ✓ C) Coda
  - **D**) Rhyme

In the word "university" 'si' is

- A) Rhyme
- **B**) Coda
- C) Onset
- ✓ **D**) Syllable

## **Question 114**

In the word "fat" the vowel 'a' or 'æ' is

- A) Rhyme
- **B**) Onset
- C) Syllable
- ✓ **D**) Nucleus

### **Question 115**

In the word "black" /bl/ is

- A) Nucleus
- **B**) Rhyme
- ✓ C) Onset
  - **D**) Syllable

## **Question 116**

In the word "cat" /æt/ or 'at' is

- ✓ A) Rime
  - **B**) consonant cluster
  - C) Nucleus
  - **D**) Coda

In the word "twelfths" /lf $\theta$ s/ or 'lfths' is

- A) Rime
- **B**) Nucleus
- C) Onset
- ✓ **D**) Consonant cluster

### **Question 118**

Neologism means

- A) new language
- **B**) old word in a language
- ✓ C) new word in a language
  - **D**) speaking fast

#### **Question 119**

The study of the origin and history of a word.



- **B**) Coinage
- **C**) Clipping
- **D**) Backformation

### **Question 120**

People do not easily accept the use of new words at first and reject them.

- ✓ A) True
  - **B**) False

Calling any (suv) 4x4 car a "jeep" is

- A) compounding
- **B**) Borrowing
- C) Blending
- ✓ **D**) Coinage

#### **Question 122**

New words based on the name of a person or a place are called:



- **B**) Acronyms
- C) Infixes
- **D**) Multiple processes

#### **Question 123**

The word "alcohol" came from Arabic, this is called

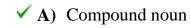
- A) Coinage
- **✓ B**) Borrowing
  - **C**) Clipping
  - **D**) Blending

### **Question 124**

The two words 'lap' and 'top' formed a new word "laptop", this is called

- A) Derivation
- **B**) Conversion
- ✓ C) Compounding
  - **D**) Clipping

The word "homemade" is compound word of the type



- **B**) Compound verb
- **C**) Compound adjective
- **D**) Compound preposition

#### **Question 126**

The beginning of the two words "**mod**ulator" & "**dem**odulator" formed the new word "modem", This is called

- A) Derivation
- **B**) Conversion
- C) Backformation
- ✓ **D**) Blending

### **Question 127**

The two words "flame" & "glare" made the new word "flare", this is called

- A) Conversion
- **B**) compound
- C) Borrowing
- ✓ **D**) Blending

#### **Question 128**

Calling your sister by 'sis' is

- A) Blending
- ✓ **B**) Clipping
  - **C)** Borrowing
  - **D**) Conversion

Reducing the word "veterinarian" to "vet" is

- A) Fore-clipping
- ✓ **B**) Back-clipping
  - C) Middle-clipping
  - **D**) Conversion

### **Question 130**

Reducing the word "telephone" to "phone" is

- A) Backformation
- B) Back-clipping
- ✓ C) Fore-clipping
  - **D**) Middle-clipping

## **Question 131**

Reducing the word "apollinaris" to "polly" is

- A) Derivation
- B) Back-clipping
- C) Fore-clipping

✓ **D**) Middle-clipping

### **Question 132**

The process of reducing a word to a shorter version and using it as a new word is called

- A) Derivation
- **B**) Blending
- **C**) Backformation
  - **D**) Clipping

Using the verb "guess" as a noun is:

- A) Clipping
- **B**) Blending
- C) Coinage
- ✓ **D**) Conversion

#### **Question 134**

K.F.U. is

✓ A) Abbreviation

- **B**) Acronym
- C) Infix
- **D**) Conversion

#### **Question 135**

CD-ROM is

- A) Abbreviation only
- **B**) Derivation
- ✓ C) Acronym
  - **D**) Conversion

#### **Question 136**

Adding the suffix "-less" to the word "voice" to form the word "voiceless" is called



- **B**) Backformation
- **C)** Clipping
- **D**) Conversion

An affix that is incorporated inside another word.

- A) Suffix
- **B**) Prefix
- C) Adfix
- ✓ **D**) Infix

### **Question 138**

Forming the word "lase" from backforming the acronym "LAZER" is called

- A) Blending
- ✓ **B**) Multiprocessing
  - C) Backformation
  - **D**) Acronym

#### **Question 139**

How many morphemes are in the word "unbelievable"

- **A**) 1
- **B**) 2
- ✓ C) 3
  - **D**) 4

#### **Question 140**

How many bound morphemes are in the word "downloaded"

- ✓ A) 1
  - **B**) 2
  - **C**) 3
  - **D**) 4

How many free morphemes are in the word "Chairman"

- **A**) 1
- **✓ B**) 2
  - **C**) 3
  - **D**) 4

### **Question 142**

The stem "leg" in the word "legal" is

- A) free morpheme
- $\checkmark$  **B**) bound morpheme
  - C) inflectional morpheme
  - **D**) derivational morpheme

