



اللجنة الامتحانية المركزية في كلية اللغات

وقت الامتحان : التاسعة صباحا

مدة الامتحان : ثلاث ساعات

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

أسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 (النموذج) رقم (3)

Q1) Answer A and B

(15 marks)

A) Choose the correct answer

(Choose 5) (10 marks)

1. What activity does Mr. Collins frequently partake in that annoys the Bennet sisters?
- A) Dancing - B) Reading sermons aloud - C) Singing loudly- D) Boasting about Lady Catherine de Bourgh
2. Why is Elizabeth surprised by Charlotte's decision to marry Mr. Collins?
- A) She thought Charlotte despised Mr. Collins. - B) She believed Charlotte was in love with someone else. - C) She did not think Charlotte would marry for security over love. - D) She knew Charlotte wanted to remain single.
3. Who is the new resident of Netherfield Park that causes a stir in the neighborhood?
A) Mr. Wickham B) Mr. Collins C) Mr. Bingley D) Mr. Darcy
4. What is the first impression Elizabeth Bennet makes on Mr. Darcy?
A) She is tolerable, but not handsome enough to tempt him. B) She is the most beautiful creature he ever beheld. C) He finds her rather charming and witty. D) He is indifferent towards her.
5. Why does Mr. Collins come to visit the Bennet family?
A) To find a wife B) To apologize for his inheritance of their estate C) To mend relations with his relatives D) All of the above
6. During Mr. Collins' proposal to Elizabeth, how does she respond?
A) She accepts immediately. B) She rejects him politely. C) She hesitates and then accepts. D) She firmly rejects him.

B) How did Jane Austen contribute to the development of modern drama? (5 marks)

Q2) Answer the following questions using short answer. (Choose 5) (15 marks)

- 1- What is the meaning of satire?
- 2- What does "unnatural murder" mean?
- 3- Name the three trends that appeared during the 16th century
- 4- How was ingratitude considered in Lilliput?
- 5- What does the capture of the Blefucudian fleet by Gulliver refer to?
- 6- What do the philosophers think about Gulliver?

Q3). Choose either true or false

(choose 5)

(10 marks)

- 1-Gulliver is imprisoned by the Lilliputians after accidentally setting fire to the palace.
- 2- The high heels represent the Whigs while the low heels represent Tory party.
- 3- The Lilliputians use Gulliver as a weapon in their naval battles.



- 4-Gulliver eventually becomes the ruler of Lilliput.
5- The Lilliputians feed Gulliver with tiny morsels of food, making him feel like a giant.
6- The Parents are responsible for the education of children in Lilliput.

Q4) Answer A and B

(10 marks)

A) Describe the character of Darcy in *Pride and Prejudice*.

(5 marks)

B). Choose either true or false

(Choose 5) (5 marks)

- 1- Mr. Darcy is initially attracted to Elizabeth Bennet's sister, Jane
- 2- Elizabeth Bennet's closest confidante is her sister, Jane Bennet.
- 3- Mr. Collins proposes to Elizabeth Bennet and she accepts his proposal.
- 4- Mr. Collins inherits Longbourn estate after Mr. Bennet's death.
- 5- Charlotte Lucas marries Mr. Collins primarily out of love and admiration for him.
- 6- Like Mrs. Bennet, Mr. Bennet is eager to see his daughters married off to wealthy suitors.

Q5). Answer two of the following questions. (10 marks)

- 1- Describe the relationship between Jane and Bingley.
- 2- Discuss the significance of Charlotte Lucas's pragmatic decision to marry Mr. Collins.
- 3- Describe the character of Mrs. Bennet.

مع امنياتنا لكم بالنجاح

التوقيع
مدرس المادة:
الدرجة العلمية:

التوقيع
مدرس المادة
الدرجة العلمية

التوقيع
مدرس المادة
الدرجة العلمية



اللجنة الامتحانية المركزية في كلية اللغات

وقت الامتحان : التاسعة صباحا مدة الامتحان : ثلاث ساعات

المادة : الإنشاء والاستيعاب المرحلة : الثانية تاريخ الامتحان : / / 2024

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

ANSWER FOUR QUESTIONS INCLUDING QUESTION 1 ملاحظة: تذكر أن وجدت

Q1/ Read the following passage and answer the questions related to the passage, (15 points)

The immediate cause of RMS Titanic's demise was a **collision** with an iceberg that caused the ocean liner to sink on April 14–15, 1912. While the ship could reportedly stay afloat if as many as 4 of its 16 compartments were breached, the impact had affected at least 5 compartments. It was originally believed that the iceberg had caused a long gash in the hull. After examining the wreck, however, scientists discovered that the collision had produced a series of thin gashes as well as brittle **fracturing** and separation of seams in the adjacent hull plates, thus allowing water to flood into the Titanic. Later examination of retrieved ship parts—as well as paperwork in the builder's archives—led to **speculation** that low-quality steel or weak rivets may have contributed to the sinking.

The sinking of Titanic was one of the deadliest peacetime maritime disasters in history and quickly became a catalyst for change. The United States Congress held hearing on the casualty that resulted in a report and measures to improve safety of navigation. Similar investigations were **held** in the United Kingdom. The international community readily came together for the purpose of establishing global maritime standards and regulations to promote safety of navigation, the most important of which was the Convention for the Safety of Life at Sea (SOLAS), widely regarded as the most important of all international agreements on the safety of merchant ships.

Much of the current international law relating to maritime shipping and safety developed as a result of the R.M.S. Titanic tragedy. In the immediate aftermath of its sinking on April 14-15, 1912, the Titanic sparked a lawmaking frenzy resonating throughout the international community. From this fervor emerged the adoption of the first International Convention for the community. From this fervor emerged the adoption of the first in 1914.

- The international community came together to establish a global maritime standards and regulations to promote safety of navigation. What was the outcome?
- Why did the impact affect at least 5 compartment and not 4?
- What was the international significance of the R.M.S Titanic tragedy?
- Give another meaning to the following words as they are used in the passage:
i. collision; ii. held; iii. fracturing; iv. speculation.

Q2/ Answer both a and b; (15 points)

- What is the difference between a thesis statement and a topic sentence.
- What is the difference between surface reading and deep reading?



