

### Question 1

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

### Question 5

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

- ✓ A) Conflicting
- 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"
- ✓ D) No language at all

### Question 8

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

- ✓ A) Bow-wow theory
- B) Divine source theory
- C) Natural cries of emotion theory
- D) Yo-he-ho theory

### Question 9

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

- A) On exhaled breath
- B) With a very loud cry
- C) With a whisper
- ✓ 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
- ✓ 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*

### Question 13

The human tongue, compared to other primates, is:

- ✓ 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:

- ✓ 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

**Question 17**

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
- ✓ D) Communicative signals

### Question 21

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

- ✓ A) Arbitrariness
- 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

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

### Question 25

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
- ✓ B) With other speakers
- C) From parental genes
- D) From isolation

### Question 27

Bee communication has

- ✓ 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
- ✓ C) duality
- D) arbitrariness

### Question 29

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.
- ✓ 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
- ✓ C) only in the spoken form
- D) only in media



### Question 33

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

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

### Question 37

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
- ✓ 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
- ✓ C) ideograms
- D) phonographs

**Question 41**

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) Ideograms
- C) Phonographs
- ✓ D) Cuneiform

**Question 43**

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

- ✓ 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

### Question 45

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

- ✓ A) logograms
- B) pictograms
- C) ideograms
- D) cuneiform

### Question 46

'nd2spk2u2nite' is 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
- ✓ B) Syllable
- C) Alphabet
- D) Phonograph

**Question 49**

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 one 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

**Question 53**

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

**Question 57**

The study of the perception of speech sounds by the ear

- A) Acoustic phonetics
- B) Articulatory phonetics
- C) phonetic alphabet
- ✓ D) 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

### Question 61

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

- ✓ A) Voiced sounds
- B) Voiceless sounds
- C) Loud sounds
- D) Stops

### Question 62

The location inside the mouth at which the constriction takes place

- A) Oral cavity
- ✓ 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



### Question 65

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

- ✓ A) Dentals
- 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
- ✓ 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

### Question 69

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

- A) Dentals
- ✓ B) Glottals
- 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) Affricates
- B) Nasals
- C) Liquids
- D) Fricatives

### Question 73

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

- ✓ A) Diphthongs
- 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

### Question 77

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 [θ] as in **think**, and [ð] 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

- ✓ A) Alveolars
- B) Glottals
- C) Dentals
- D) Nasals

### Question 81

According to the place of articulation [ʃ] as in **she** and [tʃ] as in **chat** [ʒ] as in **vision**, are

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

### Question 82

According to the place of articulation [ŋ] 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], [θ], [d], [s], [z], [ʃ], [ʒ] are

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

**Question 85**

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

- ✓ A) Affricates
- 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 [l] and [r] are

- ✓ A) Liquids
- 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

**Question 89**

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) [ɪ]
- B) [i]
- C) [e]
- D) [o]

**Question 92**

The vowel in [great] is represented in phonetics as

- A) [æ]
- B) [ɛ]
- C) [ʊ]
- ✓ D) [e]

### Question 93

The vowel in [pet] is represented in phonetics as

- A) [i]
- B) [ʌ]
- ✓ C) [ɛ]
- D) [æ]

### Question 94

The vowel in [my] is represented in phonetics as

- ✓ A) [ai]
- B) [ei]
- C) [ɔi]
- D) [aʊ]

### Question 95

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

- ✓ A) Phonology
- 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



**Question 97**

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
- ✓ 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

### Question 101

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

- ✓ A) Phonotactics
- 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

**Question 105**

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)

- ✓ A) Rhyme
- 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

### Question 109

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

- A) Aspiration
- ✓ B) Elision
- C) Pronunciation
- 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

- ✓ 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

**Question 113**

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" /b/ 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

**Question 117**

In the word "twelfths" /fθs/ 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.

- ✓ A) Etymology
- 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

**Question 121**

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:

- ✓ A) Eponyms
- 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

### Question 125

The word "homemade" is compound word of the type

- ✓ A) Compound noun
- B) Compound verb
- C) Compound adjective
- D) Compound preposition

### Question 126

The beginning of the two words "**modulator**" & "**demodulator**" 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



**Question 129**

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

**Question 133**

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

- ✓ A) Derivation
- B) Backformation
- C) Clipping
- D) Conversion

**Question 137**

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

**Question 141**

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
- ✓ 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
- ✓ B) always bound morphemes
- C) bound and free morphemes
- D) not morphemes

**Question 145**

In morphology, stems are

- A) always free morphemes
- B) always bound morphemes
- ✓ C) possible to be bound or free morphemes
- D) not morphemes

**Question 146**

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

- ✓ 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
- ✓ D) derivational morpheme

**Question 148**

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

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

**Question 149**

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
- ✓ 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
- ✓ 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

