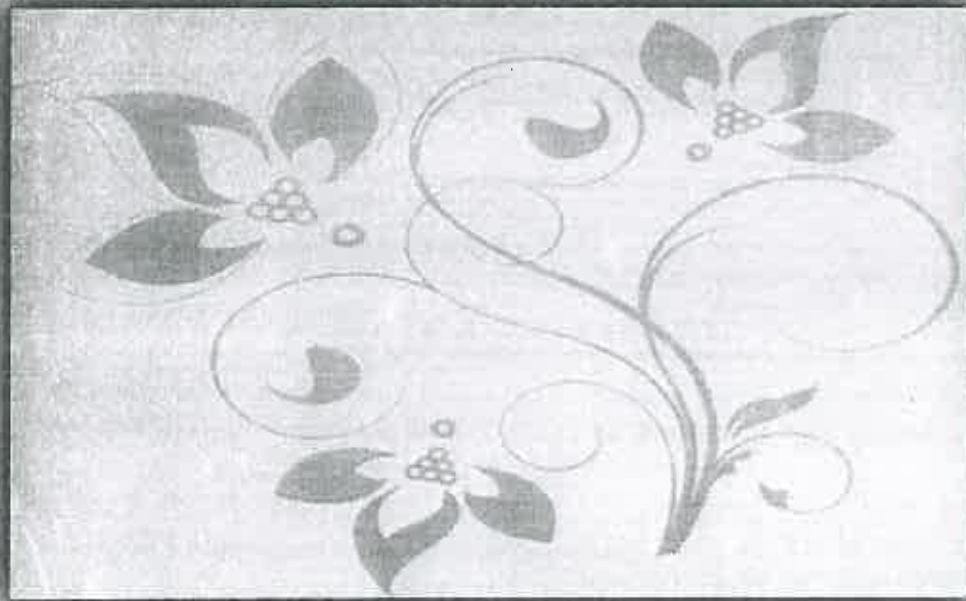




الناسخون

3330146

للخدمات الطلابية



مركز العلمي
 جيل خدمة العملاء / 0562146
 للتلفون والفاكس / 0562146
 Email: el-elmec@hotmail.com

٢٠ ريال
 elak

الرس - طريق الملك عبد العزيز
 هاتف : ٣٣٣٠١٤٦ جوال : ٠٥٦٢٨٣٨٦٧٢

97) I know that my brother is abroad for business, but his car is in the garage. He Have come back.

- A. May
 - B. Must
 - C. Might
 - D. Should
- 8.5

98) He did not comply with the rules and regulations.

The word "comply" is closet in mean to:

- A. Obey
 - B. Ignore
 - C. Testify
 - D. Consult
- عقب

100) A "run on sentence" is:

- A. A sentence can be broken into two or more clauses.
- B. A sentence which carries a declarative statement.
- C. A sentence which ends with a full stop
- D. A sentence which has conjunctions

101) "You had better stop here for petrol as there is no gas station for the next 20 KM". The purpose of this utterance is:

- A. Warning
 - B. Advising نصيحة
 - C. Threatening
 - D. Complaining
- هذا had better به
من الأفضل

103) "I have written several books" The professor said that:

- A. He had been writing several books
 - B. He had written several books
 - C. He has writing several books
 - D. He wrote several books
- 2.1

104) A compound word is :

- A. A word that contains a predicate
 - B. One word that function as a sing word
 - C. A combination of phrases that function as a single word
 - D. A combination of two or more word that function as a single word
- مركبة

مركبة → greenhouse - ~~swimmer~~ highschool

Compound

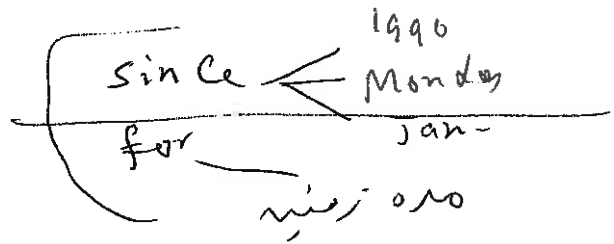
105) The sounds [t] [d] are:

- A. Velar
- B. Bilabial
- C. Alveolar
- D. Pharyngeal

iθ / ið /
 19 L k 1

106) I have been working on this project..... the last three months:

- A. For
- B. Since
- C. From
- D. Within



107) He drives.....

- A. Likely
- B. Lonely
- C. Slowly
- D. Hardly

* philliss

108) I..... on this book for the last 10 months and I have not finished it yet.

- A. Had worked
- B. Have worked
- C. Had been working
- D. Have been working

present perfect continuous

110) An utterance is:

- A. A grammatical notion
- B. A spoken word or sentence
- C. A written word or phrase sentence
- D. A reading paragraph sentence

111) Identify the voiceless sound among the following:

- A. /b/
- B. /d/
- C. /z/
- D. /p/

Voiceless sounds are: /p/ /t/ /k/ /f/ /h/ /s/ /θ/ /ʃ/

Voiced sounds are: /b/ /d/ /g/ /v/ /dʒ/ /z/ /ð/ /ʒ/ /j/ /w/ /r/ /l/ /m/ /n/ /ŋ/

112) "able" in the word "portable" is called:

- A. An affix.
- B. A prefix
- C. A suffix
- D. An infix

An affix is either a prefix or suffix.
A Prefix is used at the beginning of words
A suffix is used at the end of words.
An infix is used in the middle of words

115) I am glad (that you can come). The phrase written in italic is called:

- A. A prepositional complement
- B. An adjective complement
- C. An adverb complement
- D. An object complement

116) An attributive adjective comes before a But not after copula verbs like b.... seem etc.

- A. Verb
- B. None
- C. Pronoun.
- D. Sentence
- E. noun

مقعد هو مقعد
تستقيم قبل
abig house
attributive
نحو

117) In the sentence "it is nearly done" the word "nearly" is

- A. An adjunct
- B. An adjective
- C. A disjunctive
- D. A demonstrative

118) Word formation, meaning and use i.... context are studies in:

- A. Phonology
- B. Typology
- C. Clauses
- D. Lexis

المجلد الثاني

114) We have seen their father but their

- A. Neither
- B. Either
- C. Also
- D. Not

115) A: "Did you get my letter?"

B: "Yes, I..... just received it."

- A. Is
- B. Has
- C. Was
- D. Have

تستخدم has أو have
لنا وينا just
already من قبل
for since
منذ

107) Is a type of communication that is mentioned in the passage.

- A. Writing
- B. Using runners
- C. Talking
- D. Using smoke

???

108) A synonym for the word "dilemma" is

- A. Facet
- B. Concert
- C. Problem
- D. Knowledge

حوسه

مرادف

84) Reading is a

- A. Productive skills in a written mode → writing
- B. Receptive skill in a written mode
- C. Productive skills in an oral mode → speaking
- D. Receptive skill in an oral mode → listening

استيعاب

85) do not influence second language Acquisition.

التأثير اللغة الثانية

- A. Environment and interaction factors
- B. Technological factors
- C. Individual factors
- D. Cognitive factors

العوامل الفردية

مواقف الاستماع ليس فيها مداخله

86) Non-interactive listening situations involve

- A. Conducting
- B. Face-to-face conversations
- C. Listening and speaking alternately
- D. Listening to radio or watching TV and movies

مقصود الإستماع الذي لا يتفاعل مع أى شخص

87) Writing seems to be the hardest skill, even for native speakers of language, because it involves

- A. Considering the graphic representation of speech and the development and presentation of thought in a structured way
- B. Using the register or language variety that is appropriate to the situation
- C. Recognizing acoustic of prosody
- D. Guessing word meaning from context

109) When the phone rang. I a newspaper,

- A. Had read
- B. Have read
- C. Am reading
- D. Was reading

When + استقرئنا + و + was + vt'ing
were

110) Tomorrow I'm going to at the new hairdresser's.

- A. Have cut my hear
- B. Have my hair cut
- C. Cut my hair
- D. My hair cut

111) The child was told to For being rude to his uncle.

- A. Apologize ^{يعتذر}
- B. Confess
- C. Forgive
- D. Excuse

71) In an English language classroom, how do you explain to your students a new aspect of the foreign culture?

- A. I start explaining the unfamiliar aspects of the local culture then proceed to discuss the familiar ones of the foreign culture
- B. I start explaining the familiar aspects of the local culture then move towards the unfamiliar ones of the foreign culture
- C. I avoid explaining anything about the foreign culture
- D. I start explaining the unfamiliar aspects of the foreign culture

72) English language learners have various expectations and learning styles. Therefore, English language teachers must be aware that:

الخيارات غير موجودة

استفسار
ممكن
استفسار

74) competent English language teachers should.....

- A. Make their students aware of the different varieties of English at different levels.
- B. Use several varieties and models in their class of English
- C. Not introduce varieties of English to the student
- D. Use any one specific English variety.

75) Language variation is:

- A. Not systematic
- B. An inherent part of the language
- C. Not socially and linguistically constrained
- D. A clear indicator of the speaker's nationality

76) Language is a/ansystem of vocal symbols

- A. Rational
- B. Arbitrary
- C. Logical
- D. Small

77) One of the most common sources of new word in English is For example, in English "alcohol" has been adopted Arabic, "bos....." from Dutch etc.

- A. Compounding
- B. Borrowing
- C. Blending
- D. Clipping

82- The most important criterion of a good test is....., the degree to which the test actually measures what is intended to be measured.

- A. Validity
- B. Reliability
- C. Proficiency
- D. Practically

phony

15)) A suggested activity to improve listening is to retell listeners a well-known story. They will motivated to and enjoy it.

- A. Use facial expression
- B. Understand the events
- C. Record the response
- D. Perform actions

تكرار الاستماع

83) Pictures from journals and magazines ca..... used to stimulate.....

- A. Listening and speaking
- B. Writing and Listening
- C. Reading and writing
- D. Speaking and writing

تحدث

82) The most important criterion of a good test is, the degree to which a test actual measures what is intended to be measured.

- A. Validity
- B. Reliability
- C. Proficiency
- D. Practically

ثبات

116) A: "What are you looking for?"

B: "I can't remember where I....."

- A. Left
- B. Leave
- C. Leaved
- D. Was left

تذكر

Handwritten mark

Proficiency Test for English Language Teachers (B)

Section Three : Grammatical Structure

Directions : Questions 1-14 are incomplete sentences. Beneath each sentence

you will see four words or phrases, marked (A), (B), (C), and (D). Choose the

one word or phrase that best completes the sentence.

1- I will have been there _____ .

- a) for 3 months
- b) during 3 months
- c) since 3 months
- d) whilst 3 months

2- I haven't met _____ this week.

- a) much people
- b) anybody
- c) no people
- d) someone

ستتفهم any مع لغير

3- Send him to the baker's _____ some bread.

- a) in order he buys
- b) for to buy
- c) to buy
- d) for buying

الخبز

4- _____ the baby while I'm in the kitchen.

- a) Look to
- b) Take care
- c) Look after
- d) Care

يرعى

5- It looks _____ it's going to rain.

- a) that
- b) as if
- c) as
- d) like that

كما لو

6- He was very angry _____ his wife.

- a) on

- b) to
- c) at
- d) upon

angry + at
with

have been — } for
has } since

7- When we arrived at the office we found that someone _____ during the night.

- a) had broken in
- b) has broken in
- c) broke in
- d) have broken in

after
when + past simple, had + p.p.

8- Studying English is hard at first, but you soon _____.

- a) are used to it
- b) get use it
- c) are use it
- d) get used to it

كس زرع

9 - Not only _____ to London, but she also visited other less well known cities in England.

- a) she went
- b) went she
- c) did she go
- d) she did

هو

10- Now remember, you _____ the test until the teacher tells you to.

- a) are not starting
- b) are not to start
- c) haven't started
- d) needn't start

لا تبدأ

11- _____ had we started watching the film when our friends came round for a chat.

- a) Hardly
- b) Slightly
- c) Little
- d) Rarely

أدركت بدأت أفكر بعد قليل
تبدأت أفكر بعد قليل
أدركت أفكر بعد قليل
بدأت أفكر بعد قليل

Proficiency Test for English Language Teachers (B)

12- She was thought _____ the car in London.

- a) to buy
- b) buying
- c) to have bought
- d) might buy

+ to + verb

[9] not only
never
no sooner

verb + subject
did, do, does
have, has, is, was

13- Our house _____ as soon as possible. It's in an awful state.

a) needs redecorating

b) to redecorate

c) redecorated

d) is redecorated

تزیین
کند

14- He eventually managed _____ the door by kicking it hard.

a) open

b) opening

c) to open

d) to have opened

+ to + verb

Section Four : Vocabulary

مفردات

Directions : Items 15-19 include sentences with missing words or phrases. From the words or phrases below each choose the one that best completes the sentence.

15- The initials G.C.C. _____ Gulf Cooperative Council.

a) look for

b) account for

c) make for

d) stand for

برای

نشان

16- You don't have to be worried about the journey to the airport.

Your

brother is going to _____.

a) take you off

b) see you off

c) bring you up

d) give you for

خدود

Proficiency Test for English Language Teachers (B)

17- My father and I have the same character, I _____ him much more

than my brother.

a) look at

b) take off

c) look up

d) take after

از پس

18- Stop thinking about it. Don't let this result _____.

a) get you off

b) get you down

c) get you on

d) get you up

پایین

19- Please make your check _____ to Saudi Business Machine.

a) payment

b) paid

c) payable

d) pay

Directions : In each sentence below there is a word in boldface. From the words below each choose the one that has the nearest meaning to the boldfaced

word.

