



## مراجعة تحليل الخطاب

هذا المستند يضمن أسئلة الفصل الأول ١٤٣٩ ، مع أسئلة الواجبات ، المناقشات ، اقتباسات من أسئلة سي يوم المطابقة للمحتوى



MARCH 24, 2018

عمل اختكم جنات ، لاتنسوني من صالح الدعوات "ادعوا لوالدي بالصحة وطوال العمر"

[https://t.me/Jannat\\_KFU](https://t.me/Jannat_KFU)

## أسالة الواجبات :

### 1. The "context of discourse is :

- a. The type of discourse
- b. The meaning of discourse

### c. The situation of discourse

- d. The organization of discourse.

«سياق الخطاب: هي حالة الحديث

### 2. the sentence "can you help me wash the car?" functions as:

- a. A question.
- b. A promise.
- c. A command

### d. A request

«الجملة "يمكنك مساعدتي على غسل السيارة؟" بمثابة مطلب

### 3. The directive function is usually expressed by :

- a. An imperative sentence
- b. A declarative sentence
- c. An interrogative sentence
- d. An exclamatory sentence

«وظيفة التوجيه وعادة ما تعبر عن: الجمل الحتمية

## الواجب الثاني :

### 1. The cohesive device in the sentences: "This is unbelievable. Al-Nasr beat Al-Hilaal 6:0 " is described as

- a. Demonstrative, cataphoric, limited.
- b. Demonstrative, cataphoric, extended
- c. Demonstrative , anaphoric, limited
- d. Demonstrative, anaphoric, extended

« اسلوب التماسك في الجمل: "هذا أمر لا يصدق. النصر افضل من بن هلال 6:0 "توصف بأنها : وصفية ، جناس ، موسعة

### 2. "John said he will come but he didn't say when". The ellipsis in this sentence is:

- a. Nominal
- b. Verbal
- c. Sentential
- d. Both "b' and "c"

" قال جون أنه سيأتي، إلا أنه لم يذكر متى". الحذف في هذه الجملة: مرجعي

**3. A: I am sure you used my phone B: No I didn't! This adjacency pair is an example of:**

- a. Offer: accept
- b. Question: answer
- c. Request: grant

**d. Complaint: denial**

**A : أنا متأكد أنك تستخدم هاتفي B: لا لم أكن! هذا الزوج التجاور مثال: شكوى ، انكار**

**الواجب الثالث :**

**1. I talk and act in one way and I am a teacher. I talk and act in another way and I am husband". What is created through uttering the sentences above is:**

- a. Identity**
- b. Relationship
- c. Significance
- d. Connection

«أتحدث وأنصرف بطريقة واحدة وأنا مدرس. و اتحدث و أتكلم بطريقة أخرى وأنا زوج ". ما يتم إنشاؤه من خلال النطق الأحكام المذكورة أعلاه: الهوية

**2. Dr. Hasan uses everyday language to describe an insect when talking at home to his wife but uses technical language to describe the same insect when he is talking to his students in the lab. These different ways of speaking are an example of:**

- a. Social languages.**
- b. Difficult languages
- c. Lab languages
- d. Colloquial languages

«الدكتور حسن يستخدم لغة الحياة اليومية لوصف حشرة عند التحدث مع زوجته في المنزل ولكن يستخدم اللغة التقنية لوصف الحشرة نفسها عندما يتحدث إلى طلابه في المعمل. هذه الطرق المختلفة لتحدث مثال على : لغة اجتماعية .

**3. Discourse with a big C studies:**

- a. Using language to create activities and identities
- b. Using other stuff to create activities and identities
- c. Using language and other stuff to create activities and identities**
- d. Using grammar and vocabulary to create activities and identities

«خطاب دراسات C كبيرة: تستخدم اللغة وغيرها من الأشياء لإنشاء الأنشطة والهويات

**4. A "WHO" in discourse analysis can be:**

- a. A single person**
- b. A group of persons.
- c. An institution
- d. All of the above.

## المناقشات :

### 1. What are the elements of the context of situation? ما هي عناصر السياق الضرفي ؟

**Situational Context:** The environment or situation in which a text is produced: Who is speaking to Whom, when, where, and about what topic : The addressor, the addressee, the time, the place, and the topic of discourse.

### 2. Define at least two types of mega language functions. حدد نوعين على الأقل من المهام اللغوية الضخمة

#### ① The informative function:

This function refers to the use of language to **provide information or ask for information:**

☞ **Example:** Khartoum is the capital of Sudan (giving information). What is the capital of Spain? ( asking for information)

This is probably the most widely used language function .It is also referred to as assertion. Also called the , referential, conceptual, or ideational function.

#### ② The communicative function

People use sentences or utterances to produce functions like request, command, Promise, suggestion, agreement. Etc. In fact, whenever we utter any sentence we produce a communicative function.

