سؤالات و پاسخنامه آزمون گروه زبـان دکتری ۱۴۰۰

زبان عمومی

PART A: Grammar

Directions: Choose the word or phrase (1), (2), (3), or (4) that best completes the blank. Then mark the correct choice on your answer sheet.

1- Over the history of the galaxy, hundreds of millions of solar-type stars have run out of hydrogen fuel ……… red giants and white dwarfs.

1) their days ended in
2) by ending their days of
3) and ended their days as
4) thereby their days ending as

2- ……… , huge artillery pieces were demolishing castle walls with projectiles the weight of an upright piano.

1) Centuries before the development of effective cannons
2) As of centuries ago when developed effective cannons
3) Having developed effective cannons centuries ago
4) Effective cannons developed centuries ago

3- In this era of biotechnology, especially, novel organisms can be engineered ……… .

1) with vaccines and antibiotics against which are useless
2) for vaccines and antibiotics be useless against them
3) useless against which are vaccines and antibiotics
4) against which vaccines or antibiotics are useless

4- The word *tephra,* from the Greek word meaning ash, has come into use among geologists to describe the assortment of fragments, ranging from blocks of material to dust, ……… ejected into the air during a volcanic eruption.

1) are　　　　　　2) that is　　　　　　3) being　　　　　　4) which are

5- ……… the advance guard, the trailblazers — explorers, trappers, and mountain men, hide and tallow traders, freelance adventurers, the military.

1) First to arrive was
2) Those first arrived there were
3) Arriving first were
4) There were those first arrived

6- The strike by the factory workers in Mexico poses a dilemma for the ruling party, which must choose between ……… its union ally or undermining its fight against inflation.

1) them alienating　　2) whether alienating　　3) alienating　　4) the alienating of

7- It's only after you and your friends go through a lot together, good or bad, …. become close friends.

1) then can you　　2) can you　　3) that you can　　4) such that you can

8- The difficulty in designing nanoscale circuit boards lies in keeping electrons from leaving …. they flow.

1) the material through which it conducted and
2) conducting the material which through that
3) the material conducting through which
4) the conducting material through which

PART B: Vocabulary

Directions: Choose the word or phrase (1), (2), (3), or (4) that best completes the blank. Then mark the correct choice on your answer sheet.

9- You'd better ……… all your facts and figures so that you have a convincing case when you meet with the boss.

   1) marshal   2) disabuse   3) condone   4) bowdlerize

10- Todd hated to drive with his Uncle Jasper, a notorious ………, who complained non-stop about the air-conditioning and Todd's driving.

   1) naysayer   2) curmudgeon   3) pushover   4) soothsayer

11- In order to turn around its ailing company and concentrate on imaging, Eastman Kodak ……… itself of peripheral businesses in the areas of household products, clinical diagnostics, and pharmaceuticals.

   1) diversified   2) debunked   3) disavowed   4) divested

12- Lavinia felt sure that water in all foreign countries, including Canada, was not ………, so only bottled water touched her lips while she was on the road.

   1) limpid   2) potable   3) stagnant   4) murky

13- The executives at the computer software and technology convention found the keynote speaker's remarks on the future of high tech startups to be so ……… that they booed him off the stage.

   1) tremulous   2) ubiquitous   3) platitudinous   4) hell-bent

14- His seeming recovery of his better self was nothing but a ………, his fawning courtesy a grimace, his suave kindliness a mockery, his effusive benevolence a snare.

   1) sham   2) odyssey   3) peregrination   4) recuperation

15- The …… crowd attacked the platters of cheeses and hors d'oeuvres as if they hadn't eaten in weeks.

   1) bovine   2) ursine   3) equine   4) lupine

16- In the 19th century, Thomas Carlyle called economics "the ……… science," in part because of Malthus's theory that population growth would outpace our natural resources, causing widespread famine.

   1) dismal   2) flashy   3) marginal   4) benign

17- From the battle's opening volleys to its bloody conclusion, the forces of destruction razed a path through the city, ultimately leaving behind an eerie …… where there once had been streets and squares teeming with life.

   1) ecstasy   2) forte   3) stillness   4) aurora

18- When the guilty verdict was announced, the guards promptly ……… the defendant by the shoulders and took him away.

   1) dallied   2) pinioned   3) requited   4) bedazzled

19- Procedural justice and fairness are crucial to democracy—they ……… healthy party competition and help ensure citizens' faith in a democratic system.

   1) extrapolate   2) undergird   3) skirt   4) enfranchise

20- The queen's attendants insisted that she'd never made a bad decision during her entire reign, but the queen ignored this puffery, recognizing it as the ……… chatter of toadies.

   1) fickle   2) derisive   3) analgesic   4) unctuous

پاسخنامه زبان عمومی

۱ـ گزینه «۳»

We use *as* to tell what someone or something is. In this item the author uses *as* to indicate that *solar-type stars* are *red giants and white dwarfs*. This eliminates options 1 and 2. Also, option 1 is wrong because it is not possible to connect two independent clauses without the use of connectors or conjunctions. Option 4 is wrong because when we use an ing-verb (*ending* in this case) with *thereby*, it is necessary that *thereby* be preceded by comma. Last but not least, option 3 is the only choice that uses proper parallel structures:
...solar-type stars **have run out** *of hydrogen fuel* **and (have) ended** *their days as .....*

۲ـ گزینه «۱»

In this item, the phrase *centuries before the development of effective cannons* is an adverbial phrase moved to an initial position for greater emphasis.
Also compare: *Huge artillery pieces were demolishing castle walls with projectiles the weight of an upright piano centuries before the development of effective cannons.*

۳ـ هیچکدام از گزینهها صحیح نیست.

