

Sociolinguistics
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Lecture 1

1. **When we study language we discover more about different fields of knowledge. One of the following is not from these fields:**
 - a. Psycholinguistics
 - b. Artificial intelligence
 - c. Applied linguistics
 - d. Cultural differences

2. **.....is the study of how a listener recognize words and utterances, or how damage to our brains results in certain kind of language disorders.**
 - a. Artificial intelligence
 - b. Psycholinguistics:
 - c. Applied linguistics
 - d. sociolinguistics

3. **Being interested in language study, some people complain about jargon used in classroom. Jargon means:**
 - a. Harsh
 - b. Complicated
 - c. Unofficial
 - d. Official

4. **There are characteristics of language:**
 - a. 4
 - b. 5
 - c. 6
 - d. 7

5. **The first characteristic of language is that it is a system. This means that Language is a systematic way of combining smaller units into larger units for the purpose of**
 - a. Lengthening
 - b. Creativity

- c. Being more expressive
- d. communication

6. when we combine a phoneme + phoneme, we are combiningunits.

- a. lexical
- b. syntactical
- c. both
- d. neither

7. The sounds of our language. E.g. /k/, /t/, etc.

- a. Lexicals
- b. Phonemes
- c. Syntax
- d. All false

8. The words of our language. E.g. Help, homework, etc.

- a. Lexicals
- b. Phonemes
- c. Syntax
- d. All false

9. Grammatical rules which determine how words can be combined into phrases and sentences

- a. Lexicals
- b. Phonemes
- c. Syntax
- d. All false

10. The second characteristic of language is that it has the potential to create new meanings. This happens when:

- a. We borrow new words from other languages.
- b. We add affixes to words.
- c. We create a new word.
- d. All false

11. This characteristics is:

- a. Found only in human language.
- b. Found only in animals language.
- c. Found in both human and animal language.
- d. All possible

- 12. The third characteristic of language is that it can have multiple functions. This can be used in different ways EXCEPT:**
- Language used referentially.
 - Language used affectively.
 - Language used aesthetically.
 - Language used temporarily.
 - Language used phatically.
- 13. When the purpose is to transmit accurate or non-ambiguous information, the language is being used:**
- Phatically
 - Aesthetically
 - Referentially
 - affectively
- 14. When we give information or instruction, we are using language:**
- Phatically
 - Aesthetically
 - Referentially
 - affectively
- 15. When the speaker/writer expresses his/her feelings or attitudes, he is using language:**
- Phatically
 - Aesthetically
 - Referentially
 - affectively
- 16. Aesthetic language is usually used in:**
- Science
 - Poetry
 - Cinema
 - Journalism
- 17. Language performing aesthetic function is designed tothrough actual or imagined sounds and through metaphor.**
- Give instructions
 - Avoid the listener understanding
 - Transmit accurate information

- d. please the senses
18. The *phatic function* is used to keep communication lines:
- a. Close
 - b. Vague
 - c. Open
 - d. Accurate
19. “Speech is silver silence is gold” is an example of language used:
- a. Phatically
 - b. Aesthetically
 - c. Referentially
 - d. affectively
20. “Wow, she is very beautiful” is an example when language is used:
- a. Phatically
 - b. Aesthetically
 - c. Referentially
 - d. affectively
21. “- How are you today?
-It is very warm today.”
The above example shows how language is used:
- a. Phatically
 - b. Aesthetically
 - c. Referentially
 - d. affectively
22. helps in maintaining cohesion within social groups.
- a. Language used aesthetically
 - b. Language used referentially
 - c. Language used phatically
 - d. Language used affectively.
23. Using language phatically has a big role in:
- a. Social life

- b. Scientific field
- c. Poetry
- d. Literature

24. The fourth characteristic of language is that it is diverse. An example of this is:

- a. Formal and informal Arabic.
- b. American English and British English
- c. Both possible
- d. Both false

25. is the study of how a listener recognize words and utterances.

- a. Psychosis
- b. Psychotherapy
- c. Psychology
- d. Psycholinguistics

26. Psycholinguistics is the study of.....

- a. How to describe the sounds of a language.
- b. How to learn languages.
- c. How to teach languages
- d. how a listener recognizes words and utterances.

27. refers grammatical rules which determine how words can be combined into phrases and sentences:

- a. Morpheme
- b. philosophy
- c. **Syntax.**
- d. Morphology

28. Theis used to keep communication lines open and also keep social relationships well

- a. aesthetic function
- b. phatic function
- c. *Referential function*
- d. *Affective function*

29. There is more than oneof English, eg. Indian English, American English

- a. variety
- b. verb
- c. Language

d. Terminology

30. Aesthetic language is usually used innot in science

- a. Mathematics
- b. Physics
- c. Poetry
- d. Morphology

31. Choose the example that expresses the affective use of language:

- a. It is very hot to day.
- b. Wow, she is very beautiful
- c. *Go to the end of the road.*
- d. *Put those books on the table.*

Lecture 2

1. In a statistics published by the State of the World Forum (September 2000), it was found that the number of pages on the World Wide Web is 320,000,000. This means that:

- a. The web without English language is nothing.
- b. The English language has the power to dominate the the Web.
- c. Both
- d. Neither

2. In a statistics published by the State of the World Forum (September 2000), it was found that the percentage of all websites in English is 80.This means that:

- a. Other languages should have more existence on the web.
- b. The speakers of English reached 80% of the world.
- c. If you do not speak a certain language you are excluded from some kind of power.
- d. All true

