



## تحليل الخطاب

اسئلة اختبارات سابقة لمقرر (تحليل الخطاب)

- تم إفراد اسئلة كل محاضرة بجدول منفصل -

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الفصل الثاني ١٤٣٦-١٤٣٧ هـ

نسخة غير محلولة

### ملاحظات:

- الأسئلة التي تم حلها هي من اسئلة الفصل الثاني لعام ١٤٣٣-١٤٣٤ هـ حتى الفصل الأول لعام ١٤٣٦-١٤٣٧ هـ، من نفس الدكتور.
  - للأسئلة التي لا يوجد لها نسخة مصورة أو لم تكن مكتملة التصوير، تم البحث عن النقص بموضوع (الانطباع عن الاختبار) لذلك الفصل، وتمت الإشارة لتلك الأسئلة بوضع ملاحظة بعمود الملاحظات.
- قد تظن من الوهلة الأولى أنني قد أخطأت بتكرار بعض الأسئلة، لكن أن دققت أكثر سوف تلاحظ أن السؤال قد طرئ عليه تغيير أو الخيارات أو كلاهما معاً.
  - تم ترتيب الأسئلة المتشابهة بشكل متتابع؛ حتى نرى كيفية التلاعب بخيارات الأسئلة، وكذلك لتأكيد أن الإجابة التي أخترتها هي الصحيحة بمقارنتها بالأسئلة الشبيهة.
- النجوم الثلاثة (\*\*\*) تعني أن هذا الجزء مفقود سواء من عدم وضوحه بالتصوير أو لم يكن بحدود إطار التصوير.

Question	Note
Lecture 01	
001. Discourse analysis is meant to enable us to solve concrete problem by making us ask _____ and epistemological questions. A. ontological B. diglossical C. undiglossia D. biological	
002. Discourse analysis is meant to enable us to solve concrete problem by making us ask ontological and _____ questions. A. epistemological	
003. Discourse analysis is meant to enable us to solve _____ problem by making us ask ontological and epistemological questions. A. concrete B. critical	
004. It is true that DA aims to enable us to solve concrete problem by making us ask _____ and epistemological questions. A. philosophical B. Ontological C. undiglossia D. metaphysical	
005. Analysis of discourse looks not only at the basic level of what is said, but takes into consideration the surrounding social and _____ contexts A. Geographical B. political C. historical D. technological	
006. Analysis of discourse looks not only at the basic level of what is said, but takes into consideration the surrounding _____ and historical contexts A. social	
007. When analyzing a discourse, it is necessary to consider the surrounding social and _____ contexts A. environmental B. political C. historical D. technological	
008. _____ looks not only at the basic level of what is said, but takes into consideration the surrounding social and historical contexts. A. Analysis of discourse B. Reading a discourse C. Writing a discourse D. Listening to a discourse	



009. In order to fully understand a given discourse you have to consider the \_\_\_\_\_ context.
- A. historical
  - B. geographical
  - C. anthropological
  - D. archaeological
010. In DA one term is looked upon a lot more favourably than the other, and this is what a Discourse Analyst would consider, as well as looking at the relationship of these terms with a \_\_\_\_\_
- A. wider World
  - B. wider society
  - C. widely used term
  - D. wider culture
011. In \_\_\_\_\_ one term is looked upon a lot more favourably than the other, and this is what a Discourse Analyst would consider, as well as looking at the relationship of these terms with a widely used term
- A. DA
012. In discourse analysis it is important to consider the relation between terms and it is also important to look at the relation between these terms with \_\_\_\_\_
- A. narrower World
  - B. more complex society
  - C. widely used term
  - D. wider culture
013. Discourse analysis will enable to reveal the hidden \_\_\_\_\_ behind a text
- A. Results
  - B. author
  - C. motivation
  - D. Critic
014. It is a well known fact that discourse analysis helps us find the hidden \_\_\_\_\_ which stan\*\*\* beyond a text
- A. hints
  - B. marks
  - C. motivation
  - D. critic
015. Discourse analysis helps us \_\_\_\_\_ the hidden motivation behind a given text
- A. hide
  - B. reveal
  - C. complicate
  - D. water
016. Though critical thinking about the analysis of texts is as ancient as mankind, discourse analysis is perceived as the product of \_\_\_\_\_ period.
- A. modern



- B. premodern
- C. old
- D. postmodern

017. Though critical thinking about the analysis of \_\_\_\_\_ is as ancient as mankind, discourse analysis is perceived as the product of postmodern period.

- A. texts

018. Discourse analysis is product of \_\_\_\_\_ period.

- A. ancient
- B. pre ancient
- C. old
- D. postmodern

019. Critical thinking about the analysis of texts is as \_\_\_\_\_ as Mankind.

- A. new
- B. ancient
- C. very new
- D. extremely new

020. Critical thinking about the analysis of texts is as \_\_\_\_\_ as Mankind.

- A. new
- B. very old

021. the use of a term like 'colonization' or a 'occupation' is something that is \_\_\_\_\_ important in DA.

- A. Sometimes
- B. always
- C. rarely
- D. seldom

022. the use of a term like ' \_\_\_\_\_' or a 'occupation' is something that is always important in DA.