This sentence is adapted from a book by Chuck Missler. The sentence, as used in the book, reads:
In this era of biotechnology, especially, novel organisms can be engineered against which vaccines and antibiotics are useless.
Though structures like this are common, they are not, grammatically speaking, correct. As you know, an adjectival clause must be as close as possible to its antecedent. As a result, the adjectival clause *against which vaccines and antibiotics are useless* must be as close as possible to its antecedent *novel organisms*, but it is not. Actually, this sentence is correct if it is worded:
In this era of biotechnology, especially, novel organisms, against which vaccines and antibiotics are useless, can be engineered.

۴ـ گزینه «۲»

Whenever a phrase or clause is inserted between commas, it can be deleted because it provides additional information and as a result doesn't affect the grammatical structure. Therefore, in this item, we are allowed to delete the phrases *from the Greek word meaning ash* and *ranging from blocks of material to dust* which do not affect the sentence structure:
The word tephra has come into use among geologists to describe the assortment of fragments .... ejected into the air during a volcanic eruption.
Now it is easier to notice that the blank needs a relative pronoun (*which or that*) as well as a singular verb that agrees in number with *assortment* (i.e. *is*). This eliminates options 1 and 4. Option 3 is wrong because *that is ejected* is usually reduced into *ejected* not the unnecessarily long phrase *being ejected*.

۵ـ گزینه «۱ و ۳»

Whenever a sentence begins with an adjective, subject and verb are inverted.
Gone are the days when she was beautiful.
First to inhabit the barren land are moss and lichen.
Therefore, the first and third options can be both correct, also considering the fact that we can use infinitives after ordinal numbers. Options 2 and 4, however, are clearly incorrect. The difference between the first and third options is that the first one uses a singular verb (*was*) and the third one uses a plural verb (*were*). Therefore, what determines the correct choice is the subject that follows the blank. Sazemane Sanjesh considers choice 1 correct. This choice is only correct if we consider as appositive the phrase *the trailblazers-explorers, trappers, and mountain men, hide and tallow traders, freelance adventure, the military.* Otherwise, option 3 can also be correct.

۶ـ گزینه «۳»

We use *either ...or* to connect two choices, not *whether ...or* (so option 2 is wrong). Also, the coordinate conjunction *or* requires that we take rules of parallelism into account. Thus, option 4 is wrong because *the alienating of its union ally* and *undermining its fight* are not parallel, but *alienating its union ally* and *undermining its fight against inflation* are. Finally, Option 1 is wrong because *them* is redundant.

۷ـ گزینه «۳»

This sentence is an example of an It-cleft sentence. The information that comes after *it* is emphasized for the reader. The clause which follows the *it*-clause is connected using *that* and it contains information that is already understood.

It was to the dance <u>that</u> Sam wore his best suit.
A: Would you like to borrow this book?
B: No, it´s the other book <u>that</u> I want to read.
***It is** only after you and ..... <u>that</u> you can ....*

۸ـ گزینه «۴»

The first option is incorrect for numerous reasons, the easiest one being tense inconsistency. In this option *conducted* is in a past form while *flow* is in present form. Option 2 is incorrect because we do not use gerunds (*conducting*) immediately after *leave*. Option 3 is wrong because it uses *conducting*, which is a transitive verb, as if it is intransitive. We can ask: *conducting what*? Even if we consider *conducting* an adjective, it is wrong because it uses *conducting* after *material*. Option 4 is the only acceptable choice. Here *the conducting material* means ماده هدایت کننده.

۹ـ گزینه «۱» بهتر است تمام آمار و ارقام را **متمرکز کنی (ساماندهی کنی)** تا وقتی رئیس احضارت کرد، مدارک قانع‌کننده‌ای داشته باشی.

Marshal: to organize all the people or things that you need in order to be ready for a battle, election etc

{نظم دادن، مرتب کردن، متمرکز کردن}

Disabuse: to persuade someone that what they believe is not true   {از اشتباه در آوردن}

Condone: to accept or forgive behavior that most people think is morally wrong{اغماض کردن، چشم‌پوشی کردن}

Bowdlerize: to remove all the parts of a book, play etc that you think might offend someone {سانسور کردن}

۱۰ـ گزینه «۲» «تد» خیلی دوست نداشت با عمویش «جسپر» سفر کند چون او یک فرد بسیار **بدعنق** بود که یک ریز در مورد سیستم تهویه هوا و رانندگی تد غر می‌زد.

Naysayer: someone who says something is not possible, is not good, or will fail{کسی که همیشه می‌گوید نه}

Curmudgeon: an old person who is often in a bad mood {آدم بدعنق}

Pushover: who is easily persuaded or influenced or defeated {آدم هالو}

Soothsayer: someone who is believed to be able to say what will happen in the future {غیب‌گو}

۱۱ـ گزینه «۴» برای اینکه صفایی به شرکت آسیب‌دیده خود بدهد و بر تصویربرداری متمرکز شود، «ایستمن کوداک» خرده فعالیت‌هایش را در حیطه‌های محصولات خانگی، پاتولوژی و دارو **رها کرد.**

Diversify: to start to include more different types or things {متنوع ساختن}

Debunk: to show that something is less important, less good, or less true than it has been made to appear

{رو کردن، پرده‌گشایی کردن}

Disavow: to say that you are not responsible for something, that you do not know about it, or that you are not involved with it {حاشا کردن، انکار کردن}

Divest yourself of something: to sell or give away something you own {رها کردن، محروم کردن}

۱۲ـ گزینه «۲» «لوینیا» مطمئن بود که آب بقیه کشورها از قبیل کانادا به او نمی‌سازد (**قابل خوردن** نیست)؛ بنابراین در طول مسیر فقط از آب معدنی استفاده می‌کرد.

