



اللجنة الامتحانية المركزية في كلية اللغات

وقت الامتحان : التاسعة صباحا  
المادة : الترجمة المرحلة : الثالثة  
مدة الامتحان : ثلاث ساعات  
تاريخ الامتحان : / / 2024 م  
أسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 (النموذج) رقم ( 2 )  
ملاحظة: تذكر أن وجدت

**I/ Translate only 2 ( TWO) passages into Arabic: (40 Marks)**

**A/ Climate**

The climate of a region refers both to its average weather over a period of years and to the typical amounts by which the various weather elements vary during each day and during each year. The most significant weather elements indetermining climate are temperature and precipitation. Climates differ considerably around the world, ranging from the tropics where there is no winter to the polar regions where there is hardly any summer. The belts in each hemisphere between the tropics and the polar regions were once classed simply as the temperate zones. A more realistic appraisal shows that at least five broad types of climate can be distinguished, each with a number of subdivisions.

**B/ Research and Development**

The chemical process industries spend more money on research and development than do most other industries. As a result, we now use many kinds of products unheard of a few years ago. Countless items in our daily lives are different from those our parents used, because of this innovation. Much of our clothing is now made of synthetic fibers instead of natural materials such as wool or cotton. The toys our children play with are often made of plastics that replace wood or metal. And many of us drink instant coffee rather than brewing the beverage from ground coffee beans.

These kinds of products have come about through research and development in research laboratories. These laboratories are usually staffed by chemists who do their experimentation in the usual laboratory glassware. For example, when two materials must be mixed together, the chemist may do it with a glass rod or by merely shaking the container. The mixture can be heated by placing the container over a small gas burner by setting it in cold water. But many of the things that seem so easy in the laboratory are much harder to do in the plant. Even making the same product in the same way, but on a larger scale, presents many problems.

**C/ Satellite Communications**

A communications satellite receives the energy beamed up at it by an earth station and amplifiers and returns it to earth at a frequency of about 2 gigahertz away, this prevents interference between the uplink and the downlink. Communication satellites appear to hover over given spots above the equator. This does not make them stationary, but rather geostationary. That is to say, they have the same angular velocity as the Earth (i.e. one complete cycle per 24 hours), and so



they appear to be stationed over one spot on the globe. Celestial mechanics shows that a satellite orbiting the Earth will do so at a velocity that

depends on its distance from the Earth, and on whether the satellite is in a circular or an elliptical orbit. For example, a satellite in a low circular orbit, as was Sputnik I, will orbit the Earth in 90 minutes. The moon, which is nearly 385,000 km away, orbits in 28 days. A satellite in circular orbit 35,800 km away from the earth will complete revolving in 24 hours, and this is why it appears stationary.

**II/ Translate only 1 (ONE) passage into English: (20 Marks)**

/A

جمهورية العراق

وزارة الصحة

صورة قيد ولادة

تاريخ تنظيمها: 2017 / 8 / 12

رقم الشهادة الاصلية: 68907

دائرة التخطيط والتعليم

قسم الحصاء الصحي والحياتي

الى / وزارة الخارجية / قسم التصديقات

نؤيد لكم بان الوالدة المسجلة اوصافها قد سجلت لدينا في سجل الولادات

لسنة 2015

تحت تسلسل 2137

الجنس: انثى

اسم المولود: مينا

جنسية الوالد: عراقي

الديانة: مسيحي

اسم الوالد: يوسف ابراهيم

جنسية الام: عراقية

الديانة: مسيحية

اسم الام: مريم يعقوب

تاريخ الوالدة رقما: 2017 / 8 / 12

تاريخ الولادة كتابة: الثاني عشر من شهر آب لسنة الفان وسبعة عشر.

محل وقوع الولادة: بغداد

اسم المخبر عن الولادة: م الكري للولادة

ختم المؤسسة

دائرة صحة بغداد-الكرخ مستشفى الكرخ للولادة



/B

العدد: 22 / 224  
التاريخ : 2015/ 7/16

نقابه اطباء الاسنان في العراق  
بغداد مدخل مدينه المنصور  
ص ب 6040

#### قرار نقابي

استنادا لقرار مجلس النقابة بجلسته الثالثة والثمانين المنعقدة بتاريخ 2 / 1 / 2015 وبناء على الطلب المقدم من قبل الزميل الدكتور مرتضى حسين عبد الله طبيب الاسنان اختصاصي جراحة الفم والوجه والفكين (بوردي) والذي يعمل في دائرة صحة بغداد/ الرصافه ولتوفر الشروط الواردة في التعليمات عدد (14) لسنة 1981 الصادره بموجب قانون الصحة العامه رقم (89) لسنة 1981 فقد تقرر الموافقة على فتح عيادته الخاصة الكائنة في (اليرموك) مستوصف عدن الطبي ( اعتبارا من تاريخ صدور هذا القرار .

الدكتور عقيل جعفر طالب  
نائب نقيب اطباء الاسنان  
في العراق

نسخه منه الى :

- دائرة صحة بغداد – الرصافه
- نقابة اطباء الاسنان فرع المنصور
- الزميل الدكتور مرتضى حسين عبد الله/ الضباره الخاصه

Ministry of Higher Education and  
Scientific Research  
University of Baghdad  
College of Languages  
Department of English Language



وزارة التعليم العالي والبحث العلمي  
جامعة بغداد  
كلية اللغات  
قسم اللغة الانجليزية

مع أمنياتي لكم بالنجاح

التوقيع:

مدرس المادة: ربيع عامر صالح  
الدرجة العلمية: مدرس

تثبت الدرجة لكل سؤال



المادة : الترجمة المرحلة : الثالثة تاريخ الامتحان : / / 2024  
اجوبة اسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 م (النموذج) رقم ( 2 )

I/ (40 Marks)

1/ المناخ

يشير مناخ منطقة ما إلى متوسط الطقس على مدى فترة من السنين وإلى الكميات النموذجية التي تختلف بها عناصر الطقس المختلفة خلال كل يوم وخلال كل عام. أهم العناصر الجوية التي تحدد المناخ هي درجة الحرارة وهطول الأمطار. تختلف المناخات بشكل كبير حول العالم، بدءًا من المناطق الاستوائية حيث لا يوجد شتاء، إلى المناطق القطبية حيث لا يوجد صيف تقريبًا. تصنف المناطق الموجودة في كل نصف من الكرة الأرضية بين المناطق الاستوائية والمناطق القطبية على أنها مناطق معتدلة. ويبين التقييم الحقيقي أنه يمكن ان نقول بوجود خمسة أنواع واسعة من المناخ على الأقل، ولكل منها عدد من التقسيمات الفرعية.

2/ البحث والتطوير

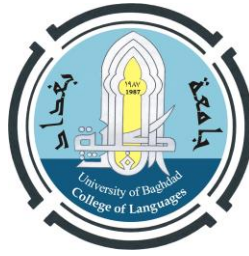
تنفق صناعات العمليات الكيميائية أموالاً أكثر على البحث والتطوير مقارنة بمعظم الصناعات الأخرى. ونتيجة لذلك، فإننا نستخدم الآن العديد من أنواع المنتجات التي لم يسمع بها أحد منذ بضع سنوات مضت. هناك عدد لا يحصى من العناصر في حياتنا اليومية تختلف عن تلك التي استخدمها أبائنا، بسبب هذا الابتكار. الكثير من ملابسنا الآن مصنوعة من ألياف صناعية بدلاً من المواد الطبيعية مثل الصوف أو القطن. غالبًا ما تكون الألعاب التي يلعب بها أطفالنا مصنوعة من البلاستيك الذي حل محل الخشب أو المعدن. والكثير منا يشرب القهوة سريعة التحضير بدلاً من تخمير المشروب من حبوب البن المطحونة. لقد ظهرت هذه الأنواع من المنتجات من خلال البحث والتطوير في مختبرات الأبحاث. يعمل في هذه المختبرات عادة كيميائيون يقومون بتجاربهم في الأواني الزجاجية المخبرية المعتادة. على سبيل المثال، عندما يجب خلط مادتين معًا، قد يفعل الكيميائي ذلك باستخدام قضيب زجاجي أو بمجرد هز الحاوية. يمكن تسخين الخليط بوضع الحاوية فوق موقد غاز صغير أو غمسه في الماء البارد. لكن العديد من الأشياء التي تبدو سهلة للغاية في المختبر يصعب القيام بها في المصنع. فحتى صنع نفس المنتج بنفس الطريقة، ولكن على نطاق أوسع، يمثل العديد من المشكلات