Q3/ Read the two paragraphs below and select the sentence which best expresses the topic sentence or main idea. For each topic sentence, write **its topic** and **its key words**. Also, if any, notice some of the ways the writers have developed each paragraph through **examples, facts, or reasons**. (15 points)

Paragraph #1

The best case I ever came across of a compulsive-obsessive person was one of my old elementary school teachers. She was a person who loved to save things. She had all the Time magazines that she had ever read since 1950, stacked according to weeks. Each stack was bound by blue string. She even saved her old toothbrushes. She had her collection of toothbrushes tucked away in her hall closet. She was also a person who liked to label everything. She'd spend hours putting labels on each drawer, shelf, and closet in the classroom. Once someone went into the closet and noticed a shelf with bright orange paper, and there, on the front of the shelf, was a label identifying it as "Bright Orange Paper."

Paragraph #2

There are several ways for people to view money. First is the person whose dollars disappear in mere moments. To this person, a savings account is like a straitjacket. The spender lives only in the present and can't plan ahead financially. Next is the individual who hoards pennies like rubies. The hoarder may be wealthy but remains unable to relish the pleasures that money makes possible. This person lives in the future, a future that never arrives. More common is the person who likes to save but can occasionally spend without anxiety. This person is rooted in the present but prepared for days to come.

Q4/ Fill in the correct punctuation marks for the following passages. Answer both A & B, (15 points)

A) I am thinking about success ambition and blackness and how breaking through while black is tempered by so much burden. Nothing exemplifies black success and ambition like Black History Month, a celebratory month I've come to dread as a time when people take an uncanny interest in sharing black-history facts with me to show how they are not racist it's the month where we segregate some of history's most significant contributors into black history instead of fully integrating them into American history. Each February we hold up civil-rights heroes and the black innovators and writers and artists who have made so much possible for this generation. We say, look at what the best of us have achieved. We conjure W. E. B. Du Bois, who once wrote, The Negro race, like all races, is going to be saved by its exceptional men. We ask much of our exceptional men and women we must be exceptional if we are to be anything at all.

B) "paraphrasing means taking another person's ideas and putting those ideas in your own words. Paraphrasing does NOT mean changing a word or two in someone else's sentence, changing the sentence structure while maintaining the original words or changing a few words to synonyms. If you are tempted to rearrange a sentence in any of these ways you are writing too close to the original that's plagiarizing not paraphrasing." (The Writing Center, University of North Carolina at Chapel)



Q5/ Define three of the following, (15 points)
Plagiarism, APA style, freewriting, writer's block.

مع أمنياتي لكم بالنجاح

التوقيع: 

مدرس المادة: مها كاظم كريم

الدرجة العلمية: مدرس دكتور



المادة : الإنشاء والاستيعاب المرحلة : الثانية تاريخ الامتحان : / / 2024

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

Q1/ Read the following passage and answer the questions related to the passage,

A) The international community came together to establish a global maritime standards and regulations to promote safety of navigation. What was the outcome?

The international community readily came together for the purpose of establishing global maritime standards and regulations to promote safety of navigation, the most important of which was the Convention for the Safety of Life at Sea (SOLAS), widely regarded as the most important of all international agreements on the safety of merchant ships.

B) Why did the impact affect at least 5 compartment and not 4?

It was originally believed that the iceberg had caused a long gash in the hull. After examining the wreck, however, scientists discovered that the collision had produced a series of thin gashes as well as brittle fracturing and separation of seams in the adjacent hull plates, thus allowing water to flood into the Titanic. Later examination of retrieved ship parts—as well as paperwork in the builder's archives—led to speculation that low-quality steel or weak rivets may have contributed to the sinking.

C) What was the international significance of the R.M.S Titanic tragedy?

Much of the current international law relating to maritime shipping and safety developed as a result of the R.M.S. Titanic tragedy.

D) Give another meaning to the following words as they are used in the passage:

- i. Crash or accident or impact or hit; ii. Took place; iii. Break or rupture or crack;
iv. Theorizing or hypothesizing or guessing.

Q2/ Answer both a and b.

a) What is the difference between a thesis statement and a topic sentence.

-A thesis is an argumentative claim. It's what you're proving throughout your writing. OR, The main point or controlling idea of any essay is its thesis. It is an arguable assertion—your opinion or position. A topic sentence, on the other hand, identifies the writer's central idea or argument in a specific body paragraph. A body paragraph then provides evidence and analysis to support the localized argument discussed in its topic sentence

-While the topic is what the paper is about, the thesis defines your opinion or position on that particular topic. For this reason, it is important to develop a tentative or working thesis statement early in composing your essay because it will help guide your thoughts and possible research.

-A writer develops a thesis by asking questions about the topic and by focusing on a basic point or question that the topic raises. The answer to such a question will be your thesis: what you think about a specific topic. The topic is your question, and the thesis is your answer to that question.

-If this sounds similar to the preceding section on the thesis statement, that's because the thesis is essential to an essay just as the topic sentence is the unifying force in a paragraph. An effective topic sentence must therefore be clearly related to the essay's thesis statement.



-The topic sentence in a paragraph functions much like the thesis does in an essay; it sets up a reader's expectations about what the controlling idea is. In fact, topic sentences often act like mini thesis statements.

b) What is the difference between surface reading and deep reading?

-Surface reading is,

It is the first layer of reading any text

focus on the Facts

Memorization

Accepting the text as is.

-Deep reading is,

Understand bias & tone

Connect text to self

Create Inferences

React to text

Q3/ Read the two paragraphs below and select the sentence which best expresses the topic sentence or main idea. For each topic sentence, write its topic and its key words. Also, if any, notice some of the ways the writers have developed each paragraph through examples, facts, or reasons.

Paragraph #1 (7 points)

Topic sentence : The best case I ever came across of a compulsive-obsessive person was one of my old elementary school teachers.

Key words:

loved to save things

liked to label everything.

Examples:

She had all the Time magazines that she had ever read since 1950, stacked according to weeks,

She even saved her old toothbrushes. She had her collection of toothbrushes tucked away in her hall closet,

She'd spend hours putting labels on each drawer, shelf, and closet in the classroom.

Once someone went into the closet and noticed a shelf with bright orange paper, and there, on the front of the shelf, was a label identifying it as "Bright Orange Paper."

Paragraph #2 (9 points)

Topic sentence : There are several ways for people to view money.