☞ **For example**, the sentence “Can you help me carry this box”. Expresses the function “request”

### 3. Discuss three differences between speech and writing.

## DIFFERENCES BETWEEN SPEECH AND WRITING الإختلاف بين الكلام و الكتابة

WRITING \ الكتابة	SPEECH \ الكلام
Not everyone learns to read and write ليس كل شخص يتعلم القراءة والكتابة	Universal, everybody acquires it عالمية، كل شخص يكتسبها
More restricted and generally follows a standardized form of grammar, structure, organization, and vocabulary مقيدة أكثر ويتبع عادةً النموذج الموحد النحوي، منظم، مهيكلاً، معجم	Has dialect variations that represent a region إختلاف اللهجة باختلاف المنطقة التي تمثلها
Writers rely on the words on the page to express meaning and their ideas الكتاب يعتمدون على الكلمات للتعبير عن المعنى وعن أفكارهم	Speakers use their voices (pitch, rhythm, stress) and their bodies to communicate their message الخطاب يستخدمون أصواتهم { إعلان، إيقاع، شد } وأجسادهم لإيصال رسالتهم
Writers use punctuation الكتاب يستخدمون علامات الترقيم	Speakers use pauses and intonation الخطاب يتوقفون بشكل قصير أثناء الإلقاء، ويلحنون أحياناً
Writers spell الكتاب يؤلفون	Speakers pronounce الخطاب يلقون الخطب
Most writing is planned and can be changed through editing and revision before an audience reads it معظم الكتابة مخطط لها يمكن أن تتغير من خلال الإشراف والمراجعة قبل أن يقرأها القارئ	Speaking is often spontaneous and unplanned. الكلام غالباً ما يحدث بشكل عفوية وغير مخطط له.
Writers have a delayed response from audiences or none at all and have only one opportunity to convey their message, be	Speakers have immediate audiences who nod, interrupt, question and comment.



interesting, informative, accurate and hold their reader's attention الكتاب لديهم استجابة متأخرة من الجماهير، او لا يكون لديهم ذلك، و لديهم فرصة واحدة فقط لنقل رسالتهم، وأن تكون جاذبة للاهتمام ومفيدة ودقيقة وتجذب انتباه القارئ	الخطاب لديهم جماهير متابعة فهم يخطأون ، و يعارضون ويسألون ، و يعلقون
Writing is more formal and compact. الكتابة أكثر رسمية وأكثر إيجاز .	Speech is usually informal and repetitive. عادة ما يكون الكلام غير رسمي و متكرر.
Writing can only be learnt by teaching الكتابة يمكن تعلمها بالتعليم فقط	Speech is acquired naturally without teaching يكتسب الكلام بشكل طبيعي دون تعليم
Writers use more complex sentences With connecting words. الكتاب يستخدمون جمل أكثر تعقيداً عند ربطها بالكلمات.	Speakers use simpler sentences connected by lots of ands and buts. الخطاب يستخدمون جمل صغيرة متصلة بكثير حروف العطف
Writers are often solitary in their process غالبا ما يكون عمل الكتاب انفرادياً	Speakers draw on their listeners reactions to know how or whether to continue ينتبه الخطاب الى ردة فعل مستمعيهم ليعرفوا كيف أو ما إذا كانوا على تواصل معهم

#### 4. What are the different ways of expressing the directive function?

٤-ما هي الطرق المختلفة للتعبير عن الوظيفة التوجيهية؟

**The imperative sentence** usually expresses the **directive function (shut the windows)** but can also express the informative function (**read pages 6 to 9 for the test**) as well as the expressive function (**Have a nice day**). **An exclamatory sentence** usually expresses **the expressive function (the universe is bounded!)** But can also express the expressive function (**I am glad!**) as well as the directive function: **Really it is late!**

#### 5. What do the following mean in conversational analysis? a. Minor sentence. b. Adjacency pairs. c. Editing term

فماذا يعني التالية في تحليل المحادثة؟ الجملة البسيطة؟ الأزواج المتجاورة؟ مصطلح التحرير

#### تحليل المحادثة CONVERSATIONAL ANALYSIS

✳ **Definition:** Conversation analysis is the study of the talk produced in ordinary human interactions. At its core, conversation analysis is a set of methods for working with audio and video recordings of talk and social interaction.

#### ADJACENCY PAIRS

✳ **Adjacency pair:** Composed of two turns produced by different speakers which are placed adjacently and where the second utterance is identified as related to the first.

✳ **Adjacency pairs** include such exchanges as question/answer, complaint/denial, offer/accept, request/grant, compliment/rejection, challenge/rejection, and instruct/receipt.

## Editing term **مسطح التحرير**

**Definition:** A filler word (such as *um*) or a cue phrase (*let's see*) used to mark a hesitation in speech. An editing term often signals a repair.

**Examples and observations:** Q: *Women's football doesn't get much coverage in Britain compared to elsewhere. So precisely how famous are you in the US, where you play?*  
A: *Um, well.*

## CONVERSATIONAL ANALYSIS **تحليل المحادثة**

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## MINOR SENTENCE **الجملة القاصرة**

**Definition:** A fragmented, elliptical, or incomplete sentence or clause that still conveys meaning. Also called **sentence fragment**.

**Examples:** exclamations<sup>1</sup> and interjections<sup>2</sup> (for example, "Wow" and "What the hell"), aphoristic expressions ("Like father, like son"), answers to questions ("Not right now"), self-identification ("Mary here"), imperatives ("Go!"), and vocatives<sup>3</sup> ("You over there!").

<sup>1</sup> **exclamations**: وهي صيغة تعجب تبدأ مع (*what and how*) مثال على ذلك: *What a lovely baby that is!*

<sup>2</sup> **interjections**: وهي صيغة تعجب أو اعتراض وهو تعبير عاطفي صغير من الكلام الذي يعبر عن التعجب ويتبع علامة التعجب في الكتابة ومن الأمثلة الإضافية عليها هي: *gee* و *ouch* و *goops* و *yippee* و *sh* و *brr* و *wow* و *yo* و *aw* و *ugh* و *eh* و *ooh* و *ah* و *soh*

<sup>3</sup> **vocatives**: الكلمة من أصل لاتيني، وهو اسم يشير إلى شخص كما أنه حالة ندائية تختصر المحددات تلك المحددات التي تحدد هوية الطرف الذي نحدث إليه بصراحة، عادة ما تستخدم في المحادثات الذي ينظم التفاعلات ويدير الخطابات مثال على ذلك:

"Our Father, who art in heaven, hallowed be thy name . . ." (The Lord's Prayer) إيانا الذي في السماوات، تقدس اسمك " صلاة الرب، مثال آخر من مسرحية روميوا وجوليت لشيكسبير المقطع الثاني: "O Romeo, Romeo! wherefore art thou Romeo?"، المزيد من الأمثلة:

"Honey, can you squeeze me in?" (Garth Brooks, "Squeeze Me In")

"Dear God, we paid for all this stuff ourselves, so thanks for nothing".