3/ الاتصالات الفضائية

يستقبل قمر الاتصالات الطاقة التي تبتثها المحطة وتضخيمها وإعادتها إلى الكارث بتردد يصل الى حوالي 2 جيجا هرتز بعيدًا، وهذا يمنع التداخل بين الوصلة الصاعدة والوصلة الهابطة. تحوم أقمار الاتصالات الفضائية فوق نقاط معينة: فوق خط الاستواء، هذه المستندات لا تجعلها ثابتة، بل ثابتة بالنسبة إلى الأرض. وهي تدور بنفس السرعة مثل الأرض (أي دورة كاملة واحدة كل 24 ساعات)، ويبدو أنها متمركزة فوق نقطة واحدة على الكرة الأرضية. تظهر الميكانيكا أن القمر الصناعي الذي يدور حول الأرض سيفعل ذلك بسرعة يعتمد على بعده عن الأرض، وعلى ما إذا كان القمر الصناعي في مكان ما مدار دائري أو بيضاوي. على سبيل المثال، قمر صناعي في مدار دائري منخفض، مثل سبوتنيك 1، وسيدور حول الأرض خلال 90 دقيقة. القمر الذي هو ميرلي ويبعد عنا 385 ألف كيلومتر، ويدور في 28 يومًا. قمر صناعي في مدار دائري 35800 كم بعيدًا عن الأرض، سيكمل ثورة في 24 ساعة، كما تفعل الأرض قم بحجبها، ولهذا السبب تظهر ثابتة.

II/ (20 Marks)

1/ REPUBLIC OF IRAQ, MINISTRY OF HEALTH, DEPARTMENT OF PLANNING AND EDUCATION, HEALTH AND VITAL STATISTICS DIVISION No. 341857 T : 5 No. of original certificate : 137371 Date of issue : 8 / 8 / 1988 COPY OF BIRTH REGISTRATION To: Ministry of Foreign Affairs / Authentications This is to certify that the Birth detailed below was recorded in the births' register Under No.5514 of 1988. Name of newborn baby : Diana Sex : Female Father's name : Fowzi Yousif Religion : Christian Nationality : Iraqi Mother's name : Nancy Youhana Religion : Christian Nationality : Iraqi Date of birth in number : 8 / 8 / 1988 Date of bith in words Eighth of August, nine hundred and eighty eight Place of birth : Baghdad



Name of informant : Al-Karkh Maternity Hospital Document organised and signed by Doctor's named and signaiture Khalid H. Jum'a S. H. Abbas Date of issue : 30 / 10 / 2011 - This side of the document bears stamp Baghdad Health Office/ Al-Karkh Maternity Hospital.

2/ IRAQI DENTAL ASSOCIATION Ref. :2088/927 BAGHDAD / AL-MANSOUR Date : 21/10/2008 P. O. BOX 6040 ASSOCIATION DECISION In pursuance of the decision of the Association Council taken in its session No. 83 held on 15/5/2008 and in view of the request submitted by the fellow Dr. Sulaiman Arif Hasan , a dental specialist in maxillofacial surgery ( Board Certificate), who is working at Baghdad , Al-Rusafa Health Administration , and as the conditions stated in the instructions No. (14) of 1981 and issued in accordance with the Public Health Law No. (89) of 1981 are fulfilled by him , it has been decided to accept the opening of his private clinic situated at Al-Baladiyat District –AL-Hikma Medical Dispensary as of the date of issuing this decision. Sgd./ Dr. A. W. Al-Nasiri Vice-President, Iraqi Dental Association C. C. to \* Office of Health /Baghdad , Al-Rusafa \* Iraqi Dental Association/ Al-Mansour \* The Fellow Dr. Sulaim Arif Hasan / his personal dossier

التوقيع:  
مدرس المادة: ربيع عامر صالح  
الدرجة العلمية: مدرس

تنبت الدرجة لكل سؤال

**Ministry of Higher Education and  
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**وزارة التعليم العالي والبحث العلمي  
جامعة بغداد  
كلية اللغات  
قسم اللغة الانجليزية**





اللجنة الامتحانية المركزية في كلية اللغات

وقت الامتحان : العاشرة صباحا  
المادة : الرواية  
المرحلة : الثالث  
مدة الامتحان : ثلاث ساعات  
تاريخ الامتحان : / / 2024 م  
أسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 (النموذج رقم 1)

**Note:** Answer **four** of the following Questions:

**Q1: Define the following:**

**(15 marks)**

1. Martin
2. Mrs. Sparsit
3. Bitzer

**Q2: Explain the reason behind the following:**

**(15 marks)**

1. The old man washed his right hand and then let it stay in the salt water.
2. The old man wishes the boy is with him.
3. The Old man only dreamed of places now and of the lions on the beach.

**Q3: Identify and briefly comment on the following:**

**(15 marks)**

1. " First, Sissy, do you know what I am? I am so proud and so hardened, so confused and troubled, so resentful and unjust to everyone and to myself, that everything is stormy, dark, and wicked to me."
2. " You may be sure, sir, you will never see her again as long as you live."

**Q4: "I'll kill him though, he said. In all his greatness and his glory." Briefly discuss (15 marks)**

**Q5: Is *Portrait of a Lady* a feminist book in any way or ultimately a conservative novel?**

**(15 marks)**

التوقيع:

مدرس المادة: بان صلاح شعلان

الدرجة العلمية: استاذ مساعد





الامتحان : / / 2024 المادة : الرواية المرحلة : الثالثة تاريخ

اجوبة اسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 م (النموذج) رقم (1)

**Note:** Answer four of the following Questions:

**Q1: Define the following:**

**(15 marks)**

- Martin:** Martin. Martin, a café owner in Santiago's village, does not appear in the story. The reader learns of him through Manolin, who often goes to Martin for Santiago's supper. As the old man says, Martin is a man of frequent kindness who deserves to be repaid.
- Mrs. Sparsit:** Mrs. Sparsit, a pathetic, but scheming old lady, earns her living by pouring tea and attending to the other housekeeping duties for Mr. Josiah Bounderby, whom she despises. Sparing with words, she is literally a "sitter," first in Bounderby's home and later in his bank.
- Bitzer:** Bitzer is a well-crammed student in Gradgrind's model school of Fact. He is the living contrast to the humble, loving, compassionate Sissy. Bitzer can best be characterized as the symbolic embodiment of the practical Gradgrindian philosophy: he is colorless, servile, and mean; and he lives by self-interest.

**Q2: Explain the reason behind the following:**

**(15 marks)**

- The old man washed his right hand and then let it stay in the salt water.**  
Because Salt water is good for the old man hand wounds.
- The old man wishes the boy is with him.**  
So that to help him in catching the great fish.
- The Old man only dreamed of places now and of the lions on the beach.**

He no longer dreams of big troubles nor of his loss, but merely of the things that makes him happy and reminds him of his youth and happiness.



**Q3: Identify and briefly comment on the following:**

**(15 marks)**

1. “ First, Sissy, do you know what I am? I am so proud and so hardened, so confused and troubled, so resentful and unjust to everyone and to myself, that everything is stormy, dark, and wicked to me.”

The speaker is Louisa to Sissy after she has returned to her father house escaping the temptation of Mr. Harthouse. Confused, sad and bewildered, is the final stage of growing up following the philosophy of facts and nothing but facts.

2. “ You may be sure, sir, you will never see her again as long as you live.”

Sissy is asking Mr. Harthouse not see Louisa again for the rest of their lives. Sissy is doing this to save Louisa’s reputation.

**Q4: “I’ll kill him though, he said. In all his greatness and his glory.” Briefly discuss (15 marks)**

Hemingway unites the old man with the marlin through Santiago’s frequent expressions of his feelings of kinship. He suggests that the fate of one is the fate of the other. Although they are opponents, Santiago and the marlin are also partners, allies, and, in a sense, doubles. The lines links the marlin to Christ, implicitly links Santiago to Christ as well. Because Santiago declares the marlin his “true brother”, he implies that they share the same fate. When the sharks attack the marlin’s carcass, they are attacking Santiago as well, the sense of alliance between the old man and the fish becomes even more explicit.

**Q5: Is Portrait of a Lady a feminist book in any way or ultimately a conservative novel?**

**(15 marks)**

A feminist novel is one that not only deals explicitly with the stories and thereby the lives of women; it is also a novel that illuminates some aspect of the female condition and/or offers some kind of imperative for change and/or makes a bold or unapologetic political statement in the best interests of women. Henry James’ text attempts to provide a character portrait of the ideal Victorian woman. James’s novel however remains riddled with uncertainty as Isabel exemplifies qualities of both the proto-feminist movement as well as the acceptance of cultural norms.