Key words:

The person whose dollars disappear in mere moments. •

The individual who hoards pennies like rubies. •

The person who likes to save but can occasionally spend without anxiety. •

Examples:

To this person, a savings account is like a straitjacket. •



The hoarder may be wealthy but remains unable to relish the pleasures that money makes possible. •

This person is rooted in the present but prepared for days to come. •

Reason:

The spender lives only in the present and can't plan ahead financially. •

This person lives in the future, a future that never arrives. •

Q4/ Fill in the correct punctuation marks for the following passages. Answer both a & b, (15 points)

a) I am thinking about **success, ambition, and blackness, and** how breaking through while black is tempered by so much burden. Nothing exemplifies black success and ambition like Black History Month, a celebratory month **I've** come to dread as a time when people take an uncanny interest in sharing black-history facts with me to show how they are not racist. **It's** the month where we segregate some of history's most significant contributors into black history instead of fully integrating them into American history. Each **February**, we hold up civil-rights heroes and the black innovators and writers and artists who have made so much possible for this generation. We say, look at what the best of us have achieved. We conjure W. E. B. Du Bois, who once wrote, "**The Negro race, like all races, is going to be saved by its exceptional men.**" We ask much of our exceptional men and **women. We** must be exceptional if we are to be anything at all.

b) "**Paraphrasing** means taking another person's ideas and putting those ideas in your own words. Paraphrasing does NOT mean changing a word or two in someone else's sentence, changing the sentence structure while maintaining the original **words, or** changing a few words to synonyms. If you are tempted to rearrange a sentence in any of these ways, you are writing too close to the original. **That's** plagiarizing, not paraphrasing. (The Writing Center, University of North Carolina at Chapel).

Q5/ Define three of the following,

Plagiarism, "the deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise." (Instrument of Student Judicial Governance, Section II.B.1.)

APA style, APA stands for (American Psychological Association) and is the style of documentation of sources used in Education, Psychology, and Sciences.

freewriting, is a non-stop warm-up to writing down all your thoughts without stopping, and without regard for spelling, grammar, or any of the usual rules for writing. It helps writers overcoming writer's block and generates new ideas.


Writer's block, the condition of being unable to think of what to write or how to proceed with writing or "the inability to begin or continue writing for reasons other than a lack of basic skill or commitment."

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

مع أمنياتي لكم بالنجاح

التوقيع: 
مدرس المادة: مها كاظم كريم
الدرجة العلمية: مدرس دكتور



اللجنة الامتحانية المركزية في كلية اللغات

وقت الامتحان : التاسعة صباحا
المادة : الترجمة
مدة الامتحان : ثلاث ساعات
المرحلة : الثانية
تاريخ الامتحان : 2024 / 5 / 30 م

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

NOTE: ANSWER (4) QUESTIONS ONLY

Q.1 Translate the following English simple sentences into Arabic:

1. The Arabs will not by any means cede their rights.
2. The book is in five chapters.
3. He could not help shouting.
4. May I speak frankly?
5. Heaven help us!
6. Do come back soon.
7. Which hotel is he staying at?
8. None is perfect.
9. Oh! to be child again!
10. I hardly know the meaning of the new word.

(15 Marks)

Q.2 Translate the following Arabic sentences into English:

1. لقد عملتُ في حقل الطب ثلاثون عاماً
2. التفاح احب الفاكهة الي
3. هل قابلت احمد هذا الصباح؟
4. العراق مهد الحضارات
5. كانت المباراة قد انتهت قبل حلول الظلام
6. لولا هذه النقود القليلة.
7. للقصر بوابتان.
8. انهم يلعبون التنس الآن.
9. سيغادر القطار بعد عشر دقائق.
10. معظم هذه الجمل قصيرة .

(15 درجة)

Q.3 (A) Translate the following English compound sentences into Arabic:

1. I explained the subject very clearly, still no one seemed to understand.
2. The road to success is not easy; however, we must not despair.
3. Respect the others, or you will not be respected.
4. I didn't say this to praise you , but to warn you.
5. The manager is working hard; this is usual.

(B) Translate the following Arabic negative sentences into English:

1. لم اسهر الا ساعتين



2. نصحني ابي بالا اتسرع في الحكم على الآخرين.
3. لا تهتم
4. ومانيل المطالب بالتمني
5. ليس للعرب الا ان يقفوا للعدو صفاً واحداً

(15 Marks)

Q.4 Translate the following English passive voice into Arabic:

1. The bed had not been slept in.
2. The building was struck by lightning.
3. The procedures are being worked out.
4. The streets of the city are well paved.
5. The murderer was caught yesterday.
6. It was clear that the house had at last been let.
7. She was quite ready to be examined.
8. The child was bitten by a dog
9. His brother met martyrdom in the war.
10. In the morning, they might be taught English literature.

(15 Marks)

Q.5 (A) Translate the following English proverbs into Arabic:

1. Man proposes and God disposes.
2. A sound mind in a sound body.
3. To err is Human.
4. All that glitters is not gold.
5. Let bygones be bygones.

(B) Translate the following Arabic proverbs into English:

1. الحليم تكفيه الاشارة
2. القرد في عين امه غزال
3. القناعة كنز لا يفنى
4. كل ممنوع مرغوب
5. سبع صنابع والبخت ضايع

15 Marks)

مع أمنياتي لكم بالنجاح

التوقيع:

مدرس المادة: ا.م.د. ابتهاج مهدي عبد الكريم
الدرجة العلمية: استاذ مساعد

**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**





المادة : الترجمة
المرحلة : الثانية
تاريخ الامتحان : / / 2024
اجوبة اسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 م (النموذج) رقم (1)
جواب السؤال الاول :

1. لن يتخلى العرب باي حال عن حقوقهم
2. يتألف الكتاب من خمس فصول
3. لم يكن في يديه التوقف (الكف) عن الصراخ
4. هل تسمح لي بالتحدث بصراحة
5. ليعيننا الله / ليساعدنا الله
6. لنعود في الحال
7. في اي فندق يقيم الان
8. لا احد مثالي
9. آ ! ياليتني اعود طفلا
10. بالكاد اعرف معنى الكلمة الجديدة

جواب السؤال الثاني :

1. I have been working in medical field for thirty years
2. Apple is my favorite fruit.
3. Did meet Ahmed this morning?
4. Iraq is the essence of civilizations.
5. The match had been ended before it got dark.
6. If not for these little money
7. The palace has two gates.
8. They are playing tennis now
9. The train will leave after ten minutes.
10. Most of these sentences are short.



جواب السؤال الثالث: (ا)

1. شرحت الموضوع بوضوح تام لكن لم يفهم احد
2. ان طريق النجاح ليس سهلا على اي حال يجب ان لا نياس .
3. احترم الاخرين والا لن تحترم
4. لم اقل ذلك لامدحك ولكن لاحذرك
5. يعمل المدير بجد وهذا طبيعي (او عادي)

(ب)

1. I didn't stay at night only for two hours.
2. My father advised me not to judge others quickly
3. Never mind
4. Demands cannot be met with wishing.
5. The Arabs should only stand together against the enemy.