Limpid: clear and transparent {صاف، زلال}

Potable: clean and safe to drink {نوشیدنی، قابل شرب}

Stagnant: (of water or air) not flowing or moving, and smelling unpleasant {راکد}

Murky: dark and dirty or difficult to see through {تیره و تاریک}

۱۳ـ گزینه «۳» دست‌اندرکاران کنگره تکنولوژی و برنامه‌های کامپیوتری، سخنان گوینده را در مورد آینده استارت‌آپ‌های های‌تک را به قدری **کسل‌کننده** یافتند که با داد و بیداد او را از سر صحنه بیرون راندند.

Tremulous: shaking slightly, especially because you are nervous {لرزان}

Ubiquitous: present everywhere {موجود در همه جا}

Platitudinous: coming from platitude. boring and having no meaning because of being said so many times before {پیش پاافتاده}

Be hell-bent on sth: to be extremely determined to do something, without considering the risks or possible dangerous results {مصمم}

۱۴ـ گزینه «۱» بهبود و تزکیه به‌ظاهر خودش چیزی جز یک **دوز و کلک** نبود. ادب تملق‌آمیزش، شکلک و اداواصول بود. مهربانیش جز تمسخر نبود و خیرخواهی‌اش تنها پوشش و فریب بود.

Sham: something that is not what it seems to be and is intended to deceive people, or someone who pretends to be something they are not {دوزوکلک}

Odyssey: a long, exciting journey {سفر دور و دراز}

Peregrination: a long journey {سفر طولانی}

Recuperation: the process of becoming well again after an illness or of getting back your strength, health, etc {بهبود}

توجه: طراح سؤال باید قبل از جای خالی به جای a از a / an استفاده می‌کرد، وگرنه گزینه (۲) به راحتی رد می‌شود.

۱۵ـ گزینه «۴» جمعیت **درنده و گرسنه** طوری به دیس پنیر و پیش‌غذا حمله کردند که انگار چند هفته است غذا نخورده‌اند.

Bovine: slow and slightly stupid, like a cow {کندذهن، کند}

Ursine: related to bears, bear-like {مربوط به خرس}

Equine: connected with horses, or appearing similar to a horse {مربوط به اسب}

Lupine: ravenous, having characteristics of a wolf {درنده، گرسنه}

۱۶ـ گزینه «۱» در قرن ۱۹ام، توماس کارلایل براساس نظریه مالتوس مبنی بر اینکه سرعت رشد جمعیت می‌تواند از رشد منابع طبیعی بیشتر شود و باعث قحطی جهانی گردد، علم اقتصاد را «علم **ملال‌انگیز**» نامید.

Dismal: bad and unsuccessful {بد، تاریک، غم‌انگیز}

Flashy: big, bright, or expensive, and intended to be impressive {خیره‌کننده، پرزرق و برق}

A marginal change or difference is too small to be important {اندک، حاشیه‌ای}

Benign: kind and gentle {مهربان، خوش‌طینت}

۱۷ـ گزینه «۳» از رگبارهای آغازین جنگ تا پایان خونین آن، نیروهای ویرانگر به تخریب شهر پرداختند و نهایتاً **سکوت** عجیبی در آن به جا گذاشتند؛ یعنی جایی‌که زمانی خیابان‌ها و میادین پررفت و آمدی بودند.

Ecstasy: a feeling of extreme happiness {وجد}

Be somebody's forte: to be something that you do well or are skilled {هنر، چیرگی}

Stillness. Coming from still: total lack of movement or changing of position {سکوت}

Aurora: a natural appearance of colored light in the sky, that is usually seen in the latitudes {سپیده دم}

۱۸ـ گزینه «۲» وقتی رأی محکویت صادر شد، مامورین (نگهبانان) فوراً متهم را **کت بسته** بردند.

Dally: to take too long to do something, especially to make a decision{جدی نگرفتن}

Pinion: to hold or tie someone's arms or legs very tightly, so that they cannot move freely {دستان کسی را بستن}

Requite: to give or do something in return for something done or given to you {جبران کردن}

Bedazzle: to impress someone very much, because of being very intelligent, beautiful, etc. {متحیر کردن}

۱۹ـ گزینه «۲» عدالت و بی‌طرفی رویه‌ای، عناصر مهمی از دموکراسی هستند. آنها **پایه‌های** یک رقابت حزبی سالم را **شکل می‌دهند** و ایمان مردم را به نظام دموکراسی تضمین می‌کنند.

Extrapolate: to use facts about the present or about one thing or group to make a guess about the future or about other things or groups {ندانسته‌یابی کردن}

Undergird: to support something by forming a strong base for it {تقویت کردن}

Skirt: to avoid talking about an important subject, especially because it is difficult or embarrassing – used to show disapproval {احتراز کردن}

Enfranchise: to give a group of people the right to vote{حق رأی دادن}

۲۰ـ گزینه «۴» ملازمان ملکه مدعی بودند او و هرگز در طول سلطنت خود تصمیم بد و اشتباهی نگرفته؛ اما ملکه به این تعریف و ستایش توجهی نکرد و آن را نوعی چاپلوسی **متظاهرانه** در نظر گرفت.

