مان منهاه پیاری منه می از شرکت می منه میزان دانایی و تخصص اوست وست. مرکز آزمون وسنجش منه میزان دانایی و تخصص اوست

| سری سوال: یک ۱ | (دقیقه): تستی: ۷۰ تشریحی: ۰ | آزمون | ی: ۰ زمان | تعداد سوالات : تستی : ۳۴ تشریح | | |
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| www.PnuNews.com www.PnuNews.Net | • • • • • • • • • | | ی ساخت جمله،زبان شناسی مقابل ی زبان انگلیسی ۱۲۱۲۰۷۸ – ،آموز | • • • • • • • • • • | | |
| ¹ -The field of contrastive analysis is more interested in between languages than in their | | | | | | |
| similarities / differences | | ^{2.} likenesses / contrasts | | | | |
| ^{3.} differences / likenesses | S | 4. | ^{4.} common bases / classifications | | | |
| 2-The two following express P: /mitunim dær-ra baz ko E: Can't we open the door | onim?/ | sam | ie but | different. | | |
| functionally - structurally | | 2. | ^{2.} phonologically - structurally | | | |
| ^{3.} externally - internally | | 4. | ^{4.} syntactically - functionally | | | |
| 3-The process of carrying ov language, by which errors | - | | | oreign or a second | | |
| 1. deviation | | 2. | contastive analysis | | | |
| ^{3.} inference | | 4. | interference | | | |
| 4-Systematic errors are tho | se errors that are | ••••• | | | | |
| 1. structural | ^{2.} predictable | 3. | unexpectable | ^{4.} unexplainable | | |
| 5-The properties that are co | ommon for all languages | are | feature | 25. | | |
| 1. universal | ^{2.} systematic | 3. | unsystematic | ^{4.} absolute | | |
| 6-A study of how context in | fluences the way senten | ces | convey information is c | alled | | |
| 1. semantics | | 2. | lexicology | | | |
| ^{3.} discourse analysis | | 4. | pragmatics | | | |
| 7-One of the steps in contrasting two language systems, where you decide what is to be compared with what is known as | | | | | | |
| 1. description | | 2. | juxtaposition | | | |
| ^{3.} syntactic analysis | | 4. | prediction | | | |
| ⁸⁻ The version of CA claims that minimally distinct structures are more problematic for learners. | | | | | | |
| 1. theoretical | 2. strong | 3. | weak | ^{4.} moderate | | |
| ⁹⁻ The word "Mary" in "I bought a book <u>for Mary</u> ." functions as | | | | | | |
| 1. agent | ^{2.} dative | | benefactive | ^{4.} eliciting | | |
| | | | | | | |