جواب السؤال الرابع :

1. ان السرير لم يكن قد نام فيه احد
2. ضرب البرق البناية
3. ..يجري الان العمل على الاجراءات
4. عُبِدَت شوارع المدينة بشكل جيد
5. قُبِض على القاتل امس
6. كان من الواضح بان البيت كان قد استأجر اخيرا
7. كانت على استعداد تام ليتم فحصها (لتححص)
8. عض الكلب الطفل
9. أُسْتَشْهِد اخاه في الحرب
10. في الصباح قد يكونون يدرسون الادب الانكليزي

جواب السؤال الخامس :

- (ا) 1. بالعبد في التفكير والرب في التدبير
2. العقل السليم في الجسم السليم
3. كل ابن آدم خطأ
4. ليس كل ما يلمع ذهباً
5. دع الماضي /اللي فات مات /المسامح كريم
- (ب) 1. A word is enough to the wise.
2. Beauty is in the eyes of the beholder
3. Enough is as good as a feast
4. Forbidden fruit is sweet
5. Jack of all trades , master of none:

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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 : الشعر
مدة الامتحان : ثلاث ساعات
المرحلة : الثانية
تاريخ الامتحان : / / 2024م
أسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 (النموذج) رقم (1)

Note: Answer (Four) Questions

Q1-Write a note on the following: (15 marks)

A-Features of the metaphysical poetry

B-Spenser's Faerie Queene

C-The prominent themes of 16th century poetry

Q2-Discuss in detail the themes in sonnet "55".Support your answer with images. (15 marks)

Q3- In his poem Surrey describes his suffering with reference to nature. Explain the images of nature. (15 marks)

Q4-How does Richard Lovelace speak of imprisonment in his poem. Discuss with images. (15 marks)

Q5-"Death be not proud..." the poet addresses death as a human being. How does he do that? Explain the related images. (15 marks)

مع أمنياتي لكم بالنجاح

التوقيع :

مدرس المادة : د.ناديه علي اسماعيل

الدرجة العلمية: أستاذ



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

Note: Answer (Four) Questions

Q1-(15 marks)

A- The most important features of the metaphysical school are wit ,dry humour, epigram, conceit, complexity, and the fusion of the mind and the heart.

B-Fairie Queene consists of 12 parts, six of which are finished. It is an example of philosophical idealism, romantic relation of knights and ladies. It contains two sides the good represented by queen Elizabeth 1 and the church of England. The evil side is seen in queen Mary and her husband and the Roman church.

C- The most prominent themes of the 16th century poetry are: courtly love tradition, carpe diem, dreams, sleeplessness, and love.

Q2- Shakespeare in sonnet "55" deals with the immortality of verse and the immortality of his beloved in his verse. His word outlived time. War destroyed even statues of princes and Mars, the god of war, but it did not destroy his verse and his beloved. It will live eternally to the day of judgement. Time in this sonnet is described as "sluttish", dirty and can not be trusted. **(15 marks)**

Q3- Surrey's "Spring" is a poem that reflects the suffering of the poet in prison. Surrey makes use of different images as the turtle, nightingale, hart, and the bee. All these images are to show the paradoxical situation of elements of nature with the poet. Everything is happy and active in nature except the poet. **(15 marks)**

Q4- "To Althea from prison" is Richard Lovelace's poem which reflects the suffering of the poet in prison. The image of his beloved, Althea, makes him feel free. Though he is physically fettered, he is spiritually free. He remembers his past happy memories with his friends as they celebrate the victory at wars. He feels



more free than birds and fishes. The angels only feels this sense of liberty. (15 marks)

Q5-John Donne in "Death be not Proud..."defies death when he describes death as a short sleep. Death is not a master .It is a slave in the hands of fate, chance, kings and desperate people. Donne tries to underestimate death to show his deep faith.This poem deals with his religious interest. (15 marks)

التوقيع :

مدرس المادة : د. نادية علي اسماعيل

الدرجة العلمية: أستاذ



اللجنة الامتحانية المركزية في كلية اللغات

مدة الامتحان :

وقت الامتحان : التاسعة صباحا

ثلاث ساعات

تاريخ الامتحان : / / 2024م

المرحلة : الثانية

المادة : الصوت

أسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 (النموذج) رقم (١)

ملاحظة: الاجابة عن اربعة اسئلة فقط

Q1. How are these sounds spelt (Choose two of them)

1. /e/ 2. /i:/ 3. /g/ 4. /z/

(Ten marks)

Q2. How are these sounds made. (Choose two of them)

1. /t/ 2. /s/ 3. /r/ 4. /l/

(Ten marks)

Q3. Give one example for each consonant cluster. (Choose five sequences)

1. /kl/ 2. /tr/ 3. /gz/ 4. /ft/ 5. /sw/ 6. /br/

(Ten marks)

Q4. Underline the stressed syllables in these words or phrases. (Choose five)

1. Peter 2. minutes 3. again 4. salad

5. Margaret 6. washing

(Ten marks)

Q5. Fill in the gaps with the correct symbol, word or phrase. (Choose five of them).

1. and are nasal consonants.

2. /u:/ is a vowel.

3. is a voiced approximant consonant.

4. The first affricate in chip is /.../.

5. ... and are voiceless sounds.

6. ... and are diphthongs.

مع أمنياتي لكم بالنجاح

التوقيع :

مدرس المادة : اميره حسين ثعلب

الدرجة العلمية : مدرس مساعد

تثبيت الدرجة لكل سؤال

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



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



مع أمنياتي لكم بالنجاح

التوقيع :

مدرس المادة :اميره حسين ثعلب
الدرجة العلمية:مدرس مساعد

تثبت الدرجة لكل سؤال



المادة : الصوت المرحلة : الثانية تاريخ الامتحان : / / 2024
اجوبة اسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 م (النموذج) رقم (١)

- Q1) 1./e/The sound is usually written with the letter 'e'(pen,hotel)
Some other spellings: ea heavy ready, a any, ie friend a i again
2. /i:/ ea eat speak, e these, ,ee three sweet i policeman, eo people ei ceiling
3. /g/ g big, gg bigger
4. /z/ z zoo , s dogs x example
Q2. /t/ p. 89
Q2. /d/ p. 93
2. / t/ p. 107
3. //r/ p. 178
4. /Z/ p. 110
Q3. 1. Clear 2. Try 3. Bags, 4, left 5. Sweet 6. Brother
Q4 1. Pet 2. Min 3. Gain 4. Sal, 5. Mar 6. Wash
Q5. 1 n,m 2 long vowel voiced 3. w,j r 4tʃ 5 p,k 6 ei ai