- A. colonization

023. The choice of the word is \_\_\_\_\_ important in DA.

- A. From time to time
- B. always
- C. never ever
- D. seldom

024. According to Gee, words like \_\_\_\_\_ are very important in discourse analysis

- A. doors and windows
- B. cars and buses
- C. colonisation and occupation
- D. houses and rooms

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



- A. Linguistic
- B. psycholinguistic
- C. syntactic
- D. sociolinguistic

026. \_\_\_\_\_ is a modern discipline of the social sciences that covers a wide variety of different sociolinguistic approaches.

- A. Discourse Analysis (DA)

027. Discourse Analysis is a modern discipline of the \_\_\_\_\_ that covers a wide variety of different sociolinguistic approaches.

- A. social sciences
- B. psychology
- C. medicine
- D. engineering

028. It is not possible to give a \_\_\_\_\_ definition (s) of discourse analysis.

- A. single
- B. two
- C. three
- D. 25

029. Discourse analysis is meant to provide a \_\_\_\_\_ of the hidden motivations in others and in ourselves.

- A. higher awareness
- B. low awareness
- C. hidden awareness
- D. black awareness

030. Discourse Analysis is briefly written (its acronyms) as(\_\_\_\_\_).

- A. AA
- B. DD
- C. AD
- D. DA

031. Discourse analysts \_\_\_\_\_, and this just means anything that communicates a message.

- A. will look at any given text
- B. won't look at any given text
- C. will look only linguistic texts
- D. will look only literary texts

## Lecture 02+03

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

- A. Fit
- B. contradict
- C. criticize
- D. describe



033. \_\_\_\_\_ has a magical property: when we speak or write we craft what we have to say to fit the situation or context in which we are communicating.
- A. Language
034. Language has a magical property: when we speak or write \_\_\_\_\_ to fit the situation or context in which we are communicating.
- A. We change what we have to say  
B. we craft what we have to say  
C. we repeat what we have to say  
D. we delete what we have to say
035. When we speak everybody crafts what he has to say to fit the \_\_\_\_\_ in which we are communicating.
- A. context  
B. hall  
C. hotel  
D. \*\*\*
036. If institutions, committees, and committee meeting didn't already exist, speaking and acting in certain ways would be \_\_\_\_\_
- A. nonsense  
B. meaningful  
C. logical  
D. clear
037. If institutions, committees, and committee meeting \_\_\_\_\_, speaking and acting in certain ways would be nonsense
- A. didn't already exist
038. It is a well known fact that if institutions, committees, and committee meeting didn't already exist, \_\_\_\_\_ in certain ways would be nonsense
- A. speaking and acting  
B. writing  
C. logically writing  
D. acting
039. -"I enter a plain, square room" is an example of an area of reality which is reflect by speech. The area which is reflected by this example is \_\_\_\_\_
- A. The meaning and value of aspects of the material world  
B. activities  
C. politics  
D. semiotics
040. -"I enter a plain, square room" is an example of an area of \_\_\_\_\_ which is reflect by speech. The area which is reflected by this example is The meaning and value of aspects of the material world
- A. reality
041. -"I enter a plain, square room" is an example of an area of reality which is reflect by speech. The area which is reflected by this example is The meaning and value of aspects of the \_\_\_\_\_



A. material world	
042. -"He gets into a plain, triangle house" is an example of an area of reality which is reflect by speech. The area which is reflected by this example is _____	
A. sports	
B. The meaning and value of aspects of the material world	
C. diplomatic	
D. semiotics	
043. ( <i>what and how different symbol systems and different forms of knowledge "count"</i> ): is an example of an area of reality which is reflect by speech. The area which is reflected by this example is _____	
A. The meaning and value of aspects of the material world	
B. activities	
C. politics	
D. semiotics	
044. "Tools of inquiry" in DA means _____	
A. ways of looking at the world of talk and interaction	
B. ways of writing	
C. ways of reading	
D. ways of constructing good sentences	
045. " _____ " in DA means ways of looking at the world of talk and interaction	
A. Tools of inquiry	
046. Ways of looking at the world of talk and interaction are what we mean by _____ in discourse analysis	
A. tools of inquiry	
B. ways of succeeding	
C. ways of failing	
D. ways of constructing good sentences	
047. Tools of inquiry are ways of looking at the world of talk and _____	
A. communication in DA	
B. interaction in DA	
C. mixing in DA	
D. fraction in DA	
048. How we speak or write _____ that very situation or context in which we are communicating.	
A. Does not create	
B. creates	
C. avoids to describe	
D. does not avoid to describe	
049. How _____ creates that very situation or context in which we are communicating.	
A. we speak or write	
050. Whenever we speak or write we always and simultaneously construct or build _____ areas of "reality":	



- A. five
- B. two
- C. Four
- D. Six

051. Whenever we \_\_\_\_\_ we always and simultaneously construct or build six areas of “reality”:

- A. speak or write

052. We always and simultaneously construct or build \_\_\_\_\_ areas of reality whenever we speak.

- A. twelve
- B. three
- C. two
- D. six

053. “I talk and act in such a way that a visibly angry male in a committee meeting (perhaps it’s me!) Is “standing his ground on principle,” but a visibly angry female is “hysterical” is an example of an area of reality which is reflect by speech. The area which is reflected by this example is \_\_\_\_\_

- A. The meaning and value of aspects of the material world
- B. activities
- C. politics
- D. semiotics

054. “I talk and act in such a way that a visibly angry male in a committee meeting (perhaps it’s me!) is “standing his ground on principle,” but a visibly angry female is “hysterical” is an example of an area of reality which is reflect by speech. The area which is reflected by this example is \_\_\_\_\_

