



سری سوال: یک ۱

زمان آزمون (دقیقه): تستی: ۷۵ تشریحی: ۰

تعداد سوالات: تستی: ۳۰ تشریحی: ۰

عنوان درس: کلیات زبان شناسی ۲، کلیات زبان شناسی

رشته تحصیلی/کد درس: مترجمی زبان انگلیسی، آموزش زبان انگلیسی ۱۲۱۲۰۶۱ - آموزش زبان انگلیسی ۱۲۲۵۰۸۳

1-When you make your contribution as informative as is required you follow the.....maxim.

- | | | | |
|------------|-------------|-------------|-----------|
| 1. quality | 2. quantity | 3. relation | 4. manner |
|------------|-------------|-------------|-----------|

2-Which maxim does this speaker seem to be particularly careful about?

" I may be mistaken, but I thought I saw a wedding ring on his finger."

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|-------------|-----------|------------|-------------|
| 1. quantity | 2. manner | 3. quality | 4. relation |
|-------------|-----------|------------|-------------|

3-Difficulty in finding the correct words sometimes referred to as anomia also happens in.....

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|-----------------------|-----------------------|
| 1. Broca's apasia | 2. motor aphasia |
| 3. conduction aphasia | 4. Wernicke's aphasia |

4-.....is a language disorder in which speech production is typically reduced, distorted, slow with missing grammatical markers.

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|----------------------|--------------------|
| 1. Sensory aphasia | 2. Broca's aphasia |
| 3. Tip of the tongue | 4. Malapropisms |

5-Individuals suffering fromsometimes mispronounce words, but typically do not have articulation problems.

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|-----------------------|-----------------------|
| 1. Conduction aphasia | 2. sensory aphasia |
| 3. Broca's aphasia | 4. Wernicke's aphasia |

6-What is the term used to describe the process involved when a child uses one word like ball to refer to an apple, an egg, a grape and a ball?

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|-----------------------|-----------------------|
| 1. overextension | 2. overgeneralization |
| 3. telegraphic speech | 4. the two-word stage |

7-During which stage do children typically first produce syllable sequences similar to mama and dada?

- | | |
|--------------------------------|--------------------------|
| 1. In cooing stage | 2. In holophrastic stage |
| 3. In the later babbling stage | 4. In one-word stage |

8-Gammatl, sociolinguistic and strategic competences are the three components of.....

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|------------------------------------|-----------------------------|
| 1. the grammer -translation method | 2. communicative competence |
| 3. Audiolingual method | 4. affective factors |



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9-is the desire to learn an L2 in order to take part in the social life of the community of L2-users.

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|---------------------------|----------------------------|
| 1. Integrative motivation | 2. Instrumental motivation |
| 3. Interlanguage | 4. Fossilization |

10- If the L1 and L2 have.....features, then the learner may be able to benefit from theof L1 knowledge to the L2.

- | | |
|-------------------------------|---------------------------------|
| 1. similar/negative transfer | 2. different/ negative transfer |
| 3. similar/ positive transfer | 4. different/positive transfer |

11- Frequent questions, exaggerated intonation, extra loudness, baby talk, slower tempo and a lot of repetition are related to

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|-----------------------|----------------------|
| 1. the two-word stage | 2. telegraphic stage |
| 3. the one-word stage | 4. caregiver speech |

12- Historically, ASL developed from thesign language in the eighteenth century.

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|-------------|------------|-----------|------------|
| 1. American | 2. English | 3. French | 4. Italian |
|-------------|------------|-----------|------------|

13- A method designed to teach deaf students to speak and read lips rather than using sign language is known as.....

- | | |
|--------------------|----------------------------|
| 1. Finger spelling | 2. Gestures |
| 3. Oralism | 4. Alternate sign language |

14- What types of sound changes are illustrated by following pairs?

1) thridda → third

2) scribere → escribir

- | | |
|---------------------------------|----------------------------------|
| 1. 1) metathesis/ 2) prothesis | 2. 1) metathesis / 2) epenthesis |
| 3. 1) epenthesis / 2) prothesis | 4. 1) prothesis / 2) metathesis |

15- The common ancestor of..... and.....is the Celtic branch of Indo-European.