3. Not knowing a language in presence of others who know it, means:

- a. They have the power to make you feel ignorant or confused because they have knowledge that you do not have.
 - b. You don't have the same power.
 - c. Both
 - d. Neither
- 4. Ferdinand de Saussure (1857-1913) was alinguist whose ideas laid a foundation for many significant developments in linguistics in the 20th century.**
- a. French
 - b. British
 - c. Spanish
 - d. Swiss
- 5. Saussure's theory is Language as aSystem.**
- a. Representational
 - b. Logical
 - c. Natural
 - d. All false
- 6. The FIRST principle of Saussure's theory is that he divided language into two parts. The first one is called Languag which is.....**
- a. Others' [innate] knowledge of the systematic correspondences between sound and meaning.
 - b. Our [innate] knowledge of the systematic correspondences between sound and meaning.
 - c. Both
 - d. Neither
- 7. Due to this theory, this part, our innate knowledge, is the part that makes up our language.....**
- a. Including the knowledge of what utterances are possible . . . and what utterances are not.
 - b. Excluding the knowledge of what utterances are possible . . . and what utterances are not.
 - c. Both possible

d. Neither

8. Our innate knowledge is:

- a. Born with us.
- b. Our ability to recognize the mistakes
- c. Our ability to judge grammatical sentences from ungrammatical ones.
- d. All true

9. In the example:” see tomorrow I will” and “ I will see you tomorrow” , we can decide which one is right by using:

- a. Power
- b. Grammar
- c. Our innate knowledge
- d. A and B

10. Saussure divided language into two parts. The second one is called the Parole. Parole is the actual use of language in:

- a. Speech
- b. Writing
- c. Reading
- d. Both A and B

11. The SECOND principle of Saussure’s theory is the idea of signifier and signified. Based on this, the sound sequence which makes up a label is called:

- a. Sign
- b. Signifier
- c. Signified
- d. All false

12. Based on the idea of signifier and signified, the meaning or concept associated with the signified is called:

- a. Sign

- b. Signifier
 - c. Signified
 - d. All false
13. **Based on the idea of signifier and signified, the correspondence between signifier and the signified is called:**
- a. Sign
 - b. Signifier
 - c. Signified
 - d. All false
14. **The THIRD principle of Saussure's theory is that The link between the signified and the signifier is arbitrary. This means:**
- a. They don't follow any rule.
 - b. We might have one signified which correspond to different signifiers.
 - c. Both
 - d. All false
15. **The FORTH principle of Saussure's theory is that Sign partially derive meaning from their relationship with other associated signs. An example of this the words:**
- a. Car , bus
 - b. Crowded, overcrowded
 - c. White tulip, red tulip
 - d. B and C
16. **Ferdinand de Saussure (1857-1913) was a****linguist**
- a. Syrian
 - b. Swiss
 - c. British
 - d. American
17. **Saussure divided language into two parts: langue and**
- a. Paradox
 - b. Pardon

- c. Parole
 - d. Grammar
18.is the actual use of language in both speech and writing
- a. linguistics
 - b. language
 - c. Competence
 - d. Parole
19. **The link between the signifier and the signified is**
- a. Regular
 - b. Systematic
 - c. Arbitrary
 - d. Logical
20.is the ability of its holders to force compliance or obedience of other people to their will.
- a. Parole
 - b. Language
 - c. Power
 - d. signifier

Lecture 3

1. **The Sapir-Whorf hypothesis says that there is a causative link betweenand language.**
- a. Human
 - b. Culture
 - c. Society
 - d. Religion
2. **The Sapir-Whorf hypothesis says that a community's cultural experiencetheir *language*.**
- a. Is affected by
 - b. Shapes
 - c. Is shaped by
 - d. All false

- 3. The Sapir-Whorf hypothesis refers to two parts. The first one is Linguistic relativity, and the second is:**
- a. Linguistic theories
 - b. Linguistic competence
 - c. Linguistic determinism
 - d. All false
- 4. Linguistic relativity supposes that languages of different cultures involve distinct systems of representation which areequivalent.**
- a. Not necessarily
 - b. Necessarily
 - c. Both possible
 - d. Neither
- 5. Linguistic determinism supposes that language affects the thought processes of its speakers. This means:**
- a. The language you speak determines the way that you will interpret the world around you.
 - b. Our language determines how we see the world (we can't see things another way)
 - c. language and its structures limit and determine human knowledge or thought
 - d. All true
- 6. Which statement applies to Politics:**
- a. Politics is concerned with power
 - b. There is no keeping out of politics.
 - c. Politics can involve most aspects of life.
 - d. All true

7. How Politics is involved in buying some brand of coffee rather than another?

- a. When you choose specific brand you make a small contribution to the continued existence of a particular company.
- b. When you choose your brand that means you are making your own choice.
- c. You are affected by the policy of the company
- d. All false

8. To achieve political beliefs, we can practice (Physical coercion). This type is associated with:

- a. Democratic regimes
- b. Dictatorial regimes
- c. Both
- d. Neither

To achieve political beliefs, we can practice (Legal laws). This type is associated with:

- a. Democratic regimes
- b. Dictatorial regimes
- c. Both
- d. Neither

9. To achieve political beliefs, we can practice (Persuasion and consent). To achieve this we need:

- a. A written plan
- b. Approval
- c. Authority
- d. Ideology

10. Ideology is defined as any set of beliefs which, to people who hold them, appear to be:

- a. Important
- b. Logical
- c. Natural

d. B and C

11. **Questioning the ideology is not easy because:**

- a. It is difficult
- b. It is challenging
- c. It appears not to make sense and there is a price to be paid
- d. All true

12. **Political Discourse means:**

- a. Speech
- b. Objection
- c. Opposition
- d. All false

13. **In the political discourse, there are two main tools that can lead the hearer to make assumptions about the existence of information that is not made explicit in what is actually said. One of these two tools is Presupposition while the other one is called:**

- a. Implicature
- b. Reference
- c. Inferring
- d. Recognition

14. **To use presupposition in a sentence:**

- a. Use comparative adjectives.
- b. Use possessives
- c. Use questions instead of statements
- d. All true

15. ***“We will not talk about Sally’s problems anymore.”* To make a presupposition here, we used:**

- a. Comparative adjectives

- b. Questions
- c. Possessives
- d. All false

16. The above sentence presupposes that:

- a. We have talked before.
- b. Sally has problems.
- c. Both
- d. Neither

17. “Is it not now time to study hard?” This question presupposes:

- a. The listener did not study hard.
- b. The listener studied hard.
- c. Both the speaker and the listener need rest.
- d. All possible

4rd Lecture

1. Due to Oxford English Dictionary, “rhetoric is the art of using language so as toothers”

- a. Persuade
- b. Influence
- c. Either
- d. Neither

2. Another definition for Rhetoric is that it is a group of rules that speakers/writers adhere to so that they express themselves with....