20- The Roman armies were **defeated** in 622 A.D.

a) inscribed

b) enlisted

c) retreated

d) beaten

21- Bad deeds are **disgraceful**.

a) shameful

b) beautiful

c) shy

d) happy

22- He is an **aggressive** person. he does not care about other people's feeling .

Proficiency Test for English Language Teachers (B)

a) passive

b) offensive

c) attacking

d) opponent

23- Sorry! The general director is not **available** today.

a) active

b) passive

c) around

d) connected

Section Five : Reading Comprehension

Directions : Read the following text carefully. Then answer the questions on

the basis of what is stated or implied by the text. Choose the word or phrase

that best completes the sentence:

1- Visitors to America are immediately **struck** by the tremendous numbers

of automobiles filling the highways and crowding the city streets. The

automobile, which has transformed the American way of life, is the almost

indispensable workhorse of the family. During the week, the father drives it to his job in the city, alone, or in a "car pool" arrangement with several of his fellow workers. When he leaves it at home, his wife uses it constantly to do errands, to haul groceries, to drive children to lessons or appointments, to shops or swimming pools. On weekends, the family drives out to the country for a picnic lunch or may take a trip of several hundred miles. On vacations, no corner of the country is beyond the family's reach.

2- All of America has felt the changes, which came with the automobile and

with the network of highways that have been built to serve it. Farmers, who live far from their neighbors, are no longer isolated. Tractors of the work of the many farmlands they cannot afford to hire, trucks carry their products to market, to storage elevators or to railroads.

3- Traffic jams in cities and along the approaches to cities, especially at morning and evening rush hours and at the start and end of weekends, are difficult problems. How to find out enough parking space in the cities, even with underground parking lots and many-storied "pigeonhole"

Proficiency Test for English Language Teachers (B)

parking structures in another. More highways and wider ones are needed as fast as they can be built.

24- The main topic of this passage is _____.

- a) The American Family
- b) The American highways
- c) Major American cities

d) Cars and the American Life

25- The automobile has had _____ on the American society.

- a) A little effect
- b) hardly any effect
- c) an obvious effect
- d) no effect whatsoever

26- The American father _____.

- a) always drives alone to work
- b) may share his car with other colleagues
- c) drives his children to lessons
- d) drives his wife to haul groceries

27- The American family may spend the weekend _____.

- a) abroad
- b) in downtown
- c) out of town
- d) in a family gathering

28- Thanks to the automobile, all American States have become

- في المتناول
- a) within reach
 - b) more isolated
 - c) beyond reach
 - d) torn apart

29- Most American families _____ cars.

- a) cannot afford
- b) do not badly need
- c) do not have

Proficiency Test for English Language Teachers (B)

- لا يمكن بدون
- a) cannot do without

30- The word 'which' in the first line of the second paragraph refers to

- a) all Americans
- b) automobiles
- c) changes
- d) traffic

طرق التدريس

ط م

Section Six : Linguistics and Pedagogy

31- Phonetics deals with the properties of sounds as represented in variations in the sound wave.

- a) Acoustic
- b) Articulatory
- c) Auditory
- d) Generative

صوت موجة
التنوع
صوت

32- When a speech sound undergoes a change in articulation in connected speech, becoming more like a neighboring sound, this process is known as .

- a) Assimilation
- b) Aspiration
- c) Adaptation
- d) articulation

دمج

فقدان التنغيم

ط م

33- The strong version of the Contrastive Analysis Hypothesis

- a) attempts to predict all errors produced by L2 learners
- b) deals only with errors resulting from L1 interference
- c) does not predict L2 errors but only explains them
- d) All of the above

Proficiency Test for English Language Teachers (B)

???

34- According to the nativist theory, the key factor that determines success in first language acquisition is .

- a) child general intelligence
- b) amount of exposure to language
- c) imitation of parents
- d) teaching techniques employed

مكرر
عام

35- In standardized test .

- a) the writing and evaluation of the test are done by the same person.
- b) the number of subjects tested is usually large.
- c) We make use of composition and short answer techniques.
- d) All of the above

عام

36- serve to indicate the extent to which an individual has mastered specific skills or body of information acquired in a formal situation.

- a) Proficiency tests
- b) Aptitude tests
- c) Achievement tests
- d) Objective tests

عام

37- Dictation is a useful testing technique that can be used to test

- a) spelling
- b) listening comprehension
- c) general proficiency
- d) all of the above

عام

38- Objective tests are those in which individual items

- a) have only one correct answer
- b) can discriminate among examinees
- c) are balanced in length and difficulty
- d) have appropriate distractors

عام

39- According to Dell Hymes, the knowledge of rules for the conduct and interpretation of speech is known as .

- a) distinctive competence
- b) grammatical competence
- c) communicative competence
- d) linguistic competence

عام

Proficiency Test for English Language Teachers (B)

40- In my opinion the errors that L2 learners produce are .

- a) signs of imperfect learning and should be eradicated
- b) natural by product of the learning process** *نتيجة طبيعية للتعلم*
- c) signs of poor teaching *علامات للتدريس السيئ*
- d) the result of L1 interference *المدخل*

41- The ideal linguistic input (i.e. speech addressed to L2 learners) for acquiring a second language should be .

- a) comprehensible *مفهوم*
- b) relevant to the learners' immediate interests *اهتمامات*
- c) not too complex *سهلة*
- d) all of the above** *كلها*

42- Individualized instruction is basically the recognition that

- a) students have different needs and abilities *الطلاب مختلفين*
- b) a single method may not be successful or appropriate to all students
- c) students learn at different rates of speed
- d) all of the above** *الجميع*

43- Gardner defines integrative motivation as the learner's desire to

- a) be identified as a member of the target culture** *يريد ان يكون جزءا من الثقافة المستهدفة*
- b) get a high pay job
- c) obtain a prestigious social status
- d) B & C *اعتراض*

44- In learning foreign languages, the critical period hypothesis stipulates that .

- a) children are superior to adults** *تفوق*
- b) adults are superior to children
- c) children and adults are equal

Proficiency Test for English Language Teachers (B)

- d) None of the above. *لا شيء*

45- In the approach, there is dependence on mimicry, memorization of set phrases, and over-learning.

- a) communicative *اتصالي*
- b) audio-lingual** *السمعي اللفظي*
- c) cognitive *عقلانية*
- d) linguistic *لغوية*

① Integrative motivation *دافعية*

② Instrumental motivation *دافعية*

46- In the audio-lingual approach, there is emphasis on .

a) pronunciation. *النطق*

- b) communication
- c) intonation
- d) both A & C

47- Of the four skills of language in the one that is least understood.

a) listening

- b) speaking
- c) reading
- d) writing *القراءة*

48- Using monolingual dictionary work, and the key word method are widely used to teach .

- a) speaking
- b) reading
- c) writing

d) vocabulary *المفردات*

49- Teaching grammar goes into the following three stages :

a) Presentation, demonstration and practice. *التقديم، التوضيح، والتدريب*

- b) Teaching rules, providing examples and doing exercise.
- c) Teaching, demonstration and homework .
- d) Reading, demonstration and writing.

50- A literate student can acquire the details of reading in a second language an illiterate one. *الطالمة المتعلمة تتقن القراءة في لغة ثانية أسرع من المتعلمة*

a) shower than *أسرع*

Proficiency Test for English Language Teachers (B)

b) as fast as

c) as slow as *أبطأ*

d) faster than *أسرع*

51- Teaching receptive skills means teaching .

- a) speaking and reading
- b) listening and reading**
- c) speaking and writing
- d) writing and speaking

52- Grammar teaching is concerned with explicit teaching of language *التعليم الصريح للغة*

a) forms *القواعد*

- b) meaning
- c) use
- d) words

53- When we ask students to read a text, evaluate it, and react to it, we are teaching .

تفقد
تفحص
تفكر

- a) thorough reading
- b) critical reading**
- c) scanning
- d) skimming

تقدیر

هام

54- The purpose of teaching speaking is to allow students to

- a) express themselves**
- b) repeat sentences
- c) repeat what they heard in the classroom
- d) express language function

55- A test that measures the learning of material in a particular course is called a (n) test.

- a) close
- b) multiple choice
- c) aptitude

Proficiency Test for English Language Teachers (B)

d) achievement

56- are not based on a particular program.

- a) Progress Tests
- b) Placement Tests**
- c) Achievement Tests
- d) Proficiency tests

57- A test that requires filling in words in words that have been deleted from a paragraph is called a (n) test.

- a) close**
- b) achievement
- c) multiple-choice
- d) true. false

58- Testing experts consider dictation as a test of .

- a) spelling**
- b) general language proficiency-
- c) listening
- d) all the above**

59- A close test is generally used to test the skill.

a) reading

b) writing

c) listening

d) speaking

دو فائده نتایج

60- Language test results are beneficial for .

a) teachers and the administration

b) students and parents

c) curriculum and syllabus designers

d) using word functions and meanings

61- While one prepares his test, one should .

a) spend adequate time in development

b) match his tests to the content

c) make his test valid, reliable, and balanced

Proficiency Test for English Language Teachers (B)

d) be all the above

62- The language lab is best used in the teaching of .

a) good writing

b) reading comprehension

c) free conversations

d) listening comprehension

63- An overhead projector can effectively be used to teach .

a) reading and writing only

b) speaking and other skills

c) listening comprehension especially

d) grammatical structures mainly

64- Flash cards are commonly used to teach .

a) grammatical structures

b) vocabulary items

c) writing exercises

d) reading aloud

65- We can use both flannel boards and magnetic boards to display pictures and cards. However, .

a) flannel boards are more effective

b) magnetic boards are easier to use

c) they are similar

d) chalkboards are better than both

الطباقة

لوح - مغناطيسية
لوح
؟؟؟؟?

66- Composite pictures may be effectively used in the teaching of

- اَلتَّصْوِيرُ الْمُرَكَّبُ
مُقَابِلَةٌ
- a) speaking and writing
 - b) reading comprehension only
 - c) grammatical structures mainly
 - d) young learners only

67-Using technology in teaching help to .

- اَلتَّكْنَوِليَا
يُفِيدُ
يُعِينُ
يَقَدِّمُ كَرُونِ اَلْمُتَعَلِّمِ
- a) present demonstrations
 - b) enhance course content
 - c) provide additional illustrations
 - d) all the above

!"#\$%&

essamwahba@yahoo.com

www.essamwahba.4t.com

1. Specific objectives can be

- a. observable and measurable. *قابل ملاحظة و قابل قياس*
- b. difficult to be observed and measured.
- c. focused on the student's behavior during a long period of time.
- d. 1 and 3

2. The smallest meaningful unit in language is.....

- a. phoneme. **b. morpheme.** c. allophone. d. allomorpheme.

3. Linguistic approach concentrates on..... *تركيز*

- a. key role of self – esteem and sense of mastery.
- b. value of talk in the development of thinking.** *التفكير*
- c. social interaction is the key to success in learning.
- d. attention on complex nature of thinking.

4. "What about going to the cinema" is an example of

- a. advising b. warning c. offering help **d. suggesting** *اقتراح*

5. One of the following is not a type of literature:

- a. drama b. poetry **c. fiction** d. prose *أدب*

6. All the following may create discipline problems except

- a. using sarcasm *السخرير*
- b. insisting on apologies *اعتذار*
- c. making threats** *تهديد*
- d. using classroom language that suits the level of students. *ص*

7. "To look quickly through a reading passage to find something" is called.....

- a. skimming** *مراجعة سريعة*
- b. scanning
- c. silent reading
- d. comprehension

8. The man told his children a ... *قصة* ... about fairies *الخيال*

- a. tail **b. tale** c. tile d. toll

9. When the teacher allows students to think, and gives more time, the result will be.....

- a. students responses becoming more thoughtful and creative.** *مبدع*
- b. less students offering to answer.
- c. students willing not to ask more questions.
- d. students giving shorter answers.

10. "....." refers to the actions of the organs of speech in the producing of the sounds of speech. *العملية*

- a. Acoustics b. Phonetics **c. Articulation** d. Phonics *النطق*

11. One of the following is not a Shakespeare's play:

- a. Macbeth **b. Volpone** c. Twelfth Night d. King Lear *مكامل*

12. Two of the following are receptive skills:

- a. reading and speaking b. speaking and writing
- c. reading and writing **d. listening and reading** *استقبال*

13. "Kinesics" is the study of.....

- a. sounds b. language **c. gestures** d. nature

14. Can you close one of the windows, please? I'll catch a cold sitting in thisall day.

- a. flood (b) breeze (c) wind (d) draught

15. Which abbreviation do you use when you want to add something at the end of a letter?

- a. PS (b) PTO c. PM d. PLZ

16. I am very tired over four hundred miles today

- a. I drive (b) I've driven (c) I've been driving d. I'm driving

17. How are you?

- a. weight (b) heavy c. high d. long

18. The prefix ante in the word ante meridian means.....

- a. together b. against (c) before d. by oneself

19. The stress in the word "comfortable" is on

- (a) com (b) for c. ta d. ble

20. In the dialogue: / Teacher : What day was yesterday? Student: Tuesday. / The teacher uses:

- a. easy question b. complex question
c. open question (d) narrow question

21. No one suspects us,?

- a. are they b. don't they (c) do they d. aren't they

22. Hardly the receiver than there was a knock at the door.

- (a) had I put down b. I put down c. put I down d. had I downed

23. (ELT) is an abbreviation for :

- a. Education Language Teaching. b. Educated Learners & Teachers.
c. English Learning & Teaching. (d) English Language Teaching.

24. Words that differ by only one phoneme are called.....

- a. nominal pairs b. almost pairs
(c) minimal pairs d. none of the above

25. Peter has two brothers, but he doesn't speak to of them.

- (a) either b. any c. both d. neither

26. The government said that the Prim Minister was sick and tired of the papers disappearing from his office.

- a. speaksperson b. speak person
c. spoken person (d) spokesperson

27. refers to the ability to breakdown material into its component parts so that its organizational structure may be understood.