Someone who is **fickle** is always changing their mind about people or things that they like, so that you cannot depend on them {دمدمی، بی‌وفا}

Derisive: showing derision {تمسخرآمیز}

Analgesic: used to stop people from feeling pain, or relating to the stopping of pain {مسکن، دردکش}

Unctuous people or behavior expresses too much praise, interest, friendliness, etc., in a way that is false and unpleasant {متظاهرانه، ریاکارانه}

۲۱ـ گزینه «۳»

To determine the primary purpose of the passage, we must look at the passage as a whole. The first paragraph explicates a phenomenon known as willingness to communicate (WTC). The second paragraph is concerned with research into the variables bearing on WTC. Thus, the third option is the best choice.

۲۲ـ گزینه «۴»

The phrase *according to the passage* suggests that the answer is explicitly given in the passage. The first paragraph states that *WTC is the immediate antecedent of actual communication behavior*, which suggests that WTC immediately precedes actual communication behavior.

سؤالات آموزش زبان انگلیسی

مجموعه دروس تخصصی (زبان‌شناسی، آزمون‌سازی زبان، روش تحقیق در مسائل آموزش زبان، مسائل آموزش زبان (نظریه‌ها، مهارت‌ها، اصــول و روش تدریس، تهیه و تدوین مطالب درسی))

1- A skull and crossed bones used as a sign for poison is an example of ………. .

1) an indexical sign　　2) an iconic sign　　3) a regulatory sign　　4) a symbolic sign

2- The ungrammaticality of the sentence "Robert is fond that his parents love animals" can be best explained in terms of …….. .

1) d-structure　　2) transformation rules　　3) s-selection restrictions　　4) c-selection restrictions

3- The word "reopened" consists of three morphemes. These morphemes are respectively ….. .

1) inflectional, bound lexical, and functional
2) bound lexical, free lexical, and bound grammatical
3) derivational, bound lexical, and inflectional
4) bound grammatical, free lexical, inflectional

4- The words "smog", "infotainment", and "modem" are all formed through a process called …….. .

1) backformation　　2) compounding　　3) blending　　4) clipping

5- Some homographs are also homophones. Two example of such words are ……….. .

1) bat and hide　　2) read and use　　3) flour and day　　4) two and too

6- *Creck* [kʰrɛk], *cruke* [kʰruk], *cruk* [kʰrʌk] are not currently words in English, although they are possible words. Such well-formed but nonexisting lexical items are referred to as ……… .

1) accidental gaps　　2) blocked derivations　　3) nodes　　4) anomalies

7- Agrammatism is a language disorder usually experienced by people suffering from …….. .

1) jargon aphasia　　2) conduction aphasia　　3) Broca's aphasia　　4) Wernicke's aphasia

8- The sound /h/ can be described as all of the following EXCEPT ……… .

1) approximant　　2) glottal　　3) fricative　　4) voiceless

9- The programming of computers to take context and situation into account when determining the meaning of expressions is referred to as ………. .

1) connectionism
2) computational pragmatics
3) computational semantics
4) concordance

10- How many deictic expressions are there in the following sentence?

"We met him yesterday at 4 pm at this place."

1) Two　　2) Five　　3) Four　　4) Three

11- Terms such as *obstruent*, *morph*, and *lexicon* are unique vocabulary used by linguists. Such specialized vocabulary is referred to as ………. .

1) epithet　　2) jargon　　3) register　　4) creole

12- Which of the following sentences contains a verb with the semantic feature of negation?

1) I doubt that they will be of any use.
2) Turn the light on so I can see.
3) He likes his steak well-done.
4) She hated the cold dark days of winter.

13- Antonyms such as big/small and hot/cold are referred to as ………. .

1) contranyms　　2) relational opposites　　3) complementary pairs　　4) gradable pairs

14- If you ask your colleague to give you a pencil by saying "Give me your pencil", then you are ….. .

1) performing an indirect speech act
2) emphasizing your negative face
3) emphasizing your positive face
4) performing a face-threatening act

15- Using the word "cat" for only the family pet and not for other cats is an example of ………. .

1) holophrastic utterance   2) underextension   3) topicalization   4) speech error

16- All of the following are among the most common suprasegmentals or prosodies EXCEPT …….. .

1) pitch   2) stress   3) lip rounding   4) length

17- The English negative prefix *in-* is *im-* before /p, b, m/, as in *impossible* and *imbalanced*. This type of language change is termed ………. .

1) metathesis   2) chain-shift
3) regressive assimilation   4) progressive assimilation

18- Structural analysis can be best described as the investigation of …….. .

1) the distribution of grammatical forms in a language
2) the structural combination of morphemes, words, and phrases
3) the proper use of the language, traditionally based on Latin grammar
4) the grammatical category distinguishing first person, second person, and third person

19- The principle of stochastic independence in large-scale language testing specifies that ……….. .

1) the response to each item must be partially dependent upon the responses to other items to increase overall consistency
2) increasing the number of items in a test is inversely related to the evidence about a language learners' ability
3) each item must contribute as much unique information as possible to the meaning of the total score
4) different items must elicit information from the test takers for the purpose of cross-checking evidence about their ability

20- In a 3-parameter IRT model, an item provides the greatest amount of information about a test taker when ………. .