### Question 153

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

- ✓ A) True
- B) False

### Question 154

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

- ✓ A) allomorphs
- 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 ( $\text{æ} \rightarrow \text{ɛ}$ )

### 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

### Question 157

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
- ✓ C) Adverb
- D) Noun



**Question 161**

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

- ✓ A) Adjective
- 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
- ✓ 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

### Question 165

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

### Question 169

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

- A) Traditional grammar
- B) Traditional analysis
- ✓ 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

**Question 173**

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

- A) Noun phrase
- ✓ 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:

- ✓ A) The syntax of a language
- B) Generative grammar
- C) Surface structure
- D) Deep structure

### Question 177

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
- ✓ 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

### Question 181

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 → PN
- B) NP → Art (adv) N
- ✓ C) NP → Art N
- D) Art N → NP

### Question 184

NP → {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
- ✓ C) 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
- ✓ D) Phrase structure rules

### Question 188

In this structure NP → Art (Adj) N, which one is optional

- A) the noun phrase (NP)
- B) The article
- ✓ C) The adjective
- D) The noun

### Question 189

N → {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:

- ✓ A) complementizer (C)
- B) Pronoun (Pro)
- C) Preposition (prep)
- D) Noun phrase (NP)



### Question 192

(S → NP VP) (VP → V CP) (CP → 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.

- ✓ A) ⇒
- B) →
- 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

**Question 196**

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:

- ✓ 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

### Question 200

(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

- ✓ A) True
- 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

**Question 204**

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

- A) The girl
- B) The girl watched
- C) watched
- ✓ 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

**Question 208**

"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

- ✓ A) Goal
- 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

**Question 212**

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
- ✓ C) Co-hyponyms
- D) Polysems

**Question 216**

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:

- ✓ A) Homonyms
- 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

**Question 220**

"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



### Question 224

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
- ✓ 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
- ✓ 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

### Question 228

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
- ✓ 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
- ✓ B) Aphasia
- C) Slips of the ear
- D) Slips of the tongue

### Question 232

The most common cause of aphasia is:

- A) Traumatic head injuries
- B) Violence
- ✓ C) A stroke
- D) Accidents

### 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) Broca'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) Grammatical speech
- ✓ D) Agrammatical speech

### Question 235

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

- A) Broca's aphasia
- B) Malapropism
- ✓ C) Wernick's aphasia
- D) Spoonerism

### Question 236

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
- ✓ 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
- ✓ 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
- ✓ C) The signal coming from the right ear is processed faster
- D) The signal coming from the left ear is processed faster

### Question 240

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

- A) Ear slip
- ✓ B) Lateralization
- 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

- ✓ 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
- ✓ 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

### Question 244

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:

- ✓ A) Babbling
- 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
- ✓ 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 [pʌn] 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 [ʌsæ'] trying to say "what's that"

### Question 248

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

- ✓ A) Holophrastic
- 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

**Question 252**

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

- A) Two words
- B) Three words
- C) Fifty words
- ✓ 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
- ✓ B) imitation is not
- C) Babbling is
- D) Babbling is not



### Question 256

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
- ✓ 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

### Question 260

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) Stage 2
- 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
- ✓ B) Overextension
- C) Holophrastic
- D) Motherese

### Question 264

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

**Question 268**

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

- ✓ A) Acquisition
- 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

### Question 272

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

- ✓ A) Affective factors
- 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 transfer
- ✓ D) Grammar-translation method

### Question 275

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

- ✓ A) Audiolingual
- B) Grammar-translation
- C) Etymology
- D) Negative transfer

### Question 276

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
- ✓ 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
- ✓ B) Positive transfer
- C) Grammar-translation
- D) Negotiated input

**Question 280**

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) First 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

**Question 284**

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:

- ✓ A) Input
- 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
- ✓ C) Negotiated input
- D) Negotiated output



**Question 288**

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
- ✓ 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

**Question 292**

The ability to overcome potential communication problems in interaction.

- A) Communicative competence
- B) Sociolinguistic competence
- C) Grammatical competence
- ✓ D) 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.

- ✓ A) Philology
- 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

**Question 296**

The language that was the source of modern languages in the Indian sub-continent (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
- ✓ B) English
- C) Latin
- D) French

### Question 300

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

- ✓ A) Cognates
- 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
- ✓ 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
- ✓ D) Most natural development principle

**Question 304**

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 come 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

### Question 307

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

### Question 310

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

- ✓ 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 → first), is called:

- A) Epenthesis
- B) Synonymy
- C) Cognates
- ✓ D) Metathesis

**Question 314**

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

- A) Metathesis
- ✓ B) Epenthesis
- 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
- ✓ C) Old and modern English
- D) Neither old nor modern English



### Question 318

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
- ✓ D) Diachronic variation

**Question 322**

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

- ✓ **A)** Synchronic variation
- B)** Diachronic variation
- C)** Prothesis
- D)** Narrowing