(Bart Simpson, The Simpsons)

## 6. What are the three ways, which can be used to describe personal reference?

6-ما هي الطرق الثلاث، التي يمكن استخدامها لوصف المرجع الشخصي؟

Based on this criteria 3 types of endophoric reference are identified :

**A. Pronominal reference:** Made by third person pronouns (he, him, his, she, her, her, they , them, their, it, its):

Where are the children?

They went to visit their grandmother.

**B. Demonstrative reference:** Made by demonstrative pronouns ( this, these, that, those, there, here, then):

My brother first went to London in 2004. He was 22 years old then (then refers to time 2004) - He was there for his PH.D (there refers to the place: London).

**C. Comparative Reference:** Made by comparative forms –er, -est, and other words used to compare such as similar, different, like: Mary claims that she is smart. True, but her sister is smarter. The –er connects the two sentences.

## 7. Distinguish with examples between substitution and ellipsis? مميّز بين الأمثلة بين الاستبدال والحذف ؟

☞ **Substitution : A replacement of a word by another.**

☞ **Ellipsis :** The omission or deletion of a word or a sentence. The verb is to elide. Ellipsis and substitution are used in English to avoid repetition of the same words or sentences which is consistent with English style. Like substitution, ellipsis also has three types: Nominal, verbal , and sentential.

## 8. Define and give examples of the following coherence devices:

a. Exemplification b. Cause and effect c. Contrast

حدد وإعطي أمثلة لتماسك الاتي : A \ التمثيل B \ السبب والنتيجة C \ التباين

➔ **Exemplification or illustration** ( for example, for instance, to illustrate, as an illustration): John is a big . money spender. For example, yesterday he paid \$5000 for a cell phone

➔ **Contrast** ( an idea is opposite to another idea): However, yet, but, although, nevertheless): she studies very hard . Yet, her marks are always low.

➔ **Cause:** Because, since, as, for that reason:

I slept very late last night. For that reason, I missed the first lecture .

➔ **Effect** : the consequence of a cause ( hence, thus therefore, as a result, consequently): John arrived late at the airport. Hence, he missed his flight to Paris.

## أسئلة اختبار تحليل الخطاب الترم الاول ١٤٣٩ هـ للدكتور مجذوب العامر

شارك في كتابها الاخت: @Jannat\_KFU & @Nina579

<p>1- " I would go for like a huge pizza right now" like" is:</p> <p><b>a-A discourse marker</b>  b-An editing term  c-A filler word  d-A repair</p>	<p>"أود الذهاب لرغبتني لهذة البيتزا الضخمة الآن"  كلمة "like" تعتبر اداة خطاب</p>
<p>2-the coherence relation in "since he overslept he missed the first bus" is:</p> <p>a- Contrast  B-Cause  C-Effect  <b>D-Cause and effect</b></p>	<p>علاقة الترابط في الجملة " استغرق في النوم ففاته الحافلة الأولى":  سبب ونتيجة</p>
<p>3-the coherence relation in "he left his job so as to take care of his sick mother' is:</p> <p>A-Effect  B-Contrast  <b>C-Purpose</b>  D-Illustration</p>	<p>علاقة الترابط \ التماسك، في " أنه ترك وظيفته لرعاية والدته المريضة":  هادفة</p>
<p>4-the word "beside" expresses the coherence relation:</p> <p>A-Contrast  <b>B-Addition</b>  C-Place  D-Illustration</p>	<p>الكلمة " بجانب " تبين علاقة ترابط اضافية</p>
<p>5-the expression "in the same way" expresses the coherence relation:</p> <p><b>A-Comparison</b>  B-Purpose  C-Result  <b>d- addition</b></p>	<p>تعبير " بنفس الطريقة " تبين علاقة تماسك: مقارنة</p>
<p>6-reference in the sequence "please welcome him ---Maradona, the best football player ever' is:</p> <p>A-Personal, anaphoric, limited  b-Personal ,anaphoric ,extended  <b>c-Personal, cataphoric ,specific</b>  d-Personal ,cataphoric ,extended</p>	<p>المرجع في السياق " الرجاء الترحيب به ---مارادونا لاعب افضل - لاعب كرة قدم</p>
<p>7-the direction of reference we can identify :</p> <p>a. <b>two types of reference</b>  b. three types of reference  c. four types of reference  d. five types of reference</p>	<p>يمكن تحديد المرجع الاتجاهي :  نوعين من المرجع</p>
<p>8- Demonstrative reference :  { mode by Demonstrative persons }</p>	<p>المرجع التوضيحي : يعمل على توضيح الضمائر</p>
<p>9-The reference in "Mary is tall but her sentence is taller" is:</p> <p>a-Demonstrative  <b>B-Comparison</b>  D-Pronominal  c-Exospheric</p>	<p>المرجع في الجملة " ماري طويلة لآكن جملتها اطول " هي مقارنة</p>
<p>10-Lexical cohesion is often made by repeating:</p> <p><b>a-The same words</b>  b-The same sentences</p>	<p>-التماسك المعجمي غالباً يكرر:  يكرر نفس الكلمة</p>