## **Question 143**

How many inflectional morphemes are there in English

- **A**) 5
- **B**) 6
- **C**) 7
- **✓ D**) 8

### **Question 144**

In morphology, affixes are

- **A**) always free morphemes
- $\checkmark$  **B**) always bound morphemes
  - C) bound and free morphemes
  - **D**) not morphemes

In morphology, stems are

- A) always free morphemes
- **B**) always bound morphemes
- $\checkmark$  C) possible to be bound or free morphemes
  - **D**) not morphemes

#### **Question 146**

Functional morphemes are described as 'closed' class of words, because

- $\checkmark$  A) we can't add new morphemes to it
  - **B**) we can't use it
  - C) we use them to close sentences
  - **D**) they are bound morphemes

#### **Question 147**

The suffix '-ness' is

- A) lexical morpheme
- **B**) functional morpheme
- C) inflectional morpheme
- $\checkmark$  **D**) derivational morpheme

#### **Question 148**

The suffix '-s' which is used to form plural words is

- A) functional morpheme
- B) lexical morpheme
- $\checkmark$  C) inflectional morpheme
  - **D**) derivational morpheme

in morphology, the word 'the' is

- A) lexical morpheme
- ✓ **B**) functional morpheme
  - C) derivational morpheme
  - **D**) inflectional morpheme

## **Question 150**

The difference between the inflectional and derivational morphemes is

- A) derivational morphemes do not change the grammatical category of a word
- $\mathbf{V}$  **B**) inflectional morphemes do not change the grammatical category of a word
  - C) inflectional morphemes come at the beginning of the word
  - **D**) derivational morphemes are free morphemes

## **Question 151**

The suffix '-er' can be

- A) only an inflectional morphem
- **B**) only a derivational morpheme
- $\checkmark$  C) both inflectional and derivational morpheme
  - **D**) only functional morpheme

## **Question 152**

We can use the morphology rules to know the relation between the word 'sheep' and its plural 'sheep'

A) True

✓ **B**) False

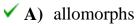
We can use the morphology rules to know the relation between the word 'care' and its derivative 'carelessness'



**B**) False

## **Question 154**

The two inflectional morphemes '-s' and '-es' which are used to form plural words are:



- **B**) allophones
- C) stems
- **D**) free morphemes

# **Question 155**

in this plural group (cats, women, fish), the allomorph of plural in the word 'women' is

- **A)** -s
- **B**) -es
- **C**) Ø
- ✓ **D**) vowel change in the word ( $a \rightarrow \varepsilon$ )

## **Question 156**

Which sentence is correct

- A) She shopping likes very much
- **B**) She likes shopping very much
  - C) Likes shopping she very much
  - **D**) Very likes shopping she much

The description of the structure of phrases and sentences based on established categories used in the analysis of Latin and Greek.

- A) Agreement
- **B**) Prescriptive approach
- C) Traditional analysis
- ✓ **D**) Traditional Grammar

#### **Question 158**

In the sentence "I read papers and mags", the word 'and' is:

✓ A) Conjunction

- **B**) Article
- C) Pronoun
- **D**) Noun

#### **Question 159**

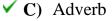
In the sentence "The sun shines", the word 'the' is:

- A) Conjunction
- ✓ **B**) Article
  - C) Pronoun
  - **D**) Verb

#### **Question 160**

In the sentence "Teenagers usually drive fast", the word 'fast' is

- A) Adjective
- **B**) Verb



**D**) Noun

In sentence "I'm happy", the word 'happy' is:



- **B**) Adverb
- C) Verb
- **D**) Pronoun

## **Question 162**

In the sentence "The car is in the garage", the word 'in' is:

- A) conjunction
- **B**) Pronoun
- $\checkmark$  C) Preposition
  - **D**) Adverb

### **Question 163**

In the sentence "Hussam has two cars", the word 'cars' is:

- A) Adjective
- **B**) Adverb
- C) Pronoun
- ✓ D) Noun

## **Question 164**

In the sentence "She is pretty", the word 'is' is:

- A) Noun
- **B**) Pronoun
- ✓ C) Verb
  - **D**) Conjunction

In the sentence "Am I invited?", the word 'I' is:

- A) Noun
- ✓ B) Pronoun
  - C) Verb
  - **D**) Preposition

## **Question 166**

In the sentence "Wow! is this for me?", the word 'wow' is:

- A) Conjunction
- **B**) Adverb
- C) Adjective
- ✓ **D**) Interjection

### **Question 167**

Grammatical gender in English is based on the type of:

- A) Verb
- **B**) Sex
- **C**) Noun
  - **D**) Pronoun

## **Question 168**

The case of describing the way to conjugate the verb love comparing Latin and English languages, is an example of:



- ✓ A) Traditional analysis
  - **B**) Traditional grammar
  - **C)** Prescriptive approach
  - **D**) Descriptive approach

The rule "You must not split an infinitive", is an example of:

- A) Traditional grammar
- **B**) Traditional analysis
- $\checkmark$  C) Prescriptive approach
  - **D**) Descriptive approach

## **Question 170**

Splitting the infinitive 'to go' by the adverb 'boldly' and saying 'to boldly go' is against:

- A) Traditional grammar
- **B**) Prescriptive analysis
  - **C)** Traditional analysis
  - **D**) Descriptive analysis