- A. sports
- B. celebration
- C. politics
- D. semiotics

055. “She speaks and acts in such a way that a visibly angry male in a committee meeting (perhaps it’s me!) is “standing his ground on principle,” but a visibly angry female is “hysterical” is an example of an area of reality which is reflect by speech. The area which is reflected by this example is \_\_\_\_\_

- A. games
- B. politics
- C. sports
- D. physics

056. “Situating identities, “means \_\_\_\_\_

- A. different identities or social positions we enact and recognize in different settings
- B. different styles of language that we use to enact and recognize different identities in different setting
- C. different ways in which we humans integrate language with non-language “stuff,”
- D. long-running and important themes or motifs that have been the focus of a variety of different texts

057. Different identities or social positions we enact and recognize in different settings \*\*\* what we mean by \_\_\_\_\_





<p>A. situated geography B. situated identities C. situated meanings D. situated history</p>	
<p>058. Different identities or social positions we enact and recognize in different settings are what we mean by _____</p> <p>A. situated meanings B. situated styles C. situated identities D. situated stuff</p>	
<p>059. Human beings can change their identities (they could be sisters, other times they are mothers )via changing their _____</p> <p>A. speech B. the color of their eyes C. the color of their hair D. the place where they stand</p>	
<p>060. Discourses “with a capital “D,” means _____</p> <p>A. different identities or social positions we enact and recognize in different settings B. different styles of language that we use to enact and recognize different identities in different setting C. different ways in which we humans integrate language with non-language “stuff,” D. long-running and important themes or motifs that have been the focus of a variety of different texts</p>	
<p>061. Discourses “with a _____ means different ways in which we humans integrate language with non-language “stuff,”</p> <p>A. capital “D,”</p>	
<p>062. _____ at play allow people to enact and recognize different Discourses at world ***</p> <p>A. psychological languages and situated meanings B. situated meanings and cultural models C. social meaning and cultural models D. social languages, situated meanings, and cultural models</p>	
<p>063. Some of the non-language “stuff,” which are important in discourse are: _____</p> <p>A. different ways of thinking, acting and interacting B. sleeping C. dreaming D. imagining</p>	
<p>064. After all, if we did not speak and act in certain ways, committees _____</p> <p>A. Could not exist B. Could not succeed C. Could not appear successful D. Could not teach</p>	
<p>065. we fit our language to a situation or context _____, in turn, helped to create in the first place.</p> <p>A. that our language,</p>	



<p>B. that our body</p> <p>C. that our thought</p> <p>D. that our personality</p>	
<p>066. This is rather like the “_____” question: Which comes first? Is an important question in discourse analysis.</p> <p>A. chicken and animals</p> <p>B. chicken and egg</p> <p>C. Vegetables and fruits</p> <p>D. Men and animals</p>	
<p>067. This is what Gee calls “_____” People engage in such work when they try to make visible to others (and to themselves, as well) who they are and what they are doing</p> <p>A. recognition work</p> <p>B. incredible work</p> <p>C. credible work</p> <p>D. understandable work</p>	
<p>068. That there is a “committee meeting” is known through _____</p> <p>A. the clothes people wear</p> <p>B. the language used</p> <p>C. the color of the room</p> <p>D. the number of the people</p>	
<p>069. The tools of inquiry that are important in discourse are the tools that are relevant to how we (together with others) build _____ and activities.</p> <p>A. personality</p> <p>B. ambition</p> <p>C. dreams</p> <p>D. identities</p>	
<p>070. there are several “tools of inquiry” that will help us study how these building tasks are carried out and with what social and political _____</p> <p>A. reasons</p> <p>B. consequences</p> <p>C. motives</p> <p>D. goals</p>	
<p>071. “Conversations” with a capital “C,” that long-running and _____ that have been the focus of a variety of different texts and interactions.</p> <p>A. important themes imagining</p> <p>B. important themes or motifs</p> <p>C. long-running but not important themes or motifs</p> <p>D. important themes of acting positively</p>	



072. “\_\_\_\_\_” that long-running and important themes or motifs that have been the focus of a variety of different texts and interactions.

- A. Conversations” with a capital “C,

073. I talk in a way that is to be linked to the one I used in the previous meeting. This area of reality is \_\_\_\_\_

- A. connection
- B. disappearance
- C. appearance
- D. pretending

074. I talk and act in one way one moment and I am speaking and acting as “chair” of the committee; the next moment I speak and talk in a different way

- A. Identities and relationships

075. We talk and act in another way and we are engaged in “chit-chat” before the official start of the meeting.

- A. Activities

## Lecture 04

076. When you speak or write anything, you use the resources of English to project yourself as a certain kind of \_\_\_\_\_

- A. object
- B. topic
- C. leader
- D. person

077. When you speak or write anything, you use the resources of \_\_\_\_\_ to project yourself as a certain kind of person.