التوقيع :
مدرس المادة : اميره حسين ثعلب
الدرجة العلمية: مدرس مساعد

تثبت الدرجة لكل سؤال

اللجنة الامتحانية المركزية في كلية اللغات

وقت الامتحان : التاسعة صباحاً
المادة : اللغة العربية
المرحلة : الثانية
تاريخ الامتحان : / / 2024م
أسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 (النموذج) رقم (1)

ملاحظة : الإجابة عن (5) أسئلة فقط

- س 1 / أ- اكتب الآيات الثلاث الأولى من سورة الكهف معرفاً بعنصر الحوار ومؤشراً أول ظهور له، ثم اذكر شاهداً قرآنياً لأحد أنواعه الواردة في هذه السورة. (6 درجات)
- ب - أعرب ما تحته خط إعراباً مفصلاً : (الإجابة عن (3) نقاط فقط) 1- قال تعالى : (عليها تسعة عشر)
- 2- قال تعالى : (2 استعد استعداً للامتحان 3- الطالبات ينجزن عملهن باتقان 4- أمنوح المتسابق جائزة ؟) (6 درجات)
- س 2 / أ- بين الفرق بين اسم الفاعل واسم المفعول من حيث الاشتقاق مستعيناً بأمثلة وافية . (6 درجات)
- ب- ما أهداف الترجمة التي يسعها إليها المترجم في عمله ؟ وما وسائله في ذلك ؟ (6 درجات)
- س 3 / أ- اذكر تعريفاً واحداً للتعريب مع شرح الفرق بين المعرب والدخيل معزراً إجابتك بذكر مثال لكل منهما. (6 درجات)
- ب - ضع كلمة صح أو خطأ أمام العبارات الآتية مصححاً الخطأ أينما وجد : (6 درجات)
- 1- استلم الطلبة أوراق بحثهم .
 - 2- ترسم الهمزة المتوسطة على ياء إذا كانت مكسورة بعد حرف مكسور .
 - 3- شيطان ليطان هو من اتصال التابع بالمتبوع الذي ليس له معنى.
 - 4- للثلاث نقاط (...) دلالة على وقف الكلام .
 - 5- الحوقلة كلمة منحوتة من ثلاث كلمات.
 - 6- الصورة الشعرية في عبارة (له أياد علي كثيرة) هي من المجاز .
- س 4 / أ- اذكر مواضع الهمزة المتطرفة مستشهداً لكل موضع بمثال (كلمة) . (6 درجات)
- ب- مثل لما يأتي بجمل مفيدة : 1- خبر جملة فعلية 2- صوغ العدد (4) على وزن فاعل (6 درجات)
- 3- فعل أمر مبني على حذف حرف العلة (6 درجات)
- س 5 / أ- متى يتقدم الخبر على المبتدأ وجوباً ؟ بين ذلك مع الأمثلة اللازمة . (اذكر ثلاثة شروط فقط) (6 درجات)
- ب- اذكر نوع الأسلوب البلاغي مبيناً أهميته في إظهار معنى الأبيات الشعرية فيما ورد من قول محمود درويش:
- 1- وكل قصيدة في الأرض
إذا رقصت نخاصرها
 - 2- دعني أحمل الريح الشمالية
- س 6 / أ- ما حالات بناء الفعل المضارع ؟ اذكرها مع الأمثلة . (6 درجات)
- ب- ما المعاني التي يذهب إليها حرفا الجر كل من (الباء ، حتى) ؟ اذكرها معزراً إجابتك بأمثلة وافية . (6 درجات)

مع أمنياتنا لكم بالنجاح
لجنة وضع أسئلة المرحلة الثانية

التوقيع:
أ.م. رقية أياد شهاب

رئيس اللجنة

التوقيع:
أ.د. سهام صائب خضير

عضو

التوقيع:
م. إلهام مكي عبد الكريم

عضو



المادة : اللغة العربية المرحلة : الثانية تاريخ الامتحان : / / 2024 م
أجوبة اسئلة الامتحانات النهائية للعام الدراسي 2022 - 2023 م (النموذج) رقم (1)
ملاحظة : الإجابة عن (5) أسئلة فقط .

س 1 / أ - س 1 / أ - أكتب الآيات الثلاث الأولى من سورة الكهف . معرّفاً بعنصر الحوار ومتى ظهر الحوار أول مرة؟
ذاكراً نوعاً واحداً مما ورد في هذه السورة .
(6 درجات)

ج / ص 87 - 88

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ الَّذِي أَنْزَلَ عَلَى عَبْدِهِ الْكِتَابَ وَلَمْ يَجْعَلْ لَهُ عِوَجًا (1)
فَيَمَّا لِيُنذِرَ بَأْسًا شَدِيدًا مِمَّنْ لَدُنْهُ وَيُبَشِّرَ الْمُؤْمِنِينَ الَّذِينَ يَعْمَلُونَ
الصَّالِحَاتِ أَنَّ لَهُمْ أَجْرًا حَسَنًا (2) مَكِثِينَ فِيهِ أَبَدًا (3) وَيُنذِرَ
الَّذِينَ قَالُوا اتَّخَذَ اللَّهُ وَلَدًا (4) مَا لَهُمْ بِهِ مِنْ عِلْمٍ وَلَا لِآبَائِهِمْ
كَبُرَتْ كَلِمَةً تَخْرُجُ مِنْ أَفْوَاهِهِمْ إِنْ يَقُولُونَ إِلَّا كَذِبًا (5) فَلَعَلَّكَ

الحوار : هو حديث يدور بين اثنين أو أكثر بهدف التعبير عن النفس أو أفناع الآخرين بموقف معين أو قضية معينة . وقد ظهر الحوار قبل خلق الإنسان حين ارتأى الله عز وجل أن يعلن في الملأ الأعلى عن إرادته في خلق الإنسان و استخلافه .

من أنواع الحوار : الحوار الأحادي الجانب

ب - أعرب ما تحته خط إعراباً مفصلاً : (الإجابة عن (3) نقاط فقط)
(6 درجات)

1- قال تعالى : (عليها تسعة عشر)

تسعة عشر : مبني على فتح الجزأين في محل رفع مبتدأ
عليها : جار ومجرور في محل رفع خبر

2- قال تعالى : (لكل أجل كتاب)

لكل أجل : جار ومجرور في محل رفع خبر مقدم
كتاب : مبتدأ مؤخر مرفوع و علامة رفعه تنوين الضم

3- الطالبات ينجزن عملهن بإتقان

ينجزن : فعل مضارع مبني على السكون لاتصاله بنون النسوة ونون النسوة فاعل

4- أممنوح المتسابق جائزة ؟

ممنوح اسم فاعل مبتدأ

المتسابق : فاعل لاسم الفاعل

س 2 / أ- بيّن الفرق بين اسم الفاعل واسم المفعول من حيث الاشتقاق مستعيناً بأمثلة وافية . (6 درجات)

ج / ص 44 و ص 75

يشترك اسم الفاعل من الفعل الثلاثي المبني للمعلوم على وزن فاعل أما اسم المفعول فيشتق من الفعل المبني للمجهول ويشترك اسم الفاعل من الفعل غير الثلاثي على وزن مضارع مع إبدال الحرف الأول ميماً مضمومة وكسر ما قبل الآخر ، أما اسم المفعول فيشتق مع إبدال ياء المضارعة ميماً مضمومة وفتح ما قبل الآخر .