- a. Synthesis (b) Analysis c. Application d. Evaluation

28. A reward or punishment that strengthens or weakens behavior is called.....

- a. stimulus b. response (c) reinforcement d. conditioning

29. We had a great timethe awful weather.

a. but for **b** in spite of c. except d. in spite

30. I think it's in my left

a. pocket of trousers b. pocket trousers
c. trouser pocket **d** trousers pocket

بالرغم
in spite of + the...

31. The type of the test that identifies the test - taker's strengths and weaknesses is called a test.

a diagnostic b. placement c. proficiency d. summative

التقوية
تسقف القوة العنق

32. I am going to go out and

a. have cut my hair b. let my hair cut
c have my hair cut d. my hair be cut

33. One of the following doesn't contain the sound /θ/

a. mouth **b** breathe c. tooth d. beneath

ث

34. I'm looking for to cut this string.

a. a pair of scissors **b** some scissors c. a scissors d. a scissor

داشية

35. One of the following is not from the conditions of motivation.

a. students are motivated if they live in a secure environment.
b. students are motivated when the subject matter is interesting.
c students are motivated when they experience more failure and success.
d. students are motivated when they feel the learning for them not for the teacher.

التحفيز

36. " " is learners use of the first patterns of language in second language sentences.

a Transfer b. Correlation
c. Attitude d. Language acquisition

اللغة الثانية

37. I didn't like it in the city at first, but now here.

a. I got used to living **b** I am used to living
c. I used to live d. I used to living

38. The final " ed" in the verb talked is pronounced as:

a. /d/ b. /id/ c. /ed/ **d** /t/

39. Safety should come first, lives shouldn't be put at risk.

a. people **b** people's c. peoples' d. peoples

40. It's funny film, I laughed all the way through it

a. so b. extremely c. that much **d** such a

التسوية

41. The two parties have settled their differences by compromise. after a long debate. The underlined word means:

a an acceptable middle course agreement b. negotiation
c. raising awareness d. revising past records

glasses

so + adj + that
such a + adj + n
such + adj + n

النسبة
glasses
نظارة
تسوية
تسوية

Model Answers:

- 1) 1
- 2) 2
- 3) 2
- 4) 4
- 5) 3
- 6) 4
- 7) 2
- 8) 2
- 9) 1
- 10) 3
- 11) 2
- 12) 4
- 13) 3
- 14) 4
- 15) 1
- 16) 2
- 17) 2
- 18) 3
- 19) 1
- 20) 4
- 21) 3
- 22) 1
- 23) 4
- 24) 3
- 25) 1
- 26) 4
- 27) 2
- 28) 3
- 29) 2
- 30) 4
- 31) 1
- 32) 3
- 33) 2
- 34) 2
- 35) 3
- 36) 1
- 37) 2
- 38) 4
- 39) 2
- 40) 4
- 41) 1

With my best wishes.

Section Three : Grammatical Structure

Directions : Questions ١٣-١٠٦ are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the word or phrase that best completes the sentence.

١٣ - I _____ the book but when I heard what the critics said I changed my mind.

نقاد

١٣

- a) was going to buy ✓✓✓
- b) would have bought
- c) was buying
- d) am going to buy ✗

١٤ - She _____ him before ١٩٦٨.

past continuous

- a) has seen
- b) saw
- c) had seen
- d) seen

past perfect ← when → past simple

١٤

١٥ - It was snowing when the refugees _____.

- a) have arrived
- b) arrived
- c) had arrived
- d) were arrived

I was driving when I saw him

١٦ - Mary is waiting _____ the Queen.

١٦

- a) to see
- b) for seeing
- c) for to see
- d) at see

wait } + to + verb
 want } to
 would like } to
 prefer } to

١٧ - She doesn't want _____ her.

- a) anybody helped
- b) that anybody helping
- c) anybody to help
- d) that anybody helps

١٨ - In the year 2020 he _____ working here for 50 years

- a) will have been
- b) will be
- c) has been
- d) had been

will have been } + v-ing

٩٨ - In the year ٢٠٢٠, he _____ working here for ٥٠ years.

- a) will have been
- b) will be
- c) has been
- d) had been

يتعلق

٩٩ - You _____ drive carefully. The roads are slippery.

- a) would better
- b) would rather
- c) had better
- d) had rather

advice

You had better see a doctor.

١٠٠ - He doesn't smoke. _____

- a) I don't too.
- b) Neither I do.
- c) I don't neither.
- d) Neither do I.

neither + verb + subject

١٠١ - It's raining. We have to return home, _____ ?

- a) don't we
- b) wouldn't we
- c) didn't we
- d) isn't it

مذنب من

انزل

١٠٢ - He knew everything _____ was going on.

- a) what
- b) where
- c) whom
- d) that

that

انزل كل شيء

١٠٣ - Students have to spend a lot of time studying _____ their own.

- a) on
- b) by
- c) for
- d) in

on

١٠٤ - He is very famous _____ Great Britain.

- a) whole
- b) all over
- c) in all
- d) all of

كل شيء

١٠٥- They're staying with their parents for the time being.

- a) during
- b) for
- c) since
- d) when

~~since~~

لوقت الحال

١٠٦- In spite of all her efforts the party was ruined.

- a) In spite of
- b) Nevertheless
- c) Although
- d) However

على الرغم من

for } the time being
لوقت الحال

Section Four : Vocabulary

Directions : Items ١٠٧-١١٢ include sentences with missing words or phrases. From the words or phrases below each choose the one that best completes the sentence.

١٠٧- Keep your children away from this medicine ! It's _____.

- a) dead
- b) deadly
- c) death
- d) dying

قاتل

١٠٨- Shakespeare has written many poems. He is a _____ poet.

- a) large
- b) huge
- c) tiny
- d) great

كبير

١٠٩- This new pot is _____. You can put it on the stove.

- a) waterproof
- b) heatproof
- c) bulletproof
- d) soundproof

مقاوم للحرارة

قدر

١١٠- The patient is now in a _____ condition.

- a) series
- b) medical
- c) critical
- d) psychological

خطير

2.5

١١١- The new Saudi _____ are twenty and two hundreds.

- a) currencies
- b) money
- c) coins
- d) banknotes ورقة نقدية

١١٢- I wish you a good result in your exam. When are you _____ it ?

- a) passing
- b) taking يأخذ
- c) leaving
- d) doing

Directions : In each sentence below replace the boldface word with the one that has the nearest meaning to it .

١١٣- The Roman armies were **defeated** in ٦٢٢ A.D.

- a) inscribed
- b) enlisted
- c) retreated
- d) beaten هُزِمَ

١١٤- Bad deeds are **disgraceful**.

- a) shameful يَسْتَمِر
- b) beautiful
- c) shy
- d) happy

١١٥- Birds **expand** their wings when they are flying.

- a) protect
- b) inflate يَتَمَدَّد
- c) contract
- d) shrink

١١٦- The population in Saudi Arabia **increased** from eight millions to fourteen millions in the past ten years.

- a) produced
- b) decreased
- c) reduced
- d) ascended ارتفع

Section Five : Reading Comprehension

Directions : Read the following text carefully. Then answer the questions on the basis of what is stated or implied by the text. Choose the word or phrase that best completes the sentence :

- ١- Visitors to America are immediately struck by the tremendous numbers of automobiles filling the highways and crowding the city streets. The automobile, which has transformed the American way of life, is the most indispensable workhorse of the family. During the week, the father drives it to his job in the city, alone, or in a "car pool" arrangement with several of his fellow workers. When he leaves it at home, his wife uses it constantly to do errands, to haul groceries, to drive children to lessons or appointments, to shops or swimming pools. On weekends, the family drives out to the country for a picnic lunch or may take a trip of several hundred miles. On vacations, no corner of the country is beyond the family's reach.
- ٢- All of America has felt the changes, which came with the automobile and with the network of highways that have been built to serve it. Farmers, who live far from their neighbors, are no longer isolated. Tractors of the work of the many farmlands they cannot afford to hire, Trucks carry their products to market, to storage elevators or to railroads.
- ٣- Traffic jams in cities and along the approaches to cities, especially at morning and evening rush hours and at the start and end of weekends, are difficult problems. How to find out enough parking space in the cities, even with underground parking lots and many-storied "pigeonhole" parking structures in another. More highways and wider ones are needed as fast as they can be built.

١١٧- The main topic of this passage is _____

- a) The network of highways
b) The American highways
c) Trucks and Tractors in America
 d) Cars and the American Life

٥, ١٥

١١٨- The automobile has had _____ on the American society.

- a) A little effect
b) hardly any effect
 c) an obvious effect
d) no effect whatsoever

119- The American father _____.

- a) always drives alone to work.
- b) may share his car with other colleagues.
- c) drives his children to lessons.
- d) drives his wife to haul groceries.

120- The American family may spend the weekend _____.

- a) abroad.
- b) in downtown.
- c) out of town.
- d) in a family gathering.

121- Thanks to the automobile, all American States have become _____.

- a) within reach.
- b) more isolated.
- c) beyond reach.
- d) torn apart.

122- Most American families _____ cars.

- a) cannot afford
- b) do not badly need
- c) do not have
- d) cannot do without

123- The word ' which ' in the first line of the second paragraph refers to _____.

- a) all Americans
- b) automobiles
- c) changes
- d) traffic

Section Six : Linguistics and Pedagogy

124- _____ is a feature in human language that allows for the making and interpretation of an infinite number of messages.

- a) Arbitrariness
- b) Creativity
- c) Interchange
- d) Displacement

125- The Contrastive Analysis Hypothesis is associated with _____
دراسة الفروق بين اللغتين

- a) the cognitive theory
- b) the behaviorist theory *نظرية السلوك*
- c) the native theory
- d) none of the above

126- _____ validity refers to the correlation between test scores and a trustworthy external criterion.
الصدق

- a) empirical *الكم*
- b) content
- c) face
- d) rational

127- In constructing language tests, items are said to be satisfactory if _____
خاصة

- a) they are at suitable level of difficulty
- b) they discriminate among students
- c) they improve students' proficiency *كفاءة*
- d) A & B

128- Transformational grammar _____.

- a) ignores the relationship between sentences with the same meaning
- b) generates only the grammatical sentences of a language
- c) tries to modify the learner's linguistic behavior
- d) is none of the above *???*

129- _____ suffixes do not usually change the grammatical class of the words to which they are attached.

- a) Inflectional
- b) Derivational
- c) Morphological
- d) Functional

130- A native speaker can in most cases _____

- a) give an account of the rules of his language.
- b) list all the possible sentences of his language.
- c) A & B
- d) None of the above.

١٣١- The Critical Period Hypothesis presents strong evidence for the _____ theory of language acquisition.

- a) cognitive
- b) behaviorist
- c) nativist
- d) situational

١٣٢- In the production of _____ the passage of the air stream is relatively unobstructed.

- a) vowels
- b) nasals
- c) sibilant
- d) fricatives

١٣٣- In the grammar translation method, _____.

- a) elaborate explanations of the intricacies of grammar are given
- b) grammar is taught inductively
- c) there is little explanations
- d) grammar is postponed to a later stage

١٣٤- Within the cognitive approach, language acquisition is seen as _____.

- a) rule formation
- b) habit formation
- c) skill formation
- d) function formation

١٣٥- The eclectic method of foreign language teaching necessitates that the teachers _____.

- a) apply the easiest from the various methods
- b) choose the best from the various methods
- c) apply one method in each class period
- d) apply at least two methods in each class period

١٣٦- The best course design is the one that _____.

- a) promotes a positive social climate in the classroom
- b) enhances student motivation
- c) makes teaching enjoyable for the teacher
- d) all of the above.

تدريب
مترجم
تصميم المنهج
مستحسن

١٣٥
١٣٦

١٣٧. _____ is such a natural and normal human activity that few aspects of it really need much overt instruction.

- مفهوم نشاط محاور
- a) Listening
b) Speaking
c) Reading
d) B & C

١٣٨. For students learning to read in a new language some previous _____ ability is necessary.

- التقدم ما هنا صبر و راحة حذرة
- a) written language
b) simple language
c) oral language
d) real language

١٣٩. Teaching productive skills means teaching _____.

- معارف مشابهة
- a) speaking and listening
b) listening and reading
c) speaking and reading
d) writing and speaking

١٤٠. The technique of _____ is an activity where a student needs information from others to complete a particular task.

- معلومات
- a) filling in a blank
b) information gap
c) critical reading
d) matching

١٤١. The primary objective in teaching speaking is the development of _____ ability.

- الهدف الرئيس تعلم قدر
- a) oral communication
b) phonological
c) pronunciation
d) good English

١٤٢. Grammar teaching is the explicit teaching of language _____.

- رأى ندرس
- a) forms
b) words
c) function
d) meaning

١٤٢- Reading in a second language normally requires processes similar to reading in a _____ language.

- كاد
- a) first
b) second
c) third
d) foreign

١٤٤- In preparing a test for intensive reading we should note that _____ texts should used.

- نادر
المعنى
تفسير
- a) short, simple
b) short, complex
c) long, detailed
d) long, complex

١٤٥- Process oriented writing instruction places more emphasis on the _____ in producing a piece of writing.

- تأكيد
توضيح
تفسير
عبد
- a) stages that writers go through
b) knowledge that writers employ
c) experience that writers have
d) time that writers spend

١٤٦- Good pronunciation requires the ability to correctly produce and use _____.

- بطلب النطق
- a) Sounds, stress, and intonation.
b) Sounds, stress, and meanings.
c) Sound, words, and meanings.
d) Sound, words and production.