- a. Bravery
- b. Happiness
- c. Easiness

d. Eloquence

3. One of the Rhetorical Devices used by Politicians is Metaphor which is defined as a way of comparingconcepts.

- a. Three similar
- b. Three different
- c. Two similar
- d. Two different

4. In the example:” Sally is an angel.”, the metaphor use is clear by

- a. Using the word angel
- b. Mentioning the name (Sally)
- c. Not using the words (like, as)
- d. A and B

5. Another one of the Rhetorical Devices used by Politicians is the simile. Simile asserts that something is.....

- a. Similar something else
- b. The other thing it self
- c. Either
- d. Neither

6. In the example:” Sally is like an angel.”, the simile is clear through:

- a. Using the word angel
- b. Mentioning the name (Sally)
- c. Using the words (like, as)
- d. A and B

7. While a metaphor asserts that something something else, a simile asserts that something is similar to something else.
- Is
 - Isn't
 - Is never
 - All false

8. "That vast wealth producing engine of the West began to splutter"

Margaret Thatcher. 1983

In the above example in politics, we find:

- Simile
 - Metaphor
 - Both
 - Neither
9. Another one of the Rhetorical Devices used by Politicians is personification. It is a rhetoric device that entails givingcharacteristics to inanimate objects or abstract ideas.
- Animal
 - Inanimate
 - Human
 - A and B
10. In the example said by Us President Lyndon Johnson: "Once again the heart of America is heavy." , the use of personification here can give the speech.....
- A stronger effect
 - A dramatic effect
 - A poetic effect
 - All false

11. In the example said by British TV news 1990s “Germany is the bully in the playground”, the use of personification here has.....
- An ideological effect
 - A poetic effect
 - A dramatic effect
 - A sad effect
12. The above example indicates Germany’s.....
- Strong and influential position in the European Union
 - Dominance in Europe
 - Either
 - Neither
13. Another one of the Rhetorical Devices used by Politicians is Euphemism. It is defined as a rhetorical device which uses mild or inoffensive language to make something seem morethan it actually appears.
- Positive
 - Negative
 - Real
 - Imaginary
14. Another one of the Rhetorical Devices used by Politicians is The rule of Three. It is defined as a rhetorical device where a statement is divided into parts or points.
- Two
 - Three
 - Four
 - Five
15. Another one of the Rhetorical Devices used by Politicians is Parallelism. It is a rhetorical device which expresses several ideas in a series ofstructures.
- Similar
 - Different

- c. Poetical
- d. Contradictory

16. Politicians use parallel structures when they want to a particular part of their message:

- a. Avoid drawing attention to
- b. Draw attention to
- c. Omit
- d. Add

17. Another one of the Rhetorical Devices used by Politicians is Pronouns. It is a device which can be used....

- a. To emphasize responsibility and agency
- b. To obscure responsibility and agency
- c. Either
- d. Neither

18. is a level of language use which is concerned with the relation between how a story is told and how this can lead to different view or versions of the same story or event.

- a. Journalism
- b. Media
- c. Linguistic representation
- d. A and B

19. *Discourse* is used in linguistics with a range of meanings. It can refer to

- a. Any piece of connected language which contains more than one sentence.
- b. Conversations
- c. A and B
- d. All false

20. The prevailing way that a culture talks about or represents something is called the..... discourse.
- Cultural
 - Neutral
 - Opposite
 - Dominant
21. Media can lead to different changes in the society. One of these changes is the use of non-sexist language. An example of this is:
- Fireman
 - Fiirefighter
 - The doctor should be responsible for his/her patient.
 - B and C
22. Most job titles that were gender-specific in the pastequivalent gender-neutral synonym today.
- Have no
 - Have an
 - Doesn't have
 - All false
23. In the example:" The airport is already acknowledged as the economic motor of the region" by Graham Stringer, 1997, we can notice the use of.....
- Metaphor in Politics
 - Euphemism in Politics
 - Parallelism in Politics
 - Simile in Politics
24. In the example:" Germany is the conductor of the orchestra.", we can notice the use of.....
- Metaphor in Politics

- b. Euphemism in Politics
- c. Parallelism in Politics
- d. Personification in Politics

25. Using (Ethnic cleansing) instead of (forcible removal of civilians) is called:

- a. The Rule of Three in Politics
- b. Euphemism in Politics
- c. Parallelism in Politics
- d. Personification in Politics

26. In the example: "The cry of the French Revolution (liberty, equality, brotherhood)", we can notice:

- a. The Rule of Three in Politics
- b. Euphemism in Politics
- c. Parallelism in Politics
- d. Personification in Politics

27. In the example: "we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets" which was said by Winston Churchill 1940, we can notice:

- a. The Rule of Three in Politics
- b. Euphemism in Politics
- c. Parallelism in Politics
- d. Personification in Politics

28. In media, saying the statement: "A friend of Mr. Carling is reported as saying" Reflects:

- a. Reliable source
- b. Unreliable source
- c. Both
- d. Neither

5th Lecture

- 1) **Received Pronunciation is appreciated as:**
 - a) RP
 - b) RPA
 - c) Advanced RP
 - d) All false

- 2) **Advanced RP refers to the accent used by the educated and the wealthy. It givesof what part of the country the speaker came from.**
 - a) A clear indication
 - b) No indication
 - c) More indication
 - d) All false

- 3) **It meant by Received Pronunciation:**
 - a) Heard
 - b) Accepted
 - c) Understood
 - d) All false

- 4) **A pronunciation of British English based on the speech of the upper class of southeastern England**
 - a) Mainstream (RP)
 - b) BBC English
 - c) Both
 - d) Neither

- 5) **An accent which sounds less formal than advanced RP and is the one that most people in Britain generally hear when they listen to newsreaders on national television.**
 - a) Mainstream (RP)
 - b) BBC English
 - c) Both
 - d) Neither

6) Register is the way that language can systematically vary according to the.....