| WW | رساسی ناپیوسه کی کرد. سیاسی ناپیوسه سیال دانایی و تخصص اوست | من على (ع): ارزش هر كس حضرت على (ع): ارزش هر كس | دانشگاه پیم ور مرکز آزمون وسنجش | | | |
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| سری سوال: یک ۱ www.PnuNews.com www.PnuNews.Net | • • • • • • • | مت جمله،زبان شناسی مقابله ای و تج | تعداد سوالات: تستی : ۳۴ تشریحی : ۰ عنصوان درس: بررسی مقابله ای ساخ رشته تحصیلی/کد درس: مترجمی زبان | | | |
| 10-The pronoun "It" in "It is ten o'clock." is a/an | | | | | | |
| 1. pro-subject | ^{2.} predicator | ^{3.} predicate | ^{4.} argument | | | |
| ¹¹⁻ In a sentence like "Mel | | · | | | | |
| 1. Mehdi | ^{2.} feels | ^{3.} fine | ^{4.} feels fine | | | |
| 12-The sentence " Mehdi with | | nalogous sentential mea | ning | | | |
| 1. Mehdi is funny. | | ^{2.} Mehdi will clean t | he kitchen. | | | |
| ^{3.} Mehdi works hard. | ^{3.} Mehdi works hard. | | ^{4.} Mehdi sent a gift to Ali. | | | |
| 13-Which of the following | sentences is basic? | | | | | |
| 1. I don't like it. | | ^{2.} Are you angry? | | | | |
| ^{3.} He is interested in n | nusic. | ^{4.} I hate smoking. | | | | |
| 14-Persian, unlike English, | , doesn't have sentence p | oatterns with | predicators. | | | |
| 1. zero-place | ^{2.} one-place | ^{3.} two-place | ^{4.} three-place | | | |
| 15-The underlined word in | n " <u>Tomorrow</u> , I will give i | t to you." is | | | | |
| 1. cliticized | ^{2.} individualized | ^{3.} overgeneralized | ^{4.} topicalized | | | |
| ¹⁶⁻ The process whereby t by the rule is termed | | e of a language feature b | eyond the limits allowed | | | |
| 1. collocation | | ^{2.} extention | | | | |
| ^{3.} overgeneralization | | ^{4.} grammaticalizatio | n | | | |
| 17-Which of the following sentences is produced by applying the rule "NP Adj Verb"? (Verb expresses the acquisition of a new quality.) | | | | | | |
| /mehdi mæriz shod, | / | ^{2.} /mehdi mæriz bud | \t | | | |
| ^{3.} /qæza ra mixorim/ | | ^{4.} /ræng-e mehdi pa | erid/ | | | |
| 18-Following the pattern "NC-e NP1 NO.Units Budæn", a sentence like | | | | | | |
| /mehdi pir shod/ | | ^{2.} /?u rahæt ?æst/ | | | | |
| ^{3.} ?æz ?ertefa-e ziyad | d mitærsæm/ | ^{4.} /?omq-e ?in more | dab do metr ?æst/ | | | |
| 19-A sentence pattern with one-place predicator is represented by | | | | | | |
| Mehdi sold the boo | k. | ^{2.} Mehdi feels comf | ortable. | | | |
| ^{3.} Mehdi gave her a pi | resent. | ^{4.} It's raining. | | | | |
| | | | | | | |

| WWV | 2 | و کر سکی کر س میں وسنجش حضرت علی(ع): ارزش هر کس به میر | دانشگا، مرکز آزه | | |
|--|-----------------------|---|--|--|--|
| سری سوال: یک ۱ | ستی: ۷۰ تشریحی: ۰ | ۳۴: تشریحی: ۰ زمان آزمون (دقیقه) : ت | تعداد سوالات : تستی | | |
| www.PnuNews.com www.PnuNews.Net | • | ررسی مقابله ای ساخت جمله،زبان شناسی مقابله ای و تجزیه و ت <mark>ع</mark> درس: مترجمی زبان انگلیسی ۱۲۱۲۰۷۸ – ،آموزش زبان انگلیسے | | | |
| 20-Which of the following | sentences is non-pe | ersonal? | | | |
| /Særæm dærd mikonæd/ | | ^{2.} /?u æz særdærd rænj mi | ^{2.} /?u æz særdærd rænj mibæræd/ | | |
| ^{3.} /hæva gærm ?æs | t/ | ^{4.} /?u sævar ?otobus shod/ | ^{4.} /?u sævar ?otobus shod/ | | |
| | · • | edicator usually expresses an action which is he agent which is assumed to be the often-d | - | | |
| 1. gradable | 2. passive | ^{3.} interrogative ^{4.} non-p | personal | | |
| 22-The verb in "Mehdi kick | ed the ball." is of | type. | | | |
| 1. passive | ^{2.} action | ^{3.} psychological ^{4.} result | tative | | |
| 23-The semantic roles of th areand | - | in " <u>Mehdi</u> was disappointed by the <u>results</u> .' vely. | IT | | |
| 1. agent - goal | | ^{2.} goal - agent | | | |
| ^{3.} experiencer - stimulu | IS | ^{4.} stimulus - experiencer | | | |
| 24-Which of the following | sentences has a two | o-place predicator? | | | |
| 1. I bought that car for | | ^{2.} Mehdi is worth his wife. | | | |
| ^{3.} She feels better. | | ^{4.} The show was interesting. | | | |
| 25-Which of the following | sets includes only s | eparable phrasal verbs? | | | |
| | | · · · · ^{2.} call for - get over - keep on | • | | |
| ^{3.} come to - take after - | - bring back | ^{4.} do over - drop off - look for | 5 | | |
| option - for example, be | etween "Mehdi gav | er of choices available but he always utilize we the book to me." and " Mehdi gave me th n a | - | | |
| 1. discoursal | ^{2.} textual | ^{3.} structural ^{4.} stylis | tic | | |
| 27-Which category does the "We considered him stu | - | ce belong to? | | | |
| 1. NP1 P.NP2 V as+ | -NP3 | ^{2.} NP1 V NP2 Adj | | | |
| 3. NP1 V NP2 PP | | ^{4.} NP1 V Adj NP2 | | | |
| 28-Which of the following s chairman."? | sets of verbs behav | es like "declare" in "They declared Mehdi (a | 1) | | |
| 1. name, bring, follow | | ^{2.} try, send, happen | | | |
| ^{3.} announce, believe, b | aptize | ^{4.} mistake for, see as, come to | | | |
| صفحه ۲ زا ۲ | | نیمسال دوم ۹۱–۱۳۹۰ | 1010/10101177 | | |