- A. English

078. When you speak you try to present yourself as a certain person who is inv\*\*\* in a certain kind of \_\_\_\_\_

- A. class
- B. upper class
- C. activity
- D. low class

079. When you write or speak you try to project yourself as engaged in a certain kind of \_\_\_\_\_

- A. society
- B. activity
- C. world
- D. class

080. When you write or speak you try \_\_\_\_\_ yourself as engaged in a certain kind of activity

- A. to project

081. You project yourself as a certain kind of person when \_\_\_\_\_

- A. you pretend yourself as a hero
- B. you speak and write anything, and you use all of the sources of your language
- C. you speak and write anything, and you avoid using any other language
- D. you give up hope



082. If I have no idea who you are and what you are doing \_\_\_\_\_

- A. I cannot know where are you from
- B. I cannot make sense of what you have said, written, or done.
- C. I find it easy to know what you have said, written, or done.
- D. I might find it difficult to understand what you have said, written, or done

083. If I have \_\_\_\_\_ who you are and what you are doing, then I cannot make sense of what you have said.

- A. no idea

084. If I have no idea who you are and what you are doing, then I cannot make sense of what you have \_\_\_\_\_

- A. said, written, or done.
- B. \*\*\*
- C. \*\*\*
- D. \*\*\*

085. If somebody does not have an idea who you are and what you are doing, then he cannot make sense of what you have \_\_\_\_\_

- A. forget
- B. remember
- C. hate
- D. said

086. Since different identities and activities are enacted in and through language, the study of language is integrally connected to matters of \_\_\_\_\_

- A. inequity and injustice
- B. equity and injustice
- C. inequity and justice
- D. equity and justice

087. Since \_\_\_\_\_ identities and activities are enacted in and through language, the study of language is integrally connected to matters of equity and justice

- A. different

088. Since different identities and activities are enacted in and through language, the study of language is integrally connected to matters of \_\_\_\_\_

- A. justice
- B. injustice
- C. generosity
- D. modernity

089. Who's \_\_\_\_\_ Multiple and \_\_\_\_\_ be people.

- A. cannot be/they need not
- B. can be/they need not always
- C. \*\*\*
- D. \*\*\*

090. Who's can be \_\_\_\_\_ and they need not always be people.



<p>A. Multiple</p> <p>091. _____, through the “anonymous” texts and products they circulate, can author or issue “utterances.” For example, the warning on an aspirin bottle actually communicates multiple <i>whos</i>.</p> <p>A. teachers</p> <p>B. not just individuals, but also institutions</p> <p>C. only institutions</p> <p>D. only individuals</p>	
<p>092. Not just individuals, but also institutions, through the “anonymous” texts and products they circulate, can author or issue “utterances.” For example, _____ actually communicates multiple <i>whos</i>.</p> <p>A. the warning on an aspirin bottle</p>	
<p>093. Not just individuals, but also institutions, through the “anonymous” texts and products they circulate, can author or issue “_____”</p> <p>A. utterances.</p>	
<p>094. _____, through the “anonymous” texts and products they circulate, can author or issue “utterances.”</p> <p>A. Institutions</p> <p>B. Secretary</p> <p>C. Individuals and institutions</p> <p>D. Individuals</p>	
<p>095. Not just individuals, but also _____, through the “anonymous” texts and products they circulate, can author or issue “utterances.”</p> <p>A. persons</p> <p>B. animals</p> <p>C. soldiers</p> <p>D. institutions</p>	
<p>096. The warning on an aspirin bottle actually communicates multiple _____</p> <p>A. Whats</p> <p>B. Whos</p> <p>C. Whichs</p> <p>D. Wheres</p>	
<p>097. You project a different identity at a formal dinner party than you do at the family dinner table. And, though these are both dinner, _____</p> <p>A. they are same kind of activities</p> <p>B. they are not activities</p> <p>C. they are different activities</p> <p>D. they are insignificant activities</p>	
<p>098. everybody presents a different identity at a formal meeting he does at the family meeting. And, though these are both meetings, _____</p> <p>A. they are same kind of activities</p>	



<p>B. they are not activities</p> <p>C. they are different activities</p> <p>D. they are insignificant activities</p>	
<p>099. You project a (an) _____ identity at a formal dinner party than you do at the family dinner table.</p> <p>A. similar</p> <p>B. different</p> <p>C. clear</p> <p>D. ambiguous</p>	
<p>100. An oral or written “utterance” has meaning, then, only if and when it communicates _____</p> <p>A. a who</p> <p>B. a what</p> <p>C. a who and a what</p> <p>D. a why</p>	
<p>101. We can say that an “utterance” has meaning only if and when it communicates _____</p> <p>A. a who and a whom</p> <p>B. a what and a which</p> <p>C. a who and a what</p> <p>D. a why and only why</p>	
<p>102. An utterance _____ a sort of overlapping _____ <i>who</i></p> <p>A. can communicate/but not compound</p> <p>B. can communicate/and compound</p> <p>C. cannot communicate/but not compound</p> <p>D. cannot communicate/but compound</p>	
<p>103. An _____ can communicate a sort of overlapping and _____ <i>who</i></p> <p>A. utterance/compound</p>	
<p>104. it is better, in fact, to say that utterances communicate an (a) _____, though often multiple or _____ “” who-doing-what.</p> <p>A. Integrated/hetroglossic</p> <p>B. integrated/homoglossic</p> <p>C. disintegrated/hetroglossic</p> <p>D. disintegrated/homoglossic</p>	
<p>105. it is better, in fact, to say that utterances communicate an integrated, though often multiple or _____ “” who-doing-what.</p> <p>A. hetroglossic</p>	
<p>106. we can point out that whos and whats are not really discrete and separable. You are who you are partly through what you are doing and _____ is partly recognized for what it is by who is doing it.</p> <p>A. what you like</p> <p>B. what you are doing</p> <p>C. what Ahmad is doing</p> <p>D. what you are not doing</p>	



