

L-1

1- Discourse analysis will enable to reveal thebehind a text or behind the choice of a particular method of research to interpret that text.

a- hidden motivations

b- Clear motivations

c- Phenomenon motivations

2- Discourse analysis is meant to provideof the hidden motivations in others and in ourselves, and therefore.

a- a higher awareness

b- Less awareness

c- Fewer errors

3- Discourse analysis is meant to enable us to solve concrete problem by making us askand epistemological questions.

a- Ontological

b- Diglossical

c- Biological

4- Analysis of discourse looks not only at the basic level of what is said, but takes into consideration the surrounding social and Contexts

a- Geographical

b- Political

c- Historical

d- Technological

5- Critical thinking about the analysis of texts is as ancient as...

a- Mankind

b- Animal

c- Language

6- Discourse analysis is perceived as the product of

a- postmodern period.

b- Pre-modern period.

c- During modernity period

L2

Discourse Analysis (DA) is a modern discipline of the social sciences that covers a wide variety of different approaches

a- Sociolinguistic.

b- Psycholinguistics.

c- Pragmatic.

2- Discourse Analysis takes into consideration the

- a- surrounding social only
- b- historical contexts only
- c- **surrounding social and historical contexts.**

3- Discourse analysis will enable to reveal the hiddenbehind a text

- a- Result
- b- Author
- c- **Motivations**
- d- Critic

4- In Discourse Analysis(DA) one term is looked upon a lot more favorably than the other, and this is what a Discourse Analyst would consider, as well as looking at the relationship of these terms with a

- a- Wider world
- b- **widely used term**
- c- a narrowly used term

5- Language has a magical property: when we speak or write we craft what we have to say to the situation or context in which we are communicating.

- a- **Fit**
- b- Contradict
- c- Criticize
- d- Described

6- Discourse analysts will look at any given text, and this just means anything that communicates a message, and particularly, how that message constructs

- a- **a social reality or view of the world**
- b- cybernetic reality and view of the world
- c- linguistic reality and view of the world

if institutions, committees, and committee meetings didn't already exist, speaking and acting this way would be.....

- a- **Nonsense**
- b- Meaningful
- c- Clear
- d- Not clear

2- Whenever we speak or write, we always and simultaneously construct or build things of "reality"

- a- Five
- b- **Six**
- c- Seven

3- "I enter a plain, square room" is an example of an area of reality which is reflect by speech the area which is reflected by this example is

- a- The meaning and value of aspects of the material world
- b- Activities
- c- Politics
- d- Semiotics

4- We talk and act in one way and we are engaged in formally opening a committee meeting ; we talk and act in another way and we are engaged in "chit-chat" before the official start of the meeting . this is called

- a- The meaning and value of aspects of the material world
- b- Activities
- c- Semiotics

5- In Activities .We talk and act in one way and we are engaged in

- a- formally opening a committee meeting
- b- chit-chat" before the official start of the meeting
- c- informally opening a committee meeting

6- I talk and act in one way one moment and I am speaking and acting as "chair" of the committee; the next moment I speak and talk in a different way and I am speaking and acting as one peer/colleague speaking to another. This is showing

- a- Activities
- b- Semiotics
- c- Identities and relationships

1- I talk and act in such a way that a visibly angry male in a committee meeting (perhaps it's me!) is "standing his ground on principle," but a visibly angry female is "hysterical." This is showing

- a- Activities
- b- Semiotics
- c- Politics
- d- Connections

2- I talk and act so as to make what I am saying here and now in this committee meeting about whether we should admit more minority students connected to or relevant to what I said last week about my fears of losing my job given the new government's turn to the right . This is showing

- a- Activities
- b- Semiotics
- c- Politics
- d- Connections

3- (what and how **different symbol systems** and **different forms** of **knowledge** “**count**”) is an example of an area of reality which is **reflect** by speech the area which is **reflected** by this example is

- a- The meaning and value of aspects of the material world
- b- Activities
- c- Politics
- d- **Semiotics**

4- **Though critical thinking** about the analysis of texts is as ancient as **mankind**, discourse analysis is perceived as the product of

- a- Modern
- b- Premodern
- c- Old
- d- **Postmodern**

5- **Ways of looking at the world of talk and interaction** is called ...