دانشگاه پیکور د کرون و کار سال کار کار کار سال کار کار کار کار مرکز آزمون وسنجش حضرت علی(ع): ارزش هر کس به میزان دانایی و تخصص اوست

| | ، به میزان دانایی و تحصص اوست | حضرت على (ع): أرزش هر كس | | | |
|---|-------------------------------|---|---|--|--|
| سری سوال : یک ۱ | قه): تستی: ۷۰ تشریحی: ۰ | زمان آزمون (دقي | تعداد سوالات: تستی : ۳۴ تشریحی : ۰ | | |
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| 29-A consonant may become by raising the middle or rear portion of the tongue towards the roof of the mouth. It is marked by a small | | | | | |
| 1. aspirated - raised "h" | | ^{2.} released - raised hyphon | | | |
| ^{3.} palatalized - lowered "y" | | ^{4.} unaspirated - lowered "h" | | | |
| ³⁰⁻ Two or more phonemes are said to be when their already existing contrasts are lost in a particular environment. | | | | | |
| 1. neutralized | ^{2.} velarized | ^{3.} devoiced | ^{4.} syllabic | | |
| 31-Which of the following | statements is true? | | | | |
| 1. English and Persian | /d/ are phonetically the | same. | | | |
| ^{2.} The /k/ in "sky" is ar | aspirated sound. | | | | |
| ^{3.} The initial sound in ' | 'thin" is an affricate. | | | | |
| ^{4.} In both English and I | Persian, front vowels are | e usually unrounded. | | | |
| 32-Which of the following | compounds is non-tran | sparent? | | | |
| 1. /?aftab-pæræst/ | ^{2.} /barbær/ | ^{3.} /ketab-xane/ | ^{4.} /dæst-forush/ | | |
| 33-Which of the following | items displays full isom | orphism? | | | |
| 1. /sefid bæxt/: fortunate | | ^{2.} /siyah ruz/: unlucky | | | |
| ^{3.} /dærya-ye-sorx/: Red Sea | | ^{4.} /sæbzijat/: vegetables | | | |
| 34-The term is used to denote the relationship between Persian word /pesær/ and English words "boy" and "son". | | | | | |
| 1. semantic field | 2. lexical split | ^{3.} lexical system | ^{4.} lexical field | | |
| | | | | | |
| | | | | | |
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