107. we can point out that whos and whats are not really discrete and separable. You are who you are partly through what you are doing and what you are doing is partly recognized for what it is by \_\_\_\_\_.  
A. who is doing it
108. We can point out that whos and whats \_\_\_\_\_.  
A. are not really discrete and separable  
B. are discrete and separable  
C. are not really discrete  
D. are not really separable
109. People have differential access to different identities and activities, connected to different sorts of status and social goods, and this is considered as \_\_\_\_\_.  
A. a root source of inequality  
B. a root source of equality  
C. a root source of prejudice  
D. a root source of injustice
110. connected to different sorts of status and social goods, and this is considered as a root source \_\_\_\_\_.  
A. of inequality in society
111. Lots of interesting complications can set in when we think about identity enacted in and through \_\_\_\_\_.  
A. personality  
B. dreaming  
C. writing  
D. language
112. Lots of interesting complications can set in when we think about identity enacted in and through language. Who's can be multiple and they need not always be \_\_\_\_\_.  
A. difficult  
B. easy  
C. people  
D. animals
113. a socially-situated identity, means the “\_\_\_\_\_” one is seeking to be and enact here and now.  
A. kind of dream  
B. kind of person  
C. kind of rank  
D. kind of imagining
114. a socially-situated identity, means the “\_\_\_\_\_” one is seeking to be and enact here and now.  
A. styles  
B. kind of person  
C. kind of vision  
D. imagination
115. An utterance can be authored by \_\_\_\_\_



- A. one person
- B. groups
- C. one person or groups
- D. a secretary and only other two managers

116. The President's \_\_\_\_\_ can issue an utterance that is, in fact, authored by a speech writer and authorized (and even claimed) by the President.

- A. press secretary
- B. thoughts
- C. past experience
- D. company

117. "\_\_\_\_\_" is a socially-situated activity that the utterance helps to constitute.

- A. what

## Lecture 05

118. Linguists have focused on language. It is also important to see that making visible and recognizable *who* we are and *what* we are doing \_\_\_\_\_ requires more than language.

- A. sometimes
- B. always
- C. rarely
- D. never

119. Though Gee has focused on language, it is important to see that making visible and recognizable *who* we are and *what* we are doing always requires more than \_\_\_\_\_

- A. language
- B. grammar
- C. syntax
- D. phonology

120. There are a multitude of ways one can do being-and-becoming-a-"real-Indian." Some of these are: "Real Indians" prefer to \_\_\_\_\_

- A. avoid conversation with strangers
- B. avoid mixing with strangers
- C. talk to strangers
- D. take pictures with strangers

121. "Real Indians" manage face-to-face relations with others in such a way that they appear to be in \_\_\_\_\_

- A. agreement with them
- B. disagreement with them
- C. quarrel with them
- D. conversation with them

122. \_\_\_\_\_ "manage face-to-face relations with others in such a way that they appear to be in agreement with them

- A. Real Indians





123. \_\_\_\_\_ For who is a “real” feminist, gang member, patriot, humanist, cutting-edge scientist, “yuppie,” or “regular” at the local bar.
- A. There are sometimes no once and for all tests
  - B. There are rarely no once and for all tests
  - C. \*\*\*
  - D. There are no once and for all tests
124. Being a “real Indian” is not something one can simply be, Rather, it is something that one becomes in and through , that is, \_\_\_\_\_
- A. carrying out the actual performance of being a real Indian
  - B. kinship only.
  - C. something that one can simply be without doing it
  - D. carrying out the actual performance of being a real Indian and kinship
125. Being a “real Indian” is not something one can simply be, Rather, it is something that one becomes in and through , that is, carrying out the \_\_\_\_\_ of being a real Indian and kinship
- A. actual performance
126. Being a “real Indian” is not something one can simply be, Rather, it is something that one \_\_\_\_\_ in and through the doing of it.
- A. becomes
  - B. is born being
  - C. dies
  - D. imagine being
127. By \_\_\_\_\_, which “Indians” call “razzing,” each participant further establishes cultural competency in the eyes of the other.
- A. Only correctly responding to the sparring
  - B. correctly engaging in the sparring
  - C. correctly responding to and correctly engaging to the sparring
  - D. avoiding engaging in the sparring
128. By correctly responding to and correctly engaging to the sparring, which “Indians” call “\_\_\_\_\_” each participant further establishes cultural competency in the eyes of the other.
- A. razing,
129. Although many “non-Indians” find it proper to ask questions of someone who is instructing them, “Indians” regard questions in such as situation as being \_\_\_\_\_
- A. suitable
  - B. very suitable
  - C. inattentive, rude, and insolent
  - D. polite and prestigious
130. A language can be integrated with “other stuff” such as (\_\_\_\_\_),
- A. objects values and time
  - B. time and place