- a- tools of fact-finding
- b- **tools of inquiry**
- c- tools of realization
- d- tools of investigation

6- “**tools of inquiry**” in DA means

- a- **ways of looking at the world of talk and interaction**
- b- ways of writing
- c- ways of reading
- d- ways of constructing good sentences

7- the different **identities** or social positions we enact and recognize in different settings .This is showing

- a- **Situated identities**
- b- Social languages
- c- Discourses” with a capital “D

8- The different **styles** of **language** that we use to enact and recognize different identities in different settings.

- a- Situated identities
- b- **Social languages**
- c- Discourses” with a capital “D
- d- Conversations” with a capital “C

9- The **different ways** in which we **humans** integrate language with non-language “**stuff**,”

- a- Situated identities
- b- Social languages
- c- **Discourses”** with a capital “**D**
- d- Conversations” with a capital “C

10- **Conversations**” with a capital “C,” that is, **long-running** and important **themes** or **motifs** that have been the focus of a variety of different texts and interactions through a significant stretch of time and across an array of institutions.

- a- Situated identities
- b- Social languages
- c- Discourses” with a capital “D
- d- **Conversations**” with a capital “C

11- the use of a term like "colonization" or a "occupation" is something that is..... important in DA.

- a- Sometimes
- b- **Always**
- c- Rarely
- d- Seldom

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- 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

3- 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**

4- According to Wieder and Pratt 1990a, What I mean by a “who” is.....

- a- a **socially-situated identity**
- b- “kind of **person**” one is **seeking** to be and enact here and now
- c- a socially-situated activity that the utterance helps to constitute
- d- a & b

5- According to Wieder and Pratt 1990a, What I mean by a “what” is

- a- a socially-situated identity
- b- “kind of person” one is seeking to be and enact here and now
- c- a **socially-situated activity that the utterance helps to constitute**
- d- a & b

6- the use of the following sort of pattern of grammatical features (such as "when I thought about it" , or the use of mitigators such as " I do not know") or complex subordinate clauses) by a young woman who is speaking to her parents , is indicative of a particular

- a- Historical language
- b- **Social language**
- c- Academic language
- d- Regional language

Who's Multiple..... be people.

- a- Cannot be /they need to
- b- **can be/ they need not always**
- c- they need not always / can be
- d- they need to / Cannot be

2- , through the "**anonymous**" texts and products they circulate, can author or issue "utterances." For example, we will see below that the warning on an aspirin bottle actually communicates multiple who's.

- a- teachers
- b- **Not just individuals, but also institutions**
- c- Only institutions
- d- Only individuals

3- An utterance can be **authored, authorized** by, or **issued** by.....

- a- a group only
- b- a single individual only
- c- **a group or a single individual.**
- d- None of all

4- we can point out thatare not really **discrete** and **separable**.

- a- whose and whets
- b- **whos and whats**
- c- whom and whats
- d- whos and whites

5- You are who you are partly through what you are doing and what you are doing is partly recognized for.....

- a- **what it is by who is doing it**
- b- who it is by what is doing it
- c- doing what it is by who
- d- by who what is it doing

6- it is better, in fact, to say that utterances communicate an **integrated**, though often multiple or "**heteroglossic**," ...

- a- who- what - doing
- b- what -who-doing
- c- doing -who -what
- d- **who-doing-what**

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

=====(END OF L4)=====

2- linguistic 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

3- who we are and what we are doing always requires

- a- More than one word
- b- More than a tale
- c- More than setting
- d- More than language

4- focused on language, it is important to see that making visible and recognizable.....

- a- who we are and what we are doing
- b- what are and what he doing
- c- whom are and who are doing
- d- what is doing and who is he

5- In fact, to be a particular who and to pull off a particular what requires that we act, value, interact, and use language in sync with or in coordination with other people and with various objects ("props") in

.....

- a- appropriate locations only
- b- at appropriate times only
- c- appropriate locations and at appropriate times.
- d- None of all .

Wieder and Pratt point out that real Indians "refer to persons who are 'really Indian' in just those words with.....

- a- regularity only
- b- standardization only
- c- regularity and standardization
- d- no regularity and no standardization

2- Identities is

- a- the whats
- b- the whatsup
- c- the hows
- d- the whos

3- Wieder and Pratt's work make clear how the we take on are flexibly negotiated in actual contexts of practice.