## **Question 171**

In the sentence "I have a \_\_\_\_\_ in my home" there are a lot of forms that can fit into this slot, we call this:

- A) Traditional grammar
- **B**) Traditional analysis
- **C)** Prescriptive analysis
- **D**) Structural analysis

## **Question 172**

The sentence "His car runs faster at night" can be divided into three phrases 'his car', 'runs faster' and 'at night', we call this process:



- ✓ A) Constituent analysis
  - **B**) Structure analysis
  - **C)** Traditional approach
  - **D**) Prescriptive analysis

In the sentence "People usually sleep at night", the phrase 'at night' is a:

- A) Noun phrase
- $\checkmark$  **B**) Prepositional phrase
  - C) Verb phrase
  - **D**) Subject

#### **Question 174**

In the sentence "Ahmad eats healthy food", 'eats healthy food is:

- A) Verb
- **B**) Prepositional phrase
- ✓ C) Verb phrase
  - **D**) Noun phrase

## **Question 175**

In the sentence " The story was long", 'the story' is:

- A) Verb phrase
- **B**) Prepositional phrase
- **C**) Noun phrase
  - **D**) Adjective

#### **Question 176**

When we concentrate on the structure and ordering of components within a sentence, we are studying:

- $\checkmark$  A) The syntax of a language
  - **B**) Generative grammar
  - **C)** Surface structure
  - **D**) Deep structure

A particular type of grammar that has a very explicit system of rules specifying what combinations of basic elements would result in well-formed sentences.

A) Syntax

- ✓ **B**) Generative grammar
  - C) Recursion
  - **D**) Tree diagram

## **Question 178**

The grammar has

- A) a limited number of well-formed structures
- **B**) an infinite number of rules
- C) a limited number of ill-formed structures
- $\checkmark$  **D**) an infinite number of well-formed structures

## **Question 179**

When the difference between two sentences is that one of them is active and the other is passive, then the difference is in their:

- ✓ A) Surface structure
  - **B**) Deep structure
  - C) Recursion
  - **D**) Tree diagram

#### **Question 180**

Noun phrases, verb phrases, prepositional phrases are the \_\_\_\_\_\_ of a sentence

- A) Lexical rules
- **B**) Transformational rules
- C) Surface structures
- ✓ **D**) Deep structures

A situation in which a single phrase or sentence has two (or more) different underlying structures and interpretations.

- A) Deep structure
- ✓ **B**) Structural ambiguity
  - **C)** Syntax
  - **D**) Recursion

#### **Question 182**

In this sentence "The woman is standing **in** the next room **at** the desk **near** the television" the capability of repeating the prepositional phrases is called

- A) Structural ambiguity
- **B**) Surface structure
- ✓ C) Recursion
  - **D**) Syntax

#### **Question 183**

"A noun phrase consists of an article and a noun", the shortened way to say that is:

- A) NP  $\rightarrow$  PN
- **B**) NP  $\rightarrow$  Art (adv) N
- $\checkmark$  C) NP  $\rightarrow$  Art N
  - **D**) Art  $N \rightarrow NP$

 $NP \rightarrow \{Art N, Pro, PN\}$ This is a shortened way to say:

- A) An article and a noun and a pronoun will form a proper noun
- ✓ B) A noun phrase consists of an article and a noun or of a pronoun or of a proper noun
  - **C)** In the noun phrase, the article and noun must come before pronouns and proper nouns
  - **D**) A noun phrase comes before an article

#### **Question 185**

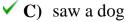
The hierarchical organization of one structure

- A) Syntax
- **B**) Recursion
- ✓ C) Tree diagram
  - **D**) Structure ambiguity

#### **Question 186**

In this sentence "The girl saw a dog", which one is the verb phrase (VP)

- A) The girl saw
- **B**) girl saw a dog



**D**) a dog

#### **Question 187**

Rules stating that the structure of a phrase of a specific type consists of one or more constituents in a particular order.

- A) Generative grammar
- **B**) Transformational rules
- C) Lexical rules
- $\checkmark$  **D**) Phrase structure rules

In this structure NP  $\rightarrow$  Art (Adj) N, which one is optional

- **A**) the noun phrase (NP)
- **B**) The article
- $\checkmark$  C) The adjective
  - **D**) The noun

#### **Question 189**

- $N \rightarrow \{girl, dog, boy\}, is an example of:$
- ✓ A) Lexical rules
  - **B**) Phrase structural rules
  - C) Deep structure
  - **D**) Surface structure

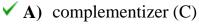
## **Question 190**

The word "that" introduces a:

- A) Prepositional phrase
- ✓ **B**) Complement phrase
  - C) Proper noun
  - **D**) Pronoun

## **Question 191**

In complement phrases, the word "that" is called:



- **B**) Pronoun (Pro)
- C) Preposition (prep)
- **D**) Noun phrase (NP)

 $(S \rightarrow NP VP) (VP \rightarrow V CP) (CP \rightarrow C S)$ These rules (by sequence) show us how \_\_\_\_\_ is built in English **A**) Tree diagram

- **B**) Syntax
- ✓ C) Recursion
  - **D**) Structural ambiguity

# **Question 193**

The symbol used to indicate that a transformational rule is being used to derive a new structure from the basic structure.

$$\checkmark$$
 A)  $\Rightarrow$ 

- B)  $\rightarrow$
- **C**) {}
- **D**) ()

# **Question 194**

To change this sentence "Ali saw Sami yesterday" into "yesterday, Ali saw Sami", we use the:

- A) Lexical rules
- **B**) Phrase structure rules
- **C)** Transformational rules
  - **D**) Ambiguity structure

## **Question 195**

In this sentence "Hind is a student", which one is the 'proper noun'

- A) student
- **B**) a student
- C) is a student
- ✓ D) Hind

The study of the meaning of words, phrases and sentences.