ب- ما أهداف الترجمة التي يسعها إليها المترجم في عمله ؟ وما وسائله في ذلك ؟ (6 درجات)

ج/ ص 5:

إن الهدف من الترجمة هو إغناء اللغة الأم (العربية) وصيانتها وتطويرها نظراً لعلاقتها الوثيقة بثقافة الشعب الذي يتحدث بها . وهناك وسائل هي :

1- اللغوي : إذا كانت الترجمة تأتي بمفاهيم جديدة من خارج الإطار المعرفي للمتكلمين باللغة الأم ... إلى نهاية النقطة .

2- الفكري : تنتقل الترجمة الأفكار والتصورات ومناهج العمل الذهني المعمول بها في عالم آخر بحيث تدفع المطلعين عليها إلى تلقيح أفكارهم ... إلى نهاية النقطة .

س 3 / أ- إنكّر تعريفاً واحداً للتعريب مع شرح الفرق بين المعرب والدخيل مع ذكر مثال لكل واحد منهما .

(6 درجات)

ج / ص 69

التعريب هو نقل الكلمة الأجنبية ومعناها إلى اللغة العربية سواء أتم هذا النقل من دون تغيير في الكلمة أم بعد إجراء تغيير وتعديل عليها وإذا تم نقل اللفظ الأجنبي إلى اللغة العربية من دون تغيير سمي دخيلاً مثل : الأوكسجين . وإذا وقع عليه التغيير سمي معرباً مثل التلغراف

ب - ضع كلمة صح أو خطأ أمام العبارات الآتية مصححاً الخطأ أينما وجد . : (6 درجات)

1- استلم الطلبة أوراق بحوثهم

تسلم

2- ترسم الهمزة المتوسطة على ياء إذا كانت مكسورة بعد حرف مكسور

صحيح

3- شيطان ليطان هو من اتصال التابع بالمتبوع الذي ليس له معنى

له معنى

4- للثلاث نفاط (...) دلالة على وقف الكلام .

تدل على الحذف

5- الحوقلة كلمة منحوتة من ثلاث كلمات

البسمة بسم الله الرحمن الرحيم

6- الصورة الشعرية في عبارة (له أياد عليّ كثيرة) هي من المجاز

التشبيه

س 4 / أ- أذكر مواضع الهمزة المتطرفة مستشهداً بكل موضع بمثال . (6 درجات)

ج / ص 34

تقع في نهاية الكلمة ولها حالتين :

- 1- أن تكون بعد حرف متحرك ، وفي هذه الحالة تكتب الهمزة المتطرفة على حرف يناسب حركة ما قبلها مهما كانت حركتها
- إن كان ما قبلها مكسور كُتبت على الياء : مثل قارئ
- إن كان ما قبلها مضموم كُتبت على الواو : مثل لؤلؤ
- إن كان ما قبلها مفتوح كُتبت على الألف : مثل يقرأ
- 2- أن تكون بعد حرف ساكن : فكتب الهمزة المتطرفة مفردة على السطر إذا وقعت بعد حرف ساكن
مثل : صحراء

ب- مثل لما يأتي بجمل مفيدة : (6 درجات)

- 1- خبر جملة فعلية
الطفل يلعب تحت الشجرة
- 2- صوغ العدد (4) على وزن فاعل
أجبت السؤال الرابع في الإمتحان
- 3- فعل أمر مبني على حذف حرف العلة
إسع في الخير

س 5 / أ- متى يتقدم الخبر على المبتدأ وجوباً بيّن ذلك مع الأمثلة اللازمة . (أذكر ثلاثة شروط فقط)
(6 درجات)

ج / ص 12

يجب تقديم الخبر في المواضع الآتية:

- 1- إذا كان المبتدأ نكرة غير مخصصة بوصف أو إضافة مخبراً عنها بظرف أو جار ومجرور كقولنا: (في الدار رجلٌ) خبر مقدم، أو قولنا: (عندك ضيفٌ) خبر مقدم، ومنه قوله تعالى : (وعلى أبصارهم غشاوة) وعلى أبصارهم: خبر مقدم.
- 2- إذا كان الخبر من الأسماء التي لها صدر الكلام مثل أسماء الاستفهام كقولنا: (كيف حالك؟) كيف : خبر مقدم .
- 3- إذا اتصل بالمبتدأ ضمير يعود إلى شيء من الخبر كقولنا: (في الفضيلة ثوابها) ، في الفضيلة : خبر مقدم
- 4- أن يكون الخبر مقصوراً على المبتدأ كقولنا:

ما ناجحٌ إلا المجدُّ أو إنما في البيت عليٌّ



خبر مبتدأ خبر مبتدأ

ومعنى القصر (أو الحصر) هنا أنك قصرت النجاح على المجد فقط ، كما قصرت الوجود في البيت على علي وحده، ولو أنك قدمت المبتدأ وأخرت الخبر في هذين المثالين لفسد معنى القصر الذي تريده.

ب- ما نوع الأسلوب البلاغي الوارد في قول محمود درويش وأهميته في إظهار معنى الأبيات الشعرية (6 درجات)

ج / ص 59

1- وكل قصيدة في الأرض

إذا رقصت نخاصرها

استعارة تصريحية لأن الشاعر محمود درويش قد حذف الطرف الأول من التشبيه وهو كلمة الحرية وأبقى على المشبه به (الفجر)

2- دعني أحمل الريح الشمالية

كناية من خلال السؤال عن السبب الذي يمكنه من حمل الريح

س 6/ أ- ما حالات بناء الفعل المضارع ؟ اذكر ذلك مع الأمثلة .

ج / ص 18

يبني الفعل المضارع في حالتين هما :

1- يبني الفعل المضارع على الفتح إذا اتصلت به نون التوكيد الثقيلة أو نون التوكيد الخفيفة إتصالاً مباشراً نقول : لتتخذنَّ الجدَّ شعارنا ، ف (تتخذنَّ) فعل مضارع مبني على الفتح لإتصاله بنون التوكيد الثقيلة ونقول : لا تُهملنَّ واجبك ، ف (تهملنَّ) فعل مضارع مبني على الفتح لإتصاله بنون التوكيد الخفيفة .