التوقيع:

مدرس المادة: بان صلاح شعلان

الدرجة العلمية: استاذ مساعد



اللجنة الامتحانية المركزية في كلية اللغات

وقت الامتحان : التاسعة صباحا  
المادة : النحو التركيبي  
المرحلة : الثالثة  
تاريخ الامتحان : / / 2024 م  
أسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 (النموذج) رقم ( 1 )  
ملاحظة :

**Q1A\ Define, in brief, FIVE of the following: (10 Marks)**

Bases, Affixes, suffixcal homophones, allomorphs, Immediate constituents, morphology,

**Q1B\Elaborate, with examples, ONE of the following. (5 marks)**

1-why is it difficult to define words?

2-How compound words can be distinguished from grammatical structures?

**Q2\ Identify FIVE of the following sentences as TRUE or FALSE and correct the wrong ones (15 Marks)**

1-My outside mother is very outside.

2-"note" is n\v part of speech.

3-The mother bought the girl it.

4-source noun "child" , derived adjective " childish".

5--source verb "read" , derived adjective " readable"

6- The very departed guests had forgotten their dog.

7-The physician grew sleepy

**Q3\ Put FIVE of the following Patterns into sentences.(15 Marks)**

1-N1 LV N1

2-N1 Be Adv.

3-N1 Vint.

4-N1 Vtr. N2 N3

5-N1 Vtr. N2 Verb present participle

6- N1 Vtr. N2 Verb past participle

7-N1 Be Adj.

**Q4\ Do as required for FIVE of the following. (15 Marks)**

1-The inflectional paradigm of the word "woman".



- 2-Identify the process of word formation for the words "cream puff" and " roughneck".  
3-An example of comparable paradigm.  
4-The angry make few friends. (Indicate the form, position and function of the underlined words).  
5-The old fence. (indicate the head noun)  
6-We believed him honest. (Identify the sentence pattern)  
7-Had been eaten by the cat (Identify the head verb).

مع أمنياتي لكم بالنجاح

التوقيع:

مدرس المادة: د. مآرب محمد صنكور  
الدرجة العلمية:مدرس دكتور



المادة : النحو التركيبي المرحلة : الثالثة تاريخ الامتحان : / / 2024  
اجوبة اسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 م (النموذج) رقم ( 1 )

**Q1A\\ Define, in brief, the following:**

- Bases (or Roots): The basic meaning-carrying unit of a word. It can function as a complete word itself (like "book") or serve as the foundation for creating new words with affixes (like "bookworm").
- Affixes: Bound morphemes (meaningful units) that are attached to bases to modify their meaning or grammatical function. They come in two flavors:
  - Prefixes: Added before the base (e.g., "re-" in "replay") •
  - Suffixes: Added after the base (e.g., "-ly" in "quickly") •
- Suffixal Homophones: Suffixes that sound the same but have different meanings. For instance, "-ment" can indicate an action (e.g., "development") or a state (e.g., "adjustment").
- Allomorphs: Different forms of the same affix that appear depending on the context. For example, the plural suffix in English can be "-s" (cats), "-es" (dishes), or "-en" (oxen).
- Immediate Constituents (ICs): In syntax, the two largest meaningful units that directly combine to form a phrase or clause. For example, in the phrase "happy dog," "happy" and "dog" are the ICs.
- Morphology: The branch of linguistics that deals with the internal structure of words, including how morphemes (bases and affixes) are combined to form new words.

**Q1B\\Elaborate, with examples, the following. 1-why is it difficult to define words? 2-How compound words can be distinguished from grammatical structures? 3-Morphemes in English.**

**Why Defining Words is Difficult: .1**

Defining words can be tricky for a few reasons:

**Context is King:** A word's meaning often hinges on the context in which it's used. Take "run." It can mean to move quickly on foot, operate a machine, or participate in an election. A dictionary definition can't capture all the nuances. •

**Multiple Meanings:** Many words have several meanings, even seemingly basic ones. "Fair" can mean light-colored, just, or a marketplace. Dictionaries typically list these various meanings, but identifying the correct one relies on context. •

**Abstract Concepts:** Defining abstract concepts like "love" or "freedom" is challenging. These words represent complex ideas that can be subjective and vary from person to person. •

**Language is Fluid:** Languages evolve, and word meanings can shift over time. A definition might not reflect the current usage of a word. •

**Circular Definitions:** Sometimes, defining a word involves using other words that themselves need definition. This can lead to a circular loop that doesn't provide true understanding. •

**Compound Words vs. Grammatical Structures: .2**

Distinguishing compound words from grammatical structures can be subtle, but here are some tips:

**Solid vs. Separate Meaning:** In a compound word, the individual parts usually have a clear meaning that contributes to the whole word's meaning. For example, "sun" and "flower" combine to make "sunflower." In a grammatical phrase, the individual words might not have independent meaning in that context. "The red car" doesn't define "the" or "red" on their own. •

**Hyphens and Spelling:** Compound words are often hyphenated (e.g., "water-resistant") or written as one word (e.g., "daylight"). Grammatical structures are typically separate words. However, this isn't a foolproof rule, as some compounds become single words over time ("smartphone"). •

**Flexibility:** Compound words tend to act as single units. You wouldn't typically say "a very water resistant coat" but rather "a very water-resistant coat." Grammatical phrases allow more flexibility in word order ("the red car" vs. "car, the red"). •

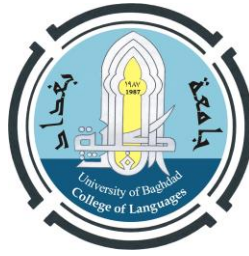
**Morphemes in English: .3**

Morphemes are the building blocks of words in English. They can be:

**Free Morphemes:** Can function as words on their own (e.g., "book," "happy"). •

**Bound Morphemes:** Must be attached to another morpheme to form a word (e.g., prefixes like "re-" in "replay" or suffixes like "-ly" in "quickly"). •

Here are some examples of morphemes in action:



Word with a single free morpheme: "Sing" •

Word with a free morpheme and a derivational suffix: "Singer" ("sing" + "-er") •

Word with a free morpheme and an inflectional suffix: "Sings" ("sing" + "-s") •

Word with a prefix, free morpheme, and a suffix: "Unhappy" ("un-" + "happy" + "-ly") •

Remember, morphemes can be complex. For instance, the suffix "-ness" can be further broken down into "-ful" (meaning "full of") and "-ness" (meaning "state of").

**Q2\ Identify the following sentences as TRUE or FALSE and correct the wrong ones.**

FALSE. "Outside" is an adverb, not an adjective describing another adjective. A better sentence could be "My mother is very outgoing."

FALSE. "Note" can be both a noun (a written message) and a verb (to pay attention). So it's a noun/verb (n/v).

FALSE. The pronoun "it" is vague. A clearer sentence would be "The mother bought the girl a toy." (or something specific).

TRUE. "Child" is a noun, and "childish" is an adjective derived from it.

TRUE. "Read" is a verb, and "readable" is an adjective derived from it.

TRUE. This sentence is grammatically correct. "Very" modifies "departed," "departed" modifies "guests," and "the" modifies "guests."

TRUE. This sentence is grammatically correct.

**Q3\ Put FIVE the following Patterns into sentences.(15 Marks)**

**Noun Phrase Patterns:**

**Determiner + Adjective + Noun:** The **bright red car** sped down the street. •

**Pronoun + Noun:** She carefully packed her **luggage**. •

**Subject + Verb:** The children **laughed**. •

**Subject + Verb + Object:** The artist **Painted** a beautiful **landscape**. •

**Q4\ Do as required for FIVE of the following. (15 Marks)**

**The inflectional paradigm of the word "woman" .1**

English is not a highly inflectional language. Nouns like "woman" typically only have one inflection for the plural, marked by the suffix "-s" (woman --> women). There's no separate case system (nominative, accusative, etc.) like in some other languages.

**Process of word formation .2**

**Cream puff:** This is a compound noun. It combines two free morphemes, "cream" and "puff," to create a new word with a specific meaning (a light pastry filled with cream). •

**Roughneck:** This can be considered a compound noun (rough + neck) or a noun formed through derivation. The adjective "rough" is modified by the suffix "-neck" to create a noun referring to someone who works a physically demanding job (often in the oil industry). •

**Comparable paradigm .3**

A comparable paradigm could be the conjugation of a verb in different tenses. For example:

**Verb "sing":** sing (present), sang (past tense), sung (past participle) •

This shows how the verb changes its form to indicate grammatical function (tense) while retaining its core meaning.