- a) Situation in which it is used.
- b) One who is speaking it.
- c) One who is listening to it.
- d) B and C

7) Variation in Register can be in

- a) Sentence structure,
- b) Pronunciation
- c) Vocabulary
- d) All true

8) One of the three factors that determine variation in register is (Field). It refers to.....

- a) The medium of communication, e.g. speech or writing.
- b) The subject matter of the discourse
- c) The role being played by the speaker
- d) All true

9) One of the three factors that determine variation in register is (Tenor). It refers to.....

- a) the medium of communication, e.g. speech or writing.
- b) The subject matter of the discourse
- c) The role being played by the speaker
- d) A and B

10) One of the three factors that determine variation in register is (Mode). It refers to.....

- a) The medium of communication, e.g. speech or writing.
- b) The subject matter of the discourse
- c) The role being played by the speaker
- d) All true

11) What are the reasons for allowing the public to participate in the media. (TV shows)

- a) This provides the opportunity for democratic debate in the media.
- b) This can depoliticize some important issues by presenting them for public debate.
- c) This opens up access to an important public domain for people whose voices and opinions are not usually heard on television.
- d) All true

12) Computer mediated communication (CMC) include different forms of interactions ranging from email to newsgroup. In the early days of CMC it was thought that this new medium would result in more.....

- a) Isolation
- b) Democratic communication
- c) Problems
- d) All false

13) Netiquette refers to the rules that attempt to control social interaction in the.....

- a) Virtual world (cyberspace).
- b) Real world
- c) Scientific world
- d) All false

14) Inappropriate behavior in CMC can get you sanctioned, and possibly excluded from, a group. An example of this is flaming. Flaming is:

- a) Aggressive verbal behavior
- b) Sending unwanted long messages
- c) Both
- d) Neither

15) Diverse groups of people who participate in protests and campaigns via the internet, can be socially and politically.....

- a) Humiliated
- b) Questioned
- c) Powerful
- d) A and B

16) It refers to biological category, which is usually fixed before birth.

- a) Gender
- b) Sex
- c) Type
- d) A and B

17) It refers to social category, which is associated with certain behaviour.

- a) Gender
- b) Sex
- c) Type
- d) A and B

18)represents women and men unequally, as if members of one sex were somehow less completely human, or had fewer rights than members of the other sex.

- a) Sexual language
- b) Sexist language
- c) Erotic language
- d) All false

19) When we say that English language system is inherently sexist, we have to look for symmetry versus asymmetry in the vocabulary or lexis. If we take for example the word man, we will find it a generic name used for:

- a) Male
- b) female

- c) Either
- d) Neither

20. (woman Miss / Mrs / Ms)
(man Mr)

The above words are an example of;

- a) Symmetry versus
- b) Asymmetry in the vocabulary
- c) Both
- d) Neither

6th Lecture

1. The term (Marked) means noticeably.....

- a. Usual
- b. Unusual
- c. Regular
- d. Reasonable

2. Marked terms refer to anything which deviates from the norm and this deviation is signalled by.....

- a. Additional information
- b. No additional information
- c. Itself
- d. All false

3. If we take for example the word (male nurse, nurse), the marked term is.....

- a. Male
- b. Nurse
- c. Female
- d. All false

4. It is common for 'unmarked' terms to refer to:

- a. Males
- b. Females
- c. Both
- d. Neither

5. (waitress, hostess, actress) are.....terms.

- a. Marked
- b. Unmarked
- c. Both possible

d. All false

6. These examples can be interpreted asbecause they imply that 'normal' or the high status people are men.

a. Racist

b. Sexist

c. Aggressive

d. Immoral

7. *Semantic* is a linguistic term referring to meaning. Derogation means 'to cause to seem.....

a. Inferior

b. Equal

c. Unequal

d. Aggressive

8. An example of semantic derogation is.....

a. Master vs. Mistress

b. Waiter vs. Waitress

c. Lion vs. Lioness

d. Actor vs. Actress

9. Sexism is sometimes located.....

a. In specific words. i.e. in (mistress, actress)

b. In the discourse, i.e. in a whole utterance or sentence

c. In both

d. Neither

10. At the level of phonology, women and menin their pronunciation.

a. Are similar

b. Vary

c. Never vary

d. All false

11. At the syntactic level,differences in the kinds of grammatical constructions they use.

a. There are

b. There are no

c. Both

d. Neither

12. Discoursal differences mean differences in the kinds of things they....

- a. Like
- b. Dislike
- c. Ignore
- d. Talk about

13. A research found that in a mixed-sex conversation, the average amount of time for which a man talks is approximatelyas long as the average amount for which a woman talks.

- a. Once and half
- b. Twice
- c. Twice and half
- d. Three times

14. The research found that boys talkin front of the class than girls do, and absorb more of the teacher's time.

- a. More
- b. Less
- c. The same as girls do
- d. All false

15. As a consequence of this research, changes to teaching styles inhave been made to distribute the amount of classroom talk, and the teacher's time, more fairly.

- a. The USA
- b. The Netherlands
- c. France
- d. The UK

16. The extent to which men interrupt womenMen interrupt women more than they interrupt other men, indicate that men act as if they have more.....

