| نموذجE (۱) It is true that DA aims to enable us to sand epistemological questions. | olve concrete |
|--|---|
| E ime to enable us to s | me (a |
| (1) It is true that DA aims to | |
| (1) It is true that DA days and epistemological questions. | |
| (a) philosophical Ontological | which stan |
| (c) undiglossia | find the hidden |
| (d) metaphysical | i sis helps us III |
| discours | e analysis helps us find the hidden which stand |
| (2) It is a well known fact that disco | |
| beyond a text | |
| (a) hints | and and |
| (b) marks | aurrounding social and |
| motivation | aonsider the Sur |
| (d) critic | cessary to cons |
| (3) When analyzing a discourse, it is it | cessary to consider the surrounding social and |
| (3) When analyzing a distribution contexts. | |
| (a) environmental | |
| (b) political | |
| historical | |
| (d) technological | |
| | DA. |
| (4) The choice of the word is | important in |
| (4) The choice of the word is | |
| (a) From time to time | |
| (a) always | |
| (c) always (c) never ever | |
| (d) goldom | wide v |
| (d) seldom | that covers a |
| Analysis is a modern d | iscipline of the that covers a wide |
| (5) Discourse Allarysis is | |
| different socioning | |
| social sciences | |
| (b) psychology × | |
| (c) medicine × | |
| (c) medicine | |
| (d) engineering × | |
| | |
| | a in |
| 1 1 ftg | what he has to say to fit the in |
| (6) When we speak everybody crafts | Wilat iie iius |
| (0) Which we of | |
| communicating. | |
| (b) hall | |
| (h) hall | |
| | |
| (c) hotel | |
| | |

| 45-17. 11 | | |
|-----------------------------------|---|--------------|
| لل الخطاب (لغة إن | -A 1577. | |
| is ask | الفصل الأول ١٤٣٦/١٤٣٥ الفصل الف | 2 |
| | (7) It is a didn to acting meetings and acting meetings ing and acting speaking writing (b) writing (c) logically writing | |
| which stands | (8) We always and simultaneously construct or buildareas of reality whenever we speak (a) twelve (b) three (c) two | |
| | | |
| it ex ex (a) (b) | "I talk and act in such a way that a visibly angry male in a committee meeting (perhaps (9) "I talk and act in such a way that a visibly angry female is "hysterical" is an is me!) is "standing his ground on principle," but a visibly angry female is "hysterical" is an example of an area of reality which is reflect by speech. The area which is reflected by this cample is Sports Sports Politics Semiotics | |
| (d) | semic | |
| neg(b) (b) (c) | Situated meanings don't simply reside in individual; very often they are otiated between people in and through communicative social interaction. minds hearts history prehistory | |
| discou to | Ways of looking at the world of talk and interaction are what we mean by Ways of looking at the world of talk and interaction are what we mean by ols of inquiry ays of succeeding ays of failing ays of constructing good sentences | 111 |
| (d) wa | ays of constructing good series | |
| | ords like "work" and "coffee" seem to have more than are appared meanings we have discussed so far. | arent in the |
| (a) spec (b) limit (c) nega | cific meaning ted meaning ative meaning eral meaning | |

| | | 1 1 2 5 7 1 2 5 6 03 - | erson who is invo |
|---------|---|---|--------------------|
| | نموذج | a certain pe | |
| | When you speak you try to pre | sent yourses | |
| | in a certain kind of | | |
| | (a) class | | |
| | (b) upper class | | |
| 43 | (d) low class | | |
| 15 | (-/ | | ing is |
| | (14) the first thing that comes to our situated in actual contexts of use, is a | think abo | out how meaning is |
| | (14) the first thing that comes to our situated in actual contexts of use, is a reflexivity | minds when we think de | ed " |
| | cituated in actual contexts of use, is a | property of language | |
| | reflexivity | | |
| / | (b) reflexive pronoun | | |
| | (c) reflexive noun | | |
| | d) justice | | |
| | | | |
| | | | . reflects an imi |
| | 5) Which comes first? The situation between language and "reality | or the language? This | question reflects |
| (1. | 5) Which comes first? The situation | or the range of | Son X Son X2 |
| | between language and "reality | | con the cold |
| | × | | in a laston |
| (a) | disconnection | 4 | My How Hay Doly |
| | reciprocity | | The lot was |
| (c) | miss understanding | | Sin Vot / |
| (d) | misleading X | | Kho . |
| | | | |
| - | | | |
| | | . 1 :6 | d when it |
| (16) | We can say that an "utterance" h | as meaning only if an | id when it |
| commi | unicates | | |
| | who and a whom | | |
| \ / | | | |
| 1 | what and a which | | |
| (2) a | who and a what | | |
| (d) a 1 | why and only why | | |
| | | | |
| | | | |
| | | | |
| | | | |
| 7) A se | miotic aspect, that is, the " | " such as langua | ge, gestures. |
| | | , | 8-, 8 |
| | other symbolic systems. | | |
| bline | l systems / | 9 | |
| moth | emotical gratema N | 5 | |
| | ematical systems × | ' / | |
| metar | ohorical systems × | | |
| | | 1 | |
| Sign S | ystems | | |