- a- Identities
- b- Social
- c- languages
- d- Discourses

4- The term "real Indian" is term.

- a- an inside
- b- an insiders
- c- Outside
- d- Inn resides

5- "insiders' term" which is "real Indian" is used by.....

- a- Americans
- b- non- Native Americans
- c- non Americans
- d- Native Americans

6- The problem of "recognition and being recognized" is very consequential and problematic for

- a- Americans
- b- Native Americans
- c- non- Native Americans
- d- non Americans.

- People withties can fail to get recognized as a "real Indian,"

- a- mixed kinship
- b- biological
- c- Accent
- d- Tone

2- 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

3- 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 to the sparring
- c- correctly responding to the sparring and correctly engaging to the sparring
- d- avoiding engaging to the sparring

4- doing being-and-becoming-a-“real-Indian” isthat one can do all by oneself.

- a- something
- b- not something
- c- not someone
- d- sometimes

5- 50- Doing being-and-becoming-a-“real-Indian” is requires the participation of others also requires

- a- appropriate accompanying objects (props)
- b- times
- c- Places
- d- All the above

6- 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- take to strangers
- d- take pictures with strangers

7- - "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

to discover the other's establish substantial obligations between the conversational partners just through the mutual acknowledgment .

- a- “Indian,”
- b- “Indianness.”
- c- “Indiaess,”

===== (END OF L 5) =====

2- for who is a "real" feminist ,gang member ,patriot ,humanist ,culture scientist ,yuppie" or " regular" at the local bar .

- a- there are something no once and for all the local tests
- b- there are rarely no once for all tests
- c- there are no once for all tests

3- The key to Discourses is

- a- Ignorance
- b- recognition
- c- Obscurantism
- d- Folly

4- Discourses, through our words and deeds, carry on conversations with each other through

- a- preaching
- b- Discourse
- c- History
- d- Lecture

5- of the long-running and ever-changing “conversation” in the U.S. and Canada between the Discourses of.....

- a- “being an Indian” and “being an Anglo”
- b- “being a Maori” and “being an Anglo”
- c- “being a British Anglo” and “being an American Anglo”)
- d- I do not have any comments

6- of the long-running and ever-changing “conversation” in New Zealand between the Discourses of.....

- a- “being an Indian” and “being an Anglo”
- b- “being a Maori” and “being an Anglo”
- c- “being a British Anglo” and “being an American Anglo”)
- d- I do not have any comments

7- Some studies argue the physics experimental physicists “know” is, in large part, not in their

- a- names
- b- nationality
- c- books, apparatus, and books
- d- heads

People engage in such work when they try to make visible to others (and to themselves, as well) who they are and what they are doing. This is called

- a- Recognition work
- b- Discourses
- c- Ignorance
- d- Indianness

2- There is another term of “who-doing-whats” which is

- a- “who-doingwhats”
- b- “ whoisdoing- what,”
- c- “ whodoingwhat,”
- d- “ whodoing- what.”

3- Social languages are.....

- a- what we learn and what we speak
- b- what we hear and what we speak
- c- why we here and what we speak
- d- why we learn and why we speak

=====(END OF L6)=====

4- Each social language has its own distinctive.....

- a- Words
- b- Vocabulary
- c- **Grammar**
- d- Phrases

5- 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- **the traditional set of units like nouns , verbs, inflections, phrases and clauses.**

6- The type of grammar that is used in discourse is “grammar two.” Which is

- a- **is the “rules” by which grammatical units like nouns and verbs, phrases and clauses, are used to create patterns**
- b- the traditional set of units like nouns, verbs, inflections, phrases and clauses
- c- set of units like verses of poetry
- d- Modern set like accent

7- speakers and writers design their oral or written utterances to have **patterns** in them in virtue of which interpreters can attribute situated identities and specific activities to them and their utterances. We call this

- a- “grammar one.”
- b- **“grammar two.”**
- c- “grammar three.”