- a. Power
- b. Logic
- c. Right
- d. All false

17. Back channel support is thefeedback listeners give to speakers.

- a. Verbal
- b. Non-verbal
- c. Both
- d. Neither

18. Research suggests women are oftenthan men in supportive roles in conversation.

- a. More active
- b. Less active
- c. More inactive
- d. All false

19. Hedges are linguistic forms which ‘dilute’ an assertion. An example of this type is.....

- a. Sort of
- b. I think
- c. Kind of
- d. All true

20. Modal auxiliary verbs can be used to indicate that you don’t want to sound completely.....

- a. Rude
- b. Polite
- c. Certain
- d. Insulting

21. Studies suggest that women exploit hedges and epistemic modal forms

- a. *Just like men do*
- b. *More than men*
- c. *Less than men*
- d. *All false*

- 22. Women use hedges and epistemic forms because.....**
- a. Women are less confident than men and feel nervous about asserting anything too strongly. Women prefer to avoid conflict and to allow disagreement to take place without explicit confrontation
 - b. Both
 - c. Neither
- 23. Men and women vary in the topics they choose to discuss. Women select more.....**
- a. Personal topics: E.g. family, emotions and friendships.
 - b. Impersonal topics, often based on factual or technical knowledge.
 - c. Both
 - d. Neither

Lecture 7

- 1. We learnt that there is a difference in power between women and men. According to, this difference is the main cause of discursal variation.**
- a. Dominance Theory
 - b. Difference Theory
 - c. Linguistics Theory
 - d. Psycho-Socio Theory
- 2. Men tend to have more power than women.....**
- a. Physically
 - b. Financially
 - c. In workplace hierarchies
 - d. All true
- 3. Weak points of Dominance theory.....**

- a. Women are represented as 'powerless victims'
- b. Shows men as undermining, excluding and demeaning women
- c. Both
- d. Neither

4. Another theory is the Difference theory which suggests that women and men develop different styles of talking because they areat important stages of their lives.

- a. Joined
- b. Segregated
- c. Humiliated
- d. Tought

5. An example of the Difference Theory is the following:

***playing in single-sex groups as children,
having same-sex friendships in adult life***

This leads to haverules for behavior and, in particular, for talking.

- a. Same
- b. Mostly the same
- c. Separate
- d. Organized

6. Adopting a certain style of talking to indicate our genders gives us an idea howplays an important role in the difference between men's and women's talk.

- a. Behavior
- b. Conduct
- c. A and B
- d. Gender

7. An example of the role of gender's role in this issue is.....

- a. The way we name men and women

- b. The way we use a special type of clothes to indicate gender
 - c. The way how genders are different
 - d. All false
- 8. The attribution, or claim, to belong to a particular cultural group on the basis of genetics, language, or other cultural manifestations. This is the definition of....**
- a. Equality
 - b. Discrimination
 - c. Racism
 - d. Ethnicity
- 9. The ethnic majority has been established for a longer period of time and the minority groups are the more recent products of migration. However, this is not always true. An example of this exception is.....**
- a. Arabs minorities in the West
 - b. The Indian minority in USA
 - c. Later European migrants in America
 - d. All true
- 10. Sometimes, language is used with prejudice. Prejudice refers to preconceived, usually....., judgments toward people because of gender, social class, age, disability, religion, sexuality, race/ethnicity, language, nationality or other personal characteristics.**
- a. Positive
 - b. Favorable
 - c. Unfavorable
 - d. Preferable
- 11. The use of the term (OUR) in a language is another example of.....**
- a. Sexism
 - b. Racism
 - c. Prejudice

- d. All false
12. **Negative labelling in a language has many forms. The word (Black) was often linked in the British media with negative signs such as**
- a. Hate
 - b. Fight
 - c. Africans
 - d. A and B
13. **The word Jamaican indicatesentering the country.**
- a. Jamaican immigrants
 - b. Poor immigrants
 - c. Illegal drugs
 - d. All
14. **The word *small islander* (which refers to people who have migrated from poorer and smaller islands) is**
- a. Respective
 - b. Derogatory
 - c. Humiliating
 - d. B and C
15. **When members of ethnic minorities sometimes attempt to reduce, or remove, the power of derogatory ethnic labelling by using those terms among themselves, as positive markers of group identity. This is called.....**
- a. Reclamation
 - b. Salvation
 - c. Atonement
 - d. Pride

Lecture 8

1. **Members of an ethnic minority have the desire to acculturate to what is considered mainstream.**

- a. This is always true
- b. However, this desire will contradict their desire of the group's individual identity.
- c. It depends on the minority
- d. All false

2. In 1990, the US government issued the Native American Languages Act. The Native American Languages Act provides.....

- a. Promotion
- b. Protection
- c. Preservation of the minority's language
- d. All of the above mentioned

3. The Native American Languages Act is very important because....

- a. It was the first federal recognition of the rights of Americans to make use of, and promote mother-tongue languages other than English
- b. Different languages thrived in various American countries as mother tongues
- c. Both
- d. Neither

4. After this act, German Language thrived inas a mother tongue.

- a. New York
- b. Pennsylvania
- c. Texas
- d. California

5. By the mid to late of century, there was a promotion of monolingualism.

- a. 17th
- b. 18th

- c. 19th
- d. 20th

6. **There were some movements that supported the use of ONLY English as it is the language whichAmerica.**

- a. Unifies
- b. Distinguish
- c. Gives honor to
- d. All false

7. **This was supported by three groups. The group that argues against multilingualism and views multilingualism as costly and ineffective is.....**

- a. US English
- b. English First
- c. English Plus
- d. Only English

8. **Another group promotes English in Education and assumes that English serves as a medium of integration among different minority groups who have different mother tongues. This group is called.....**

- a. US English
- b. English First
- c. English Plus
- d. Only English

9. **The third group advocates proficiency in English but not at the expense of other languages and cultures. This group is called.....**