2- يبني الفعل المضارع على السكون إذا اتصلت به نون النسوة ، مثل : الطالباتُ ينجزنَّ عملنَّ بإتقان . ف (ينجزنَّ) فعل مضارع مبني على السكون لإتصاله بنون النسوة . و (نون النسوة) ضمير رفع متصل مبني على الفتح في محل رفع فاعل . ومنه قوله تعالى : (والوالداتُ يرضعنَّ أولادهنَّ حولين كاملين)

ب- ما المعاني التي يذهب إليها حروف الجر كل من (الباء ، حتى) (6 درجات)

ج / ص 61

الباء : ولها معانٍ عدة هي :

1- الإلصاق : حقيقي : أمسكت بيدك ، مجازي : مررت بدارك

2- الاستعانة : كتبت بالقلم

3- السببية والتعليل : مات بالجوع

4- القسم : أقسم بالله العظيم

5- العوض : خذ الكتاب بالقلم



حرف الجر (حتى) : وتفيد انتهاء الغاية مثل (إلى) كقوله تعالى : (سلام حتى مطلع الفجر) ويلاحظ على حتى الجارة أن ما بعدها يدخل – من حيث المعنى – فيما قبلها إن كان جزءاً منها مثل : سرث هذا النهار حتى العصر .

التوقيع:

أساتذة المادة :

م. إلهام مكي أ.د. سهام صائب أ.م. رقية أياد



اللجنة الامتحانية المركزية في كلية اللغات

وقت الامتحان : التاسعة صباحا
المادة : مسرحية
المرحلة : الثانية
مدة الامتحان : ثلاث ساعات
تاريخ الامتحان : / / 2024م
أسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 (النموذج) رقم (1)
ملاحظة :تذكر أن وجدت

Q1 A: Choose the correct answer (Choose 5) (10 marks)

1. What does Faustus seek to gain through his pact with Mephistophilis?
- A) Eternal life - B) Ultimate power in medicine - C) Infinite knowledge - D) Wealth
2. Who provides Faustus with books of magic to learn how to summon demons?
- A) Valdes and Cornelius - B) Wagner - C) The Good Angel - D) Lucifer
3. Which character tries to persuade Faustus to repent and save his soul throughout the play?
- A) The Good Angel - B) Mephistophilis - C) Wagner - D) Lucifer
4. Which historical figures does Faustus conjure up to show to the emperor?
- A) Julius Caesar and Cleopatra - B) Alexander the Great and his paramour - C) Napoleon and Josephine - D) King Arthur and Guinevere
5. How does Faustus react to the Old Man who pleads with him to repent?
- A) He repents and seeks forgiveness - B) He ignores the Old Man - C) He becomes violent towards the Old Man - D) He laughs and mocks the Old Man
6. Which theme is central to Marlowe's Doctor Faustus?
- A) The corruption of power - B) The pursuit of knowledge - C) The dangers of ambition - D) All of the above.

Q1: B What are the characteristics of a tragic hero? (5 marks)

Q2 Define the three genres of drama. (15 marks).

Q3. Answer the following questions using short answers. (Choose 5 only) (15 marks)

1. What lesson does *Everyman* teach?
2. What is Oedipus' tragic flaw?



3. How does Oedipus become King of Thebes?
4. What is the role of the Good Angel and Evil Angel in the play?
5. Explain the role of the seven deadly sins in *Dr. Faustus*.
6. Do you think money is a source of corruption?

Q4: Choose either true or false. (10 Marks)

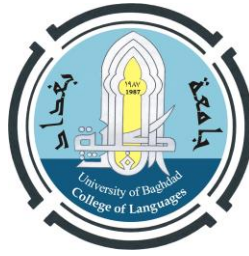
1. Everyman regains all his earthly companions before his death.
2. Tiresias refuses to reveal the truth to Oedipus.
3. Oedipus was aware that Jocasta was his mother when he married her.
4. Faustus ultimately escapes his fate by repenting at the last moment.
5. Faustus is given 24 years of magical powers before his soul is forfeited to hell.
6. In *Everyman*, Fellowship does not agree to accompany Everyman on his journey to his.
7. Good Deeds is the only character who accompanies Everyman to his final judgment.
8. Oedipus becomes king of Corinth by killing the previous king, who was his father.
9. Jocasta survives the play and helps Oedipus cope with his blindness.
10. Oedipus blinds himself as part of his punishment.
11. Polybus is the King of Thebes, who raises Oedipus as his own son.
12. The Sphinx killed herself because Oedipus answered her riddle correctly.

Q5 Identify and comment on one of the following lines (5 marks)

1. I do not stop gold, riches, pope, nor emperor.
2. I come from Corinth, and have that to tell I think will please though it be partly sad.

Good Luck

التوقيع:
مدرس المادة: م.د. ميسلون خالد علي
الدرجة العلمية: مدرس دكتور



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

Q1 A: Answers (Choose 5) (10 marks)

1. C)
2. A)
3. A)
4. B)
5. C).
6. D)

Q1 B: Characteristics of a tragic hero (5 marks)

A tragic hero typically has the following characteristics:

1. Nobility of birth
2. Flaw or error of judgment
3. A reversal of fortune
4. This reverse of fortune was brought about by the hero's actions.

Q2: Define the three genres of drama (15 marks)

Tragedy: A serious and dignified drama that typically involves a great person destined through a flaw of character or conflict with some overpowering force, such as fate or society, leading to downfall or death.

Comedy: A genre aimed at entertaining and amusing the audience through exaggerations, amusing conflicts, and typically ending happily.

Satyr plays: Are short plays that made fun of plight of the tragedy's characters.

Q3: Short Answers (Choose 5 only) (15 marks)

1. Everyman teaches the lesson that material goods and earthly relationships cannot be taken to the afterlife; only good deeds count toward one's salvation.
2. Oedipus' tragic flaw is his hubris (excessive pride) and possibly his temper and impulsiveness.



3. Oedipus becomes King of Thebes by solving the riddle of the Sphinx, which had plagued the city, and the grateful Thebans make him their king.
4. Good Angel and Evil Angel represent the conflicting moral choices in Faustus's mind, with the Good Angel urging repentance and the Evil Angel pushing him to pursue his base desires.
5. The seven deadly sins in *Dr. Faustus* are personified and appear in a grand pageant to entertain Faustus, symbolizing his surrender to sin and the moral decay he undergoes.