١٤٧- A crossword puzzle helps students develop _____ knowledge.

- معرفة
توضيح
تفسير
- a) reading
b) orthography
c) lexical
d) writing

١٤٨- Teaching words in isolation is not recommended because _____.

- نفس
لزن
- a) some words have different meanings
b) context helps to clarify the meanings of the word
c) the function of the word in a sentence helps to determine its meaning
d) all the above

اطراف تخمين استع

١٤٩- Techniques for guessing meanings of the words from context include :

- ١٤٩- ا) activating background knowledge.
 ب) Obtaining clues from structure and surrounding words.
 ج) Understanding pronunciation and punctuation.
 د) All the above.

١٥٠- Using technology in teaching helps teachers _____.

- ا) present demonstrations آظهارات
 ب) enhance course content يعزز محتوى
 ج) provide additional illustrations يوضحها
 د) all the above

١٥١- Using multimedia software helps _____ students to increase their learning ability.

- ا) disabled معاقين
 ب) shy الخجول
 ج) weak الضعيف
 د) all the above

اطراف تدبير

١٥٢- Road maps are generally used in the teaching of _____.

- ا) grammatical structures
 ب) reading comprehension قراءة الفهم
 ج) listening practice
 د) A & B

١٥٣- In effective language teaching, computers are best used as _____.

- ا) substitutes for teachers
 ب) aids to teachers اجهزة
 ج) means of entertainment
 د) substitutes for textbooks

١٥٤- In preparing material for language lab practice, it is best to _____.

- ا) read from the textbook directly
 ب) use transcripts for the purpose شرح للمصدق
 ج) dictate to the recording person
 د) memorize the material first

مورد الجورج

١٥٥- A good language teacher uses magazine pictures to _____

- هذه كذا
 a) teach language skills and elements
 b) decorate the classroom
 c) make teaching more enjoyable
 d) teach good pronunciation.

١٥٦- Flash cards are more commonly used to teach _____

- الكلمات
 a) listening
 b) vocabulary items
 c) writing exercises
 d) reading aloud

١٥٧- We can use both flannel boards and magnetic boards to display pictures and cards. However, _____

- لعمري
 a) flannel boards are more effective
 b) magnetic boards are easier to use
 c) they are similar
 d) chalkboards are better than both

١٥٨- Composite pictures may be effectively used in the teaching of _____

- في طريقة الفهم
 a) speaking and writing
 b) reading comprehension only
 c) grammatical structures mainly
 d) young learners only

7 - You _____ drive carefully. The roads are slippery.

a) would better

b) would rather

c) had better *لن يكون*

d) had rather

لن يكون الوقت

8- He doesn't smoke. _____

a) I don't too.

b) Neither I do.

c) I don't neither.

d) Neither do I. *+*

neither + verb + subject

9- It's raining. We have to return home, _____ ?

a) don't we

b) wouldn't we

c) didn't we

d) isn't it

سؤال منقول

10- He knew everything _____ was going on.

a) what

b) where

c) whom

d) that *الذي*

كل شيء

11- Students have to spend a lot of time studying on their own.

a) on

b) by

c) for

d) in

12- He is very famous _____ Great Britain.

a) whole

b) all over *بكل*

c) in all

d) all of

13- They're staying with their parents _____ the time being.

a) during

b) for

c) since

d) when

للمدة الزمنية

14- _____ all her efforts the party was ruined.

a) In spite of

b) Nevertheless

c) Although

d) However

بالرغم من

هنا

Proficiency Test for English Language Teachers (A)

Section Four : Vocabulary

Directions : Items 15-24 include sentences with missing words or phrases.

From the

words or phrases below each choose the one that best completes the sentence.

15- **Keep your children away from this medicine ! It's _____.**

- a) dead
- b) deadly
- c) death
- d) dying

16- **Shakespeare has written many poems. He is a _____ poet.**

- a) large
- b) huge
- c) tiny
- d) great

17- **This new pot is _____ . You can put it on the stove.**

- a) waterproof
- b) heatproof
- c) bulletproof
- d) soundproof

18- **The patient is now in a _____ condition.**

- a) series
- b) medical
- c) critical
- d) psychological

19- **The new Saudi _____ are twenty and two hundreds.**

- a) currencies
- b) money
- c) coins
- d) banknotes

20- **I wish you a good result in your exam. When are you _____ it ?**

- a) passing
- b) taking
- c) leaving
- d) doing

Directions : In each sentence below replace the boldface word with the one that has the nearest meaning to it .

Proficiency Test for English Language Teachers (A)

21- The Roman armies were **defeated** in 622 A.D.

- a) inscribed
- b) enlisted
- c) retreated
- d) beaten

22- Bad deeds are **disgraceful**.

- a) shameful
- b) beautiful
- c) shy
- d) happy

23- Birds **expand** their wings when they are flying.

- a) protect
- b) inflate
- c) contract
- d) shrink

24- The population in Saudi Arabia **increased** from eight millions to fourteen millions in the past ten years.

- a) produced
- b) decreased
- c) reduced
- d) ascended

Section Five : Reading Comprehension

Directions : Read the following text carefully. Then answer the questions on the basis of what is stated or implied by the text. Choose the word or phrase that best

completes the sentence :

1- Visitors to America are immediately struck by the tremendous numbers of automobiles filling the highways and crowding the city streets. The automobile, which has transformed the American way of life, is the most indispensable workhorse of the family. During the week, the father drives it to his job in the city, alone, or in a "car pool" arrangement with several of his fellow workers. When he leaves it at home, his wife uses it constantly to do errands, to haul groceries, to drive children to lessons or appointments, to shops or swimming pools. On weekends, the family drives out to the country for a picnic lunch or may take a trip of several hundred miles. On vacations, no corner of the country is beyond the family's reach.

2- All of America has felt the changes, which came with the automobile and with the network of highways that have been built to serve it. Farmers, who live far from their neighbors, are no longer isolated. Tractors of the work of the many

Proficiency Test for English Language Teachers (A)

farmlands they cannot afford to hire, Trucks carry their products to market, to storage elevators or to railroads.

3- Traffic jams in cities and along the approaches to cities, especially at morning

and evening rush hours and at the start and end of weekends, are difficult problems. How to find out enough parking space in the cities, even with underground parking lots and many-storied "pigeonhole" parking structures is another. More highways and wider ones are needed as fast as they can be built.

25- The main topic of this passage is _____.

- a) The network of highways
- b) The American highways
- c) Trucks and Tractors in America

d) Cars and the American Life

26- The automobile has had _____ on the American society.

- a) A little effect
- b) hardly any effect

c) an obvious effect

d) no effect whatsoever

27- The American father _____.

- a) always drives alone to work.
- b) may share his car with other colleagues.
- c) drives his children to lessons.

d) drives his wife to haul groceries. ✓

28- The American family may spend the weekend _____.

- a) abroad.
- b) in downtown.

c) out of town.

d) in a family gathering.

29- Thanks to the automobile, all American States have become

a) within reach.

b) more isolated.

c) beyond reach.

d) torn apart.

30- Most American families _____ cars.

- a) cannot afford
- b) do not badly need
- c) do not have

d) cannot do without

Proficiency Test for English Language Teachers (A)

31- The word ' which ' in the first line of the second paragraph refers to _____.

- a) all Americans
- b) automobiles
- c) changes
- d) traffic

Section Six : Linguistics and Pedagogy

32- _____ is a feature in human language that allows for the making and interpretation of an infinite number of messages.

- a) Arbitrariness
- b) Creativity
- c) Interchange
- d) Displacement

33- The Contrastive Analysis Hypothesis is associated with _____.

- a) the cognitive theory
- b) the behaviorist theory
- c) the native theory
- d) none of the above

34- _____ validity refers to the correlation between test scores and a trustworthy external criterion.

- a) empirical
- b) content
- c) face
- d) rational

35- In constructing language tests, items are said to be satisfactory if _____.

- a) they are at suitable level of difficulty
- b) they discriminate among students
- c) they improve students' proficiency
- d) A & B

36- Transformational grammar _____.

- a) ignores the relationship between sentences with the same meaning
- b) generates only the grammatical sentences of a language
- c) tries to modify the learner's linguistic behavior
- d) is none of the above

37- _____ suffixes do not usually change the grammatical class of the words to which they are attached.

- a) Inflectional
- b) Derivational
- c) Morphological
- d) Functional

Proficiency Test for English Language Teachers (A)

38- A native speaker can in most cases _____.

- a) give an account of the rules of his language.
- b) list all the possible sentences of his language.
- c) A & B
- d) None of the above.

39- The Critical Period Hypothesis presents strong evidence for the _____ theory of language acquisition.

- a) cognitive
- b) behaviorist
- c) nativist
- d) situational

40- In the production of _____ the passage of the air stream is relatively unobstructed.

- a) vowels
- b) nasals
- c) sibilant
- d) fricatives

41- In the grammar translation method, _____.

- a) elaborate explanations of the intricacies of grammar are given
- b) grammar is taught inductively
- c) there is little explanations
- d) grammar is postponed to a later stage

42- Within the cognitive approach, language acquisition is seen as _____.

- a) rule formation
- b) habit formation
- c) skill formation
- d) function formation

43- The eclectic method of foreign language teaching necessitates that the teachers _____.

- a) apply the easiest from the various methods
- b) choose the best from the various methods
- c) apply one method in each class period
- d) apply at least two methods in each class period

Proficiency Test for English Language Teachers (A)

44- The best course design is the one that _____.

- a) promotes a positive social climate in the classroom
- b) enhances student motivation
- c) makes teaching enjoyable for the teacher
- d) all of the above.

45- _____ is such a natural and normal human activity that few aspects of it really need much overt instruction.

- a) Listening
- b) Speaking
- c) Reading
- d) B & C

46- For students learning to read in a new language, some previous _____ ability is necessary.

- a) written language
- b) simple language
- c) oral language
- d) real language

47- Teaching productive skills means teaching _____ .

- a) speaking and listening
- b) listening and reading
- c) speaking and reading
- d) writing and speaking

48- The technique of _____ is an activity where a student needs information from others to complete a particular task.

- a) filling in a blank
- b) information gap
- c) critical reading
- d) matching

49- The primary objective in teaching speaking is the development of _____ ability.

- a) oral communication
- b) phonological
- c) pronunciation
- d) good English

50- Grammar teaching is the explicit teaching of language _____ .

- a) forms
- b) words
- c) function
- d) meaning

Proficiency Test for English Language Teachers (A)

51- Reading in a second language normally requires processes similar to reading in a _____ language.

- a) first
- b) second
- c) third
- d) foreign

52- In preparing a test for intensive reading we should note that

_____ texts should be used.

- a) short, simple
- b) short, complex
- c) long, detailed
- d) long, complex

53- Process oriented writing instruction places more emphasis on the _____ in producing a piece of writing.

- a) stages that writers go through
- b) knowledge that writers employ
- c) experience that writers have
- d) time that writers spend

54- Good pronunciation requires the ability to correctly produce and use

- _____ .**
- a) Sounds, stress, and intonation.
 - b) Sounds, stress, and meanings.
 - c) Sound, words, and meanings.
 - d) Sound, words and production.

55- A crossword puzzle helps students develop _____ knowledge.

- a) reading
- b) orthography
- c) lexical
- d) writing

56- Teaching words in isolation is not recommended because _____ .

- a) some words have different meanings
- b) context helps to clarify the meanings of the word
- c) the function of the word in a sentence helps to determine its meaning
- d) all the above

57- Techniques for guessing meanings of the words from context include :

- a) activating background knowledge.
- b) Obtaining clues from structure and surrounding words.
- c) Understanding pronunciation and punctuation.
- d) All the above.

Proficiency Test for English Language Teachers (A)

58- Using technology in teaching helps teachers _____ .

- a) present demonstrations
- b) enhance course content
- c) provide additional illustrations
- d) all the above

59- Using multimedia software helps _____ students to increase their learning ability.

- a) disabled
- b) shy
- c) weak

d) all the above

60- Road maps are generally used in the teaching of _____.

- a) grammatical structures
- b) reading comprehension
- c) listening practice

d) A & B

61- In effective language teaching, computers are best used as _____.

- a) substitutes for teachers
- b) aids to teachers
- c) means of entertainment
- d) substitutes for textbooks

62- In preparing material for language lab practice, it is best to _____.

- a) read from the textbook directly
- b) use transcripts for the purpose
- c) dictate to the recording person
- d) memorize the material first

63- A good language teacher uses magazine pictures to _____.

- a) teach language skills and elements
- b) decorate the classroom
- c) make teaching more enjoyable
- d) teach good pronunciation.

64- Flash cards are more commonly used to teach _____.

- a) listening
- b) vocabulary items
- c) writing exercises
- d) reading aloud

Proficiency Test for English Language Teachers (A)

65- We can use both flannel boards and magnetic boards to display pictures and cards. However, _____.

- a) flannel boards are more effective
- b) magnetic boards are easier to use
- c) they are similar
- d) chalkboards are better than both

66-Composite pictures may be effectively used in the teaching of

- a) speaking and writing
- b) reading comprehension only
- c) grammatical structures mainly
- d) young learners only

Part 1: Grammar For questions 1-45 read the sentences and then choose from the list a-d the best word or phrase . to fill the blank .The lift is out of _____ so we'll have to walk -!