<p>C. other people, objects, values, times and places D. other people</p>	
<p>131. Being a “real Indian” also requires appropriate accompanying _____ A. places B. times C. objects D. objects, times, and places</p>	
<p>132. The term “real Indian” is, of course, an “insiders’ term.” The fact that it is used by some Native Americans in enacting their own identity work _____-Native Americans to use the term A. does not license non B. does license non C. sometimes it licenses D. never licenses</p>	
<p>133. The term “real Indian” is, of course, an “insiders’ term.” The fact that it is used by _____ does not license non-Native Americans to use the term A. some Native Americans in enacting their own identity work</p>	
<p>134. The term “real Indian” is, of course, an “_____’ term.” A. Outsider B. Outskirt C. Outlook D. Insider</p>	
<p>135. Indeed, the use of some terms by native Americans in enacting their own identity work _____ non- Native Americans to use the term. A. license B. does not license C. sometimes license D. always license</p>	
<p>136. Talking to strangers _____ help a person to appear as native American. A. does not B. sometimes does C. rarely does D. always does</p>	
<p>137. In fact, to be a particular who and to pull off a particular what requires that we act, value, interact, and use language in _____ with or in coordination with other people. A. sync B. syntax C. grammar D. writing</p>	



138. In fact, to be a particular who and to pull off a particular what requires that we act, value, interact, and use language in \_\_\_\_\_  
A. sync with or in coordination with other people
139. To see this wider notion of language as integrated with “other stuff” (\_\_\_\_\_), we will briefly consider Wieder and Pratt’s (1990a, b) fascinating work  
A. Objects  
B. Objects and values  
C. Dreams  
D. Games
140. Wieder and Pratt’s work will also make clear how the \_\_\_\_\_ (the whos) we take on are flexibly negotiated in actual contexts of practice.  
A. Names  
B. titles  
C. identities  
D. past
141. The problem of “recognition and being recognized” is very consequential and \_\_\_\_\_ for Native Americans.  
A. problematic  
B. is not problematic  
C. easy  
D. rare
142. In order to be considered a “real Indian,” one must be able to make some claims to \_\_\_\_\_ with others who are recognized as “real Indians,” this by no means settles the matter.  
A. \*\*\*  
B. \*\*\*  
C. \*\*\*  
D. kinship

## Lecture 06

143. Some studies argue the physics experimental physicists “know” is, in large part, *in their* \_\_\_\_\_  
A. names  
B. nationality  
C. books, apparatus, and books  
D. heads
144. Some studies argue the chemistry experimental chemist is recognized, in large part, in their \_\_\_\_\_  
A. titles  
B. countries  
C. apparatus and books  
D. faces
145. According to some linguists astronauts are recognized, in large part; in their \_\_\_\_\_  
A. color



- B. race
- C. books
- D. weight

146. If you put language, action, interaction, values, beliefs, symbols, objects, tools, and places together in such a way that others recognize you as a particular type of who (identity) engaged in a particular type of what (activity) here and now, then you have pulled off \_\_\_\_\_

- A. a discourse
- B. an advanced course
- C. an average course
- D. part of a discourse

147. If \_\_\_\_\_, interaction, values, beliefs, symbols, objects, tools, and places together in such a way that others recognize you as a particular type of who (identity) engaged in a particular type of what (activity) here and now, then you have pulled off a discourse

- A. you put language, action

148. The Discourses we enact existed before each of us came on the scene and most of them \_\_\_\_\_

- A. will exist long after we have left the scene
- B. will not exist long after we have left the scene
- C. will exist long before we have left the scene
- D. will not exist long before we have left the scene

149. The Discourses we enact existed before each of us came on the scene and most of them \_\_\_\_\_

- A. will exist long after we have left the scene
- B. will not exist long after we have left the scene
- C. will exist long before we have left the scene
- D. will exist for one year

150. The Discourses \_\_\_\_\_ us came on the scene and most of them will exist long after we have left the scene

- A. we enact existed before each of

151. This is what I call “\_\_\_\_\_” People engage in such work when they try to make visible to others (and to themselves, as well) who they are and what they are doing.

- A. unreal work
- B. real work
- C. recognition work
- D. unfamiliar work

152. This is what Gee call “\_\_\_\_\_” People engage in such work when they try to make visible to others.

- A. Anthropological deeds
- B. Biological facts
- C. Anthropological facts
- D. Recognition work

153. \_\_\_\_\_ is considered the key to Discourses.

- A. Imagining



<p>B. Sleeping C. Traveling D. Recognition</p>	
<p>154. One of the most important keys to Discourses is “_____”</p> <p>A. *** B. *** C. recognition D. ***</p>	
<p>155. To make sense of a given moment, you have to recognize the _____ involved in it.</p> <p>A. identities and activities B. identities C. activities D. environment</p>	
<p>156. Imagine I freeze a moment of thought, talk, action, or interaction for you, in the way in which a projector can freeze a piece of film. To make sense of that moment, you have to recognize the _____ involved in it.</p> <p>A. identities B. activities C. identities and activities D. pictures</p>	
<p>157. There is another term that it is useful in place of the cumbersome phrase “who doing- what,” at least as far as the language aspects of “who-doing-whats” are concerned (remembering that language is caught up with “other stuff” in Discourses). This term is “_____”</p> <p>A. psychological language B. physical language C. social language D. metaphysical language</p>	
<p>158. We always think of the _____ and ever-changing “conversation” in the U.S. and Canada between the Discourses of “being an Indian” and “being an Anglo”.</p> <p>A. long-running B. short-running C. never-running D. never ever-running</p>	
<p>159. We always think of the long-running and ever-changing “conversation” in the U.S. and Canada between the Discourses of _____</p> <p>A. “being an Indian” and “being an Anglo”</p>	
<p>160. We always think of the long-running and ever-changing “conversation” in the U.S. and Canada _____ of “being an Indian” and “being an Anglo” or of the different</p> <p>A. between the Discourses</p>	



161. Each of the who-doing-whats we saw on the aspirin bottle is linguistically expressed in different “\_\_\_\_\_”

- A. social behaviors
- B. social languages
- C. Anthropological languages
- D. Difficult languages

162. It is sometimes helpful to think about social and political issues as if it is not just us humans who are talking and interacting with each other, but rather, the \_\_\_\_\_ we represent and enact, and for which we are “carriers.”