c-The same morphemes d-The same sounds	
<b>11-The cohesion in the sentence "He said he will phone me but he didn't"</b> a-Nominal ellipsis b-Sentence Substitution c-Verbal substitution <b>d-Verbal ellipsis</b>	التماسك في الجملة " قال أنة اتصل بي ولكن لم يفعل ذلك " : حذف فعلية
<b>12-In the sentence ;;I asked for a red pen but he bought me a blue one "</b> The word "one' 'expresses: A-Verbal substitution B-Sentence substitution C-Personal reference <b>d-Nominal substitution</b>	في الجملة ؛ ؛ وأنا طلبت القلم الاحمر ولكنة اشترى لي واحدة أزرق " كلمة " one " تعبر عن : الاستبدال الاسمي
<b>13-The reference of "it' 'in "I can't believe it .We have won! 'is:</b> A-Personal anaphoric extended B-Personal anaphoric limited <b>C-Personal cataphoric limited</b> D-Personal cataphoric extended	المرجعية في " it " في " لا أصدق. أننا انتصرنا! " it لسنا متأكدين من الاجابة من الممكن ان تكون d
<b>14-In the sequence "Three students failed and two passed" the Cohesion in the sentence relation is :</b> <b>a-Nominal ellipsis</b> b- Nominal substitution c-Verbal ellipsis d-Sentence ellipsis	في السياق "ثلاثة طلاب فشلوا واثنين منهم نجحوا في الامتحان " التماسك في الجملة علاقة بين: الحذف الاسمي
<b>15-In "the snake attacked the mouse and the poor animal had no chance to escape ", the lexical cohesion type is:</b> a-The repetition of the same word b- The repetition of the a synonym c-The repetition of an antonym <b>d-The repetition of a superordinate word</b>	"هجم الثعبان على الفأر والحيوان المسكين لم يكن لديه فرصة للهرب" نوع تماسك الجملة : تكرار المفردة
<b>16\ "I talk and act in one way and I am a husband. I talk and act in another way , and I am a father " the way I speak created :</b> a. Significance b. Connection c. <b>Identity</b> d. activity	في الجملة " اتكلم و اتصرف بطريقة واحدة مع زوجي ، و اتكلم و اتصرف بطريقة مختلفة مع والدي " طرق الكلام المختلفة في الجملة تعني : الهوية محاضرة " 8 "
<b>17\ if , as chair of a department, I opened a meeting with " this meeting is very important" then I have created :</b> a. activity b. politics c. relationship d. <b>significance</b>	لوانك رئيس مجلس للإدارة ، الافتتاح للإجتماع " هذا الاجتماع مهم جدا " هذه الجملة تعني : الدلالة محاضرة " 8 "
<b>18. from a sociological viewpoint ,one function of language is :</b> a. supporting the performance of accurate vocabulary usage b. supporting the performance of accurate sentence usage c. <b>supporting the performance of Social activities identities</b> d. Supporting the performance of accurate and fluent speech.	من وجهة نظر علم الاجتماع ، هناك وظيفة واحدة للغة : دعم إنجاز هوايات الأنشطة الاجتماعية محاضرة " 8 "
<b>19. Discourse with a big D studies:</b> a. The role of language in creating identities and activities b. The role of speaker' s actions in creating identities and activities c. <b>The role of language and other stuff in creating identities and activities</b>	الخطاب مع D كبيرة تستخدم لدراسة : دور اللغة وغيرها من الأشياء في ابداع الهويات والأنشطة المحاضرة العاشرة



d. The role of the speaker's vocabulary use in creating identities	
20. " Jamal abdu nasir use of Shakespeare' s famous word " to be or not to be " is an example of : a. Textuality b. Intra – textuality c. multi-textuality d. <b>intertextuality</b>	استخدم جمال عبد الناصر الكلمة المشهورة لشكسبير " لتكون او لا تكون " مثال على : التناس المحاضرة العاشرة
21. term debates on themes such as the "environment " and motives play a role are referred to as : a. conversation with a small c b. <b>conversation with a big C</b> c. conversation with a small d d. conversation with a big D	مصطلح يناقش مواضيع مثل "البينة" ودور الدوافع اللذي يشير إلى: المحادثة مع C كبيرة
22. discourse analysis «the term " recognition" refers to recognizing: how you are and what you are doing	تحليل الخطاب، يشير مصطلح "الاعتراف" بالاعتراف: كيفك وما ذا تفعل
23. a participant in discourse is best referred to as the : a. The who. b. The what. c. <b>The who-doing-what.</b> d. The whom-doing-what.	المشاركة في نقاش أفضل ويشير إلى: محاضرة ١١
24. This is what I call "..... " people engage in such work when they try to make visible to others and to themselves who they are what they are doing : a. Unreal work b. Real work c. <b>Recognition work</b> d. Unfamiliar work	وهذا ما اسمية "..." الناس المشاركة في عمل ما والتي تحاول ان تكون واضحة للاخرين ولانفسهم فيما تفعله محاضرة ١١
25. The choice of the world is ..... important in discourse analysis a. Rarely b. <b>Always</b> c. Never ever d. seldom	اختيار الكلمة مهم دائما في تحليل الخطاب
26. humans can change their identities via changing : a. <b>the way they speak</b> b. the color of their eyes c. the color of their hair d. the place where they stand.	يمكن للناس ان تغير هويتها عن طريق كلامها محاضرة ٩
27. I talk in a way that is to be linked to the one I used in the previous meeting .this called : a. <b>Connection</b> b. Disappearance. c. Appearance d. pretending	اتكلم بطريقة تمكني من ربط حديثي في اجتماعي السابق : ربط محاضرة ٩
28. whenever people speak, they craft what they have to say to fit the .....in which they are communication : a. classroom b. hall c. hotel d. <b>context</b>	عندما يتحدث الناس عن مهنتهم يقولون ما لديهم ليتناسب مع حديثهم السياق
29. we have a right to say that an " utterance "has meaning only if and when it communicates: A. a witch and a whom B. a what and a which C. <b>a who and a what</b>	نحن على حق عندما نقول ان " الكلام " لة معنى فقط لو تواصلنا :