- A) Prototypes
- ✓ **B**) Semantics
  - **C**) Hyponymy
  - **D**) Collocation

# **Question 197**

(Gun = Death) we call this type of meaning:

- $\checkmark$  A) Associative meaning
  - B) Conceptual meaning
  - C) Agent and theme
  - **D**) Semantic features

# **Question 198**

The basic components of meaning conveyed by the literal use of words.

- A) Synonymy
- **B**) Hyponymy
- C) Associative meaning
- ✓ **D**) Conceptual meaning

## **Question 199**

"The lunch cooked the wife", this sentence is:

- A) Syntactically odd
- B) Semantically good
- ✓ C) Semantically odd
  - **D**) syntactically and semantically odd

(Animate, human, adult) are examples of

- A) Synonyms
- ✓ **B**) Semantic features
  - C) Antonyms
  - **D**) Prototypes

#### **Question 201**

Some times it is not easy to use the semantic features to differentiate nouns, for example advice, treat and warning



**B**) False

### **Question 202**

When it is not easy to use the semantic features then we use:

- A) Collocations
- **B**) Prototypes
- C) Metonymy
- ✓ **D**) Semantic roles

## **Question 203**

"The boy kicked the ball", the agent is:

- ✓ A) The boy
  - B) kicked
  - C) kicked the ball
  - **D**) the ball

"The girl watched the TV", the theme is:

- A) The girl
- **B**) The girl watched
- C) watched
- $\checkmark$  **D**) the TV

## **Question 205**

"The man wrote his name with a pen", the noun phrase 'a pen' is:

- A) Agent
- ✓ **B**) Instrument
  - C) Source
  - **D**) Goal

## **Question 206**

"The boy feels sad", the noun phrase 'the boy' is:

- A) Agent
- **B**) Source
- C) Theme
- ✓ **D**) Experiencer

## **Question 207**

"The car is parking in the garage", the noun phrase 'the garage' is:

- A) Theme
- **B**) Experiencer
- **C**) Location
  - **D**) Goal

"The boy ran from the house", the source is:

- A) the boy
- **B**) ran from
- C) from the house
- ✓ **D**) The house

## **Question 209**

"The boy ran to the house", the phrase 'the house' is



- **B**) Source
- C) Agent
- **D**) Theme

#### **Question 210**

The relationship between "large" and "big" is:

- A) Antonymy
- **B**) Hyponymy
- **C**) Synonymy
  - **D**) Prototype

## **Question 211**

The relation between "old" and "new" is:

- A) Synonymy
- **B**) Non-gradable antonymy
- C) Polysemy
- ✓ **D**) Gradable antonymy

The relation between "enter" and "exit" is:

- **A)** Gradable antonymy
- **B**) Synonymy
- **C**) Reverse
  - **D**) Hyponymy

## **Question 213**

"orange" is a \_\_\_\_\_ of "fruit"

- A) Synonym
- **✓ B**) Hyponym
  - C) Reverse
  - **D**) Antonym

## Question 214

"fruit" is the \_\_\_\_\_ of "orange"



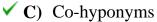
✓ A) Superordinate

- **B**) Hyponym
- C) Synonym
- **D**) Reverse

## **Question 215**

If "fruit" is the superordinate, then "orange" and "apple" are:

- A) Synonyms
- **B**) Antonyms



**D**) Polysems

The prototype of "bird" is:

- A) Ostrich
- **B**) Parrot
- C) Duck
- ✓ D) Robin

# **Question 217**

The words (for, four, fore) are:

- A) Hyponyms
- **✓ B**) Homophones
  - C) Homonyms
  - **D**) Synonyms

## **Question 218**

"mouse" of computers and "mouse" the animal, are:



- **B**) Homophones
- C) Hyponyms
- **D**) Synonym

# **Question 219**

The word "present" has more than one meaning, (a gift, or right now) so we can call it:

- A) Prototype
- **B**) Collocation
- C) Antonym
- ✓ **D**) Polysemy

"lend me your ear", ear = attention, we call this:

- A) Polysemy
- **B**) Synonymy
- **C**) Metonymy
  - **D**) Reverse

## **Question 221**

The two words "salt" and "pepper" frequently occur together, we call this:

- A) Antonymy
- **B**) Mytonymy
- C) Polysemy
- ✓ **D**) Collocation

# **Question 222**

The study of the relationship between language and the brain:

- A) Phonology
- **B**) Neurolinguistics
  - C) Phonotactics
  - **D**) Etymology

#### **Question 223**

The part of brain that is crucially involved in speech production:

- A) Wernicke's area
- **B**) Motor cortex
- C) Arcuate fasciculus
- ✓ **D**) Broca's area

The area that is crucially involved in the understanding of speech:

- ✓ A) Wernicke's area
  - **B**) The motor cortex
  - C) Broca's area
  - **D**) Arcuate fasciculus

#### **Question 225**

The part of the brain that controls the articulatory muscles of the face, jaw, tongue and larynx

- A) The brucha's area
- $\checkmark$  **B**) The motor cortex
  - C) The wernick's area
  - **D**) The arcuate fasciculus

#### **Question 226**

Nerve fibers that form a crucial connection between Wernicke's and Broca's areas

- A) The motor cortex
- **B**) The brain stem
- $\checkmark$  C) The arcuate fasciculus
  - **D**) The corpus callosum

#### **Question 227**

We know about localization view by

- A) Direct access to the brain
- **B**) Studying the origin of languages
- **C**) Brain imaging
- **D**) Problems or malfunctions of the system

We feel that some word is just eluding us, that we know the word, but it just won't come to the surface

- A) Slips of the tongue
- **B**) Slips of the ear
- $\checkmark$  C) The tip of the tongue phenomenon
  - **D**) Aphasia

#### **Question 229**

Saying 'use the door to open the key' instead of (the key to open the door) is called:

- A) Malapropism
- **B**) Slips of the ear
- **C**) Aphasia

✓ **D**) Spoonerism

#### **Question 230**

Hearing 'great ape' when the utterance was "gray tape" is called

- ✓ A) Slips of the ear
  - **B**) Slips of the tongue
  - C) Spoonerism
  - **D**) Malapropism

#### **Question 231**

Impairment of language function due to localized brain damage that leads to difficulty in understanding and/or producing linguistic forms

A) Malapropism



- C) Slips of the ear
- **D**) Slips of the tongue

The most common cause of aphasia is:

- A) Traumatic head injuries
- **B**) Violence
- **C**) A stroke
  - **D**) Accedents

## **Question 233**

Is a language disorder in which speech production is typically reduced, distorted, slow and missing grammatical markers

- A) Slip of the tongue
- ✓ **B**) Bruca's aphasia
  - C) Conduction aphasia
  - **D**) Wernick's aphasia

## **Question 234**

A type of speech when the grammatical markers are missing

- A) Logographic system
- **B**) Phonographic system
- C) Grammatic speech
- **V D**) Agrammatic speech

## **Question 235**

The type of language disorder that results in difficulties in auditory comprehension, is called

- A) Bruca's aphasia
- **B**) Malapropism
- **C**) Wernick's aphasia
  - **D**) Spoonerism

Is a language disorder associated with damage to the arcuate fasciculus in which repeating words or phrases is difficult.

- ✓ A) Conduction aphasia
  - **B**) Bruca's aphasia
  - C) Wernick's aphasia
  - **D**) Malapropism

#### **Question 237**

Language disorders are almost always the result of injury to the:

- A) Brain stem
- **B**) Cerebellum
- C) Right cerebral hemisphere
- $\checkmark$  **D**) Left cerebral hemisphere

#### **Question 238**

An experimental technique that has demonstrated a left hemisphere dominance for syllable and word processing is called

A) Aphasia

 $\checkmark$  **B**) Dichotic listening test

- C) Lateralization
- **D**) The critical period

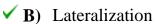
#### **Question 239**

Which is correct:

- A) Signals coming form both ears are processed in same speed
- **B**) We don't know if the signal coming from one ear is processed faster than the other
- $\checkmark$  C) The signal coming from the right ear is processed faster
  - D) The signal coming from the left ear is processed faster

The apparent specialization of the left hemisphere for language is usually described in terms of

A) Ear slip



- C) Wernick's aphasia
- **D**) The critical period

# **Question 241**

During childhood, there is a period when the human brain is most ready to receive input and learn a particular language. This is known as

- $\checkmark$  A) The critical period
  - **B**) The safe period
  - C) The childhood period
  - D) The learning period

## **Question 242**

If a child does not acquire language until puberty, then he or she will find it

- A) easy to learn language later on
- **B**) a little bit hard to learn language later on
- $\checkmark$  C) almost impossible to learn language later on
  - **D**) easier to learn language later on

## **Question 243**

The mistake in saying "Meditation" instead of "Medication" is sometimes referred to as:

- A) Aphasia
- **B**) Spoonerism
- **C**) Malapropism
  - **D**) Anomia

Difficulty in finding the correct word, sometimes referred to as:

- A) Spoonerism
- **B**) Malapropism
- **C)** Localization view

✓ **D**) Anomia

#### **Question 245**

Between six and eight months, the child produces a number of different vowels and consonants, as well as combinations such as ba-ba-ba and ga-ga-ga. This type of sound production is described as:



- **B**) Cooing
- C) Holophrastic
- **D**) Two-word stage

#### **Question 246**

Adults tend to react to the babbling because

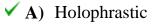
- A) It is the child's contribution to social interaction
- $\checkmark$  **B**) They think it is the child's contribution to social interaction
  - C) They think it is NOT the child's contribution to social interaction
  - **D**) It is NOT the child's contribution to social interaction

#### **Question 247**

At the age of twelve to eighteen months, the term "one-unit stage" is more accurate than "one-word stage" because:

- A) The child sometimes produces the sound [pun] trying to say "spoon"
- **B**) The child produces one word only
- C) The child produces forms of one word only
- ✓ D) The child sometimes produces a sound such as [∧sæ'] trying to say "what's that"

What do we call the sound [ $\Lambda$ sæ'] "asa"? which the child sometimes produces trying to say "what's that":



- **B**) Babbling
- C) Cooing
- **D**) Motheres

#### **Question 249**

By the age of two, whether the child is producing 200 or 300 distinct 'words', he or she will be capable of understanding

- A) The same number of words
- **B**) Three times as many
- **C**) Five times as many
  - **D**) Ten times as many

#### **Question 250**

The utterance "cat drink milk" is classified as

- A) One-word speech
- **B**) One-unit speech
- C) Two-words speech
- ✓ **D**) Multiple-word speech

#### **Question 251**

Multiple-word speech is also known as

- A) One-unit
- B) Holophrastic

# ✓ C) Telegraphic

**D**) Cooing

By the age of three, the vocabulary is grown to:

- A) Two words
- **B**) Three words
- **C)** Fifty words
- $\checkmark$  **D**) Hundreds of words

#### **Question 253**

The first grammatical function to appear in the child's speech is:

# ✓ A) The "-ing"

- **B**) The "-ed"
- **C)** The irregular verbs
- **D**) The prepositions

#### **Question 254**

The utterance "Mens" by the children is classified as:

- A) Gooing
- **B**) Holophrastic
- **C**) Overgeneralization
  - **D**) One-unit speech

#### **Question 255**

The use of overgeneralization is a clear evidence that \_\_\_\_\_\_ the primary force in first language acquisition

A) imitation is



- **C**) Babbling is
- **D**) Babbling is not

When we say a sentence to a child and he repeats it with the same meaning but with his own words, this is considered as

- A) Imitation
- **B**) Babbling
- C) Against babbling
- **D**) Against imitation

#### **Question 257**

One of the following is a way of child's first stage of forming questions:

- A) utter the expression with a rise in intonation towards the beginning
- **B**) Using auxiliary verbs
- C) Adding a helping verb to the utterance
- $\checkmark$  **D**) Using the Wh-forms

#### **Question 258**

Questions are generally quite close to the adult model in:

- A) First stage
- **B**) Second stage
- **C**) Third stage
  - **D**) Fourth stage

#### **Question 259**

Putting "no" or "not" at the beginning of the sentence to make a negative form, is the strategy of:

- A) Stage 4
- **B**) Stage 3
- C) Stage 2
- **✓ D**) Stage 1

Putting "no" and "not" in front of the verb, and the appearance of "don't" and "can't" are strategies of

- A) Stage 4
- **B**) Stage 3
- ✓ C) Stage2
  - **D**) Stage 1

#### **Question 261**

A child can utter this sentence "He no bite you" in stage:

- **A**) 1
- **✓ B**) 2
  - **C**) 3
  - **D**) 4

#### **Question 262**

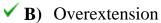
Children start to use auxiliary forms such as "didn't" as "won't" in:

- A) One-word stage
- **B**) One-unit stage
- C) First stage
- ✓ **D**) Third stage

#### **Question 263**

Using the word "ball" to refer to the moon is called:

A) Overgeneralization



- \_\_\_\_\_
- C) Holophrastic
- **D**) Motherese

According to some, the child is in a good position to start learning a second (or foreign) language, at the age of:

- A) 5 months
- **B**) 10 months
- **C**) 5 years
  - **D**) 10 years

#### **Question 265**

Children who acquire a second language from their environment are called:

- A) Monolingual
- **✓ B**) Bilingual
  - **C**) Trilingual
  - **D**) Audiolingual

#### **Question 266**

Our ability to use a second language, after years of study, \_\_\_\_\_ matches the ability in our first language

- ✓ A) Rarely
  - **B**) Sometimes
  - **C**) Always
  - **D**) Usually

#### **Question 267**

English language in Saudi Arabia is described as:

- A) First language
- **B**) Second Language
- C) Third language
- ✓ **D**) Foreign language

Acquiring a language by using it naturally in communicative situations with others who know the language



- **B**) Learning
- C) Teaching
- **D**) Speaking

#### **Question 269**

Accumulating knowledge of the features, such as vocabulary and grammar, of a language, typically in an institutional setting.