**The angry make few friends. .4**

**The (article):** Determiner, prenominal (comes before the noun) •

**Angry (adjective):** Modifier, attributive (describes the noun directly) •

**Make (verb):** Main verb, indicative mood, present tense, third-person plural •

**The old fence. .5**

**Fence (noun):** Head noun (the main noun in the phrase) •

**We believed him honest. .6**

**Sentence pattern:** Subject-Verb-Object-Complement (We is the subject, believed is the verb, him is the object, and honest is a complement describing the object) •

**Had been eaten by the cat .7**

**Head verb:** Eaten (past participle, functioning as the main verb in the passive voice construction) •

التوقيع :

Ministry of Higher Education and  
Scientific Research  
University of Baghdad  
College of Languages  
Department of English Language



وزارة التعليم العالي والبحث العلمي  
جامعة بغداد  
كلية اللغات  
قسم اللغة الانجليزية

مدرس المادة: م.د. مآرب ممد صنكور  
الدرجة العلمية: مدرس دكتور



اللجنة الامتحانية المركزية في كلية اللغات

مدة الامتحان : ثلاث ساعات  
تاريخ الامتحان ٥٧ 2024 م  
(نموذج) رقم ( 1 )

وقت الامتحان :  
المادة : اللغة العربية  
اسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024  
المرحلة : الثالثة

- ملاحظة: الاجابة عن اربعة اسئلة فقط .
- س1 - أ: ضع علامة (✓) أمام العبارات الصحيحة ، وعلامة (x) أمام العبارات الخاطئة ثم صحح الخطأ : (8 درجات)
- 1- لفظة (نساء) في قول الرسول محمد (صلى الله عليه وآله وسلم): "فاطمة سيدة نساء أهل الجنة" جمع ومفردا ( امرأة) وهي من الملحقات بجمع الموث السالم.
  - 2- خبر الفعل الناقص (يوشك) في قول الرسول محمد (صلى الله عليه وآله وسلم): "يوشك أن ينزل فيكم عيسى بن مريم حكما عدلا" محذوف لدلالة ما قبله عليه.
  - 3- يعرب ( كلا وكلتا) اعراب المثنى إذا اضيفا إلى اسم ظاهر، وإن اضيفا إلى ضمير اعرابا اعراب الاسم المقصور.
  - 4- الإشتقاق الصغير هو أن يكون بين المشتق والمشتق منه تناسب في اللفظ والمعنى وترتيب الحروف.
- ب : أكمل الجمل الآتية بإداة شرط جازمة مناسبة ثم عين جواب الشرط واعربه:
- 1- كتاب تقرأ تستفد منه . 2- صدقت تحترم. 3- يات الربيع يطلع الزرع
  - س2 - أ: (فم، ذو) من المعربات بالحروف ولهما شروط خاصة بهما، اشرح ذلك موضحاً متى تعرب بالحروف ومتى تعرب بالحركات، وعزز اجابتك بجمل مفيدة.
  - ب - في النصوص الآتية افعال مقاربة، وشروع ورجاء، استخراجها موضحاً نوعها واسمها وخبرها:
- 1- قال تعالى: " فطفيق مسحاً بالسوق والأعناق ". 2- قال تعالى: " لا يكادون يفقهون حديثاً".
  - 3- قال الشاعر: عسى الكرب الذي أمسيث فيه يكون وراءه فرج قريب
- ج - (التحول الداخلي) من طرق صوغ الكلمات في الإشتقاق، اشرح ذلك وعزز اجابتك بالأمثلة
- س3 - أ: اكشف عن الألفاظ الآتية :
- 1- (الاشراح) في معجم القاموس المحيط للفيروز آبادي. 2- ( مقالات) في معجم اساس البلاغة للزمخشري.
  - ب - استعمل القرآن الكريم صيغتي الجمع والمفرد ( السماء - السموات) في سياقين مختلفين وبدالتين مختلفتين، اشرح ذلك وعزز اجابتك بالنصوص القرآنية.
  - ج - اعراب ما تحته خط اعراباً مفصلاً:
- يا هذه النفس ما زال الهوى عبقاً
- س4 - أ: من أنواع الاسم المنصوب على الاختصاص: 1- أن يكون معرفة ب(ال) التعريف، 2- أن يكون مضافاً إلى معرفة. اشرحهما مبيناً أحوال المنصوب على الاختصاص من حيث الإعراب. وعزز اجابتك بجمل مفيدة.
- ب - مثل لما يأتي بجمل مفيدة:
- 1- جملتان خبريتان موصولتان بالواو. 2- جملتان مفصولتان الثانية منهما جواب عن سؤال يفهم من الأولى.
  - 3- جملتان موصولتان خبرياً وانشاءً والفصل يوهم خلاف المقصود.
- ج - من أنواع الدلالات اللغوية: (الدلالة الشرعية) اشرحها ب(ايجاز) وعزز اجابتك بالأمثلة.
- س5 - أ: أكتب أول خطبة للرسول محمد (صلى الله عليه وآله وسلم) في مكة ، واضبط حركات الألفاظ، ثم أذكر أهم الخصائص الأسلوبية التي تميزت بها.

مع أمنياتي لكم بالنجاح.

التوقيع:

مدرس المادة : لجنة وضع الاسئلة





اللجنة الامتحانية المركزية في كلية اللغات

وقت الامتحان : العاشرة صباحا  
المادة : النحو التقابلي  
المرحلة : الثالثة  
تاريخ الامتحان : / / 2024 م  
أسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 (النموذج) رقم ( 1 )  
ملاحظة: تذكر أن وجدت

Answer the following questions.

Q/1. (16 Marks) Explain the difference between English and Arabic in terms of the following:

1. The plural form of the nouns: 'boys' and 'أولاد'.
2. The classification of verbs.
3. Mood.
4. Generic reference.

Q/2. (14 Marks) Do as required in brackets.

1. She wrote a letter and so ----- John.  
(Insert a suitable proform.)
2. أستقبل الضيف من قبل رئيس البلدية.  
(Change into a formal style.)
3. Ali leaves for Paris next month.  
(Identify the use of the present tense of the verb.)
4. The doctor recommended that she (leave) the hospital.  
(Make the verb in brackets negative following the British English style.)
5. حياة الفلاح صعبة.  
(Identify the type of reference of the underlined noun.)
6. They must be at home.  
(Identify the meaning of the modal verb.)
7. They must be at home.  
(Change into an interrogative sentence.)

Q/3. (16 Marks) Choose either A or B.

A. Compare.

1. Auxiliary vs lexical verbs in English.
2. Verbal vs nominal Arabic sentences.
3. The 's' genitive vs the 'of' construction.
4. The progressive aspect vs the perfective aspect in English.

B. Complete the following sentences.



1. Arabic verbs are divided into two classes: ----- and ----- classes which are called in Arabic ----- and ----- respectively.
2. ----- nouns have number contrast whereas ----- nouns have no number contrast.
3. Regular plurals in Arabic are closely connected with gender and are grouped into two classes: ----- and -----.
4. Two of the non-finite verb forms are ----- and -----.
5. Tenses using the moment of speaking as the point of reference are termed -----; those using other moments as point of reference are termed -----.
6. Two types of the passive may be recognized in English: ----- and -----.
7. The basic meanings of modulation in Arabic are -----, -----, -----, and -----.
8. **فعل** which is derived from **فعل** may express ----- as in **كسّر** or ----- as in **فَرَح**.

Q/4. (14 Marks) Give a sentence to illustrate each of the following.

1. An Arabic nominal sentence in which the subject is an indefinite noun.
2. A present tense used in Arabic to refer to a future time.
3. Formulaic subjunctive.
4. A definite article used in Arabic for what is 'given' in the situational context.
5. An Arabic verb form which has a passive sense.
6. 'كل' used as an appositive having a pronominal suffix.
7. Modal + Progressive Aspect.

مع أمنياتي لكم بالنجاح

التوقيع:  
مدرس المادة: د. رباب عبد الجليل سعيد  
الدرجة العلمية: استاذ



المادة : النحو التقابلي المرحلة : الثالثة تاريخ الامتحان : / / 2024  
اجوبة اسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 م (النموذج) رقم ( 1 )

### Question One

1. The plural form of the noun 'boys' is realized by the suffix morpheme 's' the Arabic form of اولاد is realized by means of a different more complicated way which may be described as 'prefix' and 'infix'.
2. Classification of English verbs is based on syntactic function: auxiliary-operator, lexical. Classification of Arabic verbs is based on morphological changes, especially the radicals (consonants): triliteral, quadriliteral and their combinations.
3. The Arabic verb system has five moods whereas the English verb system has three moods. This makes the morphology of the Arabic verb more complicated since these moods are realized by means of form contrasts. The picture is even more complicated if we take into consideration the fact that the Arabic verbs vary according to the gender, number, and person whereas the English verb varies according to the person and number. Compare:

يكتبن، اكتب، يكتب، يكتب، يكتب

he writes, he write (subjunctive), write (imperative)

Formally, the indicative and the imperative moods correspond in the two languages. In both languages the indicative is used to state something; the imperative is used to persuade somebody to do something. The subjunctive and the jussive are basically morphological and have no counterparts in English. The energetic mood is used in Arabic to emphasize what is uttered. This sense is often realized in English by means of modal verbs, e.g. لأعاقنته, I must punish him; I will certainly punish him.