- a) function
- b) order
- c) running
- d) work

What do you _____ to do about the problem now -%
#that the solution has failed

- a) attempt
- b) think
- c) intend
- d) pretend

We have _____ for a new secretary but we haven't -
.had any replies yet

- a) advised
- b) advertised
- c) announced
- d) noticed

I've _____ for the job; I hope I get it -

- a) appointed
- b) presented
- c) applied
- d) succeeded

.He's so mean he wouldn't give a beggar a _____ of bread -

- a) skin
- b) peel
- c) shell
- d) crust

I never expected you to turn _____ at the meeting, I -
.thought you were in France

- a) around
- b) on
- c) up
- d) in

.He _____ me by two games to one-__

- a) won
- b) beat
- c) gained
- d) conquered

.His office is on the third _____ of the building-

- a) ground
- b) floor
- c) level
- d) flat

I'm _____ I didn't pass the exam but I'll do better next -
.time

- a) deceived
- b) despaired
- c) disappointed
- d) disillusioned

The lecture was so _____ that everyone fell -!"
.asleep

- a) bored
- b) boring
- c) tired
- d) tiring

.When she _____ she wants to be a doctor -!"

- a) ages
- b) grows
- c) increases
- d) grows up

Please choose one option for each question then click 'Test Result' to obtain your on-line result and level

1.

A . Always he arrives at 2:30

B . He arrives at always 2:30

C . He always arrives at 2:30

D . He always at 2:30 arrives

2.

A . What's like Paris?

B . How's Paris?

C . What's Paris like?

D . How Paris is?

3. I have Flamenco classes

A . on Saturday afternoons

B . in Saturday afternoons

C . at Saturday afternoons

D . by Saturday afternoons

4. I wanted an orange car, but they only had

A . a one red

B . one red

C . a red one.

D . a red.

() _____ 1

1- You have asked one of your students to draw a picture on the board in front of the class.

Which of the following describes his actions as he draws?

- (a) He will draw a picture.
- (b) He drew a picture.
- (c) He had drawn a picture.
- (d) He is drawing a picture.

[2009709]

2- Which of the following sentences is grammatically correct?

- (a) I bought two books by the bookstore.
- (b) I bought two books at the bookstore.
- (c) I bought two books of the bookstore.
- (d) I bought two books on the bookstore.

[2010308]

3- Choose the correctly punctuated sentence:

- (a) The train with its metal wheels runs very fast.
- (b) The train, with its metal wheels runs very fast.
- (c) The train with its metal wheels, runs very fast.
- (d) The train, with its metal wheels, runs very fast.

[2009725]

() _____ 2

4- Choose the correctly punctuated sentence:

- (a) Nermine said, "Come in".
- (b) Nermine said "Come in."
- (c) Nermine said "Come in".
- (d) Nermine said, "Come in."

[2009741]

5- Which of the following is the correct spelling of the following object?

- (a) bicycle
- (b) bycicle
- (c) bcycile
- (d) bicycel

[2009746]

6- Which of the following is the correct spelling of the following object?

- (a) pneicl
- (b) penicl
- (c) pencil
- (d) pncile

[2009744]

() _____ 3

7- Read the following text then choose the correct answer for the question below:

Mostafa goes to the club that is next to his home. He enjoys playing football and basketball with his friends. He also swims in the swimming pool.

What does Mostafa like?

- (a) Mostafa likes computer games.
- (b) Mostafa likes to go home.
- (c) Mostafa likes diving in the sea.
- (d) Mostafa likes playing sports.

[2009776]

8- Read the following text then choose the correct answer for the question below:

Samia hates staying at home in summer. She often goes out with her friends to watch Arabic films.

Where does Samia go?

- (a) To the theatre
- (b) To the garden
- (c) To the cinema
- (d) To the club

[2009770]

() _____ 4

9- The underlined word "long" in the following text means.....

Look at this cute little boy. He has lovely long brown hair. I thought he was a girl from behind.

- (a) Straight
- (b) Spiky
- (c) Extended
- (d) Wavy

[2009805]

10- The underlined word argument in the following text means.....

Salwa and Eman are having an argument over which television channel to watch at home. It would be much simpler if they both liked the same kind of programs.

- (a) An agreement
- (b) An appointment
- (c) An arrangement
- (d) A disagreement

[2010329]

11- Read the following text then choose the correct answer:

It is difficult for students to understand things they have not seen or heard. So, books should have good pictures and drawings to reflect the world in which they live.

The main idea of the text is

- (a) The world children live in
- (b) Young learners' hobbies
- (c) Drawing and pictures in books
- (d) Characteristics of children's books

[2009818]

12- Read the following text then choose the correct answer:

In the morning I like to eat eggs and beans. I also like fresh bread. I always drink tea with milk after I finish eating.

The main idea of the text is

- (a) My breakfast
- (b) My lunch
- (c) My dinner
- (d) My supper

[2009832]

13- You want to make a play for your students to present at the end of school year celebration. You need to know how to build up its characters.

Which of the following key words can you use to surf the Internet to find solution to this problem?

- (a) Modern theatre
- (b) Marionettes theatre
- (c) Characters costumes
- (d) Characters development

[2009845]

14- Which of the following would you say if you want one of your students to give out the colouring sheets?

- (a) Hazem, give one sheet to each child.
- (b) Hazem, find out how many sheets there are.
- (c) Hazem, give these colouring sheets to the girls.
- (d) Hazem, put the colouring sheets in the box.

[2009871]

15- Which of the following would Nada say if she is hungry and wants to eat?

- (a) Can I eat now?
- (b) Must I eat now?
- (c) Should I eat now?
- (d) Do I eat now?

[2009896]

() _____ 7

16- Which of the following would you say if you want to give a piece of advice to one of your students who doesn't feel well?

- (a) You are sick.
- (b) It's your fault.
- (c) You should work very hard.
- (d) You should go to the doctor.

[2010346]

الاجابات....

٤-١-١-٤-١-٤-٤-٣-٣-٤-٣-١-٤-٤-٢-٤

1- Which of the following is NOT a complex sentence?

- (a) My wife and I went to Alexandria for a week, and my parents spent their summer holiday in Ras el-Bar.
- (b) After we argued for almost an hour, we all decided to stay home to watch a movie on TV.
- (c) As they were confused with the new courses, the students did badly on their first monthly exams.
- (d) Young people, who live away from their families, are not highly regarded in oriental societies.

2- Which of the following is NOT a pair of synonyms (similar in meaning)?

- (a) abstract – summary (b) powerful - strong
- (c) power – authority (d) abstract - concrete

3- Which of the following prefixes gives the opposite of the underlined word in the following sentence?

He acted so strangely that she looked at him in —belief.

- (a) un- (b) in-
- (c) dis- (d) non-

4- What is the language function used by Mrs. Karima in the following conversation?

Mr. Ahmed: Hi, Mrs. Karima. How do you like your apartment?

Mrs. Karima: Well, Mr. Hegazy. I can hardly sleep from the noise coming from next door.

- (a) Apologizing (b) Complaining
- (c) Disagreeing (d) Inviting

5- What is the language function used by B in the following conversation?

A: Would you like a piece of my special home-made cake?

B: It sounds tempting, but if I even smell cake, I gain weight.

- (a) Accepting an offer (b) Giving an opinion
- (c) Agreeing (d) Refusing an offer

6- Which one of the following sentences is correct?

- (a) The show begins at 7:30; make sure you're there before 7:15.
- (b) The show begins at 7:30 you'd better make sure you're there before 7:15.
- (c) The show begins at 7:30 however, make sure you're there before 7:15.
- (d) The show begins at 7:30 make sure you're there before 7:15.

7- Read the following and choose the LEAST polite response to this question:

Are you up to helping me with this science assignment this weekend?

- (a) Well, I am not sure. I am kind of busy this weekend.
- (b) I'm afraid I can't. I already promised my mother to go out with her this weekend.
- (c) I don't think I'll be able to help. I've other things to do.
- (d) I can't. Don't you see how busy I am these days?

8- How should the teacher best handle the student's error in the following situation?

Teacher: Ali, where did you go during the mid-year vacation?

Ali: I went to see my grandparents in the countryside. I enjoyed with my stay there.

- (a) Teacher asks other students to correct the mistake.
- (b) Teacher writes the mistake on the board.
- (c) Teacher stops the student and corrects the mistake on the spot.
- (d) Teacher repeats the mistake and allows the student to correct himself.

9- Which of the following suffixes changes the word "act" into an adverb ?

- (a) ively-
- (b) -ion
- (c) -ing
- (d) -ive

10- Which of the following factors does NOT cause difficulty for students to understand listening passages?

- (a) Authentic speech tempo
- (b) Letter-sound correspondence
- (c) Contractions and reductions
- (d) Critical thinking skills

Answers:

1- a 2-d 3-c 4-b 5-d 6-a 7-d 8-d 9-a 10-b

1- Professional Competency

1- Theoretical Background

I- General information on language acquisition and learning, including factors affecting them:

1 - *Familiarity with basic theories of first language acquisition:*

- Behavioristic
- Cognitive-Code learning

2- *Knowledge about main factors that affect 2nd language learning:*

- Amount of exposure
- Motivation
- Attitude
- Aptitude

II- General information on different language teaching methods:

- 1- Grammar Translation Method
- 2- Audio-lingual Method
- 3- Communicative Approach
- 4- Community language learning
- 5- Eclectic method

III- Contrastive and Error Analyses:

- 1- Transfer of first language
- 2- Error identification and classification
- 3- Remedial procedures

IV- Information on main type English language tests.

- Proficiency
- Achievement
- Aptitude
- Diagnostic

1.2- Practical Background:

I- Techniques of teaching:

(A) Language Elements:

-Pronunciation

[discrimination exercises, minimal pairs, production....]

[types of exercises: mechanical , meaningful communicative]

-Grammar & Structure:

(Types of exercises; mechanical, meaningful, communicative)

-Vocabulary:

[recognition and production :synonyms, antonyms, use of words in sentences, guessing meaning from context....]

(B) Skills

- Listening:

[listening comprehension: sentences, dialogues, extended texts]

- Speaking:

[teaching dialogues, activities that promote speaking: pair work,
team work, games]

- Reading:

[loud reading, intensive and extensive reading , reading strategies: scanning,
skimming]

- Writing:

[copying , controlled, guided and free composition; mechanics
and paragraph writing]

(C) General knowledge about learning-teaching strategies

II-Techniques of testing:

-Techniques of testing students performance on English language elements and skills(sound system, grammatical structures, vocabulary, listening, speaking, reading and writing).

III- Use of educational aids in language teaching:

- Visual aids: pictures, maps, graphs...etc
- Audio aids: radio, tape recorder, language labs...etc.
- Video recording and computers

2. Linguistic Competency

2.1. Competencies in Language Skills and Functions

2.1.1. Listening Comprehension:

Ability to:

- (1) understand face-to-face communication.
- (2) follow speech and conversations about most survival needs and limited social conventions.
- (3) follow an extended stretch of speech on general topics.

Level of performance:

Vocabulary permits understanding of topics beyond basic survival needs such as personal history and leisure-time activities. Evidence of understanding all basic grammatical structures.

2.1.2. Speaking:

Ability to:

- (1) satisfy most survival needs and social demands.
- (2) initiate a conversation, and handle with confidence most social situations, including introductions and casual conversations about current events.
- (3) give a short presentation on a general topic.
- (4) reasonably describe and give precise information.

Level of performance:

- Articulation is comprehensible.
- Has sufficient working vocabulary to permit discussion of topics beyond basic survival needs.
- Has sufficient control of basic grammatical patterns.

2.1.3. Reading:

- (1) Sufficient comprehension ability to understand a passage for personal communication, information or recreational purposes.
- (2) Has ability to read with understanding social notes, letters and invitations.
- (3) Has ability to skim and scan texts to locate and derive main ideas of passages on familiar topics.
- (4) Is able to read aloud in a proper manner with correct pronunciation of English sounds, observing prosodic features such as stress and intonation.
- (5) Shows spontaneity in reading by ability to guess meaning from contexts.

Level of performance:

- Has a reasonable stock of passive vocabulary required to understand a text on a common topic.
- Has the knowledge of all grammatical structures needed for understanding any text of a general nature.
- Has a reasonable knowledge of common cohesive devices and their functions and meanings.

2.1.4. Writing:

- (1) Has sufficient control of writing system to meet most survival needs and social demands.
- (2) Has ability to write simple social correspondence.
- (3) Has ability to take notes on familiar topics.
- (4) Has ability to write cohesive summaries, and resumes, short narratives and descriptions on familiar topics.

Level of performance:

- -Has sufficient writing vocabulary to allow a person to express himself in different life situations.
- -Shows good control of basic grammatical constructions.

2.1.5. Translation:

- (1) Has ability to translate a short and simple passage on a familiar topic from English into idiomatic Arabic and from Arabic into English.
- (2) Shows ability to translate short oral communications between English and Arabic.

Apper

2.2. Language Components

2.2.1. Competency in Pronunciation:

Ability to recognize and produce the following:

Intonation

Statements	Falling
Requests	
Wh-Questions	
Yes/No questions	Rising
Confirmation	Question
Repetition	Question
Challenge	
Protest	
Long utterances	sustained + Falling/ Rising
Question Tag	

Stress

Placement of primary stress (especially in bisyllabic words)

Phrasal stress (normal x for emphasis)

Rhythm

Stress timed x syllable timed (English vs. Arabic)

Vowels

i: seat, see

i x e sit x set

e: late

e let

æ x a cat x father

ə above

ʌ cut, mother

ɑ father

u: pool, fool

u pull, full

ɒxu pot x put

o x boat, coal, sow

ɔ: bought, call, saw

ay high, light

au now, house

ɔy boy, foil

Consonants

p x b pin x bin

b

t

d

k

g

č x š chair x share

j x ž large x mirage

f x v

θ x s bath x bass (for speakers of some Arabic dialects)

ð x z though x zoo (= = = = =)

s

z

ʃ fish

ʒ measure , vision

h

m

n

ŋ x ng long

l x l (clear x dark l) low x law

r (retroflex in American English)

y and w yet, win

N.B. X means "in contrast with"

Consonant clusters

Initial consonant clusters:

especially s+consonant (+consonant) as in street , star, special

Morphophonemics

Realization of the {Z} and {D}morphemes

1- {Z} plural, Possessive, 3rd Person.