- A) Acquiring
- **B**) Speaking
- C) Teaching
- ✓ **D**) Learning

#### **Question 270**

Which of the following features is the hardest to acquire as a second language feature:

- A) Writing
- **B**) Grammar
- **C**) Pronunciation
  - **D**) Vocabulary

#### **Question 271**

Some say that after puberty, it becomes \_\_\_\_\_\_ to acquire another language fully

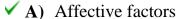
- A) Very easy
- **B**) Normal
- ✓ C) Very difficult
  - **D**) Impossible

The optimum age for learning a second language may be during the years from about

- **A)** 7 to 10 years
- **✓ B**) 10 to 16 years
  - **C**) 16 to 24 years
  - **D**) 24 to 28 years

#### **Question 273**

Dull textbooks, unpleasant classroom surroundings or an exhausting schedule of study and/or work. All these negative feelings or experiences are



- **11**) **111000 1000**
- **B**) strategic competence
- **C)** communication strategy
- **D**) sociolinguistic competence

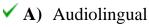
#### **Question 274**

The method in which "written language rather than spoken language is emphasized"

- A) Audiolingual method
- **B**) Communicative approach
- **C)** Positive trasfer
- ✓ **D**) Grammar-translation method

#### **Question 275**

"language a set of 'habits' that could be developed with a lot of practice", this method is called:



- **B**) Grammar-translation
- **C**) Etymology
- **D**) Negative transfer

The functions of language (what it is used for) should be emphasized rather than the forms of the language (correct grammatical or phonological structures). This approach is called:

- A) Audiolingual
- **B**) Grammar-translation
- **C**) Communicative
  - **D**) Transfer

#### **Question 277**

The interest in the learner and the acquisition process rather than the teacher, the textbook and the method, is called:

- A) Grammar-translation
- $\checkmark$  **B**) focus on the learner
  - C) Audiolingual
  - **D**) Transfer

#### **Question 278**

Using sounds, expressions or structures from the first language when performing in the second language

- A) Audiolingual
- **B**) Grammar-translation
- C) Focus on learner

✓ **D**) Transfer

#### **Question 279**

Transferring an L1 feature that is similar to the L2, results in

A) Negative transfer



- C) Grammar-translation
- **D**) Negotiated input

transferring an L1 feature that is really different from the L2 results in

- A) Negotiated input
- **B**) Audiolingual
- **C)** Positive transfer
- **D**) Negative transfer

#### **Question 281**

In-between system used in the second language acquisition process, contains aspects of the first language and second language,

- A) Foreign language
- **B**) Third language
- ✓ C) interlanguage
  - **D**) Firs language

## **Question 282**

The process whereby an interlanguage, containing many non-second language features, stops developing toward more accurate forms of the second language

- ✓ A) Fossilization
  - **B**) Acquisition
  - C) Learning
  - **D**) Transfer

#### **Question 283**

The social purpose in learning a second language is called

- A) Instrumental motivation
- ✓ **B**) Integrative motivation
  - C) Negative transfer
  - **D**) Positive transfer

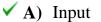
Success in second language communication causes:

✓ A) Motivation

- **B**) Negative transfer
- **C)** Positive transfer
- **D**) Grammar-translation

#### **Question 285**

The language that the learner is exposed to, is called:



- **B**) Output
- C) Information
- **D**) Processing

#### **Question 286**

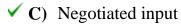
The variety of speech used to make learning of a second language comprehensible.

- A) Foreign language
- **B**) Native language
- **C**) Foreigner language
  - **D**) First language

#### **Question 287**

A second language material that the learner can acquire in interaction through requests for clarification.

- A) Transfer
- **B**) Motivation



**D**) Negotiated output

One of the most difficult things to provide in large L2 classes.

## ✓ A) Output

- **B**) Input
- **C)** Negotiated input
- **D**) Motivation

## **Question 289**

The general ability to use language accurately, appropriately, and flexibly.

- A) Sociolinguistic competence
- **B**) Grammatical competence
- C) Strategic competence
- $\checkmark$  **D**) Communicative competence

## **Question 290**

The accurate use of words and structures.

- ✓ A) Grammatical competence
  - **B**) Strategic competence
  - C) Communicative competence
  - **D**) Sociolinguistic competence

#### **Question 291**

Enables the learner to know when to say *Can I have some water*? versus Give *me some water*!according to the social context.

- A) Strategic competence
- **B**) Grammatical competence
- **C**) Sociolinguistic competence
  - **D**) Communicative competence

The ability to overcome potential communication problems in interaction.

- A) Communicative competence
- **B**) Sociolinguistic competence
- **C)** Grammatical competence
- **VD**) Strategic competence

#### **Question 293**

The study of a large range of practical issues involving language in general and second language learning in particular.

- A) Communication strategy
- **B**) Strategic competence
- C) Audiolingual
- **D**) Applied linguistics

#### **Question 294**

The study of language history and change.



- **B**) Etymology
- **C**) Phonology
- **D**) Morphology

#### **Question 295**

Used to show how languages were related.



- **A**) Family trees
  - **B**) Family branches
  - **C**) Cognates
  - **D**) Metathesis

The language that was the source of modern languages in the Indian subcontinent (Indo) and in Europe (European).

- A) Urdu
- **B**) Latin
- ✓ C) Indo-European
  - **D**) Sanskrit

#### **Question 297**

There are about \_\_\_\_\_ language families as Indo-European

- **A)** 6000
- **B**) 4000
- **C**) 85
- **✓ D**) 30

#### **Question 298**

The language that has the most native speakers is:

- A) English
- **B**) Arabic

✓ C) Chinese

D) Latin

#### **Question 299**

The language that is most widely used in different parts of the world

A) Arabic



- C) Latin
- **D**) French

Words in different languages that have a similar form and meaning.