4. For the generic reference English uses all the three articles, the indefinite and the definite with singular nouns, the zero article with plural and mass nouns. Arabic, on the other hand, uses the definite article with all types of common nouns.

### Question Two



1. Did
2. استقبال الضيف البلدية. – استقبال رئيس البلدية الضيف.
3. The present tense is used to refer to future time.
4. I should not leave
5. Specific reference
6. certainty
7. It cannot be changed because interrogative sentences are not usual with this meaning 'certainty'

### Question Three

A

1. The lexical verb is the head element and comes last in the complex verb phrase. The elements preceding the head are auxiliaries. The distinction between lexical and auxiliary verbs is made on the basis of three grammatical processes: interrogation, negation, and pro-form. It is, therefore, grammatically important to divide the verb class into auxiliary and lexical verbs because the auxiliary verb performs certain grammatical functions whereas the lexical verb carries the meaning. Auxiliary verbs in English belong to a closed system because they can be listed. They include: Be, Have, Do, and auxiliary verbs.
2. Verbal sentences contain a verb whereas nominal sentences do not contain a verb. In verbal sentences the verb may precede the subject or follow the subject: جاء احمد وضع الكتاب على المائدة. المهندس عنده بيت, ليلي تلميذة
3. The 's' genitive is used with nouns higher in the scale of gender whereas the 'of' genitive is used with nouns lower in the scale of gender.
4. In English, the progressive aspect expresses an action in progress. The perfective aspect views the event as completed.



B.

1. basic, derived, المزيد, المجرد
2. variable, invariable
3. masculine, feminine
4. the infinitive, -ing form, and the past participle
5. absolute, relative
6. agentive, agentless
7. ability, willingness, permission, obligation
8. intensification, causation

Question Four

1. في الحديقة رجل, عنده بيت
2. يغادر اخي الى البصرة غدا
3. God save the country. I'll resign, come what may. Long live liberty.
4. اين المطبخ؟, اغلق الشباك.
5. تكسرت الابواب, انقطعت القوة الكهربائية, اكتمل البناء.
6. شربت الحليب كله.
7. She may be working in the kitchen.

Ministry of Higher Education and  
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وزارة التعليم العالي والبحث العلمي  
جامعة بغداد  
كلية اللغات  
قسم اللغة الانجليزية

التوقيع:

مدرس المادة: د. رحاب عبد الجليل سعيد  
الدرجة العلمية: استاذ

تثبت الدرجة لكل سؤال



اللجنة الامتحانية المركزية في كلية اللغات

وقت الامتحان : العاشرة صباحا  
المادة : الشعر  
المرحلة : الثالثة  
تاريخ الامتحان : / / 2024 م  
أسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 (النموذج) رقم ( )

**Note: Answer four questions only**

Q1). From which poem have these lines been taken? Explain the significance of these lines  
(15 marks)

- A). A violet by a mossy stone  
Half hidden from the eye!  
Fair as a star, when only one  
Is shining in the sky
- B). An old, mad, blind, despised, and dying King;  
Princes, the dregs of their dull race, who flow  
Through public scorn,—mud from a muddy spring;  
Rulers who neither see nor feel nor know.

Q2). Define these literary devices (choose 5) (15 marks)

Irregular Ode - Metonymy - Personification – Euphony- Anaphora - Epigraph

Q3). The poem “Little Black Boy” by William Blake reflects the hidden horrors of racism.  
Discuss. (15 marks)

Q4) How does Lord Byron explore the themes of beauty and purity in his poem "She  
Walks in Beauty"? Discuss. (15 marks)

Q5) How does Samuel Taylor Coleridge use the theme of darkness and light, as well as the  
interplay between the conscious and unconscious, to create contrast and depth in "Kubla  
Khan"? Discuss. (15 marks)

مع أمنياتي لكم بالنجاح

التوقيع:

مدرس المادة: زينب حسون عبد الامير  
الدرجة العلمية: استاذ مساعد

**Ministry of Higher Education and  
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Department of English Language**



**وزارة التعليم العالي والبحث العلمي  
جامعة بغداد  
كلية اللغات  
قسم اللغة الانجليزية**







المادة : الشعر المرحلة : الثالثة تاريخ الامتحان : / / 2024  
اجوبة اسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 م (النموذج) رقم ( )  
الإجابة عن اربعة اسئلة فقط

**Q1). From which poem have these lines been taken? Explain the significance of these lines (15 marks)**

**A). A violet by a mossy stone  
Half hidden from the eye!  
Fair as a star, when only one  
Is shining in the sky**

The excerpt is from William Wordsworth's poem "A Violet by a Mossy Stone." This stanza captures the essence of romanticism, emphasizing the beauty of nature in its simplest form. Wordsworth often celebrated nature's ability to evoke profound emotions and insights. Here, he portrays the violet as a delicate and understated beauty, hidden from casual view, yet comparable to a star shining brightly in the night sky. This comparison suggests that even the seemingly insignificant aspects of nature possess a sublime beauty that can rival grander phenomena. Through this imagery, Wordsworth invites readers to appreciate the quiet, unnoticed wonders of the natural world.

**B). An old, mad, blind, despised, and dying King;  
Princes, the dregs of their dull race, who flow  
Through public scorn,—mud from a muddy spring;  
Rulers who neither see nor feel nor know.**

The lines are from Percy Bysshe Shelley's poem "London," part of his collection "Poetical Essay on the Existing State of Things." In these lines, Shelley vividly depicts the degradation and oppression prevalent in London during his time. The description of the king, princes, and rulers as old, mad, blind, despised, and dying reflects Shelley's criticism of the aristocracy and political leaders who perpetuate injustice and inequality. The metaphor of "mud from a muddy spring" suggests the corrupt and polluted origins of their power, highlighting the moral decay of society. Overall, the poem serves as a powerful critique of the social and political injustices of Shelley's era.

**Q2). Define these literary devices (choose 5) (15 marks)**

**1- Irregular Ode:** This type of ode does not adhere to strict rules of form or structure. It allows for greater flexibility in meter, rhyme scheme, and stanza length, making it a more experimental and free-flowing form of poetry.

**2- Metonymy:** It is a **figure of speech** that replaces the name of things with something it is closely associated. Here, Keats links the man's heart to his feelings of being "high sorrowful and cloyed."

**3- Personification** **Personification:** **Personification** is to give human attributes to animate or inanimate **objects**. He has used personifications at several places in the poem. He addresses the urn as



“bride of quietness” and “Sylvan historian”; “you soft pipe, play on” as if pipe and urn are humans that can perform certain acts.

4- **Euphony** refers to the harmonious arrangement of sounds in language, resulting in pleasant and melodious speech or writing. It involves the use of smooth, flowing, and pleasing sounds that create a sense of beauty and rhythm in the text. Euphony is often achieved through the careful selection of words, the arrangement of syllables, and the use of literary devices such as alliteration, assonance, and consonance. It contrasts with cacophony, which refers to harsh, discordant, or unpleasant sounds in language.

5- **Anaphora** : It refers to the repetition of any word or expression in the initial part of the **sentence** such as ‘forever’ in the first two lines and ‘happy’ in the last two lines.

6-**Epigraph** : is a quotation, phrase, or short passage placed at the beginning of a literary work, typically to serve as a preface, introduction, or indication of the theme or tone of the work that follows. Epigraphs can come from various sources such as other literary works, historical texts, religious scriptures, or even popular culture. They are often chosen by the author to provide context, insight, or inspiration for the reader, helping to frame the content of the main text.

### Q3). The poem “Little Black Boy” by William Blake reflects the hidden horrors of racism.

#### Discuss. (15 marks)

In William Blake's poem "The Little Black Boy," the poet addresses themes of race, identity, and inequality, offering a poignant commentary on the hidden horrors of racism prevalent in his time. The poem is written from the perspective of a young African child who is grappling with his sense of self in a world where racial prejudice and discrimination are pervasive.