1) the a-parameter is large, the b-parameter is close to the ability level of the test taker, and the c-parameter is zero
2) the a-parameter is average, the b-parameter is higher than the ability level of the test taker, the c-parameter is zero
3) the a-parameter is small, the b-parameter is lower than the ability level of the test taker, and the c-parameter is small
4) the a-parameter is very large, the b-parameter is relatively large, and the c-parameter is relatively small

21- According to the Bachman and Palmer model of language proficiency, knowledge of "the characteristics of different levels of formality in language use" is attributed to ……… .

1) knowledge of register as a component of functional knowledge
2) knowledge of rhetorical organization as a component of textual knowledge
3) knowledge of rhetorical organization as a component of grammatical knowledge
4) knowledge of register as a component of socio-linguistic knowledge

22- Which of the following is NOT a subcomponent of MLAT (the first language aptitude test)?

1) inductive reasoning   2) phonetic coding
3) executive functioning   4) grammatical sensitivity

23- Which of the following qualities does NOT reflect Messick's 1989 conception of validity?

1) Validity comprises value implications of testing.   2) Validity involves an ongoing inquiry process.
3) Validity is a general property of the test itself.   4) Validity is a unitary conception.

24- To minimize construct under-representation in a test of general language ability, we need to incorporate ………… in our test design.

1) authenticity and directness   2) feasibility and context
3) interactiveness and washback   4) reliability and impact

پاسخنامه آموزش زبان انگلیسی

مجموعه دروس تخصصی (زبان‌شناسی، آزمون‌سازی زبان، روش تحقیق در مسائل آموزش زبان، مسائل آموزش زبان (نظریه‌ها، مهارت‌ها، اصول و روش تدریس، تهیه و تدوین مطالب درسی))

1- Choice "1"
When you see "a skull and crossed bones" on a, for example, bottle of poison, you infer that the content of the bottle is deadly and if you use it, you'll die. Then, the meaning of the sign (i.e., death) is indirectly conveyed.

2- Choice "4"
The reason for the ungrammaticality of "Robert is fond that his parents love animals" is that adjective *fond* c-selects a PP (e.g., *of music*) rather than a CP (in this case *that his parents love animals*).

3- Choice "2"
Reopened could be decomposed into *re-* (derivational/bound lexical) + *open* (content/free lexical) + *-ed* (inflectional/bound grammatical).

4- Choice "3"
In the creation of these words, part of one word has been combined with part of another word: (this word formation process is called blending):
smoke + fog >> smog; information + entertainment >> infotainment; modulator + demodulator >> modem

5- Choice "1"
Stem, in fact, refers to homonymy. This is found in *bat* (animal vs. sport) and *hide* (shelter vs. animal skin).

6- Choice "1"
These words follow English rules in sound combination, however, they are currently out of use. As such, they are instances of accidental gap.

7- Choice "3"
One symptom of Broca's aphasia is the omission of function words during speaking, i.e., agrammatic speech.

8- Choice "1"
Fricative is cited as the manner of articulation for /h/ in most sources.

9- Choice "2"
Stem is the definition of computational pragmatics. You should remember that *context* and *situation* are key words in the definition of pragmatics.

10- Choice "3"
The reference of deictic expressions become clear by reference to physical context. Thus, in this sentence *we*, *him*, *yesterday*, and *this place* are deixis.

11- Choice "2"
These are technical words used by linguists to communicate more precisely, hence examples of *jargon*.

12- Choice "1"
Verbs such as *doubt*, *refuse*, and so on should be followed by a negative feature in the sentence such as *ever*, *anymore*, and so on. These verbs have the semantic feature of negation.

13- Choice "4"
Since these adjectives have comparative forms (that is bigger/smaller/hotter/colder), they are gradable antonyms.

14- Choice "4"

Within their everyday social interactions, people generally behave as if their expectations concerning their public self-image will be respected. If a speaker says something that represents a threat to another individual's expectations regarding self-image, it is described as a **face threatening act**. Alternatively, given the possibility that some action might be interpreted as a threat to another's face, the speaker can say something to lessen the possible threat. This is called a **face saving act**. Imagine a late night scene, where a neighbor is playing his music very loud and an older couple are trying to sleep. One of them proposes a face threatening act (e.g., *I'm going to tell him to stop that awful noise right now!*) and the other proposes a face saving act (e.g., *Perhaps you could just ask him if he is going to stop soon because it's getting a bit late and people need to get to sleep*).

15- Choice "2"

Restricting the meaning of words to specific cases by children is called underextension.

16- Choice "3"

Lip rounding is a feature which is investigated in the study of vowels.

17- Choice "3"

When the latter sound segment (e.g., *p* in *possible*) influences the properties of the preceding sound segment (e.g., *n* in *in-*), the case is an example of regressive assimilation.

18- Choice "1"

The two discovery procedures used by structuralists were "structural analysis" and "immediate constituent analysis." The main concern of **structural analysis** was to investigate the distribution of forms in a language. The method involved the use of 'test-frames' that can be sentences with empty slots in them. For example: *The ...... is very heavy.*

There are a lot of forms that can fit into these slots to produce good grammatical sentences of English (e.g. car, child, radio). As a result, we can propose that because all these forms fit in the same test-frame, they are likely to be examples of the same grammatical category. The label we give to this grammatical category is 'noun'.

19- Choice "3"   Source: Fulcher & Davidson (2007, p. 26). Language testing & assessment: an advanced resource book.