8- The other – less studied of grammar that is considered distinctive grammar for social languages is

- a- **the “rules” by which grammatical units like nouns and verbs, phrases and clauses, which signal characteristic whos-doing-whats-within- Discourses**
- b- the “rules” by which grammatical units like nouns and verbs, phrases and clauses, which do **not** signal characteristic whos-doing-whats-within- Discourses
- c- the “rules” by which grammatical units like nouns and verbs, phrases and clauses, which signal characteristic **only** of whos-within- Discourses
- d- the “rules” by which grammatical units like nouns and verbs, phrases and clauses, which signal characteristic **whats** -within- Discourses

9- in the example of the upper-middle-class ,Anglo-American young woman named " Jane", took in our course , Jane

a- 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 girlfriend being intimate with her boyfriend."

b- 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 girlfriend being intimate with her boyfriend." And in the third case she is a student

c- behaves similarly with her parents and with boyfriend
uses the same social language

======(END OF L7)=====

1- All of us control many different social languagesin 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

2- An utterance A sort of overlapping who

a- Can communicate/ but not compound

b- Can communicate/ but compound

c- Cannot communicate/ but not compound

d- Cannot communicate/ but compound

3- The word “conversation,” as Gee is using it involve

a- Just words

b- Discourses

c- Grammar

d- Phrases

4- Discourses can be called since they are better viewed as **(historic)** conversations between and among Discourses

a- “conversations” with a “ small c,”

b- “Conversations” with a “ big C,”

c- Discourse ONLY

d- “big C,” ONLY.

5- More than people, and more than language, are involved in.....

a- Conversations.

b- conversations.

c- CONVERSATIONSESS.

d- None of all

6- The non-verbal things involve in Conversation are

- a- Controversy
- b- values and ways of thinking connected to the debate.
- c- the “symbolic” value of objects and institutions.
- d- All the above .

7- Which of the following we might call non-verbal participants in the Conversation.

- a- Controversy
- b- values and ways of thinking
- c- “symbolic” value of objects and institutions
- d- None of all

====(END OF L 8)=====

It is an **image** or **pattern** that we assemble “on the spot” as we communicate in a given context, based on our construal of that context and on our past experiences.

- a- Reflexivity
- b- Situations
- c- semiotic aspect
- d- **situated meaning**

2- “The coffee spilled, get a mop”; in this sentence ,triggered by the word " mop" in the context ,.....

- a- you create a situated meaning something like food we eat
- b- you create a situated meaning something like water
- c- you create a situated meaning something like "grains that we make our coffee from
- d- **you create a situated meaning something like dark liquid we drink for coffee.**

3- “The coffee spilled, get a broom” in this sentence ,triggered by the word “broom” in the context ,.....

- a- you create a situated meaning something like dark liquid we drink for coffee.
- b- you create a situated meaning something like “grains that we make our coffee from”
- c- you create a situated meaning something like “beans from which we grind coffee.”
- d- **b & c**

4- Situated meanings don’t simply reside in

- a- **in individual minds**
- b- in collective minds
- c- in human minds
- d- in people minds

5- “cultural models” are (like a mental movie). or information theories shared by people belonging to specific social or cultural groups.

- a- Stereotypeline families with disconnected
- b- “Storylines” families of connected images
- c- “Stereotype” families with connected images
- d- “Storylines” families with disconnected realities

6- 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- a concept that we ignore
- b- a concept that we remember
- c- an image that we assemble
- d- an image that we forget

7- “The coffee spilled, get a broom”; in this sentence , triggered by the word " broom" in the context ,.....

- a- you create a situated meaning something like food we eat
- b- you create a situated meaning something like water
- c- you create a situated meaning something like "grains that we make our coffee from
- d- you create a situated meaning something like dark liquid we drink for coffee .

===== (END OF L9) =====

when we think about how meaning is situated in actual contexts of use, we quickly face an important property of language, a property which is called.....

- a- reflexivity
- b- reflex
- c- logicality
- d- reflexivity

2- The “magical” property of language is

- a- Reflexivity
- b- Situations
- c- semiotic aspect
- d- situated meaning

3- language simultaneously Reality.

- a- reflects
- b- reflex
- c- logicality
- d- reflexivity

4- Language and context being like two Mirrors facing each other and constantly and endlessly reflecting their own images back and forth between each other.

- a- reflects
- b- flexibility
- c- logicity
- d- **reflexivity**

5- A good term for property of language “reflexivity” is

- a- replacement
- b- **reciprocity**
- c- logicity
- d- commutation

6- Language then always simultaneously reflects and constructs the in which it is used.

- a- Context and circumstance
- b- Location and context
- c- **situation or context**
- d- position and text

7- When situations involve communicative social interaction, always involve the followingconnected components or aspects.