One of the key aspects of racism depicted in the poem is the internalization of inferiority and the internalized racism experienced by the black boy. The child sees himself as inherently inferior to his white counterparts, believing that his skin color makes him "black as if bereav'd of light." This perception of darkness as a symbol of inferiority reflects the deeply ingrained racial stereotypes and prejudices prevalent in society.

Furthermore, the poem highlights the societal expectations and pressures imposed on the black boy to conform to a Eurocentric standard of beauty and virtue. He is taught that his blackness is a mark of sin and inferiority, while whiteness is associated with purity and divine grace. This indoctrination perpetuates a cycle of self-hatred and internalized racism, perpetuating the insidious effects of systemic oppression.

Moreover, Blake's use of imagery and symbolism underscores the dehumanization and objectification of black individuals in society. The black boy is compared to a "black cloud" and a "black body," reducing his identity to a mere physical attribute devoid of humanity and individuality. This dehumanizing portrayal underscores the systemic racism and prejudice that relegates black individuals to the status of "other" in society.

Overall, "The Little Black Boy" serves as a poignant critique of the hidden horrors of racism, shedding light on the pervasive nature of racial prejudice and discrimination in society. Through the perspective of a young African child grappling with his sense of self-worth and identity in a



world plagued by racial inequality, Blake confronts the reader with the harsh realities of racism and its devastating impact on individuals and communities.

**Q4) How does Lord Byron explore the themes of beauty and purity in his poem "She Walks in Beauty," Discuss. (15 marks)**

Lord George Gordon Byron, famously described as 'mad, bad, and dangerous to know,' authored a series of poems, such as 'She Walks in Beauty,' throughout his incredibly adventurous life.

The bad boy of the Romantic literary movement, Byron was exiled from England mainly due to rumors about his escapades, one of which dogged him until the end of his days – the fact that he had an affair with his half-sister, Augusta Leigh, and fathered a child. After that, Byron left England and traveled to Italy and the Far East.

"She Walks in Beauty" is a short lyrical poem in iambic tetrameter written in 1814 by Lord Byron, and is one of his most famous works.

Scholars believe that 'She Walks in Beauty' by Lord Byron was written when the poet met his cousin, Mrs. Anne Beatrix Wilmont.

Themes

Throughout this piece, Byron engages with themes of beauty and purity. When seeing his cousin, he's struck by both elements of her physical presence. She has a pure beauty that he feels is unmatched by any he's seen in the back. He's taken by what she looks like as well as her inner beauty. Byron certainly idealizes his vision of his cousin but, it's this perfect image that makes the poem so widespread and long-lasting. Many readers find themselves connecting to what he has to say or dreaming about experiencing the same feelings for themselves.

**Q5) How does Samuel Taylor Coleridge use the theme of darkness and light, as well as the interplay between the conscious and unconscious, to create contrast and depth in "Kubla Khan"? Discuss. (15 marks)**

**The theme of darkness and light, as well as the interplay between the conscious and unconscious, is present in various aspects of "Kubla Khan" by Samuel Taylor Coleridge.** The poem explores the contrast between different realms, both in terms of physical landscapes and symbolic representations.

**Darkness and Light in Physical Landscapes:**

The "sunless sea" and the "caverns measureless to man" suggest a sense of darkness or obscurity, creating an eerie and mysterious atmosphere. On the other hand, the "sunny pleasure-dome with caves of ice" presents a juxtaposition of light and darkness. This duality in the landscapes reflects the contrast between the conscious and unconscious aspects of the imagination.

**Conscious and Unconscious Imagination:**

The chasm on the green hill is described as a "savage place" and "holy and enchanted." This suggests a dual nature, where the conscious mind perceives it as wild and savage, while the unconscious mind finds it enchanted and mystical. The poet's vision of the Abyssinian maid and the music she creates with her dulcimer also represents a connection between the conscious and unconscious realms of inspiration and creativity.



**Symbolism of the Sacred River:**

The sacred river Alph can be seen as a symbolic representation of the flow of consciousness. It meanders through various landscapes, disappears into caverns (perhaps symbolizing the unconscious), and eventually sinks into a "lifeless ocean." This journey of the river can be interpreted as the movement between conscious and unconscious states.

**Ancestral Voices and Prophesying War:**

The mention of "ancestral voices prophesying war" adds a darker tone to the poem. This element may symbolize the conflict between conscious thoughts and the deeper, unconscious fears or historical echoes that influence the human mind.

**The Shadow of the Dome:**

The "shadow of the dome of pleasure" floating on the waves symbolizes the lingering presence of enjoyment and beauty. The interplay of light and shadow in this image can be seen as a reflection of the contrast between conscious pleasure and the hidden, unconscious depths.

التوقيع:

مدرس المادة: زينب حسون عبد الامير

الدرجة العلمية: استاذ مساعد

**اللجنة الامتحانية المركزية في كلية اللغات**

وقت الامتحان : التاسعة صباحا  
المادة : علم اللغة المرحلة : الثالثة  
مدة الامتحان : ثلاث ساعات  
تاريخ الامتحان : / / 2024م  
أسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 (النموذج) رقم ( 1 )  
ملاحظة : الاجابة عن اربعة اسئلة فقط

**Q1// Match information in column A with ones in column B (choose5) (15 marks)**

1. The fastest expanding branches in recent years are	A. Briefly and eye catching way
2. Duality is ...	B. Pragmatics , psycholinguistics, semantics
3. the core psycholinguistic topics are	C. The voice glides from one vowel to another
4. Innately guided means that	D. The explicit statements that all language items are essentially interlinked
5. Advertising copywriters like journalist present their message in a	E. Psycholinguistics, stylistics , sociolinguistics
6. the contribution of Ferdinand De Saussure was	F. Language acquisition, comprehension and production
7. Diphthongs means that	G. Language organization on two layers
	H. Humans are not born speaking but know how to acquire language exposed to

**Q2// Define the following (choose 5) (15 marks)**

Creativity (productivity), Allophones , maxim of manner, family resemblance, Wernick's area, Sociolinguistics, Recursion

**Q3// Fill in the blanks (choose 5) (15 marks)**

1. In the Mid 19<sup>th</sup> century ..... published his famous .....which put forward the theory of ..... that attempts to .....
2. Chomsky has shifted attention from ..... And started asking question about.....
3. Linguistic typology means .....
4. Types of repair....., ..... and .....
5. Examples of tropes are .....and .....
6. The brainstem is divided into two halves called..... The function of the left one is..... and the right one is .....
7. The following sentence has .....morphemes.

**The sleep walking albatross chanted a dreamy lullaby**

**Q4// Answer the following (choose 5) (15 marks)**

1. Linguistics is mostly assimilated to old school grammar but it differs in several basic ways. Explain.

2. What makes our communication more unique and what is its advantage?
3. What are the steps of writing descriptive grammar for unwritten languages?
4. IPA symbols are of different types what are they?
5. **The burglar put the duck in a sack.** Draw the tree diagram for the sentence and the rewrite rules and state whether the prepositional phrase is essential or not.
6. What are the components of the words *bull* , *Caw* , *Calf*?
7. What are the types of Allomorphs? Explain the meaning of each one.

**Q5// Choose the right answer (Choose 5) (15 marks)**

1. Diachronic linguistics studies ..... (the common features among languages, a language through different periods in history to see the shift of a language through time, language at a single point in time)
2. Chomsky initiated the era of ..... ( generative grammar, descriptive grammar, historical linguistics)
3. Non-configurational languages means languages that rely on ..... in showing the relationships of one word to another (word order, inflection, function words)
4. Arbitrariness means .... (no intrinsic connection between the word and what it symbolises, culturally transmission of language, the strong link between the actual signal and the message)
5. To give the right amount of information when we talk is the maxim of ..... (quality, relevance, quantity)
6. When the plural vowel /i:/ in *geese* replaces /u:/ in *goose* it is a special type of allomorphs called .....(replacive, zero suffix, recursion)
7. The cerebrum ..... (controls language functions, is the outer layer that surrounds the inner kernel, keeps people alive)

مع أمنياتي لكم بالنجاح

التوقيع:

مدرس المادة: د. رشا عبد الرضا سعيد

الدرجة العلمية استاذ مساعد

المادة : علم اللغة المرحلة : الثالثة تاريخ الامتحان : 2024 / /

اجوبة اسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 م (النموذج) رقم 1)

(

**Q1// Match information in column A with information in column B (choose 5) (15 marks)**

1. E
2. G
3. F
4. H
5. A
6. D
7. C

**Q2// Define the following (choose 5) (15 marks)**

creativity (productivity): the ability of human beings to produce novel utterances

Allophones: they are variant sounds belong to each phoneme

maxim of manner: one of Grice's CP which state to be clear and orderly

family resemblance means that a word such as furniture covers a whole range of things which share characteristics with one another yet the is difficulty to have characteristics that describe them all

Wernick's area: an area towards the back of the brain, under and surrounding the left ear.