-s: /s/,/z/,/ iz/ (books, figs, matches)

2- {D} past and past participle

Verbs

1- Main verbs (see vocabulary list)

2- Copula: BE

Semi-copulas:

BECOME (I may become a doctor)

GET (He's getting old)

FALL (He's fallen ill)

FEEL (I don't feel quite well)

REMAIN (Will it remain dry today)

STAY (It won't stay dry for long)

3- Auxiliaries and semi-auxiliaries:

tense/aspect:

HAVE: perfect and pluperfect

BE: present continuous and past continuous

BE GOING TO: future

WILL future

Voice: BE

periphrasis : Do

modality : CAN: ability, capability, possibility, permission

COULD: see CAN; also: suggestion

BE ABLE TO: ability, capability

BE GOING TO: intention ; future

MAY: uncertainty ; permission

MIGHT: see MAY

--ed: /t/, /d/, /ɪd/ (looked, rubbed, seated)

Allophonic Variants

(Discrimination for comprehension)

- I. Inter vocalic t and d : matter, ladder (in American English)
- II. Assimilation of t to (n) and (r) : center, twenty, thirty, forty (in American English)

Competency in Grammatical Structures

Ability to distinguish and use the following:

Sentence types

Types

- 1- Declarative sentences (affirmative and negative)
- 2- Interrogative sentences (affirmative and negative)
 - 2.1 Yes/no questions
 - 2.2 Question-word sentences
- 3-Imperative sentences (affirmative and negative)
 - 3.1 Commands
 - 3.2 Polite requests
- 4-Exclamatory sentences

Short sentences

- 1-Short answers (type: (Yes,) I am; (No,) I cannot)
- 2-Short questions (type: Are you? Can't you)
- 3-Question-tags (type: You aren't afraid, are you?)

Sentence Types:

- 1--Simple sentences, up to those containing two complements

2- Compound sentences: Co-ordination with and, but, or

3-Complex sentences: Sentences containing object-clauses, Subject-clauses (type: It is a pity that you cannot), adverbial clauses of time, place, condition, cause/ reason, relative clauses

BE ALLOWED TO: permission

BE SUPPOSED TO: permission

MUST: logical conclusion ; obligation

HAVE TO: obligation

NEED (+ not)absence of obligation

OUGHT TO: advisability; right/wrong

SHALL:(in questions): offer, suggestion

SHOULD: right/wrong; disapproval

WILL: intention; request, capacity; future

WOULD: see **WILL** ; also enquiry, request

Forms

1- Finite forms

2- Infinitive:

2-1 plain infinitive (V_{inf}): with auxiliaries; with *let's, let me, I'd rather*

infinitive with (V_{to}): with semi- auxiliaries (*have to, ought to, be going to, etc*); with main verbs (*hate, like, try, want*); with predicative adjectives (*how nice, be sorry, be glad, be delighted*)

3- Imperatives

4- Past participle (V_{ed}): in perfect and pluperfect; in passive; after **causative HAVE**

5- Present participle/gerund (V_{ing}): in continuous tenses; after *come, enjoy, go, hate, like, remember*; after *prepositions*

Voice:

1-Active

2-Passive

Aspect :

1-Simple

2-Perfect

3-Continuous

Tenses:

1-Present

2-Past (including ' modal past' of auxiliaries : COULD, MIGHT, OUGHT TO, SHOULD, WOULD)

3-Future (with will, be going to, and continuous tenses of verbs of motion)

Nouns

Number:

1-Singular

2-Plural

Function:

1-Nouns as head of NP

2-Attributive nouns, especially material nouns

Adjectives

Function:

1-Attributive

2-Predictive

Form:

1-Positive degree

2-Comparative degree (*-er, more*); irregular forms of those 'irregular' adjectives, such as *better*.

Superlative degree (-est, most); irregular forms of those 'irregular' adjectives such as best.

Comparison:

1-Equality asas

2-Inequality: not so... as; comparative + than; superlative

Adverbs

Forms:

1- derivation with *-ly*

2- Non-derived adverbs, eg *soon, fast*: see the vocabulary list.

Comparison:

See under Adjectives

Articles

Definite article: the

Indefinite article: a (n)

Absence of definite article in cases such as *to go to school, in summer, to have dinner*

Pronouns(including pronominal adjectives)

1- personal: subject forms and object forms

2- possessive

2.1 adjectives: *my, your, their, etc*

2.2 pronouns: *mine, yours, theirs, etc*; used as complement, used as subject

3- demonstrative

3.1 adjectives: *this, that, these, those, such*

3.2 pronouns: *this, that, these, those*

4- interrogative

4.1 adjectives: *whose, what, which*

4.2 pronouns: *who, whom, whose, what, which*

5- *relative: who, whose, whom, which, that*

6- *definite: someone, somebody, no-one, not ... anyone, nobody, everybody, something, nothing, everything, all* (as in: They all went home; and in: I want all of it) *some* (as in Some of them went home), *any* (as in Have you got any money? I haven't any money), *it* (as in: It is raining)

7- *emphatic: myself, yourself, etc.* (example: I've done it myself)

8- *prop-word: one* (example : I like the red one better)

Numerals

1- *Cardinal: up to four digits, up to nine digits*

2- *Ordinal : up to two digits(first to 99th)*

Also : *half, quarter*

Word order

Basic pattern:

Subject-predicate complement(s)

Derived patterns:

Yes/no question pattern

Wh-question pattern

Negative sentence pattern with not

Passive voice pattern

Imperative pattern

Indirect object replacement by to-adjunct

Position of adverbials : initial position, final position, after auxiliaries

Word formation

Adverb-derivation with -ly

Compounds and derivatives

2.2.3. Competency in vocabulary Has vocabulary required to understand a common topics.

Has a reasonable stock of active vocabulary speaking and writing in topics beyond basic and leisure time activities.

Pragmatics

hman A. Alsayed

cture

Bakr

est/start/?quiz=deh50e9cd6107216

Term used to refer to:

ing

tion

used to refer not to meaning only

Term that is being used now:

ning only.

elopment of meaning only.

nation only.

meaning and the development.

use was in:

d. All false

5. In 1900, a book called "Semantics: studies in the science of meaning" was published. The term Semantics was treated in this book:

- a. The way people at that time understood semantics.
- b. The way we use it today.
- c. The wrong way which had to be abandoned.
- d. A and C

6. The way we use the term "Semantics" today is when it refers to:

- a. The "science" of meaning.
- b. The changes of meaning from a historical point of view.
- c. Both true
- d. All false

7. When the word "semantics" is used to refer to the manipulation تلاعب of language, this happens in:

- a. Formal language
- b. Aggressive language
- c. Popular language
- d. Political language

8. Manipulation of language mostly occurs in:

- a. Newspapers
- b. History books
- c. Encyclopedias
- d. All false

9. The reason behind manipulation is to:

- a. Make things more appealing to public.

- b. Mislead the public
 - c. Inform the public.
 - d. All true
10. To understand what meaning is, one has to keep in mind whether we are talking about what speakers mean or:
- a. What the listener might understand.
 - b. What words (or sentences) mean.
 - c. What the speaker wants to say.
 - d. A and C
11. In utterance Meaning (Speaker Meaning), a word meaning includes the secondary aspects of meaning, especially those related to:
- a. Context.
 - b. Weather
 - c. Emotions
 - d. All false
12. There is a distinction between what would seem to be the usual meaning of a word or a sentence, and the meaning it has in certain specific circumstances or contexts. This is, in fact, the difference between:
- a. Semantics and Systematic
 - b. Semantics and Pragmatics.
 - c. Semantics and syntactics.
 - d. All false
13. The study of meaning that a sentence has in a particular context in which it is uttered. This definition refers to:
- a. Syntactic
 - b. Pragmatic

c. Semantic

d. B and C

14. When the word "mean" is used in the sense of "be equivalent to", we are looking at the meaning from the:

a. Pragmatic point

b. Semantic point

c. Both

d. Neither

Semantics and Pragmatics

Instructor: Abdurahman A. Alsayed

Prepared by: Abu Bakr

2nd lecture

<http://www.classmarker.com/online-test/start/?quiz=baj50eb4e78377a7>

1. When we talk about the meaning of words and other expression, we have to consider:
 - a. Sence^s
 - b. Reference
 - c. Since
 - d. A and B

2. Sense and reference are two veryways of talking about the meaning of words and other expressions.
 - a. Similar
 - b. Distinct
 - c. Confusing
 - d. A and B

3. Sense deals with the relationships:
 - a. inside the language.
 - b. Outside the language.
 - c. Both inside and outside.
 - d. All true

4. Reference deals with the relationship between the language and:

- a. The environment
- b. The world.
- c. The dictionaries.
- d. History

5. The sense of an expression is its place in a system of semantic relationships with other expressions in the language. An example of these relationships:

- a. oppositeness of meaning (antonymy).
- b. Sameness of meaning (synonymy).
- c. Both true
- d. Both false

6. The same word-form has more than one sense.

- a. This happens all the time.
- b. This happens in some cases.
- c. This never happens in English.
- d. All false

7. Talking about "sense" applies:

- a. Only to words.
- b. Only to sentences or phrases
- c. To A and B
- d. Neither A nor B

8. One sentencehave different senses.

- a. Can
- b. Can't
- c. Must
- d. All false

"I have an account at the bank."

"We took the boat to the other bank of the river."

9. In these examples, "bank" has ain each sentence.

- a. Similar sense
- b. Different sense
- c. Confusing sense
- d. A and B

"Rupert took off his jacket."

"Rupert took his jacket off."

10. In the above two examples, we say that both of these sentence have thesense.

- a. Confusing
- b. Different
- c. Same
- d. All false

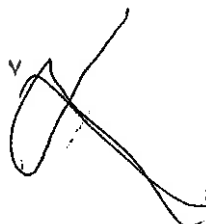
"The chicken is ready to eat."

11. The above sentence is an example of:

- a. A sentence has two different senses.
- b. A sentence has two similar senses.
- c. A sentence has only one sense.
- d. All true

12. As we know that "Reference" deals with relationship between the language and the world, we got to know the term "referent" and the term:

- a. "referring pronoun"
- b. "referring expression"



- c. "Referent expression"
 - d. Subject
13. The relation between a referring expression and a referent is what we call:
- a. Reference.
 - b. Utterance.
 - c. Occurrence.
 - d. All false
14. In the example:" This book", the word (This) is:
- a. A referring expression
 - b. A referent
 - c. A phrase
 - d. All false
15. In the example:" This book", we can find that the same referring expressionbe used to refer to different referents.
- a. Can't
 - b. can, in some cases,
 - c. Must
 - d. All false
16. While a referent of an expression is often a thing or person in the world, the sense of an expression:
- a. The same
 - b. May be a thing
 - c. Must be a thing
 - d. Is not a thing at all.

17. Every meaningful expression has sense,every meaningful expression has reference.

- a. but not
- b. and
- c. but also
- d. all false

Semantics and Pragmatics

Instructor: Abdulrahman A. Alsayed

Prepared by: Abu Bakr

Lecture 3

1. **Paradigmatic relations are those into which a linguistic unit enters through beingwith other similar units. (vertical relation)**
 - a. Combined
 - b. Substitutable
 - c. Identified
 - d. All false

2. **Syntagmatic relations applies to relations holding between elements that arewith each other.**
 - a. Combined
 - b. Substitutable
 - c. Identified
 - d. All false

3. **Words in a language can be grouped and classified into differentfields.**
 - a. Paradigmatic
 - b. Semantic
 - c. Syntactic
 - d. B and C

4. **A semantic field contains a group of words which are related in their.....**
 - a. Pronunciation
 - b. Meaning

c. Construction

d. All false

5. A word can be part ofsemantic field.

a. One

b. Main

c. More than one

d. All false

6. Semantic fields can be useful to compare a single language at:

a. Two different time periods.

b. A one specific time period.

c. Three different time periods.

d. All false

7. The items within a semantic field are:

a. Compatible

b. Incompatible

c. Unordered

d. B and C

Semantics and Pragmatics

Instructor: Abdulrahman A. Alsayed

Prepared by: Abu Bakr

Lecture 4

1. **Certain words tend to appear together or “keep company”. This is called in semantics:**
 - a. Combination
 - b. dual
 - c. collocation
 - d. all false
2. **In collocation, a word's meaning:**
 - a. Is always the same.
 - b. Differs based on its company.
 - c. Never changes.
 - d. A and C
3. **There are some restriction on collocation. One of these restrictions is when they are based wholly on the meaning of the item. An example of this is:**
 - a. Green, cow
 - b. Bite, teeth
 - c. Bark, dog
 - d. B and C
4. **There are some restriction on collocation. One of these restrictions is based on range when a word may be used with a number of other words that have some semantic features in common. An example of this is:**
 - a. The rhododendron died

b. The rhododendron passed away

c. A and B

d. Neither

5. In the following sentences, decide the write collocation:

He spoke English with a French accent.

a. Average

b. Widespread

c. Pronounced

d. Chronic

6. His new novel has met with acclaim.

a. wholehearted

b. Pronounced

c. Great

d. Careless

7. We need to make sure that there is enough accommodation to house all the delegates.

a. Wholehearted

b. Careless

c. Yellow

d. Luxury

8. Your company has had a long and fruitful _____ with mine.

a. Assignment

b. Association

c. Assessment

d. Assets

9. We had to choose from a motley _____ of candidates.

- a. Assortment
- b. Assistance
- c. Association
- d. assets

Semantics and Pragmatics

Instructor: Abdulrahman A. Alsayed

Prepared by: Abu Bakr

Lecture 5

1. **Synonymy is the relationship between two lexical units (words) that have thesense.**
 - a. Same
 - b. Different
 - c. Either
 - d. Neither

2. **We can say about synonymy that:**
 - a. Perfect synonymy is easy to find.
 - b. Perfect synonymy is hard to find.
 - c. There are no real synonyms.
 - d. B and C

3. **There are at least five ways in which they can be seen to differ. One of these ways is when some sets of synonyms belong to different dialects of the language. An example of this is:**
 - a. "Fall" and "Autumn"
 - b. "Man" and "Chap"
 - c. "Liberty" and "Freedom"
 - d. Non of the above mentioned.