- a. US English
- b. English First
- c. English Plus
- d. Only English

10. **One of the following experiments proves the relation between age and language:**

- a. Older New Yorkers were less likely to pronounce the 'r' in words such as *fourth and floor* than were younger speakers,

- b. In Norwich, England, the pronunciation of the 'e' in words like *bell and tell* varied according to the age of the speaker.
 - c. Japanese (as compared to older Japanese) young people's interest (as compared to older Japanese) in European culture and has resulted in an increase of foreign loanwords entering Japanese and in changes to the writing system.
 - d. All of the above mentioned
11. **Age also is an important cultural category because it determines....**
- a. Duties
 - b. Rights
 - c. Privileges
 - d. All true
12. **Age groups can be classified into main groups.**
- a. Two
 - b. Three
 - c. Four
 - d. Five
13. **The group ofcan have large number of specialized age group labels.**
- a. Under five
 - b. Between twenty and sixty
 - c. Over sixty-five
 - d. All false
14. **An example of how the group of over sixty-five has specialized groups is....**
- a. Aged
 - b. The elderly
 - c. Senior citizens
 - d. All of the above mentioned

Lecture 9

1. **Language characteristics of the under-fives are.....**
 - a. The pitch of their voice is quite high relative to that of adults.
 - b. Their early pronunciations of words can be quite different from the adult versions.
 - c. They tend to learn complicated words more than easy ones.
 - d. A and B
2. **One of the following DOES NOT belong to language characteristics for the over-sixty-fives:**
 - a. The over-sixty-fives are inexperienced language users.
 - b. Older people may require slightly longer processing time to produce and understand complex sentences.
 - c. Hearing often becomes less acute as people get older, and this can lead to a reduced understanding of rapid or whispered speech
 - d. or speech in a noisy environment.
 - e. The ageing of the vocal cords and muscles controlling breathing and facial movement results in slower speech .
3. **Child Directed Language (CDL) is sometimes called**
 - a. Baby Talk
 - b. Motherese
 - c. Both
 - d. Neither
4. **Child Directed Language is a special style used in speech ...young children.**
 - a. By
 - b. About
 - c. To
 - d. All false
5. **One of the following is NOT from characteristics of Child Directed Language:**

- a. Calling the child by name, often using a 'pet' name or term of endearment
- b. Shorter, grammatically simpler sentences
- c. More repetition
- d. Less use of questions or question tags ('That's nice, *isn't it?*')

6. One of the following DOESN'T belong to the characteristic of the Sound of CDL:

- a. Higher pitch
- b. Higher speed
- c. More pauses, particularly between phrases.
- d. Clearer, more 'distinct' pronunciation

7. Young children are usually perceived to beturn-takers.

- a. Competent
- b. Incompetent
- c. Capable
- d. All false

8. Thethe children, the more likely their attempts to initiate a new topic will be ignored by older speakers.

- a. Younger
- b. Older
- c. Smarter
- d. Noisier

9. Why do we use CDL?

- a. Parents used it as a language-teaching tool.
- b. To ensure understanding children who are not fully competent language users.
- c. CDL asserts the power of the caregiver in relation to the child.
- d. All of the above mentioned.

10. Child Directed Language and Elderly Directed Language.....

- a. Have no similarities between them
- b. Share a lot of similarities
- c. Are totally different from each other
- d. All false

Lecture 10

1. **A given language used in exactly the same way by every one of its speakers.**
 - a. Is
 - b. Is not
 - c. Is always
 - d. All false
2. **..... refers to features of speakers' pronunciation that can signal their regional or social background. The pronunciation of words is associated with a certain geographical area.**
 - a. Dialect
 - b. Accent
 - c. Language
 - d. Tongue
3. **..... refers to a variety of a language that can signal the speaker's regional or social background.**
 - a. Accent
 - b. Dialect
 - c. Language
 - d. Tongue
4. **Unlike accents which differ only in pronunciation, dialects differ in their.....**

- a. Grammatical structures
- b. Meanings
- c. Uses
- d. All false

5. Social class of a given character isby the type of accent or dialect they use.

- a. Often indicated
- b. Rarely indicated
- c. Not indicated
- d. All false

6. Social class affects language. Thea person is on the social scale, the more their speech will reflect prestige norms.

- a. Lower
- b. More respectful
- c. Higher
- d. Younger

7. Speakers at the top of the social scale speak standard English with

- a. Very little regional variation
- b. No regional variation
- c. More regional variation
- d. All false

8. The sentence “*He’s a man at likes his wife*” tells us that the speaker is...

- a. From a higher social scale
- b. From a lower social scale
- c. Capable of using standard English
- d. All false

9. It is not easy to differentiate members of one social class from those of another. There are some factors which can determine the specific class that people belong to like.....

- a. Education,
- b. Occupation

- c. Economic
 - d. All of the above mentioned
10. **It is easy to equate social class with money or education.**
- a. I agree
 - b. I disagree
 - c. I don't know
 - d. Always
11. **A report published in 1997 proposed a new classification for social class based on occupation. The further down the scale you go, thewell paid the jobs seem to be.**
- a. More
 - b. Less
 - c. Equal
 - d. All false
12. **Some of the jobs included in the lower divisions can actually provide a fairly high income, such as the plumber; plumbers can have a comparatively high income. This reflects.....of defining a social class.**
- a. Clarity
 - b. Easiness
 - c. Problem
 - d. Way
13. **There is a relation between social class and language. This statement is.....**
- a. Wrong
 - b. True but has not been approved yet
 - c. True and has been approved through researches.
 - d. I don't know