Any damage in it will make the patient will talk in a fluent and non-sense manner

Sociolinguistics: it is the study of language and society

Recursion: the possibility of repeatedly reusing the same construction . there is no limit to the length of sentences

**Q3// Fill in the blanks (choose 5) (15 marks)**

8. Darwin , origin of species , evolution , chart the evolution of language alongside the evolution of species
9. Detailed description of actual utterances, nature of the system which produce the output
10. Generative linguistics, generates all the grammatical sequences, none of the ungrammatical ones
11. **Self-repair, other repair, other initiated self-repair**
12. Simile, metaphor
13. Hemisphere, controls the right side, controls the left part of the body

14. 11

**Q4// Answer the following (choose 5)(15 marks)**

**8. Linguistics is mostly assimilated to old school grammar but it differs in several basic ways**

Linguistics is descriptive not prescriptive

Linguistics deals with spoke language not written language

Linguistics doesn't force language into Latin based framework

**9. What makes our communication more unique and what is its advantage?**

The use of sounds is what makes our communication unique

- It can be used at distance
- Used in dark
- Wide variety of messages
- Leave the body free for other activities

**10. What are the steps of writing descriptive grammar for unwritten languages?**

Finding native speakers of the language concerned and collecting sets of utterances

Analysing corpus of collected utterances by studying phonological and syntactic patterns

**11. IPA symbols are of different types what are they?**

- Borrowed from the conventional written alphabet
- Symbols are variations of alphabet letters
- Absolute letters are used
- Symbols are from the Greek alphabet
- Few symbols are inventions

**12. The burglar put the duck in a sack Is the prepositional phrase essential or not explain**

The prepositional phrase is essential

VP S ---- NP

PP NP VP---- V

P PP---- NP

N NP---- D

**13. Three primary points need to be clarified in connection with word meaning. What are they?**

**Male/ bovine/ adult**

**Female/ bovine/ adult**

**Bovine/ non adult**

**14. What are the types of Allomorphs? Explain the meaning of each one**

Phonologically conditioned: the form is dependent on the adjacent phoneme

lexically conditioned: the form is purely accidental

**Q5// choose the right answer (15 marks)**

- internal pattern



9. linguistic typology
10. inflection
11. no intrinsic connection between the word and what it symbolises
12. quantity
13. replacive
14. is the outer layer that surrounds the inner kernel

التوقيع:

مدرس المادة د. رشا عبد الرضا سعيد

الدرجة العلمية: استاذ مساعد



اللجنة الامتحانية المركزية في كلية اللغات

مدة الامتحان : ثلاث ساعات

وقت الامتحان : العاشرة صباحا

تاريخ الامتحان : / / 2024م

المرحلة : الثالثة

المادة : Drama

أسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 (النموذج) رقم ( 1 )

Answer any **FOUR** questions

ملاحظة:

**Q1.** Othello is referred to as “the Moor” almost sixty times in the play, but is called by his name only about twenty times. Comment on how racism affects the action and the outcome of the play. (15 marks)

**Q2.** Answer **ONE** only: (15 marks)

**A.** Who has been spying on Hamlet and his mother in Act 3? Why is this character important in the play?

**B.** What is the story of the handkerchief? What is its significance in the play?

**Q3.** Describe the confrontation between Beatrice and Benedick right after the wedding ceremony. How does this part of the scene present Beatrice’s character? (15 marks)

**Q4.** Comment on the reason, the occasion, and the significance of the following quotes: (15 marks)

**A.** “That one may smile and smile and be a villain” (Hamlet).

**B.** “Nobody, I myself. Farewell. Commend me to my kind lord. O, farewell” (Desdemona).

**Q5.** In Shakespeare’s Hamlet, two different types of madness are presented. Discuss this statement with close reference to the text of the play. (15 marks)

التوقيع:

مدرس المادة: أ. م. د. هند ناجي حسين عيثاوي

أمنياتي لكم بالنجاح



المادة : Drama المرحلة : الثالثة تاريخ الامتحان : 2024 / / اجوبة اسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 م (النموذج) رقم ( 1 )

**Q1.** Shakespeare's *Othello* explores the idea of racism. The play's protagonist, a Moorish general in Venice, faces prejudice and discrimination throughout the play due to his race and cultural background. Shakespeare portrays racism through the character of Iago, who hides a deep hatred towards Othello. Iago's offensive language and insulting remarks about Othello's race reveal the prevalent racism in his society. He refers to Othello as "the Moor," "black ram," and "Barbary horse," using racial insults to humiliate him. His racist attitude has led him to plot against Othello and consequently caused the tragic end of not Othello but other characters as well.

Furthermore, the relationship between Othello and Desdemona, a white Venetian woman, is met with disapproval from society, reflecting the prevailing racial attitudes of the time. Her father disowns her following her marriage to Othello which, in a way, has caused her tragic end. Othello's marriage to Desdemona becomes a crucial point for the characters' racial prejudices, particularly when manipulated by Iago to trigger Othello's jealousy. Othello's relationship with his wife is also affected by his skin color and social status as an outsider. His insecurities cause him to believe Iago's claims and accusations against Desdemona.

The tragic ending of the play, where Othello murders Desdemona fueled by Iago's plotting, highlights the destructive power of racism and how it can lead to the downfall of individuals and society as a whole.

**Q2. A.** Polonius, the lord chamberlain, spies on the conversation between Hamlet and his mother in order to prove whether Hamlet's strange behavior is caused lovesickness. Polonius serves as a key character in the play due to his multilayered role as a father, counselor, and foil to the protagonist. As the chief counselor to King Claudius, Polonius represents the corrupt, manipulative nature of the Danish court. His loyalty to Claudius often leads him to act against Hamlet's interests, further complicating the prince's mission for revenge

However, Polonius's significance goes beyond his political duty. As the father of Ophelia and Laertes, he embodies the theme of parental authority and its consequences. His bossy nature and tendency to spy on his children reflect the theme of appearance and reality and control, adding layers of tension to the familial relationships within the play.

Moreover, Polonius serves as a comic relief through his often nonsensical speeches. His famous line "To thine own self be true" summarizes his desire for offering commonplace advice, ironically contrasting with his own two-faced nature.

Polonius's end also pushes the play's tragic events forward. His death at the hands of Hamlet sets off a chain reaction of violence and deception, leading to the downfall of several characters, including Ophelia and Laertes. In essence, Polonius's importance lies in his multilayered role as a political figure, a father, and a source of both comedy and tragedy within the play.

**B.** In Shakespeare's *Othello*, the handkerchief serves as an essential symbol and plot device, woven into the narrative to symbolize love, fidelity, and eventually, betrayal.

The handkerchief, originally given to Desdemona by Othello as a token of his love, holds great sentimental value. It is said to possess magical properties, as it was given to Othello's mother by an Egyptian witch and is believed to have the power to keep a husband faithful to his wife. However, its significance exceeds mere superstition; it becomes a tangible representation of Othello and Desdemona's love and trust.



The handkerchief becomes more important when it becomes a tool in Iago's manipulative scheme. Iago convinces Othello that Desdemona has given the handkerchief to Cassio, thereby planting seeds of doubt and jealousy in Othello's mind. The loss of the handkerchief symbolizes the destruction of trust in their relationship and Othello's descent into madness fueled by jealousy.

The handkerchief serves as a trigger of the tragic events in the play. Othello's obsession with the handkerchief becomes a manifestation of his insecurities and eventually leads to the downfall of both himself and Desdemona. Its significance lies in its ability to reveal the fragility of human relationships and the destructive power of jealousy and manipulation.

In the end, the handkerchief becomes a haunting symbol of lost love and misplaced trust, highlighting the tragic consequences of Othello's fatal flaw.

### Q3.

In Shakespeare's *Much Ado About Nothing*, the confrontation between Beatrice and Benedick right after the wedding ceremony is a critical moment that showcases Beatrice's wit, intelligence, and emotional depth. The scene takes place in Act 4, Scene 1, immediately following the wedding of Hero and Claudio.

Beatrice and Benedick have engaged in a merry war of words throughout the play, masking their true feelings for each other. However, their pretense begins to crumble as their friends conspire to trick them into admitting their love. In this scene, Beatrice confronts Benedick about his reluctance to fight Claudio on Hero's behalf after Claudio publicly shamed her at their wedding.