- A. Discourses

163. All languages, like English or French, are composed of \_\_\_\_\_

- A. many (a great many) different social languages

## Lecture 07

164. the other less studied of grammar that is considered distinctive grammar for social languages is \_\_\_\_\_

- A. the rules by which grammatical units like nouns, verbs and clauses which signal characteristic whos-doing-whats-within-discourses
- B. the rules by which grammatical units like nouns, verbs and clauses which do not signal characteristic whos-doing-whats-within-discourses
- C. the rules by which grammatical units like nouns, verbs and clauses which signal characteristic only of whos-within-discourses
- D. the rules by which grammatical units like nouns, verbs and clauses which signal characteristic whats -within-discourses

165. Each social language has its own distinctive grammar. One of these is the \_\_\_\_\_

- A. modern set like accent
- B. \*\*\*ture set like unused words
- C. \*\*\* set of units like verses of poetry
- D. traditional set of units like nouns

166. Each social language has its own distinctive \_\_\_\_\_

- A. Phonology
- B. Biology
- C. Maths
- D. grammar

167. In the example of the upper-middle-class, Anglo-American young woman named “Jane,” took in our course, Jane \_\_\_\_\_

- A. is making visible and recognizable two different versions of *who*, one is a daughter having dinner with her proud parents” and in the other case she is “a girl friend being intimate with her boyfriend.”
- B. is making visible and recognizable three different versions of *who* she is and *what* she is doing. In one case she is “a dutiful and intelligent daughter having dinner with her proud parents” and in the other case she is “a girl friend being intimate with her boyfriend.” And in the third case she is a student.
- C. behaves similarly with her parents and with her boyfriend
- D. uses the same social language.

168. The Anglo-American young woman named “Jane,” we took in our course, Jane \_\_\_\_\_



- A. is making visible and recognizable two different versions of who, one is a daughter having dinner with her proud parents” and in the other case she is “a girl friend being intimate with her boyfriend.”
- B. is playing the same role
- C. behaves similarly with her parents and with her boyfriend
- D. pretends that she has only one social language.

169. In \_\_\_\_\_, Anglo-American young woman named “Jane,” took in our course

- A. the example of the upper-middle-class

170. The warning on the aspirin bottle (Gee 1996), which was given as an example. It has \_\_\_\_\_

- A. One discourse
- B. Two discourses
- C. Three discourses
- D. Four discourses

## Lecture 08

171. Conversations as it is used in discourses analysis can involve \_\_\_\_\_

- A. Values
- B. groups
- C. controversy
- D. controversy and values

172. All of us control many different social languages \_\_\_\_\_ in different context.

- A. and switch between only two of them
- B. and switch among them
- C. but do not switch among them
- D. but they could not switch among them

173. All of us master and control more than one \_\_\_\_\_

- A. psychological language
- B. social language
- C. social \*\*\*
- D. social relations

174. In general when you talk to your father, friend, and teacher, you use \_\_\_\_\_

- A. three social languages
- B. the same language
- C. the same dialect
- D. different languages

175. The warning on the aspirin bottle is heteroglossic. That is, it is “\_\_\_\_\_”

- A. double-voiced,

## Lecture 09

176. “The coffee spilled, get a mop”;. In this sentence, triggered by the word “mop” in the context, \_\_\_\_\_



<p>A. you create a situated meaning something like food we eat</p> <p>B. you create a situated meaning something like water</p> <p>C. you create a situated meaning something like “grains that we make our coffee from</p> <p>D. you create a situated meaning something like dark liquid we drink for coffee.</p>	
<p>177. In discourse analysis a word like mop triggers the meaning that the coffee which is spilled is</p> <p>A. Grains</p> <p>B. Liquid</p> <p>C. Concrete</p> <p>D. Solid</p>	
<p>178. “Cultural models are _____ (like a mental movie), or informal theories shared by people belonging to specific social or cultural groups.</p> <p>A. stereotypical families with disconnected</p> <p>B. storylines families of connected images</p> <p>C. stereotype families with connected images</p> <p>D. storylines families with disconnected realities</p>	
<p>179. A situated meaning is _____ “on the spot” as we communicate in a given context, based on our construal of that context and on our past experiences.</p> <p>A. a concept that we ignore</p> <p>B. a concept that we remember</p> <p>C. an image that we assemble</p> <p>D. an image that we forget</p>	
<p>180. “The coffee spilled, get a broom”. In this sentence, triggered by the word “broom” in the context, _____</p> <p>A. you create a situated meaning something like food we eat</p> <p>B. you create a situated meaning something like water</p> <p>C. you create a situated meaning something like “grains that we make our coffee from</p> <p>D. you create a situated meaning something like dark liquid we drink</p>	
<p>181. Situated meanings don’t simply reside in individual _____; very often they are negotiated between people in and through communicative social interaction.</p> <p>A. minds</p> <p>B. hearts</p> <p>C. history</p> <p>D. prehistory</p>	
<p>182. Situated meanings don’t simply reside in individual _____; very often they are negotiated between people in and through communicative social interaction.</p> <p>A. vision</p> <p>B. pretending</p> <p>C. society</p> <p>D. minds</p>	





183. Words like “work” and “coffee” seem to have more \_\_\_\_\_ than are apparent in the sorts of situated meanings we have discussed so far.