In large-scale language tests the assumption is that a fairly good picture of a learner's ability can be achieved only if that learner responds to many different items. Further, the response to each item or task must be independent of the responses to other items or tasks. This is because if the response a learner makes to one item is influenced, or even dictated, by a response to another item, that item carries less unique information. In the measurement literature surrounding multiple-choice items (the kind of item about which we know the most), this is referred to **as the principle of stochastic independence**. *Each item must contribute as much unique information as possible to the meaning of the total test score.*

20- Choice "1"   Source: Bachman, L. (2004, p. 145). Statistical analyses for language assessment.

Common IRT models vary in terms of the number of parameters they include: a **3- parameter IRT model**, as the name suggests, includes three parameters: a discrimination parameter (the 'a'-parameter), a difficulty parameter (the 'b'-parameter), and a pseudo- chance or guessing parameter (the 'c' parameter). For a 3-parameter IRT model, the symbol θ_{max} (theta max, which represents the most information an item provides) is at its maximum when *the a-parameter is large, when the b-parameter is close to the ability level of the test taker, and when the c-parameter is zero*. Thus, in general, an item provides the greatest amount of information about a test taker when there is no guessing, and when it is slightly easier than the ability level of the test taker.

21- Choice "4"   Source: Bachman & Palmer (2010, p.p. 45-48). Language assessment in practice.

In Bachman & Palmer's (1996) model of language knowledge, **sociolinguistic knowledge** (how utterances or sentences and texts are related to features of the language use setting) is further subdivided into:
- Knowledge of genre
- Knowledge of dialects / varieties

- **Knowledge of registers**: *includes the characteristics of different levels of formality in language use*
- Knowledge of natural or idiomatic expressions
- Knowledge of cultural references and figures of speech

22- Choice "3"   Source: Shohamy, E. (2017, p. 78). Language testing and assessment.

Linguistic aptitude is thought to be a relatively stable set of attributes that predicts how well an individual can learn a second language (L2). The first aptitude measure, *the Modern Language Aptitude Test* (**MLAT**, Carroll and Sapon 1959), was developed in the 1950s with a grant from the Carnegie foundation. Carroll (1971, 1990) identified four relatively independent subcomponents that underlie aptitude:

- phonetic coding,
- rote memory,
- grammatical sensitivity, and
- inductive reasoning.

23- Choice "3"   Source: Fulcher & Davidson (2012, p.p. 23-24). The Routledge handbook of language testing.

Four characteristics are useful for summarizing Messick's 1989 conception of validity:

- Validity is not a property of tests themselves; instead, it is the interpretations and uses of tests that can be shown to be more or less valid.
- Validity is best thought of as one unitary conception, with construct validity as central, rather than as multiple validities such as "content validity," "criterion-related validity," or "face validity."
- Validity encompasses the relevance and utility, value implications and social consequences of testing. This scope for validity contrasts with the view that validity refers only to technical considerations.
- The complex view of validity means that validation as an ongoing process of inquiry. The focus on the process of investigation contrasts with a product-oriented perspective of a validated test- one for which the research has been completed.

24- Choice "1"   Source: Fulcher & Davidson (2012, p. 82).

Messick advocated incorporating *authenticity* and *directness* in the test design, and to minimize 'construct under-representation' and 'construct-irrelevant difficulty'.

25- Choice "2"   I don't know the source.

Assessment *as* learning: This type of assessment activity, which places learners at the center of classroom assessment, occurs when students reflect on and monitor their progress to inform their future learning goals. It is regularly occurring, formal or informal (e.g., peer feedback buddies, formal self-assessment), and helps students to take responsibility for their own past and future learning.

26- Choice "4"   Source: Fulcher & Davidson (2012, p.p. 356-357).

Mislevy (1992) identifies four possible levels at which tests can be compared:

- Equating – the strongest level: refers to testing the same thing in the same way, e.g. two tests constructed from the same test specification to the same blueprint. Equating such tests allows them to be used interchangeably.
- Calibration – refers to testing the same thing in a different way, e.g. two tests constructed from the same specification but to a different blueprint, which thus have different measurement characteristics.
- Projection – refers to testing a different thing in a different way, e.g. where constructs are differently specified. It predicts learners' scores on one test from another, with accuracy dependent on the degree of similarity. It is relevant where both tests target the same basic population of learners.
- Moderation – the weakest level: can be applied where performance on one test does not predict performance on the other for an individual learner, e.g. tests of French and German.

سؤالات زبان انگلیسی ــ آموزش زبان انگلیسی

زبان‌شناسی

Linguistics (Questions 1 -15)

1- Egyptians developed a system known as…… . This system influenced many peoples, including the Phoenicians, who developed the West…… syllabary.

    1) hieroglyphics, semitic   2) hieroglyphics,consonantal

    3) petroglyphs, semitic   4) petroglyphs, consonantal

2- Which of the following is the most accurate definition of Sapir-Whorf hypothesis?

    1) Differences in lexical items cause people to view the world differently.

    2) Differences in language forms cause people to view the world differently.

    3) Differences in linguistic concepts cause people to view the world differently.

    4) Differences in language structure cause people to view the world differently.

3- NORMS are…… .

    1) some rules in discourse analysis and pragmatics

    2) a choice of form in the set of descendant languages

    3) short quick movements of the head or fingers in ASL

    4) a kind of speakers selected as informants in dialect surveys

4- The language that provides most of the lexical items of a pidgin or creole is called a…… language.