Beatrice's character shines through her sharp tongue and passionate convictions. She scolds Benedick for his cowardice and challenges his loyalty to their friend Hero. Beatrice's words are filled with anger and outrage, revealing her fierce loyalty and sense of justice. She refuses to stand lazily by while her cousin's honor is doubted, demonstrating her strength of character and honesty.

Despite her apparent strength, Beatrice's vulnerability is also evident in this scene. Her passionate outburst hints at her deeper feelings for Benedick, as she expresses her disappointment in him and longs for him to prove himself worthy of her respect.

Furthermore, Beatrice's confrontation with Benedick highlights her role as a feminist figure in the play. She challenges traditional gender roles and expectations, refusing to be silenced by the men around her. However, her being a female will not grant her a chance to take revenge against Claudio. She voices her helplessness saying that she cannot do what men can; therefore, she will probably die as a grieving female. Hence, she asks Benedick to prove his love by killing Claudio. Beatrice's assertiveness and intelligence make her a convincing and noteworthy character for modern audiences.

In summary, the confrontation between Beatrice and Benedick after the wedding ceremony is a key moment that highlights Beatrice's wit, passion, and emotional depth. Through her fiery exchange with Benedick, Beatrice emerges as a complex and multilayered character, challenging gender norms and asserting her agency in a male-dominated world.

**Q4. A.** This quote, "That one may smile and smile and be a villain," is spoken by Hamlet in Act 1, Scene 5. Hamlet says this line in response to his realization of the deceitful nature of his uncle, King Claudius, who murdered Hamlet's father, King Hamlet, in order to seize the throne and marry Hamlet's mother, Queen Gertrude.

The reason for Hamlet's utterance of this quote is his growing suspicion and disillusionment with the people around him, particularly Claudius. Hamlet is struggling with the moral ambiguity of the situation, where Claudius presents himself as a caring ruler while concealing his treacherous actions. The quote reflects



Hamlet's realization that appearances can be deceiving, and that individuals may hide their true intentions behind a facade of friendliness or charm.

The occasion of this quote occurs during the scene in which Hamlet encounters the ghost of his father, who reveals the truth about his murder. Hamlet's disillusionment with Claudius deepens as he learns of his uncle's villainous deeds, leading him to question the integrity of those in power.

The significance of this quote lies in its exploration of themes such as deception, appearance versus reality, and the corruption of power. It summarizes Hamlet's growing distrust towards those in authority, as well as his struggle to distinguish truth from falsehood in a world filled with deception.

**B.** Desdemona's moving quote, "Nobody, I myself. Farewell. Commend me to my kind lord. O, farewell," captures a crucial moment in the play, revealing her innocence and tragic fate.

The reason for Desdemona's utterance of this quote is her realization of her impending death at the hands of Othello, her husband, whom she loves deeply despite his unfounded jealousy and rage. Desdemona's response comes as Emilia asks her who causes her eminent death. In her final moments, Desdemona maintains her dignity accepting her fate with grace and forgiveness.

The occasion of this quote occurs during the climactic confrontation between Othello and Desdemona in Act 5, Scene 2. Despite Othello's accusations and threats, Desdemona remains firm in voicing her innocence and unwavering loyalty to her husband.

The significance of this quote lies in its portrayal of Desdemona's purity and selflessness in the face of tragedy. Despite being wrongfully accused and condemned to death, Desdemona exhibits remarkable strength and resilience, demonstrating her devotion to Othello until the very end. Her farewell message to her "kind lord" exemplifies her capacity for love and forgiveness, even towards those who betray her.

Furthermore, Desdemona's final words serve as an emotional reminder of the devastating consequences of jealousy and mistrust.

Desdemona's quote represents her innocence and dignified love in the face of unjust accusations and impending death.

**Q5.** In Shakespeare's *Hamlet*, the theme of madness is a central element that runs throughout the play, and there are two distinct types of madness presented: feigned (pretended) madness and genuine madness. These contrasting forms of madness serve different purposes and shed light on various characters and themes within the play.

Firstly, Hamlet's feigned madness is a deliberate and calculated act that he adopts in order to achieve his goals. After encountering the ghost of his father and learning of Claudius's treachery, Hamlet decides to feign madness as a strategy to gather information, manipulate others, and ultimately avenge his father's death. Throughout the play, Hamlet's madness is manifested in his unpredictable behavior, puzzling remarks, and theatrical performances. For instance, in Act 2, Scene 2, Hamlet tells Rosencrantz and Guildenstern, "I am but mad north-north-west. When the wind is southerly, I know a hawk from a handsaw." Here, Hamlet's feigned madness is evident as he deliberately confuses his companions with nonsensical statements.

On the other hand, there are instances of genuine madness portrayed by Ophelia. Ophelia's descent into madness is triggered by the traumatic events surrounding her father's death and Hamlet's rejection. Her madness is characterized by fragmented speech, singing, and the presentation of flowers. In Act 4, Scene 5, Ophelia's madness is illustrated through her incoherent dialogue with Queen Gertrude and her haunting songs about love and death.



The contrast between feigned and genuine madness highlights the complexity of human nature and the faint lines between sanity and insanity. While Hamlet's madness is a strategic choice, Ophelia's madness is a genuine response to overwhelming grief and despair. Additionally, the portrayal of madness serves to highlight themes of deception, appearance versus reality, and the destructive effects of betrayal and loss.

Furthermore, the exploration of madness in the play raises questions about the nature of sanity and the fragility of the human mind. Shakespeare investigates the psychological depths of his characters, depicting the ways in which external pressures and internal conflicts can drive individuals to lose their sanity.

التوقيع:

مدرس المادة: أ.م.د. هند ناجي حسين عيثاوي



**Theoretical part**

**Q1/ Fill in the blanks with the correct answers (choose the letter only): (15 marks)**

- In narrative essay, first paragraph represents the \_\_\_\_\_.  
a. introduction    b. topic sentence    c. scene    d. major idea
- \_\_\_\_\_ means the number of ideas that the writer uses in writing any type of essay.  
a. Balance    b. Unity    c. Proportion    d. Interest
- In descriptive essay, the \_\_\_\_\_ can ensure the unity of your writing.  
a. description    b. incident    c. event    d. central idea
- \_\_\_\_\_ paragraph in a cover letter explain why you are the perfect candidate for the job.  
a. Opening    b. Second    c. Third    d. Greeting
- A \_\_\_\_\_ resume is ideal for job seekers who are looking to change their career paths.  
a. combination    b. functional    c. custom    d. chronological

**Q2/ Answer with (True or False): (15 marks)**

- In a discursive essay, the writer must be with or against the discussion.
- To avoid rambling exemplification essays, back up the discussion with detailed examples.
- Portfolio can show the quality of your work.
- A standard CV should be no more than two sides of A4 paper.
- Both descriptive and exemplification essays have a detailed plan.

**Q3/ Digital libraries are a revolutionary step in democratizing knowledge. They are not constrained by physical space or limited copies of resources. They offer instant access to a vast array of information, anytime and anywhere, which is especially beneficial for remote or underserved populations. Understanding how to protect personal information online, including setting privacy settings on social media platforms. However, Digital libraries also pose challenges such as digital divide and the need for technological proficiency. Despite these concerns, the advantages of digital libraries in promoting education, research, and lifelong learning far outweigh the drawbacks, making them an indispensable asset in the digital age. Read carefully then answer the following questions:**

- What is the type of the paragraph above? (15 marks)
- Can this paragraph stand alone?
- Do you think that this paragraph is well balanced? How?
- Do you think this paragraph has “the unity”? How?
- What do you think about “the proportion” ?

**Practical Part**

**Note: Answer either question N.4 or N. 5**

**(15 marks)**

**Q4/ “Public Transport vs. Private Cars: Debunking Traffic Jams - Which Truly Solves Crowded Commuting?”. Argue with no more than 200 words.**

**Q5/ In an Exemplification essay and with no more than 200 words, discuss “the impact of Technology on Society”.**

*May good luck smile on you*



اجوبة المقالة نموذج (1)

Q1/

1. c
2. c
3. d
4. b
5. a

Q2/

1. F
2. F
3. T
4. T
5. F

Q3/

1. Argumentative essay
2. Yes
3. No, there is a problem with the body.
4. No because there is an irrelevant sentence.
5. Bad proportion because (the against ideas) are few.



**Ministry of Higher Education and  
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College of Languages  
Department of Language**



**وزارة التعليم العالي والبحث العلمي  
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كلية اللغات  
قسم اللغة الانكليزية**