نموذجE.. الفصيل الأول ه ١٤٢٧/٢٦٤١ هـ (18) A political aspect, that is, the distribution of "....." in the interaction, such as, power, (18) A pointed (18) A models and Discourses. social products social goods social habits social beliefs The Anglo-American young woman named "Jane," we took in our course, Jane. is making visible and recognizable two different versions of who, one is a daughter having dinner with her proud parents" and in the other case she is "a girl friend being intimate with her boyfriend." is playing the same role (b) behaves similarly with her parents and with her boyfriend (c) pretends that she has only one social language, (d) Some studies argue the chemistry experimental chemist is recognized, in large part, in (20)their .. titles (a) countries (b) apparatus and books faces (d) The tools of inquiry that are important in discourse are the tools that are relevant to h we (together with others) build and activities. personalityX (a) ambition X (b) dreams X (c) identities Some of the non-language "stuff," which are important in discourse are: (22) (b) (c) different ways of thinking, acting and interacting sleeping dreaming imagining (d) II than I cannot make sense of what you have

| | | 1 |
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| | تمليل الخطاب (لغة إنجليزية) الفصل الأرار مسر | |
| | 1677/1210 09210 | |
| نموذجE | e differential access to different identities and activities, connected to different | E |
| (24) People have | differential access to different identities and as | |
| Sorts of status and | 1 Social good, and this 2 | (31 |
| a root source | e of inequality | pla |
| | e of equality e of prejudice × | en |
| | e of injustice | (3 |
| | | (|
| (25) I at a 6: 4 | esting complications can set in when we think about identity enacted in and | 3 |
| (25) Lots of interest through | esting complications can set in when we | - |
| (a) personality × | | |
| (b) dreaming | | |
| (c) writing × | | |
| (d) language | | |
| (26), to issue "utterances." | hrough the "anonymous" texts and products they circulate, can author or | |
| (a) Institutions | | |
| (b) Secretary | | |
| Individuals and | institutions | |
| (d) Individuals X | | |
| | | |
| (27) | | |
| (27) We can point out | that whos and whats | _ |
| and not really disci | rele and separable | |
| (b) are discrete and se | eparable | |
| (c) are not really discr | ete | |
| (d) are not really separal | ole | |
| (28) A language can be i | ntegrated with "other stuff" such as (), | |
| | | |
| (a) objects values and ti | ime | |
| (b) time and place | | |
| other people, objects | , values, times and places | |
| (d) other people | , rardes, times and places | |
| T P | | |
| (29) Being a "real Indian | | |
| one lear indian | " is not something one can simply be. Rather, it is something that | |
| one in and throu | igh the doing of it. | |
| becomes | | |
| | | |
| (c) dies | | |
| d) imagine being | | |
| | | |
| Being a "real Indian" | also requires appropriat | |
|) places | also requires appropriate accompanying | |
|) times | | |
| | | |
| objects | | |
| objects, times and place | es | |
| - PARCI | | |

| تحليل الخ | | A 1677/1670 1811 1 | |
|-----------|--|--|---|
| | نموذجE | الفصل الأول ٣٥٥ ١٤٣٦ هـ | تحليل الخطاب (لغة إنجليزية) |
| | (31) If you put langual together in such places together in such engaged in a particular a discourse an advanced course together in such places and advanced course together an advanced course together an advanced course together | | mbols, objects, tools, and icular type of who (identity) in you have pulled off |
| | will exist long will not exist lo | after we have left the scene | ne on the scene and most of them |
| | (a) unreal work (b) real work recognition work unfamiliar work | K | |
| | analys | is is a product of | . period. |
| (| (a) ancient | | |
| | (b) pre ancient | | |
| | (c) old | | |
| | - w - atmodern | | |
| - | () postare | · 1 4ha | relation between terms and it is also |
| | The discourse anal | ysis it is important to consider the | relation between terms and it is also |
| (3 | 5) In discourse at th | ysis it is important to consider the e relation between these terms with | .11 |
| in | (a) narrower Wor | ld | |
| | (b) more complex | society | |
| | (b) more compress | rm | |
| - | widely used ter | | |
| | (d) wider culture | | |
| (36 | How we speak | or write that v | ery situation or context in which w |
| cor | nmunicating. | | |
| | (a) Does not cre | ate | |
| | creates | | |
| | (c) avoids to des | cribe | |
| | (d) does not avoi | id to describe | |
| | (d) does not avoi | id to destrict | |
| | | | |