D. a who and a why	
<p><b>30. the use of our language grammar to create a particular viewpoint on what the world is like referred to as:</b></p> <p>A-Connection b- Semiotics <b>C-Polities</b> D-Relation ship</p>	<p>استخدامنا لقواعد اللغة بإنشاء وجهة نظر معينة ما للعالم مثل يشار إليه كما : اسلوب محاضرة ٩</p>
<p><b>31-the use of a pieces of language to privilege or disprivilege a certain sign system is called.</b></p> <p>a- symbolism b- politics <b>c- semiotics</b> d- Relationship</p>	<p>٣١- استخدام اللغة بامتياز أو ديسبريفيلاجي إشارة تسمى. متعلق بالعلامات محاضرة ٩</p>
<p><b>32-In the sentence "It was sad. Many children died in the Saturday morning fire"it refers to:</b></p> <p>a- Saturday b -Morning c- Fire <b>d-the children's death in the fire</b></p>	<p>في الجملة " كان محزننا وفاة العديد من الاطفال في حريق صباح يوم السبت "الضمير it يعود على : وفاة الاطفال في الحريق</p>
<p><b>33- situated meaning is interpreted with reference to:</b></p> <p>a- The sentence used to express it b-The words used to express it c-The idioms used in expressing it <b>d-The situation in which it is expressed</b></p>	<p>المعنى الضرفي هو مفسرا مع المرجع : الحالة التي يعبر عنها محاضرة ٨</p>
<p><b>34-Native American Indian is recognized as "really Indian' 'though:</b></p> <p>a-His language b-His language and his action <b>c-His ethnic background</b> d-The color of his skin</p>	<p>المواطن الامريكي الهندي يميز "حقيقة الهنود الامريكية ، من خلال : عرقه وصورته العرقية</p>
<p><b>35-Discourse analysis, Grammer2" refers to:</b></p> <p><b>a- Grammatical elements such as nouns, verbs and adjectives</b> b-the use elements such as subject and object c- Vocabulary words used in discourse d- ways grammatical elements are patterned to create different things</p>	<p>تحليل الخطاب : القاعدة الثانية ، تشير الى : د- طرق العناصر النحوية هو نمط إلى إنشاء أشياء مختلفة محاضرة ٤</p>
<p><b>36. " you can come tomorrow at 9 PM</b></p> <p><b>A. giving permission</b> B. asking for permission C. command</p>	<p>يمكنك أن تأتي غدا الساعة ٠٩:٠٠ م مثال على اعطاء اذن محاضرة ٤</p>
<p><b>37-The meta lingual language function is:</b></p> <p><b>a-The use of language to refer to describe a situation</b> b-The use of language to express feelings c-The use of language to express greetings d- The use of language to talk about language</p>	<p>لغة الميتا هي لغة وظيفة : استخدام لغة الإشارة لوصف حالة محاضرة ٢</p>
<p><b>38-Turn-taking ia a:</b></p> <p><b>a-Term for conducting orderly conversation</b> b-Term for correcting mistakes to in conversation c-A term for explaining the purpose of conversation</p>	

d-A term for interrupting conversation	
<b>39-The "context" of discourse is:</b> a-the type of discourse b The meaning of discourse <b>c-The situation of discourse</b> d-The organization of discourse	
<b>40-The term "form" in discourse analysis refer to:</b> a-The suffixes produced or uttered b-The morphemes produced or uttered c-The sounds produced or uttered <b>d-The sentences produced or uttered</b>	مصطلح " نموذج " في تحليل الخطاب تشير إلى: الأحكام التي أنتجت أو التي قيلت
<b>41-"Greetings" is an example of:</b> a-Expressive function b-poetic function c-Metalingual function <b>d-Phatic communication function</b>	
<b>42-Which of the following is feature of writing?</b> a-Every one learns how to write b-Writers use simple sentences connected by lots of "and" and "but" <b>c-Writing can only be learnt by teaching</b> d- Everyone learns to write and read	ما الذي تتميز به الكتابة ؟ الكتابة يمكن تعلمها فقط بالتدريس محاضرة ٣
<b>43-Which of the following is not a feature of speech:</b> a- Informal and repetitive b- Acquired naturally without teaching <b>c- Formal and compact</b> d- Spontaneous and unplanned	أي مما يلي ليس سمة من سمات الكلام: رسمية وموجزة
<b>44-The expressive function is usually expressed by:</b> a- Declarative sentence b- Imperative sentence <b>c- Interrogative sentence</b> d-Exclamatory sentence	عادة ما يتم التعبير عن الدالة معبرة :
<b>45The sentence "What a nice weather we have today"</b> a-An informative function b-A descriptive function <b>c- An expressive function</b> d- A commercial function	
<b>46-"I hereby name this ship Princess Diana "is:</b> a-An expressive function <b>b-A commercial function</b> c-An informative function d-A directive function	"أسمي هذه السفينة الأميرة ديانا": نوع الجملة تواصلية
<b>47-An imperative sentence can express the :</b> a-The directive function only b- The informative function only <b>c- The expressive function only</b> d- The directive, the informative and expressive functions	
<b>48-The adjacency pair "A: Can you be quite?" B:"Yes ,sure ;;is:</b> <b>a-Offer/accept</b> b-Complaining/denial c\ Challenge/rejection	

d-Request/grant	
49-In conversational analysis , the expression "you over there" is an example of: a-A major sentence b-An interrogative sentence <b>b- A minor sentence</b> c-An ambiguous sentence	في تحليل المحادثة ، التعبير "كنت هناك" مثال: جملة البسيطة
50-The expression "let's see" 'in conversational analysis is : a-An exclamatory sentence b- An eco-sentence c-Discourse maker <b>d-An editing term</b>	التعبير "دعونا نرى" في تحليل المحادثة: مصطلح التحرير