    1) lexifier   2) superstrate   3) synthetic   4) supraorder

5- Which of the following is NOT a result of the Great Vowel Shift?

    1) $[a:] \rightarrow [e:]$ 2) $[u:] \rightarrow [a\upsilon]$ 3) $[i:] \rightarrow [e:]$ 4) $[ɔ:] \rightarrow [o:]$

6- What kind of sound change can happen in the pronunciation of the word "ample"?

    1) Epenthesis   2) Metathesis   3) Prothesis   4) Elision

7- Which statement is TRUE about sign languages?

    1) Sign Languages are based on mimicry.

    2) Sign languages have syntactic rules that follow hierarchical structure.

    3) The critical age hypothesis does not apply to sign languages, since they are not acquired.

    4) Sign languages differ fundamentally from spoken languages, lacking units that correspond to phonetic elements of spoken languages.

8- Which statement is TRUE?

    1) The word "picturesque" is monomorphemic.

    2) The word "exactly" contains one inflectional morpheme.

    3) The word "turnaroundable" is an instance of morphological rules productivity.

    4) Unsystem could be a possible word in English, but it has not yet been recognized.

9- The words "robot", "jumbo" and "broassted" are considered ……… .

1) acronym, clipping, and backformation   2) eponym, clipping, and backformation

3) acronym, eponym, and blend   4) eponym, eponym, and blend

10- The following sentence is the best example of ……. .

"Michael prepared the elaborate presentation, while Jessica the detailed report."

1) pronominalization   2) backtracking   3) gapping   4) declension

11- Hearing the word "car" influence a listener's speed in making a lexical decision on the word "drive".

This is known as……. .

1) priming   2) parsing   3) riming   4) segmenting

12- Which item is NOT correct?

1) NP —> (Det) (AP) N   2) VP —> V (NP) (PP)   3) S —> Aux NP VP   4) CP —> C PP

13- In all natural languages, ……. represent(s) a kind of sound symbolism

1) phonological codes   2) onomatopoeic words   3) mining   4) signaling

14- A patient suffering from …….. would say "want..store..go" instead of "I want to go to store".

1) Broca's aphasia   2) Wernicke's aphasia   3) split brain   4) spoonerism

15- Jargon aphasia is often produced by patients who are suffering from ……. aphasia.

1) Transcortical Motor   2) Anomic   3) Wernicke's   4) Broca's

آزمون‌سازی زبان ــ روش تحقیق در مسائل آموزش زبان ــ مسائل آموزش زبان (نظریه‌ها ــ مهارت‌ها ــ اصول و روش تدریس ــ تهیه و تدوین مطالب درسی)

16- What does logical task analysis pertain to?

1) Task-based language testing   2) Item response theory

3) Reliability   4) Validity

17- What is the main problem with extensive naturalistic observation of non-test language use?

1) Practicality   2) Efficiency   3) Vagueness   4) Dynamism

18- Which of the following is/are NOT relevant to item specifications according to Propham(1981)?

1) Specification supplement   2) Stimulus specifications

3) Response attributes   4) Sample item

19- The …… and ….. can help teachers to select that subset of CRT items that are most closely related to the instruction and learning in a course and/or that subset most closely related to the distinction between students who passed or failed the test.

1) differential groups strategy, B-index

2) intervention strategy, differential groups strategy

3) difference index, B-index

4) item facility, intervention strategy

20- How many assumptions underlie the Pearson product-moment correlation coefficient?

1) 2   2) 3   3) 4   4) 5

پاسخنامه زبان انگلیسی ــ آموزش زبان انگلیسی

زبان‌شناسی

1- Choice "1"

The Egyptians also developed a pictographic system known as hieroglyphics. This system influenced many peoples, including the Phoenicians, who developed the West Semitic Syllabary. The Greeks borrowed the Phoenician system, and in adapting it to their own language they used the symbols to represent both consonant and vowel sound segments, thus inventing the first alphabet.

2- Choice "4"

Sapir-Whorf hypothesis is the general idea that differences in language structure cause people to view the world differently, from the names of two American linguists, Edward Sapir and Benjamin Whorf.

3- Choice "4"

The informants in the major dialect surveys of the twentieth century tended to be NORMS or "non-mobile, older, rural, male speakers." Such speakers were selected because it was believed that they were less likely to have influences from outside the region in their speech.

4- Choice "1 & 2"

The language that provides most of the lexical items of a pidgin or creole, typically the language of the socially or economically dominant group, is called superstrate or lexifier language.

5- Choice "3"

The following occurred as a result of the Great Vowel Shift:

Middle English		Modern English
[iː]	$\rightarrow$	[aɪ]
[uː]	$\rightarrow$	[aʊ]
[eː]	$\rightarrow$	[iː]
[oː]	$\rightarrow$	[uː]
[ɛː]	$\rightarrow$	[eː]
[ɔː]	$\rightarrow$	[oː]
[aː]	$\rightarrow$	[eː]

6- Choice "1"

Ample is pronounced with the insertion of a schwa before the final "l". The insertion of a segment into a string of sounds is called epenthesis.

7- Choice "2"

All languages have rules of syntax similar in kind, if not in detail, to those of English, and sign languages are no exception. Signed languages have phrase structure rules that provide hierarchical structure and order constituents. A signer distinguishes The dog chased the cat from The cat chased the dog through the order of signing.

8- Choice "3"

The suffix -able can productively turn a verb into an adjective, e.g., readable and touchable.