4. **One of the ways some words differ in is when they are used in different styles. An example of this is:**
 - a. "Liberty" and "Freedom"

- b. "Fall" and "Autumn"
 - c. "Man" and "Chap"
 - d. Non of the above mentioned.
5. One of the ways some words differ in is when words may be said to differ only in their emotive or evaluative meanings. An example of this is:
- a. "Liberty" and "Freedom"
 - b. "hide" and "conceal"
 - c. "Man" and "Chap"
 - d. A and B
6. One of the ways some words differ in is when some words are collocationally restricted. In other words, they occur only in conjunction with other words. An example of this is:
- a. "addled" and "eggs"
 - b. "Man" and "Chap"
 - c. "Fall" and "Autumn"
 - d. A and B
7. One of the ways some words differ in is when many words are close in meaning, or that their meanings overlap. There is a loose sense of synonymy between them.
- a. "Liberty" and "Freedom"
 - b. "mature" and "adult"
 - c. "govern" and "determine"
 - d. B and C
8. Antonymy is the relationship between two lexical units (words) that have thesense.
- a. Same

- b. exact
- c. opposite
- d. all false

9. There are three different types of antonymy. One of these types is binary antonymy (complementarity). This happens when words with opposite meaning comes in pairs. An example of this is:

- a. "parent" and "child"
- b. "dead" and "alive"
- c. "hot" and "cold"
- d. All false

10. One of the three different types of antonymy is Converses (relational opposites). This happens when a word describes a relationship between two things (or people). At the same time, another word describes the same relationship when the two things (or people) are mentioned in the opposite order.. An example of this is:

- a. "parent" and "child"
- b. "dead" and "alive"
- c. "hot" and "cold"
- d. All false

11. One of the three different types of antonymy is the Gradable antonyms. This happens when two words are at opposite ends of a continuous scale of values. An example of this is:

- a. "parent" and "child"
- b. "dead" and "alive"
- c. "hot" and "cold"
- d. All false

12. "permit" and "forbid" is an example of:

- a. Gradable antonyms
- b. Converses
- c. binary antonymy (complementarity).
- d. All false

13. "deep" and "shallow" is an example of:

- a. Gradable antonyms
- b. Converses
- c. binary antonymy (complementarity).
- d. All false

14. "joy" and "sorrow" is an an example of:

- a. Gradable antonyms
- b. Converses
- c. binary antonymy (complementarity).
- d. All false

15. "above" and "below" is an example of:

- a. Gradable antonyms
- b. Converses
- c. binary antonymy (complementarity).
- d. All false

16. "teacher" and "student" is an example of:

- a. Gradable antonyms
- b. Converses
- c. binary antonymy (complementarity).
- d. All false

17. "far" and "near" is an example of:

- a. Gradable antonyms
- b. Converses
- c. binary antonymy (complementarity).
- d. All false

Semantics and Pragmatics

Instructor: Abdulrahman A. Alsayed

Prepared by: Abu Bakr

Lecture 6

1. **Hyponymy is a sense relation between words in which the meaning of one word isthe meaning of the other.**
 - a. Different to
 - b. Similar to
 - c. included in
 - d. A and B

2. **Hyponymy consists of an upper term which is called theand the "lower" term is called the hyponym.**
 - a. Superordinate
 - b. Ordinate
 - c. Coordinate
 - d. All false

3. **If a superordinate term has more than one hyponym, we call them:**
 - a. Co-superordinate
 - b. Co-hyponyms.
 - c. Co-ordiante
 - d. All false

4. **A hyponym can itself be a superordinate of another term included in its meaning. For example, "tulip" is a hyponym of "flower" and "flower" is a hyponym of "plant". In a case like this, we say that "flower" isof "plant" and "tulip" is an immediate hyponym of "flower".**

- a. An immediate hyponym
 - b. Not an immediate hyponym
 - c. Both possible
 - d. All false
5. There a superordinate term for hyponyms in a language.
- a. Is always
 - b. Is not always
 - c. Is rarely
 - d. All false
6. Synonymy can be seen as a special case of hyponymy. For example, synonyms like "mercury" and "quicksilver", also illustrate the hyponymy relationship because the meaning of one of them is included in the other and vice versa. We call this special case of hyponymy:
- a. Symmetrical hyponymy
 - b. Semantic hyponymy
 - c. Lexical hyponymy
 - d. All false
7. The rule of Symmetrical hyponymy is that if X is a hyponym of Y and Y is a hyponym of X, then X and Y are:
- a. Antonyms
 - b. Hyponyms
 - c. Synonymous
 - d. Obvious
8. Polysemy is a sense relation in which the same word has several verymeanings (senses).

a. Closely related

b. Different

c. Distinctive

d. All false

9. Homonymy is a sense relation in which several words have theshape, but different meanings that are far apart from each other.

a. Same

b. Different

c. Close

d. All false

10. It is important to note that there are cases where homonyms differ in:

a. Writing

b. Speech

c. Either

d. Neither

11. "Lead" (metal) and "lead" (dog's lead) have the same spelling, but pronounced differently. In this case we use:

a. Homography

b. Homophony

c. Both

d. Neither

12. "site" and "sight" are spelled differently but pronounced in the same way. In this case we use:

a. Homography

b. Homophony

- c. Both
- d. Neither

13. What is the semantic relationship between (or among) the following words? If it is antonymy, specify the type of antonymy.

14. couch : sofa

- a. Polysemy
- b. Synonymy
- c. Antonymy
- d. homonymy

15. vehicle : car, truck, SUV, bicycle

- a. Polysemy
- b. Synonymy
- c. Antonymy
- d. homonymy

16. Stop: go

- a. Polysemy
- b. Synonymy
- c. Antonymy - Gradable
- d. Antonymy - Relational

17. Strong: weak

- a. Polysemy
- b. Synonymy
- c. Antonymy - Gradable
- d. Antonymy - Relational

18. Addition: edition

- a. Homophones
- b. Homographs
- c. Synonyms
- d. Antonyms

19. Flower: flour

- a. Homographs
- b. Synonyms
- c. Antonyms
- d. Homophones

20. He tears his books: The sad person tears easily.

- a. Homographs
- b. Synonyms
- c. Antonyms
- d. Homophones

Semantics and Pragmatics

Instructor: Abdulrahman A. Alsayed

Prepared by: Abu Bakr

Lecture 7

1. In componential analysis, the total meaning of a word is being analyzed intoof meaning.
 - a. Only one component
 - b. A number of distinct components
 - c. Few similar components
 - d. All false

2. "There is an appropriate word in the language to label the component". This statement is:
 - a. Completely true
 - b. Completely wrong
 - c. True in many cases
 - d. Wrong in many cases

3. The words: "come/go" and "bring/take" are examples show thatcomponents are related to simple physical features.
 - a. No
 - b. not all
 - c. all
 - d. B and C

4. A particular characteristic of componential analysis is that it attempts as far as possible to treat components in terms ofopposites.
 - a. Binary

- b. Triple
 - c. Quaternary
 - d. Multiple
5. There is an advantage in such binary terms in that we can chooseonly as the label_and distinguish this in terms of plusses and minuses.
- a. Two
 - b. Three
 - c. Four
 - d. One
6. Using (+) and (-) and (\pm) only where there is a clear.....
- a. Distinction
 - b. Similarity
 - c. Both
 - d. Neither

Semantics and Pragmatics

Instructor: Abdulrahman A. Alsayed

Prepared by: Abu Bakr

Lecture 8

1. Views differ on the issue of universal semantic features.....
 - a. In one extreme
 - b. Between two extremes.
 - c. Among three extremes
 - d. Among seven extremes.
2. At one extreme, there is the Sapir-Whorf hypothesis, which.....
 - a. Suggests that each language may "create" its own world and so its own semantics.
 - b. Argued that components such as (male) and (female) are found in all languages and that there are many others too, e.g. the basic colors.
 - c. Both true
 - d. Neither
3. The universalist view suggests that there is a universal inventory of semantic features (components). One of the three claims that try to explain the relation between this inventory and the actual features found in individual languages is the strongest claim says that:
 - a. All languages make use of the whole inventory and so have the same features.
 - b. Each language uses only some of the features in the total inventory.
 - c. Only some features are universal, while the rest are characteristic of individual languages.
 - d. All false.
4. One of the three claims that try to explain the relation between this inventory and the actual features found in individual languages is the weakest claim says that:

- a. Only some features are universal, while the rest are characteristic of individual languages.
 - b. All languages make use of the whole inventory and so have the same features.
 - c. Each language uses only some of the features in the total inventory.
 - d. All false.
5. To explain the phenomenon of the weakest claim, we have to consider some factors. One of these factors is the physical reality. An example of this is:
- a. Distinguishing colors.
 - b. Distinguishing animals.
 - c. Both
 - d. Neither
6. To explain the phenomenon of the weakest claim, we have to consider some factors. One of these factors is the psychological reality. An example of this is:
- a. Distinguishing colors.
 - b. Distinguishing animals.
 - c. Both
 - d. Neither
7. In distinguishing kinship terminology صلة القرابة, we have to consider:
- a. Only physical reality.
 - b. Only psychological reality.
 - c. Cultural reality
 - d. A and B
8. In the case of color terminology, too, there may be three factors at work. When we talk about the green of living plants, the red of blood or the blue of the sky, we use:
- a. The psychological features.
 - b. The physical features.
 - c. The cultural consideration.

d. All true

9. In addition to physical, psychological and cultural realities we face in explaining the phenomenon of the universalist view, we face:

- a. The contact between societies.
- b. The common language origin.
- c. Both
- d. Neither

Semantics and Pragmatics

Instructor: Abdulrahman A. Alsayed

Prepared by: Abu Bakr

Lecture 9

Classify the following pairs by choosing the best classification:

1. **easy – difficult**
 - a. binary antonyms
 - b. converses
 - c. gradable antonyms
2. **good – bad**
 - a. binary antonyms
 - b. converses
 - c. gradable antonyms
3. **pass – fail**
 - a. binary antonyms
 - b. converses
 - c. gradable antonyms
4. **husband – wife**
 - a. binary antonyms
 - b. converses
 - c. gradable antonyms
5. **parent – offspring**
 - a. binary antonyms
 - b. converses
 - c. gradable antonyms
6. **legal – illegal**
 - a. binary antonyms
 - b. converses
 - c. gradable antonyms

7. present - absent

- a. binary antonyms
- b. converses
- c. gradable antonyms

8. deep – shallow

- a. binary antonyms
- b. converses
- c. gradable antonyms

9. above - below

- a. binary antonyms
- b. converses
- c. gradable antonyms

10. clean – dirty

- a. binary antonyms
- b. converses
- c. gradable antonyms

11. husband – wife

- a. binary antonyms
- b. converses
- c. gradable antonyms

12. early – late

- a. binary antonyms
- b. converses
- c. gradable antonyms

13. The word (BARK) when used for a dog vs. for a tree is hyponym because:

- a. They are not obviously related to each other in any way.

- b. They are obviously related to each other in any way.
- c. They give the sense of similar meaning.
- d. All false

14. The word (FORK) when used for a road vs. for an instrument for eating is polysemy because:

- a. They are not obviously related to each other in any way.
- b. They are obviously related to each other in any way.
- c. They give the sense of similar meaning.
- d. All false

15. The word (TAIL) when used for a coat vs. for an animal is polysemy because:

- a. They are not obviously related to each other in any way.
- b. They are obviously related to each other in any way.
- c. They give the sense of similar meaning.
- d. All false

16. The word (STEER) when used to guide vs. for a young bull is hyponym because:

- a. They are not obviously related to each other in any way.
- b. They are obviously related to each other in any way.
- c. They give the sense of similar meaning.
- d. All false

Semantics and Pragmatics

Instructor: Abdulrahman A. Alsayed

Prepared by: Abu Bakr

Lecture 10

1. An utterance is any stretch of....., by one person, before and after which there is silence on the part of that person.
 - a. Writing
 - b. Dialog
 - c. Talk
 - d. All false

2. An utterance is the use of a piece of language by a particular speaker on a particular occasion. This piece of language could be:
 - a. A word
 - b. A sentence
 - c. A phrase
 - d. All possible

3. It is an abstract string of words put together by the grammatical rules of a language. This definition refers to:
 - a. A sentence
 - b. A phrase
 - c. An utterance
 - d. All true

4. A sentence exists abstractly in the mind of language speakersthey say it or write it.
 - a. At the time
 - b. Before

- c. After
- d. Shortly after

5. When there is a situation where only one sentence involved, there is:

- a. Only one utterance
- b. No utterance at all
- c. Could be more than one utterance
- d. All false

6. One of the types of utterances is the constative utterance with which the speaker describes something which.....

- a. Must be true
- b. Must be false
- c. May be true or false.
- d. May be only false

7. One of the types of utterances is the performative utterance. In this type of utterances, the uttering of the sentence is:

- a. Part of an action.
- b. Judged either false or true
- c. Both
- d. Neither

8. The utterance in "I name this ship Discovery" is:

- a. Constative
- b. Performative
- c. Alternative
- d. All false

9. The utterance in "I'm trying to get this box open with a screwdriver." is:
- a. Constative
 - b. Performative
 - c. Alternative
 - d. All false
10. Generally, we can consider the utterance of a sentence as (performative) when the verb is used:
- a. In a positive simple present tense sentence.
 - b. With a 1st person singular subject
 - c. Both
 - d. Neither
11. There are a number of performative verbs including:
- a. Promise
 - b. Apologize
 - c. Thank
 - d. All true
12. Performatives can be either explicit or implicit. An explicit performativea performative verb naming the act. E.g. I order you to go.
- a. Contains
 - b. Does not contain
 - c. Both possible
 - d. Neither
13. Performatives can be either explicit or implicit. An implicit performativecontain a performative verb naming the act. E.g. Go.
- a. Contains

- b. Does not contain
- c. Both possible
- d. Neither

14. If we look at the example: "There is a car coming.", we can say it is an implicit performative if it is used:

- a. To describe something.
- b. To make a warning
- c. Both possible
- d. Neither

15. If we look at the example: "There is a car coming.", we can say it is an constative if it is used:

- a. To describe something.
- b. To make a warning
- c. Both possible
- d. neither

16. If we look at the example: "! shall be there.", we can say it is an implicit performative if it is used:

- a. To describe something.
- b. To make a warning
- c. To make a promise
- d. To threaten

17. The difference between performatives and constatives is that a performative utterance performs some act and simultaneously describes that act. On the other hand, a constative utteranceperform the act.