### أسئلة المحاضرة العاشرة

1. Conversations as it is used in discourses analysis can involve \_\_\_\_\_

- A. Values
- B. groups
- C. controversy

**D. controversy and values**

2. All of us control many different social languages \_\_\_\_\_ in different context.

**A. and switch between only two of them**

- B. and switch among them
- C. but do not switch among them
- D. but they could not switch among them

3. All of us master and control more than one \_\_\_\_\_

**A. psychological language**

- B. social language
- C. social \*\*\*
- D. social relations

4. In general when you talk to your father, friend, and teacher, you use \_\_\_\_\_

**A. three social languages**

- B. the same language
- C. the same dialect
- D. different languages

5. The warning on the aspirin bottle is heteroglossic. That is, it is " \_\_\_\_\_ "

**A. double-voiced,**

### اسئلة اختبارات سابقة لمحاضرة ١١

1. When you speak or write anything, you use the resources of English to project yourself as a certain kind of \_\_\_\_\_

- A. object
- B. topic
- C. leader

D. person

2. When you speak or write anything, you use the resources of \_\_\_\_\_ to project yourself as a certain kind of person.

A. English

3. When you write or speak you try to project yourself as engaged in a certain kind of \_\_\_\_\_

A. society

B. activity

C. world

D. class

4. When you write or speak you try \_\_\_\_\_ yourself as engaged in a certain kind of activity

A. to project

5. You project yourself as a certain kind of person when \_\_\_\_\_

A. you pretend yourself as a hero

B. you speak and write anything, and you use all of the sources of your language

C. you speak and write anything, and you avoid using any other language

6. If I have no idea who you are and what you are doing \_\_\_\_\_

A. I cannot know where are you from

B. I cannot make sense of what you have said, written, or done.

C. I find it easy to know what you have said, written, or done.

D. I might find it difficult to understand what you have said, written, or done

7. If I have \_\_\_\_\_ who you are and what you are doing, then I cannot make sense of what you have said.

A. no idea

8. If I have no idea who you are and what you are doing, then I cannot make sense of what you have \_\_\_\_\_

A. said, written, or done.

9. If somebody does not have an idea who you are and what you are doing, then he cannot make sense of what you have \_\_\_\_\_

A. forget

B. remember

C. hate

D. said

10. Since different identities and activities are enacted in and through language, the study of language is integrally connected to matters of \_\_\_\_\_

- A. inequity and injustice
- B. equity and injustice
- C. inequity and justice

D. equity and justice

11. Since \_\_\_\_\_ identities and activities are enacted in and through language, the study of language is integrally connected to matters of equity and justice

A. different

12. Since different identities and activities are enacted in and through language, the study of language is integrally connected to matters of \_\_\_\_\_

A. justice

- B. injustice
- C. generosity
- D. modernity

13. Who's \_\_\_\_\_ Multiple and \_\_\_\_\_ be people.

A. cannot be/they need not

B. can be/they need not always

14. Who's can be \_\_\_\_\_ and they need not always be people.

A. Multiple

15. \_\_\_\_\_, through the "anonymous" texts and products they circulate, can author or issue "utterances." For example, the warning on an aspirin bottle actually communicates multiple *whos*.

A. teachers

B. not just individuals, but also institutions

- C. only institutions
- D. only individuals

16. Not just individuals, but also institutions, through the "anonymous" texts and products they circulate, can author or issue "utterances." For example, \_\_\_\_\_ actually communicates multiple *whos*.

A. the warning on an aspirin bottle

17. Not just individuals, but also institutions, through the "anonymous" texts and products they circulate, can author or issue "\_\_\_\_\_"

A. utterances.

18. . \_\_\_\_\_, through the “anonymous” texts and products they circulate, can author or issue “utterances.”

A. Institutions

B. Secretary

**C. Individuals and institutions**

D. Individuals

19. Not just individuals, but also \_\_\_\_\_, through the “anonymous” texts and products they circulate, can author or issue “utterances.”

A. persons

B. animals

C. soldiers

**D. institutions**

20. The warning on an aspirin bottle actually communicates multiple \_\_\_\_\_

A. Whats

**B. Whos**

C. Whichs

D. Wheres

21. You project a different identity at a formal dinner party than you do at the family dinner table. And, though these are both dinner, \_\_\_\_\_

A. they are same kind of activities

B. they are not activities

**C. they are different activities**

D. they are insignificant activities

22. Everybody presents a different identity at a formal meeting he does at the family meeting. And, though these are both meetings, \_\_\_\_\_

A. they are same kind of activities

B. they are not activities

**C. they are different activities**

D. they are insignificant activities

23. You project a (an) \_\_\_\_\_ identity at a formal dinner party than you do at the family dinner table.

A. similar

**B. different**

C. clear





D. ambiguous

24. An oral or written “utterance” has meaning, then, only if and when it communicates \_\_\_\_\_

A. a who

B. a what

C. a who and a what

D. a why

25. We can say that an “utterance” has meaning only if and when it communicates \_\_\_\_\_

A. a who and a whom

B. a what and a which

C. a who and a what

D. a why and only why

26. An utterance \_\_\_\_\_ a sort of overlapping \_\_\_\_\_ *who*

A. can communicate/but not compound

B. can communicate/and compound

C. cannot communicate/but not compound

D. cannot communicate/but compound

27. An \_\_\_\_\_ can communicate a sort of overlapping and \_\_\_\_\_ *who*

A. utterance/compound

28. it is better, in fact, to say that utterances communicate an (a) \_\_\_\_\_, though often multiple or \_\_\_\_\_ “*who-doing-what*.”