9- Choice "4"

Robot is an eponym: After the mechanical creatures in the Czech writer Karel Capek's play R.U.R., the initials standing for "Rossum's Universal Robots."

Jumbo is an eponym: After an elephant brought to the United States by P. T. Barnum. ("Jumbo olives" need not be as big as an elephant, however.)

Broast is a blend of "broil" and "toast".

10- Choice "3"

Gapping is the syntactic process of deletion in which subsequent occurrences of a verb are omitted in similar contexts, e.g., Michael prepared the elaborate presentation, while Jessica (prepared) the detailed report.

11- Choice "1"

This effect (priming) might arise because semantically related words are located in the same part of the mental lexicon, so when we hear a priming word and look it up in the lexicon, semantically related, nearby words are "awakened" and more readily accessible for a few moments.

12- Choice "4"

The correct phrase structure rule is CP --> C S.

13- Choice "2"

There is some sound symbolism in language—that is, words whose pronunciation suggests the meaning. Most languages contain onomatopoeic words like buzz or murmur that imitate the sounds associated with the objects or actions they refer to.

14- Choice "1"

In the example given, the patient deletes the function words "I" and "to". This represents agrammatism as a symptom of Broca's area.

15- Choice "3"

People with damage to Wernicke's area have difficulty naming objects presented to them and also in choosing words in spontaneous speech. They may make numerous lexical errors (word substitutions), often producing jargon and nonsense words.

16- Choice "4" Source: Bachman (1990, p. 270). Fundamental Considerations in Language Testing**.**

In a recent paper, Grotjahn (1986) outlined an integrated program of research that combines quantitative psychometric analyses of test data with qualitative analytic methods. He argues convincingly that the validation of language tests must include, in addition to the quantitative analysis of test takers' responses, the qualitative analysis of test taking processes and of the test tasks themselves. He describes a strategy of logical task analysis that can suggest what kind of cognitive processes may be involved when the subject is confronted with the task or that a specific solution may be generated by several alternative processing strategies.

17- Choice "1" Source: Bachman (1990, p. 314).

The main problem with extensive naturalistic observation of non-test language use is that of practicality. Spolsky and Shohamy and Keves recognize, as do Clark and Jones, that such techniques are time-consuming, cumbersome and expensive, and hence not feasible in most language testing situations. A different but perhaps more important problem pointed out by Spolsky (1985) concerns the serious ethical questions raised by using information obtained surreptitiously, without individuals' knowledge, for making decisions about them.

18- Choice "2" Source: James Dean Brown (1996, pp. 76-77). Testing in Language Programs.

Item specifications, in Popham's (1981) terms, are clear item descriptions that include a general description, a sample item, stimulus attributes, response attributes, and specification supplements, which will be defined here as follows:

1. General description: A brief general description of the knowledge or skills being measured by the item.

2. Sample item: An example item that demonstrates the desirable item characteristics (further delimited by the stimulus and response attributes below).

3. Stimulus attributes: A clear description of the stimulus material-that is, the material that will be encountered by the student-or the material to which they will be expected to react through response attributes.

4. Response attributes: A clear description of the types of (a) options from which students will be expected to select their receptive language choices (responses), or (b) standards by which their productive language responses will be judged.

5. Specification supplement: For some items, supplemental material will be necessary for clarifying the four previous elements; for example, the specification supplement might include a list of vocabulary items from which the item writer should draw, or a list of grammatical forms, or a list of functions of the language.

19- Choice "3" Source: James Dean Brown (1996, p. 84).

In short, *the difference index* and *B-index* can help teachers to select that subset of CRT items that are most closely related to the instruction and learning in a course and/or that subset most closely related to the distinction between students who passed or failed the test. With sound CRTs in place, teachers can indeed judge the performance of their students.

20- Choice "2" Source: James Dean Brown (1996, p. 157).

One requirement of the Pearson r is that the two sets of numbers must both be *interval* or *ratio* scales rather than ordinal or nominal scales. I am not saying that correlational analysis cannot be applied nominal and ordinal scales. I am saying that statistics other than the Pearson product-moment correlation coefficient must be used to do so. In addition to this design requirement, there are <u>three</u> assumptions that underlie the Pearson product-moment correlation coefficient:

  1. *Independence*: Each pair of scores is independent from all other pairs.
  2. *Normally distributed*: Each of the two sets of numbers is normally distributed.
  3. *Linear*: The relationship between the two sets of scores is linear.

While James Dean Brown introduces three assumptions, other books provide four or more assumptions. Thus, this item is faulty.

21- Choice "4" Source: James Dean Brown (1996, p. 255).

The single greatest disadvantage to applying *the Jaeger method* for standard setting is its complexity. Because of its iterative nature, this method is clearly the most difficult to set up logistically. However, that disadvantage may be outweighed by the political advantages gained by including all interested groups as judges and by having them discuss, think about, and judge the individual test items.

22- Choice "3" Source: Farhady, et al. (FAJAB) (1994, pp. 234-241). Testing Language Skills: From Theory to Practice.

A. Writing Readiness

<u>Copying</u>; Spelling; Punctuating; Combining sentences; Reducing sentences; Completing sentences; Transforming sentences; Expanding sentences; <u>Recognizing errors</u>;

B. Controlled Writing

Transforming sentences; <u>Building from words</u>; Building from answers to questions; Building sentences from notes; Organizing a paragraph; Completing a paragraph;

C. Free Writing