- a. Sometimes
- b. All the time
- c. Does not

Semantics and Pragmatics

Instructor: Abdulrahman A. Alsayed

Prepared by: Abu Bakr

Lecture 11

1. **Speech act theory is a theory ofbased on a book called "How to Do Things with Words" by the Oxford philosopher John L. Austin.**
 - a. Semantics
 - b. Language
 - c. Translation
 - d. Interpretation

2. **Speech act theory states that language is:**
 - a. A mode of action
 - b. A way of conveying information
 - c. Both of the same level
 - d. B more than A

3. **Speech acts include:**
 - a. Locutionary
 - b. Illocutionary
 - c. Perlocutionary
 - d. All of the above mentioned.

4. **A locutionary act produces a/nutterance.**
 - a. Reasonable
 - b. Specific
 - c. Original
 - d. Understandable

5. Locutionary meaning includes:

- a. Sense
- b. Reference
- c. Both
- d. Neither

6. There is a concentration on the locutionary aspect of the speech act inutterances.

- a. Performative
- b. Constative
- c. Both
- d. Neither

7. One way to think about the illocutionary act is that it..... in making the utterance in the first place.

- a. Reflects the intention of the speaker.
- b. Does not reflect the intention of the speaker.
- c. Both possible
- d. Neither

8. Saying: "I'm very grateful to you for all you have done" performs the illocutionary act of:

- a. Personality
- b. Social complement
- c. Thanking
- d. All false

9. The perlocutionary act is carried out by a speaker making an utterance to :

- a. Produce an understandable utterance.
- b. Cause a certain effect on the hearer and others through that utterance

- c. Convey the intention of the speaker.
 - d. All false
10. The part “per” in “perlocutionary” means:
- a. Through
 - b. Before
 - c. Each
 - d. All false
11. The perlocution of an utterance is the causing of an effect to happen.....
- a. With the intention of the speaker.
 - b. Without the intention of the speaker.
 - c. Both possible
 - d. Both wrong
12. When the act is intended by the speaker, it is:
- a. A perlocutionary act
 - b. An illocutionary act
 - c. Both possible
 - d. All false
13. Is not under the speaker’s full control, it is:
- a. A perlocutionary act
 - b. An illocutionary act
 - c. Both possible
 - d. All false
14. When the act is usually not evident until after the utterance is made, it is:
- a. A perlocutionary act

- b. An illocutionary act
- c. Both possible
- d. All false

15. The act of *persuading* someone, is perlocutionary, because

- a. The speaker cannot be sure of persuading the hearer.
- b. The hearer can decide whether to be persuaded or not.
- c. The speaker is sure of persuading the hearer.
- d. A and B

16. A locutionary act has:

- a. Force
- b. Meaning
- c. Consequence
- d. All true

17. An illocutionary act act has:

- a. Force
- b. Meaning
- c. Consequence
- d. All true

18. A perlocutionary act has:

- a. Force
- b. Meaning
- c. Consequence
- d. All true

19. An utterance in a sentence can:

- a. Only be Locutionary
 - b. Only be Illocutionary
 - c. Only be Perlocutionary
 - d. Have the three types in the same sentence.
20. In the example :“There is a car coming.”, we can find:
- a. Only Locutionary
 - b. Only Illocutionary
 - c. Only Perlocutionary
 - d. The three types together
21. Your teacher says, "For class tomorrow, please read pages twenty-one through forty-seven."
- a. Locutionary
 - b. Illocutionary
 - c. Perlocutionary
 - d. All of the above mentioned.
22. You and a friend are talking about a television show that you both watched the night before. You say, "what did you think about Luke's reaction to Laura's news?"
- a. Locutionary
 - b. Illocutionary
 - c. Perlocutionary
 - d. All of the above mentioned.

Semantics and Pragmatics

Instructor: Abdulrahman A. Alsayed

Prepared by: Alen Bakr

Lecture 12

1. An utterance hasillocution at the same time.
 - a. One illocution
 - b. More than one
 - c. Both possible
 - d. All false

2. In the example: "*Pass the salt.*", we can see:
 - a. One illocutionary act.
 - b. Two illocutionary acts.
 - c. Three illocutionary acts.
 - d. All false

3. The illocutionary in the above sentence is:
 - a. The passing
 - b. The requesting
 - c. Both
 - d. Neither

4. In the example: '*Can you pass the salt?*', we can find.....
 - a. One illocutionary act.
 - b. Two illocutionary acts.
 - c. Three illocutionary acts.
 - d. All false

5. In the example: *'Can you pass the salt?'*, the illocutionary act is:

- a. Asking
- b. Requesting
- c. Passing
- d. A and B

6. In the example: *"That will be 10 Riyals, please."*, we can find:

- a. One illocutionary act.
- b. Two illocutionary acts.
- c. Three illocutionary acts.
- d. All false

7. In the example: *"That will be 10 Riyals, please."*, the illocutionary acts are requesting and:

- a. Asking
- b. Demanding
- c. Inquiring
- d. informing

8. In examples with two illocutions, one of the illocutions is called direct and the other is:

- a. Semi-direct
- b. Full direct
- c. Indirect
- d. All possible

9. In example *'Can you pass the salt?'*, the direct illocutionary act is:

- a. An enquiry about the hearer's ability to pass the salt.
- b. A request that the hearer pass the salt.

- c. Both possible
 - d. All false
10. In the example: *'That will be 10 Riyals, please.'*, theis a request that he pays that price.
- a. Direct illocution
 - b. Indirect illocution
 - c. There is no illocution at all.
 - d. All false
11. Utterances with two direct and indirect illocutions is seen through the fact that:
- a. A deliberately unhelpful reply can be given.
 - b. A deliberately helpful reply can be given.
 - c. Only helpful reply can be given.
 - d. B and C
12. Illocutionary acts can be classified into different categories, depending on:
- a. How the speaker conveys his meaning.
 - b. How the hearer reacts.
 - c. The type of interaction between the speaker and the hearer that they perform.
 - d. All false.
13. One of the classes of illocutionary acts is directive act. In this class, the illocutionary act essentially involves:
- a. The hearer
 - b. The speaker
 - c. Both
 - d. Neither

14. **The directive act involves the speaker to:**
- Get the hearer to behave in some required way.
 - Get the hearer understand.
 - Make things clear.
 - All false
15. **Ordering and suggesting areacts.**
- Directive
 - Commissive
 - Non directive
 - All false
16. **One of the classes of illocutionary acts is the commissive act. This type essentially involves:**
- The hearer responding to behave in some required way.
 - The speaker committing himself to behave in some required way.
 - Both the hearer and the speaker.
 - All false
17. **Promising, swearing, or offering are:**
- Directive acts
 - Commissive acts
 - Both
 - Neither
18. **In the example: '*I would like some water.*' , there is a (requesting). Therefore, the illocution belongs to:**
- Direct directive illocutions
 - Indirect directive illocution
 - Direct commissive illocution

d. Indirect commissive illocution

19. In the example: '*Stop.*', there is an (ordering). Therefore, the illocution belongs to:

- a. Direct directive illocutions
- b. Indirect directive illocution
- c. Direct commissive illocution
- d. Indirect commissive illocution

20. In the example: '*I swear I'll be there tomorrow.*', there is a (swearing). Therefore, the illocution belongs to:

- a. Direct directive illocutions
- b. Indirect directive illocution
- c. Direct commissive illocution
- d. Indirect commissive illocution

21. In the example: '*I promise to be there promptly.*', there is a (promising). Therefore, the illocution belongs to:

- a. Direct directive illocutions
- b. Indirect directive illocution
- c. Direct commissive illocution
- d. Indirect commissive illocution

22. In the example: '*Can I help you?*', there is an (offering). Therefore, the illocution belongs to:

- a. Direct directive illocutions
- b. Indirect directive illocution
- c. Direct commissive illocution
- d. Indirect commissive illocution

23. In the example: '*Go away.*', there is an (ordering). Therefore, the illocution belongs to:

- a. Direct directive illocutions

- b. Indirect directive illocution
- c. Direct commissive illocution
- d. Indirect commissive illocution

24. In the example: . *'If you need me at any time, just call.'*, there is an (offering). Therefore, the illocution belongs to:

- a. Direct directive illocutions
- b. Indirect directive illocution
- c. Direct commissive illocution
- d. Indirect commissive illocution

Semantics and Pragmatics

Instructor: Abdulrahman A. Alsayed

Prepared by: Abu Bakr

Lecture 13

1. One of the following DOES NOT apply to a normal conversation:
 - a. A speaker tries to give relatively specific answers to questions.
 - b. A speaker tries to avoid giving new information that the hearer doesn't already know.
 - c. A speaker tries to give information that is relevant to the topic of conversation.
 - d. A speaker tries to give information in a way that is easy to understand.

2. "Be as helpful to your hearer as you can". This statement represents:
 - a. The Co-operative Principle
 - b. The Operative Principle.
 - c. The Co-understanding Principle.
 - d. The understanding Principle.

3. This principle is applied by:
 - a. The speakers
 - b. The hearers
 - c. Both
 - d. Neither

4. Being co-operative in conversation obviously involves:
 - a. Telling the truth.

b. Being co-operative.

c. Both together.

d. Neither

5. Paul Grice developed four components of conversational cooperativeness called:

a. The four Pauls.

b. The four Maxims

c. The four components

d. All false

6. Truthfulness – do not say what you believe to be false. This is the Maxim of:

a. Quantity

b. Manner

c. Quality

d. Relation

7. Relevance – keep to the topic of the conversation. This is the Maxim of:

a. Quantity

b. Manner

c. Quality

d. Relation

8. Informativeness – tell the hearer just what he needs to know, no more and no less. This is the Maxim of:

a. Quantity

b. Manner

c. Quality

d. Relation

9. Clarity – speak in a way that the hearer will understand. This is the Maxim of:

- a. Quantity
- b. Manner
- c. Quality
- d. Relation

10. When one or more of the maxims seem to be violated but the hearer assumes that the speaker make a relevant reply to his question, this is called:

- a. Implicature
- b. Implication
- c. Utterance
- d. All false

11. Implicature is related to the method through which speakers understand the.....of utterances.

- a. Direct illocutions
- b. Indirect illocutions
- c. Direct locutions
- d. Indirect locutions

12. In a case of implicature the hearer assumes that the speaker is.....one of the conversational maxims.

- a. Not violating
- b. Violating
- c. Ignoring
- d. Not ignoring

13. If your spouse asks, "...have you seen my car keys?" and your answer is:" Yes, it is on the table.". Which maxim does apply?

- a. Quantity

- b. Manner
- c. Quality
- d. Relation

14. If your spouse asks "How was your day?" and you say "I hate tomatoes". Here the Maxim of Is violated.

- a. Quantity
- b. Manner
- c. Quality
- d. Relation

15. If your friend asks, "How does my new shirt look?" and you respond "It's interesting," you have broken Maxim of.....

- a. Quantity
- b. Manner
- c. Quality
- d. Relation

1. sat in a chair

2. the baby's high chair

في المثالين : كلمة (chair) جاءت مفردة في الجملة (اي انها لا ترتبط بكلمة اخرى لتكوّن معنى اخر غير المعنى الذي نعرفه وهو : كرسي)

3. the chair of philosophy = رئيس الفلسفه

4. has accepted a University chair = قبلته و اشغل مقعد فيها (اي ان الجامعة قبلته و اشغل مقعد فيها)

في المثالين : جاءت كلمة (chair) مشتركة لانتاج معنى اخر مختلف عن كرسي:

University chair = chair of philosophy هنا جاءت بمعنى اتخاذ مقعد او مكان في جهة تعليميه معينه..

5. the chairman of the meeting

6. will chair the meeting

في المثالين : جاءت كلمة (chair) ايضاً مشتركة: في كلا المثالين جاءت بمعنى -the head of the meeting- اي: رئيس لاجتماع ما

المثال الخامس = رئيس جلسه

المثال السادس = سترأس الجلسه

7. the electric chair

