

Type A

1. Lippi-Green (1997: 215) points out that in the United States, -----
- a) lack of intelligence is associated with women with northern accents.
 - b) lack of intelligence is disassociated from men and women with southern accents.
 - c) lack of intelligence is associated with women with southern accents.
 - d) lack of intelligence is associated with men with eastern accents.

2. -----people's attitudes to different languages
- a) Matching guise is a method of investigating
 - b) Matched guise is a method of investigating
 - c) Matched guise is a method of investigating
 - d) Matched quizzes is a method of investigating

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3. Choose the correct sentence:

- a) The ethnic minority has been established for a longer period of time and the more recent products of migration.
- b) The ethnic majority has been established for a shorter period of time and the more ancient products of migration.
- c) The elastic majority has established longer period of time and the minor recent products of moderation.
- d) The ethnic majority has been established for a longer period of time and the more recent products of migration.

4. Prejudice refers to -----toward people because of gender, social class

- a) postconceived, usually unfavorable, judgments
- b) preconceived, usually unfavorable, judgments
- c) preconvinced, usually favorable, judgments
- d) preconceived, usually favorable, jam and mint

5. -----who speaks or behaves in a manner that indicates a lack

- a) Country bumpkin refers to vegetables, usually from a rural area,
- b) Country thick skin refers to a person, usually from an urban area,
- c) Counting bumpkins refers to a calculation of plants, usually from
- d) Country bumpkin refers to a person, usually from a rural area,

6. It is difficult to give an exact linguistic definition of Standard English

- a) luggage varies in its use
- b) language worries in its use
- c) language varies in its use
- d) lasagna varies in its name

7. The style of language you use depends on
- a) the formality of the context and the amount of planning that was involved
 - b) the informality of the context and the manner of planning that is involved
 - c) the formality of the context and the amount of planning that is involved
 - d) the formality of the pretext and the amount of planning that is involved
8. The motivation for making children speak Standard English in schools is ex
- a) given as the need to communicate effectively.
 - b) given as the need to use language referentially.
 - c) given as the need to communicate efficiently.
 - d) given as the need to communicate mistakenly.
9. In 1995, the British government launched the 'Better English Campaign'
- a) was to improve standards of spoken French around the country
 - b) was to improve standards of spoken English around the country
 - c) was to disapprove standards of spoken English around the capital
 - d) was to improve standards of written English around the country
10. Norman Tebbit, MP, 1985 shows that there is a close relation betw
- a) the language we learn and our political standards
 - b) the luggage we carry and our language standards
 - c) the language we speak and our social standards
 - d) the lasagna we eat and our social standards
11. In Britain, although many languages are in daily use.....
- a) only English has an unofficial recognition.
 - b) only French has official recognition.
 - c) only English has official recognition.
 - d) only English has efficient reoccupation.
12. For the English especially, multilingualism is viewed with ...
- a) superstition and as a support to national unity
 - b) circumcision and as a feat to national unity
 - c) sophistication and as a threat to international unity
 - d) suspicion and as a threat to national unity
13. divisive, even dangerous, and a threat to political, s
- a) Minority languages and their speakers may be seen as
 - b) Majority languages and their speakers may be seen as
 - c) Minority luggage and their carriers may be seen as
 - d) Martyr languages and their writers may be seen as

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14. High class people usually show of English in Britain
- positive attitudes toward non-standard varieties
 - negative attitudes toward standard varieties
 - negative attitudes toward non-standard varieties
 - negative latitude toward non-standard findings
15. According to Sacks 1995, labels of identity are imposed by people who may be
- in a less powerful position
 - in a more powerful position
 - in a more powerless position
 - in a more forceful cohesion
16. in which speakers change their speech to make it more similar to that of their hearer
- Linguistic maintenance is a process
 - Linguistic divergence is a process
 - Linguistic diseases is a process
 - Linguistic convergence is a process
17. Linguistic maintenance is a process in which
- speakers may choose not to maintain, but instead to converge their own variety
 - writers may choose not to maintain, but instead to diverge their own variety
 - speakers may choose not to converge, but instead to maintain their own variety
 - listeners may choose not to converge, but instead to champagne their own variety
18. Linguistic divergence is a process in which
- speakers choose to move closer to the linguistic norms of their hearer
 - speakers choose not to move away from the linguistic norms of their writers
 - speakers loose to move away from the lingering norms of their harper
 - speakers choose to move away from the linguistic norms of their hearer
19. Choose the correct sentence:
- Loss of a language can be associated with a loss of cultural fertility.
 - Loss of a luggage cannot be associated with a floss of social ideology.
 - Loss of a language can be disassociated from the loss of political identity.
 - Loss of a language can be associated with a loss of cultural identity.
20. Languages can be lost because
- speakers may choose to shift from one language to another as social conditions c
 - people may learn another language especially English
 - One language may be studied as a course at school or university.
 - Both b and c