A. Integrated/hetroglossic

B. integrated/homoglossic

C. disintegrated/hetroglossic

D. disintegrated/homoglossic

29. it is better, in fact, to say that utterances communicate an integrated, though often multiple or \_\_\_\_\_ “*who-doing-what*.”

A. hetroglossic

30. we can point out that whos and whats are not really discrete and separable. You are who you are partly through what you are doing and \_\_\_\_\_ is partly recognized for what it is by who is doing it.

A. what you like

B. what you are doing

C. what Ahmad is doing

D. what you are not doing

31. we can point out that whos and whats are not really discrete and separable. You are who you are partly through what you are doing and what you are doing is partly recognized for what it is by \_\_\_\_\_.

A. who is doing it

32. We can point out that whos and whats \_\_\_\_\_

A. are not really discrete and separable

B. are discrete and separable

C. are not really discrete

D. are not really separable

33. People have differential access to different identities and activities, connected to different sorts of status and social goods, and this is considered as \_\_\_\_\_

A. a root source of inequality

B. a root source of equality

C. a root source of prejudice

D. a root source of injustice

34. connected to different sorts of status and social goods, and this is considered as a root source \_\_\_\_\_

A. of inequality in society

35. Lots of interesting complications can set in when we think about identity enacted in and through \_\_\_\_\_

A. personality

B. dreaming

C. writing

D. language

36. Lots of interesting complications can set in when we think about identity enacted in and through language. Who's can be multiple and they need not always be \_\_\_\_\_

A. difficult

B. easy

C. people

D. animals

37. a socially-situated identity, means the “ \_\_\_\_\_ ” one is seeking to be and enact here and now.

A. kind of dream

B. kind of person



- C. kind of rank
- D. kind of imagining

**38. a socially-situated identity, means the “ \_\_\_\_\_ ” one is seeking to be and enact here and now.**

- A. styles
- B. kind of person**
- C. kind of vision
- D. imagination

**39. An utterance can be authored by \_\_\_\_\_**

- A. one person
- B. groups
- C. one person or groups**
- D. a secretary and only other two managers

**40. The President’s \_\_\_\_\_ can issue an utterance that is, in fact, authored by a speech writer and authorized (and even claimed) by the President.**

- A. press secretary**
- B. thoughts
- C. past experience
- D. company

41. “ \_\_\_\_\_ ” is a socially-situated activity that the utterance helps to constitute.

**A. what**

### أساله محاضرة ١٣

1. less studied of grammar that is considered distinctive grammar for social languages is \_\_\_\_\_

- A. the rules by which grammatical units like nouns, verbs and clauses which signal characteristic whos-doing-whats-within-discourses**
- B. the rules by which grammatical units like nouns, verbs and clauses which do not signal characteristic whos-doing-whats-within-discourses
- C. the rules by which grammatical units like nouns, verbs and clauses which signal characteristic only of whos-within-discourses
- D. the rules by which grammatical units like nouns, verbs and clauses which signal characteristic whats -within-discourses

2. Each social language has its own distinctive grammar. One of these is the \_\_\_\_\_

- A. modern set like accent
- B. \*\*\*ture set like unused words
- C. \*\*\* set of units like verses of poetry
- D. traditional set of units like nouns**

3. Each social language has its own distinctive \_\_\_\_\_
- Phonology
  - Biology
  - Maths
  - grammar**
4. In the example of the upper-middle-class, Anglo-American young woman named "Jane," 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 making visible and recognizable three different versions of *who* she is and *what* she is doing. In one case she is "a dutiful and intelligent daughter having dinner with her proud parents" and in the other case she is "a girl friend being intimate with her boyfriend." And in the third case she is a student.
  - behaves similarly with her parents and with her boyfriend
  - uses the same social language.
5. 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
  - behaves similarly with her parents and with her boyfriend
  - pretends that she has only one social language.
6. In \_\_\_\_\_, Anglo-American young woman named "Jane," took in our course
- the example of the upper-middle-class**
7. The warning on the aspirin bottle (Gee 1996), which was given as an example. It has \_\_\_\_\_
- One discourse
  - Two discourses**
  - Three discourses
  - Four discourses
8. A situated meaning is \_\_\_\_\_ "on the spot" as we communicate in a given context, based on our construal of that context and on our past experiences.
- a concept that we ignore
  - a concept that we remember
  - an image that we assemble**
  - an image that we forget
9. "The coffee spilled, get a broom". In this sentence, triggered by the word "broom" in the context, \_\_\_\_\_
- you create a situated meaning something like food we eat
  - you create a situated meaning something like water
  - you create a situated meaning something like "grains that we make our coffee from"**
  - you create a situated meaning something like dark liquid we drink
10. Situated meanings don't simply reside in individual \_\_\_\_\_; very often they are negotiated between people in \_\_\_\_\_ and through communicative social interaction.
- minds**
  - hearts
  - history
  - prehistory
11. Situated meanings don't simply reside in individual \_\_\_\_\_; very often they are negotiated between people in \_\_\_\_\_ and through communicative social interaction.
- vision
  - pretending
  - society
  - minds**