- a- Schizophrenic
- b- **Inextricably**
- c- duplication
- d- Extricable

8- Situations , when they involve communicative social interactions, always involve

- a- emiotic aspect
- b- emetic aspect
- c- emotional aspect
- d- **semiotic aspect**

9- Situations , when they involve communicative social interactions, always involve

- a- emiotic aspect
- b- emetic aspect
- c- emotional aspect
- d- **activity aspect**

10- Situations , when they involve communicative social interactions, always involve

- a- semiotic aspect
- b- activity aspect
- c- sociocultural aspect and political aspect
- d- **All these aspects**

11- The reflects what are going to be used .

- a- Position / words
- b- Words / situation
- c- **Situations / words**
- d- Words / logicality

12- Thereflects what kind of we are in .

- a- Situations / words
- b- **Words / situation**
- c- Position / words
- d- Words / logicality

13- The “sign systems,” such as language, gestures, images, or other symbolic systems and the forms of knowledge.

- a- **semiotic aspect**
- b- activity aspect
- c- sociocultural aspect
- d- political aspect

14- The specific social **activity** or **activities** in which the participants are engaging.

- a- semiotic aspect
- b- **activity aspect**
- c- sociocultural aspect
- d- political aspect

15- The **place**, **time**, **bodies** and objects present during interaction , this is the **material aspect** for

- a- semiotic aspect
- b- **activity aspect**
- c- sociocultural aspect
- d- political aspect

16- The distribution of “**social goods**” in the interaction.

- a- semiotic aspect
- b- activity aspect
- c- sociocultural aspect
- d- **political aspect**

17- **Power**, status, and anything else deemed a “**social good**” by the participants in terms of their cultural models and Discourses. this is the **material aspect** for

- a- semiotic aspect
- b- activity aspect
- c- sociocultural aspect
- d- **political aspect**

18- **Beauty**, intelligence, “street smarts,” **strength**, possessions, race, gender, **sexual orientation**, . These examples of...

- a- semiotic aspect
- b- activity aspect
- c- sociocultural aspect
- d- **political aspect**

19- The personal, social, and cultural knowledge, **feelings**, values, identities, and relationships relevant in the interaction.

- a- semiotic aspect
- b- activity aspect
- c- **sociocultural aspect**
- d- political aspect

===== (END OF L 10) =====

situations are repeated, withvariation, over time.

- a- more
- b- less
- c- **more or less**
- d- nerveless

2- situations are repeated, if repetition tends to “ritualize,” “habitualize,” or “freeze” situations to varying degrees, that is, to cause them to be repeated with

- a- **less variation**
- b- more variation
- c- ON variation at all
- d- A great variation

3- Situations , when they involve communicative social interactions, always involve aspects and All these aspects together constitute a system which called

- a- the “situation web .”
- b- the “situation net.”
- c- **the “situation network.”**
- d- the “situation work .”

4- Studying the way in which situations **produce and reproduce** institutions, and are, in turn, sustained by them, is an important part of

- a- **discourse analysis**
- b- Messages Analysis
- c- Analysis of the term of strange language
- d- Analysis and study of linguistics

5- discourse analysis usually focuses on the, it can start from any of these aspects of a situation and will, in the end, get right back to all the others.

- a- language only
- b- (Purposes) aspect only
- c- **language (semiotic) aspect**
- d- Linguistic aspect

=====(END OF L 11)=====

- words are associated with

- a- Who
- b- **What**
- c- Whom
- d- How

2- Cultural models arefamilies of connected images (like a mental movie), or (informal) “theories” shared by people belonging to specific social or cultural groups.

- a- “stories,”
- b- “store lines,”
- c- “shorelines,”
- d- **“storylines,”**

3- Cultural models “explain,” relative to the standards of

- a- the story
- b- **the group**
- c- the aspects
- d- the google

4- Cultural models are usuallystored in any one person’s head.

- a- completely Full
- b- completely
- c- **not completely**
- d- Entirely

5- Cultural models distributed across the different sorts of and **viewpoints** found in the group.

- a- “Discussion”
- b- “Education”
- c- **“expertise”**
- d- “Learning”

6- Cultural models link to each other inways to create **bigger** and **bigger** storylines.