21. The dialect known as Standard English has special status because

- a) It is the dialect of governmental and legal institutions and the dialect of literacy and
- b) It is the dialect taught as 'English' to foreign learners and the dialect of the higher
- c) It is the prestige form of English.
- d) All the above

22. The grammar of Standard American because it contains multiple ne

- a) does not allow a sentence like *I didn't know anything.*
- b) does not allow a sentence like *He didn't know the answer.*
- c) does not allow a sentence like *She didn't see nothing.*
- d) does not allow a sentence like *We did nothing yesterday.*

23. The most obvious difference in the way people speak is in their

- a) accent and dialect
- b) social class and education.
- c) all the above
- d) none of the above

24. Choose the correct sentence:

- a) Names cause no problems, particularly if they don't fit in with the conventions of a community
- b) Names can cause problems, if they fit in with the conventions of a community
- c) Names can cause problems, if they don't fit in with the universal conventions
- d) Names can cause problems, particularly if they don't fit in with the conventions

25. To disregard the rules of the systems of address can lead to some form of

- a) approval or can be interpreted as a complement
- b) disapproval or cannot be interpreted as an insult
- c) disapproval or can be interpreted as an insult
- d) disestablishment or can be interpreted as an insult

26. The term *Accent* refers to.....

- a) features of writers' pronunciation that cannot signal their regional origin
- b) features of speakers' pronunciation that can signal their regional origin
- c) features of speakers' written grammatical structures that can signal their regional origin
- d) features of speakers' listening skills that can signal their political affiliation

27. Choose the correct sentence:

- a) The lower a person is on the social scale, the less their speech is understood
- b) The older a person is on the political scale, the less their speech is understood
- c) The higher a person is on the social scale, the more their speech is understood
- d) The higher a person is on the societal scale, the more their speech is understood

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28. Speakers at the top of the social scale speak

- a) informal English with very clear regional variation.
- b) standard English with very little regional variation.
- c) non-standard English with very little political variation.
- d) colloquial English with very clear financial variation.

29. The main problem with equating social class with education is that

- a) it is entirely possible that an individual who is middle-class might not earn more than an average amount of money
- b) it is impossible that an individual who is middle-class might to earn more than an average amount of money
- c) it is entirely possible that a student who is in a middle-class school might score more than students in math
- d) it is entirely possible that a school girl who is in the third class might not earn more than average amount of gold

30. Labov 1962 found that.....

- a) the higher the social class of the speakers, the more instances of post-vocalic 'r' they would use
- b) the lower the profession of the speakers, the less instances of vocalic 'r' they would use
- c) the higher the social class of the listeners, the less instances of pre-vocalic 'r' they would use
- d) the higher the education of the speakers, the more instances of no vocalic 'r' they would use

31. Williams and Kerswill found that the accents of the three towns (Hull, Melton K. Reading).....

- a) were converging - leveling or becoming more alike.
- b) were diverging - diverse or becoming more different.
- c) were contradicting - caviling or becoming funnier.
- d) were conflicting - limiting or becoming more addicted.