1. Linguists have focused on language. It is also important to see that making visible and recognizable *who* we are and *what* we are doing \_\_\_\_\_ requires more than language.
  - A. sometimes
  - B. **always**
  - C. rarely
  - D. never
  
2. Though Gee has focused on language, it is important to see that making visible and recognizable who we are and what we are doing always requires more than \_\_\_\_\_.
  - A. **language**
  - B. grammar
  - C. syntax
  - D. phonology
  
3. There are a multitude of ways one can do being-and-becoming-a-“real-Indian.” Some of these are: “Real Indians” prefer to \_\_\_\_\_.
  - A. **avoid conversation with strangers**
  - B. avoid mixing with strangers
  - C. talk to strangers
  - D. take pictures with strangers
  
4. “Real Indians” manage face-to-face relations with others in such a way that they appear to be in \_\_\_\_\_.
  - A. **agreement with them**
  - B. disagreement with them
  - C. quarrel with them
  - D. conversation with them
  
5. \_\_\_\_\_” manage face-to-face relations with others in such a way that they appear to be in agreement with them
  - A. Real Indians
  
6. \_\_\_\_\_ For who is a “real” feminist, gang member, patriot, humanist, cutting-edge scientist, “yuppie,” or “regular” at the local bar.
  - A. There are sometimes no once and for all tests
  - B. There are rarely no once and for all tests
  - C. \*\*\*
  - D. **There are no once and for all tests**
  
7. Being a “real Indian” is not something one can simply be, Rather, it is something that one becomes in and through , that is, \_\_\_\_\_.
  - A. carrying out the actual performance of being a real Indian
  - B. kinship only.
  - C. something that one can simply be without doing it
  - D. **carrying out the actual performance of being a real Indian and kinship**
  
8. Being a “real Indian” is not something one can simply be, Rather, it is something that one becomes in and through , that is, carrying out the \_\_\_\_\_ of being a real Indian and kinship
  - A. **actual performance**
  
9. Being a “real Indian” is not something one can simply be, Rather, it is something that one \_\_\_\_\_ in and through the doing of it.
  - A. **becomes**
  - B. is born being
  - C. dies
  - D. imagine being

10. By \_\_\_\_\_, which “Indians” call “razzing,” each participant further establishes cultural competency in the eyes of the other.

- A. Only correctly responding to the sparring
- B. correctly engaging in the sparring
- C. **correctly responding to and correctly engaging to the sparring**
- D. avoiding engaging in the sparring

11. By correctly responding to and correctly engaging to the sparring, which “Indians” call “\_\_\_\_\_” each participant further establishes cultural competency in the eyes of the other.

A. **razzing,**

12. Although many “non-Indians” find it proper to ask questions of someone who is instructing them, “Indians” regard questions in such as situation as being \_\_\_\_\_

- A. suitable
- B. very suitable
- C. **inattentive, rude, and insolent**
- D. polite and prestigious

13. A language can be integrated with “other stuff” such as (\_\_\_\_\_),

- A. objects values and
- C. **other people, objects, values, times and places**
- D. other people

14. Being a “real Indian” also requires appropriate accompanying \_\_\_\_\_

- A. places
- B. times
- C. objects
- D. **objects, times, and places**

15. The term “real Indian” is, of course, an “insiders’ term.” The fact that it is used by some Native Americans in enacting their own identity work \_\_\_\_\_-Native Americans to use the term

- A. **does not license non**
- B. does license non
- C. sometimes it licenses
- D. never licenses

16. The term “real Indian” is, of course, an “insiders’ term.” The fact that it is used by \_\_\_\_\_ does not license non-Native Americans to use the term

A. **some Native Americans in enacting their own identity work**

17. The term “real Indian” is, of course, an “\_\_\_\_\_’ term.”

- A. Outsider
- B. Outskirt
- C. Outlook
- D. **Insider**

18. Indeed, the use of some terms by native Americans in enacting their own identity work \_\_\_\_\_ non- Native Americans to use the term.

- A. license
- B. **does not license**
- C. sometimes license
- D. always license

19. Talking to strangers \_\_\_\_\_ help a person to appear as native American.

- A. **does not**
- B. sometimes does
- C. rarely does
- D. always does

20. In fact, to be a particular who and to pull off a particular what requires that we act, value, interact, and use language in \_\_\_\_\_ with or in coordination with other people.

- A. **sync**
- B. syntax
- C. grammar
- D. writing

21. In fact, to be a particular who and to pull off a particular what requires that we act, value, interact, and use language in \_\_\_\_\_

- A. **sync with or in coordination with other people**

22. To see this wider notion of language as integrated with "other stuff" (\_\_\_\_\_), we will briefly consider Wieder and Pratt's (1990a, b) fascinating work

- A. Objects
- B. **Objects and values**
- C. Dreams
- D. Games

23. Wieder and Pratt's work will also make clear how the \_\_\_\_\_ (the whos) we take on are flexibly negotiated in actual contexts of practice.

- A. Names
- B. titles
- C. **identities**
- D. past

24. The problem of "recognition and being recognized" is very consequential and \_\_\_\_\_ for Native Americans.

- A. **problematic**
- B. is not problematic
- C. easy
- D. rare

25. In order to be considered a "real Indian," one must be able to make some claims to \_\_\_\_\_ with others who are recognized as "real Indians," this by no means settles the matter.

- D. **kinship**