- | | |
|----------------------|-------------------------|
| 1. Danish/ Norwegian | 2. Irish/ Welsh |
| 3. Russian/ Polish | 4. Portuguese / Spanish |

16- According to the, a consonant becomes voiceless at the end of words such as (rizo → ris)

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|-------------------------------|-----------------------|
| 1. comparative reconstruction | 2. majority principle |
| 3. most natural development | 4. sound changes |



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17-.....is about differences in language form found in different places at the same time.

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|-------------------------|-------------------------|
| 1. Diachronic variation | 2. Syntactic change |
| 3. External change | 4. Synchronic variation |

18-The termis used to refer to pronunciation features only, whereascovers features of grammar, vocabulary and pronunciation.

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|----------------------|---------------------|
| 1. dialect/ accent | 2. language/ accent |
| 3. language/ dialect | 4. accent/ dialect |

19-When a country wants to choose a variety as an official language, the following stages are taken into consideration:

Selection, Codification,, Implementation and Acceptance.

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|----------------|-----------------------|
| 1. Education | 2. Ethnic origin |
| 3. Elaboration | 4. Language attitudes |

20-The process whereby a creole is used with fewer distinct creole features as it becomes more like a standard variety is known as.....

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|-------------------|--------------------------|
| 1. decreolization | 2. pidgin |
| 3. creolization | 4. post-creole continuum |

21-The study of regional variations of a language is called.....and is carried out by referring to the informants who act as a source of linguistics data.

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|---------------------|----------------------|
| 1. sociolinguistics | 2. dialectology |
| 3. philology | 4. standard language |

22-Classical Arabic used in formal lectures and religious discussions and Lebanese Arabic as a local version of this language exemplify

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|--------------|-------------------|-----------------|-------------|
| 1. diglossia | 2. monolingualism | 3. bilingualism | 4. isogloss |
|--------------|-------------------|-----------------|-------------|

23-The pronunciation of -ing with [n] rather than [ŋ] at the end of a word such as sitting is a (n).....associated with working-class speech.

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|-----------------|-------------|-------------------|------------------|
| 1. speech style | 2. idiolect | 3. style-shifting | 4. social marker |
|-----------------|-------------|-------------------|------------------|

24-.....is when we adopt a speech style that attempts to reduce social distance by using forms that are similar to those used by our addressee.

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|----------------|-------------------------|
| 1. Divergence | 2. Speech accommodation |
| 3. Convergence | 4. Sociolect |



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25- In social terms,helps to create and maintain connections among those who see themselves as "insiders" in some way and to exclude "outsiders".

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|-----------|----------------------|
| 1. jargon | 2. taboo |
| 3. slang | 4. colloquial speech |

26- Covert prestige forms belong todialects and are used to emphasize group solidarity and local identity.

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|---------------|------------|-----------|-------------|
| 1. vernacular | 2. foreign | 3. formal | 4. informal |
|---------------|------------|-----------|-------------|

27- When a man on the street asks another, "Brother! can you spare a dollar?" the word brother is being used as a(n)

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|------------------|---------------|----------------|-----------------|
| 1. social gender | 2. classifier | 3. gender word | 4. address term |
|------------------|---------------|----------------|-----------------|

28- The use of the word (yeah) and a sound like (hmm) by listeners while someone else is speaking is known as

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|------------------|-------------------------|
| 1. gender speech | 2. social category |
| 3. back channels | 4. cognitive categories |

29- Different types of cousins are.....in the Persian language , while in English this does not happen.

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|---------------|----------------|------------|---------------|
| 1. classified | 2. lexicalized | 3. similar | 4. identified |
|---------------|----------------|------------|---------------|

30- The idea that, to some extent, we think about the world using categories provided by our language is called.....

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|--------------------------|-------------------------|
| 1. linguistic relativity | 2. linguistic structure |
| 3. linguistic context | 4. linguistic geography |