- a- **Complex**
- b- Easy
- c- Good
- d- Simple

7- networks linked to cultural models to help organize the thinking and social practices of

- a- Minority groups and cultural
- b- Islamic groups and ethnic
- c- Christian and Muslim groups
- d- **sociocultural groups**

===== (END OF L12) =====

Any piece of language , oral or written, is composed of a set ofcues or clues that help listeners or readers to build six things.

- a- Psychological
- b- **Grammatical**
- c- Social
- d- Historical

2- The set of **Grammatical** cues or clues are part and parcel of what we called

- a- "grammar one"
- b- "grammar two"
- c- **"grammar one" and "grammar two"**
- d- "grammar rules "

3- Language always contains cues or clues that guide us in the sorts of building tasks .

- a- Five
- b- **Six**
- c- Seven
- d- Eight

4- The building tasks involve us in using language to construe the situation network in **certain ways** and

- a- others
- b- **not others**
- c- back and forth
- d- Reverse

5- The six building tasks are carried out and together.

- a- One by one
- b- **all at once**
- c- Some
- d- Not all of them

6- The six building tasks are carried out inwith others in interaction with due regard for other related oral and written texts and situations we have encountered before.

- a- Celebration and consolation
- b- negotiation and celebration
- c- **negotiation and collaboration**
- d- Negotiation and conventions only

7- In silently reading The six building tasks arein negotiation and collaboration with the writer in various guises such as the "actual writer," "assumed writer," and the narrator.

- a- Will not carried out
- b- Will not appear
- c- Disappear
- d- **carried out**

8- conversation as it is used in discourse analysis can involve..

- a- Values
- b- Groups
- c- Controversy
- d- **Controversy and Values**

9- The six building tasks can be seen simultaneously as
....., and inter-textual achievements.

- a- cognitive achievements
- b- interactional achievements
- c- a fake achievements
- d- **a & b**

1- is using cues or clues to assemble situated meanings about what **semiotic systems**.

- a- World building.
- b- **Semiotic building**
- c- Connection building
- d- Political budding

2-..... using cues or clues to assemble situated meanings about what is here and now **reality**.

- a- **World building**
- b- Semiotic building
- c- Connection building
- d- Political budding

3- It is using cues or clues to assemble situated meanings about what **activity or activities are** going on, composed of what specific **actions**.

- a- **Activity building**
- b- World building.
- c- Semiotic building
- d- Connection building

4- connection building , that is , using cues and clues to make assumptions about how the past and future of an interaction

- a- Different
- b- Similar
- c- Equal
- d- **Linked**

5- using cues or clues to assemble situated meanings about what **identities** and **relationships** are relevant to the interaction.

- a- **Socioculturally-situated identity and relationship building**
- b- World building.
- c- Semiotic building
- d- Connection building

6- It is using cues or clues to construct the nature and relevance of various **"social goods,"** such as status and **power,** and anything else taken as a "social good" here and now.

- a- World building.
- b- Semiotic building
- c- Connection **building**
- d- **Political** budding

7- It is using cues or clues to make assumptions about how the **past and future** of an interaction.

- a- World building.
- b- Semiotic building
- c- **Connection building**
- d- Political budding

8- How we speak or write..... that very situation or context in which we are communicating.

- a- Does not create
- b- **Creates**
- c- Avoids to describe
- d- Does not avoid to describe

9- "Situated identities, "means.....

- a- **Different identities or social positions we enact and recognize in different settings**
- b- Different styles of language that we use to enact and recognize different identities in different setting
- c- Different ways in which we humans integrate language with non-language "stuff"
- d- Long- running and important themes or motifs that have been the focus of variety of different texts

10- discourses "with a capital "D" means.....

- a- Different identities or social positions we enact and recognize in different settings
- b- Different styles of language that we use to enact and recognize different identities in different setting
- c- **Different ways in which we humans integrate language with non-language "stuff"**
- d- Long- running and important themes or motifs that have been the focus of variety of different texts

11- 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

12- 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

13- 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

14- world building , that is, using cues or clues to assemble situated meaning about

- a- what activity is going on
- b- **what is here and now reality**
- c- what is the heading
- d- the past and the future

15-**at play** allow people to enact and recognize different discourse at world

- a- psychological language and situated meanings
- b- situated meanings and cultural models
- c- Social meaning and cultural models
- d- **Social language , situated meanings and cultural models**

=====end of | 14 =====