Lecture 11

1.is something which we are constantly building and negotiating through our interaction with others.
 - a. Personality
 - b. Entity
 - c. Identity
 - d. All false
2. How you talk is an important way of displaying who you are and indicating your social identity. This is the
 - a. Linguistic identity
 - b. Linguistic competence
 - c. Social identity
 - d. All false
3. Identity is multifaceted. This means it.....
 - a. Has many aspects
 - b. Has one face only
 - c. Both
 - d. Neither
4. People shift into different identities at different times in different situations. One of the ways we display this shift is through the.....
 - a. Feelings we have
 - b. Language we use
 - c. Reactions of others
 - d. All false
5. The most obvious difference in the way people speak is in their
 - a. Accent (pronunciation).
 - b. Dialect (grammatical structure)
 - c. Social class and education
 - d. All true
6. Speakers tend to use their linguistic identity for the different reasons:

- a. To disguise their membership of a particular social or regional group.
- b. To distance themselves from a particular social or regional group.
- c. To move closer to another group they want to belong to.
- d. All true

7. Using names is one of the most obvious linguistic ways of establishing people's identity because.....

- a. Names distinguish us from other members of a group.
- b. Names can sometimes carry important meanings for individual identity.
- c. Both
- d. Neither

8. The giving of a name can indicate theof an individual into a particular culture or religion, establishing individual identity.

- a. Acceptance
- b. Rejection
- c. Disapproval
- d. Excluding

9. In the example:

Sally, this is Fadi.

Sally, this is Dr. Fadi.

In (b) Sally and Fadi are.....

- a. Of the same status or belonging
- b. Of different status or belonging
- c. Sometimes
- d. All false

10. Names can cause problems, particularly if they don't fit in with the conventions of a community. In a playground, some children practice calling someone names which is a powerful resource for a dominant group to enforce their

dominance and marginalize others. This gives us an idea how....

- a. Names are important
- b. Names are a way of communication
- c. Names can cause problem
- d. All false

11. The way that people use your name in a certain context helps to establish.....

- a. Your identity within that context
- b. Your relations with others
- c. Your prestige
- d. All false

12. To disregard the rules of addressing a judge ,for instance, can.....

- a. Lead to some form of disapproval
- b. Be interpreted as an insult
- c. Either
- d. Neither

Lecture 12

1. **Representation is how the speaker chooses to refer to something or someone by categorizing them as belonging to a/an.....**
 - a. Ethnic group
 - b. Cultural group
 - c. Social group
 - d. All false
2. **According to Sacks 1995, labels of identity are imposed by people who may be in**
 - a. A less powerful position
 - b. A more powerful position
 - c. In the same powerful position
 - d. All false
3. **According to Sacks 1995, people who impose labels of identity may use the labels to make a kind of social.....**
 - a. Judgment
 - b. Classification
 - c. Equality
 - d. Aggression
4. **According to Sacks, we control the categories people use to define our identity.**
 - a. Do
 - b. Do not
 - c. Can
 - d. All false
5. **Determining one's social identity is.....**
 - a. Not purely an individual matter
 - b. Bound up with *how others perceive us*
 - c. Both
 - d. Neither

- 6. Our perception of ourselves can only be:**
- In relation to others
 - In relation to our status within a social group
 - Both
 - Neither
- 7. Our status within a social group can be constructed through**
- Respect
 - Participation
 - Behavior
 - language use
- 8. If the speaker belongs to a social group that shares certain expressions, we call it**
- Outgroup
 - Ingroup
 - Both
 - Neither
9. People can shift between different styles of speaking, which contribute to the construction of a particular social identity. These stylistic variations include....
- style-shifting
 - Audience design
 - Linguistic convergence
 - All true
10. People do not always talk in the same way. They can shift their speech styles and this can involve using different words, pronunciations or even grammatical forms. This style is called.....
- Audience design
 - Style-shifting
 - Linguistic convergence
 - Linguistic maintenance

11.refers to notion that speakers will take into account whom they are addressing and alter their speech style accordingly.
- Audience design
 - Style-shifting
 - Linguistic convergence
 - Linguistic maintenance
12. is a process in which speakers change their speech to make it more similar to that of their hearer.
- Audience design
 - Style-shifting
 - Linguistic convergence
 - Linguistic maintenance
13. is a process in which speakers may choose not to converge, but instead to maintain their own variety.
- Linguistic maintenance
 - Audience design
 - Linguistic divergence
 - Linguistic convergence
14.is a process in which speakers choose to move away from the *Linguistic norms* of their hearer in order to emphasise the difference between themselves and the person or people they are talking to.
- Linguistic maintenance
 - Audience design
 - Linguistic divergence
 - Linguistic convergence

15. The dialect known as standard English has special status.
- It is the dialect of institutions such as government and the law;
 - It is the dialect of literacy and education.
 - It is the dialect taught as 'English' to foreign learners.
 - All of the above mentioned.
16. multiple negation: e.g *I didn't know nothing*
the use of 'ain't': e.g as in *I ain't got none*,
This type expression often occurs in...
- Standard English dialect
 - Non-standard English dialect
 - Both
 - Neither
17. The grammar of standard.....does not allow a sentence like *I didn't know nothing* because it contains *multiple negation*.
- American English
 - British English
 - Both
 - Neither
18. Characteristics of Standard English are.....
- Standard English is related to dialects, not accents.
 - Standard English is difficult to isolate and put linguistic boundaries around.
 - Standard English is the dialect of the middle and upper classes.

- d. All of the above mentioned.
19. **Codification of Standard English is a process where scholars..... the vocabulary and grammatical patterns of a language.**
- a. Analyze
 - b. Record
 - c. Familiarize
 - d. A and B
20. **For English, much of this codification took place in thecentury.**
- a. 17th
 - b. 18th
 - c. 19th
 - d. 20th
21. **The vocabulary and grammatical patterns that were written down in dictionaries and grammar books then became.....**
- a. Unnecessary
 - b. Logical
 - c. Rules
 - d. All possible
 - e.