- A. specific meaning
- B. limited meaning
- C. negative meaning
- D. general meaning

184. Lexical items such as “tea” and “grain”, indeed, have more \_\_\_\_\_ than are expected in the kinds of situated meanings we discussed so far.

- A. exact meaning
- B. wide \*\*\*
- C. \*\*\*
- D. general meaning

## Lecture 10

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

- A. reflexivity
- B. reflex
- C. logicity
- D. reflexivity

186. the first thing that comes to our minds when we think about how meaning is situated in actual contexts of use, is a property of language called “\_\_\_\_\_”

- A. reflexivity
- B. reflexive pronoun
- C. reflexive pronoun
- D. justice

187. Whenever people think about how meaning is situated in actual contexts of use, we quickly face an important property of language, a property I will call “\_\_\_\_\_”.

- A. Reflexive passive pronoun
- B. reflexivity
- C. active voice
- D. passive voice

188. situations, when they involve communicative social interactions, always involve \_\_\_\_\_

- A. emiotic aspect
- B. emetic aspect
- C. emotional aspect
- D. semiotic aspect

189. Which comes first? The situation or the language? This question reflects an important \_\_\_\_\_ between language and “reality”:

- A. disconnection



	<ul style="list-style-type: none"> <li>B. reciprocity</li> <li>C. miss understanding</li> <li>D. misleading</li> </ul>	
190.	<p>A semiotic aspect, that is, the “_____,” such as language, gestures, images, or other symbolic systems.</p> <ul style="list-style-type: none"> <li>A. blind systems</li> <li>B. mathematical systems</li> <li>C. metaphorical systems</li> <li>D. sign systems</li> </ul>	
191.	<p>A political aspect, that is, the distribution of “_____” in the interaction, such as, power, status, and anything else deemed a “social good” by the participants in terms of their cultural models and Discourses.</p> <ul style="list-style-type: none"> <li>A. social products</li> <li>B. social goods</li> <li>C. social habits</li> <li>D. social beliefs</li> </ul>	
192.	<p>A _____, that is, the distribution of “social goods” in the interaction, such as, power, status, and anything else deemed a “social good” by the participants in terms of their cultural models and Discourses.</p> <ul style="list-style-type: none"> <li>A. political aspect</li> </ul>	
193.	<p>So, language then always _____ reflects and constructs the situation or context in which it is used.</p> <ul style="list-style-type: none"> <li>A. simultaneously</li> <li>B. continuously</li> <li>C. negatively</li> <li>D. positively</li> </ul>	
194.	<p>A _____, that is, the personal, social, and cultural knowledge, feelings, values, identities, and relationships relevant in the interaction.</p> <ul style="list-style-type: none"> <li>A. sociolinguistic aspect</li> <li>B. linguistic aspect</li> <li>C. sociocultural aspect</li> <li>D. negative cultural aspect</li> </ul>	
195.	<p>Studying the way in which situations produce and reproduce institutions, and are, in turn, sustained by them, is an important part of _____</p> <ul style="list-style-type: none"> <li>A. Discourse analysis</li> <li>B. Discourse</li> <li>C. Courses explained</li> <li>D. Analyzing easy texts</li> </ul>	
196.	<p>A _____, that is, the place, time, bodies and objects present during interaction</p> <ul style="list-style-type: none"> <li>A. material aspect</li> </ul>	
197.	<p>Such repetition tends to “ritualize,” “habitualize,” or “freeze” situations to varying degrees, that is, to cause them to be repeated with less _____</p>	



## Lecture 11

198. Though discourse analysis usually focuses on the language (\_\_\_\_\_) aspect, it can start from any of these aspects of a situation.

- A. pismitic
- B. active
- C. passive
- D. semiotic

## Lecture 13

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

- A. psychological
- B. grammatical
- C. social
- D. historical

200. We build \_\_\_\_\_ things when we speak or write.

- A. three
- B. four
- C. six
- D. seven

## Lecture 14

201. connection building, that is, using cues and clues to make assumptions about how the past and future of an interaction are \_\_\_\_\_

- A. different
- B. similar
- C. equal
- D. linked

202. world building, that is, using cues or clues to assemble situated meanings about \_\_\_\_\_

- A. what activity is going on
- B. what is here and now reality
- C. what is the heading
- D. the past and the future

203. \_\_\_\_\_ building is one of the six building tasks through which we use language.

- A. Rosic
- B. Endemic
- C. Chronic
- D. Semiotic



## Lecture ?

204. One of the best linguists to write about discourse analysis is \_\_\_\_\_

- A. Gee
- B. Chomsky
- C. Charles Dickens
- D. Shakespeare

205. Other \_\_\_\_\_ which are important in discourse.

- A. linguistic feature
- B. extra-linguistic factor
- C. local factor
- D. anthropological factors

206. \_\_\_\_\_ child who might produce any sentence.

- A. ontological monster
- B. heterogenic monster
- C. psychological monster
- D. social monster

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

- A. historical language
- B. social language
- C. academic language
- D. regional language

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