نمليل الخطاب (لغة إنجليزية) الفصل الأول ١٤٣٦/١٤٣٥ هـ (37) "He gets into a plain, triangle house" is an example of an area of reality which is reflect by speech. The area which is reflected by this example is..... The meaning and value of aspects of the material world fo (a (c) diplomatic (38) Different identities or social positions we enact and recognize in different settings are what we mean by (a) situated meaning (b) situated styles situated identities (d) situated stuff (39) You project yourself as a certain kind of person when (a) you pretend yourself as a hero you speak or write anything, and you use all of the sources of your language (c) you speak or write anything, and you avoid using any other language (d) you give up hope (40) everybody presents a different identity at a formal meeting than he does at the family meeting. And, though these are both meetings..... they are same kind of activities (b) they are not activities they are different activities (d) they are insignificant activities (41) So, language then always reflects and constructs the situation or context in which it is used. simultaneously (b) continuously (c) negatively (d) positively (42)....., that is, the personal, social, and cultural knowledge, feelings, values, identities, and relationships relevant in the interaction. (b) linguistic aspect sociocultural aspect (d) negative cultural aspect 43) there are several "tools of inquiry" that will help us study how building tasks are carrie consequences motives goals X

| 1611 | | | |
|------------|------------------------------------|--|--|
| تحليل الخ | 1 | | تحليل الخطاب (لغة إنجليزية) |
| eflect | نموذجE | خول ۲۲۲/۱۲۳۵ هـ | that have been the |
| chect | | h a capital "C," means long-run | m that nave s |
| | | | |
| | (a) important themes in | | |
| _ | long-running but no | IT THILDOLUGALA | d enact here |
| e | (d) important themes o | f acting positively dentity, means the " | " one is seeking it |
| | and now. | | |
| | | | |
| | kind of person kind of rank | | |
| - | 1 - fimagining | 1 -1 by | |
| | (46) An utterance can be | authored by | |
| | (a) one person | | |
| | (b) groups one person or groups | | to the mood by some |
| 1 | | | rs' term." The fact that it is used by some Native Americans to use the |
| (| (47) The term "real India | ing their own identity work | rs' term." The fact that it is used by |
| N | Native Americans in chac | ang mass | |
| | does not license nor | 1 | |
| (b | does license non | | |
| (0 | sometimes it licens | es 🛰 | |
| (d | - Leanneec | the key to Discourses. | |
| (48 | 8)s considered | the key to 2 | |
| (a) | ~1 ··· ~ | | |
| (b) | Tuorialing | | |
| (c) | Recognition | | involved in it. |
| (D) | To make sense of a | given moment, you have | to recognize the involved in it. |
| (49) | identities and activi | ities | |
| | identities | | |
| (b) | , | | |
| (c) | anvironment | | of the cumbersome phrase "who doing- |
| | There is another te | rm that it is useful in pla | ace of the cumbersome phrase "who doing- ho-doing-whats" are concerned her stuff" in Discourses). This term is |
| (50) | " -t least as far as the | language aspects of "w | ho-doing-whats are concerns her stuff" in Discourses). This term is |
| what | , at least as far as that language | e is caught up with "ot | ner stull ill Discourses). |
| (reme | embering mai languag | | |
| " | | 190e | |
| (a) | psychological langu | iage | |
| (a) (b) | physical language | | |
| | social language | | |
| (d) | metaphysical langu | age | |
| (-) | | 1.1.1 11 - 1.1.1 | مع التمنيات، |

اجابات اختبار تحليل الخطاب صفر ١٤٣٦

| 1 | b | 11 | a | 21 | d | 31 | a | 41 | a |
|----|---|----|---|----|---|----|---|----|---|
| 2 | С | 12 | d | 22 | a | 32 | a | 42 | c |
| 3 | c | 13 | c | 23 | | 33 | c | 43 | b |
| 4 | b | 14 | a | 24 | a | 34 | d | 44 | b |
| 5 | a | 15 | b | 25 | d | 35 | С | 45 | b |
| 6 | a | 16 | C | 26 | C | 36 | b | 46 | c |
| 7 | a | 17 | d | 27 | a | 37 | b | 47 | a |
| 8 | d | 18 | b | 28 | C | 38 | C | 48 | d |
| 9 | С | 19 | a | 29 | a | 39 | b | 49 | a |
| 10 | a | 20 | С | 30 | d | 40 | c | 50 | c |