32. A language characteristic of the over sixty-five age group is that the older people

- a) require slightly longer processing time to produce and understand complex sentences
- b) require slightly less processing time to produce and understand complex sentences
- c) require shorter processing time to produce and understand child language.
- d) require slightly bigger bedrooms to produce and understand complex sentences

33. Some of the characteristics of Child Directed Language are

- a) calling the child by name, often using a 'pet' name or term of endearment
- b) shorter, grammatically simpler sentences and more repetition
- c) more use of questions or question tags and the use of 'baby-talk' words
- d) all the above

34. 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) Psycholinguistics
 - b) sociolinguistics
 - c) artificial science
 - d) grammar
35. Referential use of language can be found in examples that
- a) give information or instructions that the hearer wants the speaker to do.
 - b) give wrong information or instructions that the speaker does not want the hearer to do.
 - c) give information or instructions that the speaker wants the hearer to do.
 - d) keep communication lines open and are used in science, not in poetry.
36. The term refers to our [innate] knowledge of the systematic correspondences between sound and meaning which make up our language.
- a) Lasagna
 - b) Language
 - c) Lungs
 - d) Langue
37. is the actual use of language in both speech and writing
- a) competence
 - b) comparison
 - c) langue
 - d) None of the above
38. Choose the correct sentence:
- a) The term 'signifier' refers to the meaning or concept associated with the signifier.
 - b) The term 'signified' refers to the meaning or concept associated with the signifier.
 - c) The term 'langue' refers to the meaning or concept associated with the parole.
 - d) The term 'hedges' refers to the meaning or concept associated with the signifier.
39. According to the Sapir-Whorf hypothesis, there is a
- a) causal link between agriculture and language.
 - b) causative sink between hose and router.
 - c) causative link between culture and language.
 - d) No causative links before lecture and luggage.

Type A

40. Choose the correct sentence:

- a) Languages of similar cultures involve similar systems of representation which are necessarily equivalent
- b) Languages of different structures involve similar systems of grammar which are necessarily equivalent
- c) Language of different passengers involve parallel systems of representation which are necessarily equivalent
- d) Languages of different cultures involve distinct systems of representation which are not necessarily equivalent.

41. The most common stereotype about women's speech is that

- a) men talk a lot
- b) women talk a little
- c) women talk a lot
- d) women talk quickly

42. Marked terms refer to anything which

- a) deviates from the norm and this deviation is not signaled by any cue
- b) disdains from the norm and this deviation is signaled by additional amount of money
- c) deviates from the norm and this deviation is signaled by additional information
- d) debates about the norm and this deviation is signaled by additional information

43. The extent to which men interrupt women indicate that

- a) women act as if they have more right than men to speak in mixed-sex conversations, and men act as if they had less right to listen than women
- b) men act as if they have less right than women to speak in mixed-sex conversations, and women act as if they had more right to write than men
- c) men act as if they can write more than women, and that women act as if they had more right to buy books.
- d) men act as if they have more right than women to speak in mixed-sex conversations, and women act as if they had less right to speak than men

44. gives no indication of what part of the country the speaker came from.

- a) Colloquial Pronunciation
- b) Received Pronominalisation
- c) Received Pronunciation
- d) Allophonic Pronunciation

45. is a rhetorical device which expresses several ideas in a series of similar st

- a) The rule of three
- b) Euphemism
- c) Parallelism
- d) Paralysis

46. ... can be used to indicate that you don't want to sound completely certain about something.
- transitive verbs
 - intransitive verbs
 - phrasal verbs
 - none of the above

47. The weak points of Dominance Theory are that it represents

- women as 'powerless victims' and shows men as excluding and demeaning women
- men as 'powerless victims' and shows women as excluding and demeaning women
- women as 'powerful victims' and shows men as careful about and looking highly at women
- women as 'cowardice venom' and shows them as committing sins.

48. Choose the correct sentence

- An ethnic majority refers to a group which has a socially dominant culture.
- An ethnic minority refers to a group which has a socially dominant culture.
- An ethnic minority refers to a group which has a politically dominant culture.
- An ethnic majority refers to a group which does not have a socially dominant culture.

49. Choose the correct sentence:

- Sexist language represents women and men equally, as if numbers of one sex were completely human, or can write more than members of the other sex.
- Saxon language represents women and men untidily, as if members of one sex were less committedly human, or had fewer rats than to remember number six.
- Saxophonist language represents women's and men's voices unequally, as if saxophone musical instrument were not loud enough.
- Sexist language represents women and men unequally, as if members of one sex were less completely human, or had fewer rights than members of the other sex.

50. is the background assumption embedded within a sentence or a clause.

- Implicature
- Preposition
- Presupposition
- Proposition

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End of Exam

Examiner.