- **B**) Prothesis
- **C**) Synonyms
- **D**) Philology

# **Question 301**

A procedure used to reconstruct what must have been the original or 'proto' form in the common ancestral language.

- A) Philology
- **B**) Broadening
- $\checkmark$  C) Comparative reconstruction
  - **D**) Narrowing

## **Question 302**

The choice of the form that occurs more often than any other form in the set of descendant languages.

- A) External change
- **B**) Internal change
- **C**) Majority Principle
  - **D**) Most natural development principle

## **Question 303**

The choice of older versus newer forms on the basis of commonly observed types of sound change.

- A) Majority principle
- B) Internal change
- C) Narrowing
- **V D**) Most natural development principle

The primary sources for what developed as the English language were the:

- A) Celtic
- **B**) Italic
- C) Hellenic
- ✓ **D**) Germanic

# **Question 305**

The language that is called now "old English"

- A) Latin
- ✓ B) Englisc
  - C) Engla-land
  - **D**) Angles

# **Question 306**

How did a number of Latin terms came into English at the period From the sixth to the eighth century?

- A) Because Latin is the ancestor of English
- ✓ B) Because Anglo-Saxons were converted to Christianity which Latin is its language
  - C) Because England was invaded by Rome
  - D) Because Anglo-Saxons were originally Latin

How did many word from Old Norse came into English?

- A) Because Romans came first to plunder and then to settle in parts of the coastal regions of Britain.
- **B**) Because **Saxons** came first to plunder and then to settle in parts of the coastal regions of Britain.
- **C)** Because **Jutes** came first to plunder and then to settle in parts of the coastal regions of Britain.
- ✓ D) Because the Vikings came first to plunder and then to settle in parts of the coastal regions of Britain.

# **Question 308**

The event that marks the end of the Old English period, and the beginning of the Middle English period, is the arrival of:

- A) the Vikings in England, following their victory at Hastings under William the Conqueror in 1066
- ✓ B) Norman French in England, following their victory at Hastings under William the Conqueror in 1066
  - **C) the Saxons** in England, following their victory at Hastings under William the Conqueror in 1066
  - **D**) **Germans** in England, following their victory at Hastings under William the Conqueror in 1066

## Question 309

After 1066, the language of the nobility, the government, the law and civilized life in England for the next two hundred years was:

- A) Italian
- **B**) Spanish
- **C**) French
  - **D**) Latin

After 1066, the language of the peasants was:

- A) Italian
- ✓ **B**) English
  - C) French
  - **D**) German

# **Question 311**

In the two hundred years, from 1400 to 1600 the sounds of English underwent a substantial change known as the

- A) Great vowel shift
- ✓ **B**) Minor vowel shift
  - C) Great consonant shift
  - **D**) Great shift

## **Question 312**

Influences from the outside, such as the borrowed words from Norman French or Old Norse are examples of



- $\checkmark$  A) External change in the language
  - **B**) Internal change in the language
  - C) Cognates
  - **D**) Majority principle

## **Question 313**

The reversal in position of two sounds in a word for example:(frist  $\rightarrow$  first), is called:

- A) Epenthesis
- **B**) Synonymy
- C) Cognates
- **V D**) Metathesis

The addition of a sound to the middle of a word for example:(spinel  $\rightarrow$  spindle), is called:

A) Metathesis



- **C**) Cognates
- **D**) Acronyms

# **Question 315**

The addition of a sound to the beginning of a word is called:

- A) Epenthesis
- **B**) Metathesis
- **C**) Prothesis
  - **D**) Cognates

# **Question 316**

The correct word order in modern English is:

- A) Object-verb-subject
- B) Object-subject-verb
- **C**) Subject-verb-object
  - D) Subject-object-verb

## **Question 317**

'Double negative' is possible in:

- A) Old English only
- **B**) Modern English only
- $\checkmark$  C) Old and modern English
  - **D**) Neither old nor modern English

The most sweeping change in the form of English sentences was the loss of a large number of

A) Nouns

- **B**) Prepositions
- C) Adjectives
- ✓ **D**) Inflectional affixes

## **Question 319**

The change from holy day as a religious feast to the very general break from work called a holiday, is an example of:

- A) Cognates
- **B**) Narrowing
- **C**) Broadening
  - **D**) Prothesis

#### **Question 320**

Old English word "mete", once used for any kind of food, which has in its modern form meat become restricted to only some specific types. This is an example of:

- A) Epenthesis
- **B**) Prothesis

**C**) Narrowing

**D**) Broadening

#### **Question 321**

differences resulting from change over a period of time:

- A) Broadening
- **B**) Narrowing
- C) Synchronic variation
- $\checkmark$  **D**) Diachronic variation

Differences in language form found in different places at the same time

- $\checkmark$  A) Synchronic variation
  - **B**) Diachronic variation
  - C) Prothesis
  - **D**) Narrowing