Lecture 13

1. **It is difficult to give an exact linguistic definition of Standard English because *languagein its use.***
- a. Is similar
 - b. Varies
 - c. Is complicated
 - d. All false

2. People use different styles of spoken language depending on the situations they find themselves in. For example:

- a. Where you are (at home, in the office, at the park).
- b. Whom you are talking to (your boss, your son)
- c. **What you are talking about** (e.g. the state of the nation's economy, your opinion of a work of art, a football game)
- d. All of the above mentioned

3. The style of language you use depends on the.....

- a. **Formality** of the context
- b. The **amount of planning** that is involved
- c. The time you talk during
- d. A and B

4. The difference between your talk during a casual conversation between you and a close friend (informal) and your talk when you give a speech or lecture is that.....

- a. Your casual talk is planned
- b. Your formal speech is planned
- c. Both
- d. Neither

5. There are some claims were made for standard English:

- a. Standard English is correct: this claim indicates that non-standard varieties are *incorrect*.
- b. Standard English is '**logical**' or systematic and rule-governed: this claim indicates that non-standard varieties are ***not systematic*** and not rule-governed
- c. Both
- d. Neither

6. The verb *be* in its distinction between singular and plural could be considered quite.....

- a. Logical
- b. Illogical

- c. Informal
 - d. All false
- 7. The motivation for making children speak standard English in school is explicitly given as the need to.....**
- a. Communicate effectively
 - b. Keep the standard language
 - c. Avoid the non-standard language
 - d. Both B and C
- 8. In 1995, the British government launched the....., whose aim was to improve standards of spoken English around the country.**
- a. **(Standard English Campaign)**
 - b. **(Better English Campaign)**
 - c. (Standard Language Campaign)
 - d. (Formal Language Campaign)
- 9. There can be a relation between speaking a non-standard variety and social.....**
- a. Balance
 - b. Security
 - c. Equality
 - d. Development
- 10. John Rae links standard English to.....**
- a. Economic survival
 - b. Success
 - c. Both
 - d. Neither
- 11. African American Vernacular English (AAVE) is seen asand the obligation is firmly placed on its speakers to change.**
- a. Standard
 - b. Formal
 - c. Sub-standard
 - d. all false

12. **Speakers of a non-standard variety like African American Vernacular English (AAVE) mayat the hands of teachers and employers.**
- Get assisted
 - Suffer discrimination
 - Get improved
 - All false
13. **In the job marked,is seen as the appropriate dialect.**
- Standard English
 - Non-standard English
 - Informal English
 - All false
14. **There is a clear obligation on non-standard speakers to change if they wish to.....**
- Communicate
 - Get invited to important events
 - Keep their rights as citizens to take up employment
 - Both A and B
15. **People assignattributes to language forms.**
- Similar
 - Various
 - Negative
 - Positive
16. **Some of the attitudes to Whole languages are....**
- In Britain, although many languages are in daily use, only English has official recognition.
 - For the English especially, multilingualism is viewed with suspicion and as a threat to national unity.
 - In a speech to a meeting at the Conservative Party Conference in October 1997, Lord Tebbit, a prominent Conservative, called for national unity saying,

- d. *'we need common values, a common culture and a single language'*.
- e. All of the above mentioned.

17. The creation of verbs from nouns found more in.....

- a. American English
- b. British English
- c. Both
- d. Neither

18. The creation of verbs from nouns is popularly.....

- a. Acceptable
- b. Approved
- c. Criticized
- d. Allowed

19. In 1997, the British Psychological Society prohibited the use of the word *subjects* in its publications to refer to those taking part in psychological experiments. Such participants were to be referred to as *individuals, people, students* and so on. This shows us....

- a. The attitude towards words
- b. The importance of psychological experiments
- c. The complications of psychological experiments
- d. All false

20. Attitudes to words may be so negative that the words may be considered not suitable for use at all. We often inventto cover such words.

- a. Alternatives
- b. Euphemisms
- c. Illusion
- d. All false

21. An example of euphemisms is:

- a. Passed away instead of died
- b. Couple instead of man and woman
- c. USA instead of America

d. Road instead of street

22. Expressions such as *right, like, you know, see you later* are.....

- a. Acceptable
- b. Neutrally treated
- c. Negatively treated
- d. Positively treated

23. Some of these expressions may be associated with certain groups and may function as identity markers. The expression *you know* is considered to be a marker of

- a. Well-educated certain higher class people
- b. Imprecise uneducated lower class people
- c. Middle class people
- d. All false

24. When women speak, attitudes towards their talk are often.....

- a. Positive
- b. Negative
- c. Respecting
- d. All false

Lecture 14

1. We commonly have stereotypical ideas about people on the basis of their accents. An example of this is the term “country pumpkin”. It refers to a person, usually from..... who speaks or behaves in a manner that indicates a lack of sophistication.
 - a. A rich area
 - b. A rural area
 - c. A high class area
 - d. All false
2. Lippi-Green 1(997: 215) points out that in the United States, lack of intelligence is associated with.....
 - a. Women with southern accents
 - b. Men with southern accents
 - c. Women with Canadian accents
 - d. Men with British accents
3. Birmingham accent or a southern states accent is linked with.....
 - a. Straightness
 - b. Respect
 - c. High education
 - d. Criminality
4. In the United States, negative and are associated with Spanish-accented speakers
 - a. criminal stereotypes
 - b. critical stiff types
 - c. curly stripe
 - d. crispy meal file
5. *-Mexican stereotypes in film and television have one thing in common: Mexican Americans are almost always*

portrayed as: they are drug-pushers, gang-members, pimps'

- a. calm
- b. violent
- c. nice
- d. Quiet

6. Matched guise experiment is a method of investigating people's to different languages.

- a. attires
- b. latitudes
- c. attitudes
- d. tattoos

7. Speakers tend to use their linguistic identity for the different reasons:

- a. to disguise their membership of a particular social or regional group.
- b. to distance themselves from a particular social or regional group.
- c. to move closer to another group they want to belong to.
- d. All the above