Q4: True or False (10 Marks)

1. False
2. True
3. False
4. False
5. True
6. True
7. True
8. True
9. False
10. True
11. False

Q5: Identify and comment on one of the following lines (5 marks).

1. "Death" is the speaker of the line in the context of "Everyman." This line, "I don't stop for gold, riches, pope nor emperor," spoken by Death, emphasizes the inescapable and impartial nature of death. It underscores the moral that death does not discriminate based on a person's wealth, status, or power. Everyone, regardless of their earthly possessions or societal rank, must face death. This line serves to remind the audience of the play's central message about the universality and inevitability of death. It's a powerful statement that aligns with the themes of morality plays, which are designed to teach lessons about virtues through allegorical characters like Death.



2. This line, "I come from Corinth, and have that to tell I think will please though it be partly sad," is spoken by the messenger in Sophocles' tragedy "Oedipus." The messenger arrives from Corinth to inform Oedipus of the death of King Polybus, whom Oedipus believes to be his father. The news is meant to be pleasing because it seemingly disproves the prophecy that Oedipus would kill his father, as Polybus died of natural causes. However, it's also sad because it's the news of a death, and it brings about the revelation of further tragic truths.

التوقيع:
مدرس المادة: م. د ميسلون خالد
الدرجة العلمية: مدرس دكتور

تثبت الدرجة لكل سؤال



اللجنة الامتحانية المركزية في كلية اللغات

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

Note: Answer four questions only

Q1) Identify, explain and comment on (two) of the following quotations: (15 marks)

A). His faith is great; I cannot touch his soul,
But what I may afflict his body with,
I will attempt, which is but little worth.

B). A precious jewel I will give thee, / Called penance, wise voider of adversity.

C). What matters what he means? Oh, take no heed,
And waste no thoughts, I beg you, on such tales.

Q2). In the first Book of *Gulliver's Travels* (Lilliput), Jonathan swift uses humor, exaggeration and irony to critique and mock English society and politics. Discuss. (15 marks)

Q3). Sophocles builds the theme of blindness by having all of the characters in *Oedipus Rex* start off as blind, become blind, refuse to see the truth, or wish they had never seen it. Discuss (15 marks)

Q4). How is *Dr. Faustus* representative of the spirit of the Renaissance? (15 marks)

Q5). What do the characters Fellowship, Kindred, and Goods represent in the play *Everyman*, and how do they contribute to the moral message of the story? Discuss. (15 marks)

مع أمنياتي لكم بالنجاح

التوقيع:

مدرس المادة: زينب حسون عبد الامير

الدرجة العلمية: استاذ مساعد



المادة : نشر المرحلة : الثانية تاريخ الامتحان : 2024 / /

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

Q1) Identify, explain and comment on (two) of the following quotations: (15 marks)

A). **His faith is great; I cannot touch his soul,**

But what I may afflict his body with,

I will attempt, which is but little worth.

The quote "His faith is great; I cannot touch his soul, But what I may afflict his body with, I will attempt, which is but little worth" is actually from Christopher Marlowe's play "Doctor Faustus". In the play, Faustus is a scholar who becomes disillusioned with his studies and makes a pact with the devil, trading his soul for twenty-four years of worldly power and knowledge. The quote is spoken by Mephistopheles, the devil's servant, who has been sent to tempt Faustus and carry out his wishes. In this quote, Mephistophilis acknowledges that he cannot touch Faustus' soul, as he has made a pact with the devil and is beyond redemption. However, he vows to afflict Faustus' body with whatever means he can, in an attempt to further corrupt and damn his soul.

This quote highlights the themes of power and control in the play, as well as the dangers of unchecked ambition and the consequences of making deals with dark forces. Mephistophilis' vow to afflict Faustus' body suggests that he is willing to resort to extreme measures in order to achieve his goals, which sets up a dangerous power struggle between the two characters. Overall, this quote is significant because it foreshadows the conflict that will ultimately lead to Faustus' downfall, and highlights the complex web of power dynamics and tensions that underpin the play.

B). **A precious jewel I will give thee, / Called penance, wise voider of adversity.**

This quote is from the medieval play "Everyman." In this quote, Good Deeds is speaking to Everyman and offering him a precious jewel called Penance. Penance is presented as a way for Everyman to atone for his sins and seek forgiveness. The theme of repentance and the importance of good deeds is central to the play. Good Deeds represents Everyman's good actions, which he neglected in favor of material wealth and pleasure. In offering Penance, Good Deeds is providing Everyman with a chance to make amends for his past actions and seek redemption. This quote highlights the importance of acknowledging one's mistakes and taking responsibility for them, as well as the role of religion in medieval society. Overall, this quote demonstrates the moral and religious themes that are prevalent in "Everyman," and emphasizes the idea that one's actions have consequences and that repentance and atonement are necessary for redemption.

C). **What matters what he means? Oh, take no heed,
And waste no thoughts, I beg you, on such tales.**

These lines are spoken by Jocasta in Sophocles' tragedy "Oedipus Rex." In this scene, Jocasta has just realized that Oedipus is her son and that they have been living together as husband and wife. She is



horrified by this realization and begs Oedipus to stop searching for the truth, insisting that it is better to live in ignorance than to face the terrible reality of their situation.

In the quoted lines, Jocasta is pleading with Oedipus to ignore the accusations and rumors that have been swirling around him, and to not waste any more thoughts or energy on them. She is urging him to let go of his obsession with uncovering the truth and to return to the blissful ignorance of their previous life.

This moment is significant because it highlights the tragic irony of the situation: Jocasta's attempts to stop Oedipus from discovering the truth only serve to confirm it. Her insistence that he stop searching for the truth only serves to fuel his determination to uncover it, ultimately leading to his realization of his crimes and his self-blinding.

Overall, these lines represent a moment of desperation and fear for Jocasta, as well as a larger theme of the dangers of denial and the importance of confronting the truth. It shows that the truth can be painful and difficult to face, but that it is ultimately necessary for personal growth and moral accountability.

Q) In the first Book of Gulliver's Travels (Lilliput), Jonathan swift uses humor, exaggeration and irony to critique and mock English society and politics. Discuss. (15 marks)

"Gulliver's Travels" book I (Lilliput) is a political satire that uses the story of Lemuel Gulliver's visit to the land of Lilliput to critique and mock English society and politics. Swift uses the satire to highlight the follies, corruption, and absurdities of the government, legal system, and social norms of his time.

One of the primary targets of Swift's satire is the government and the monarch. The Lilliputian government is portrayed as corrupt, petty, and obsessed with trivial matters such as the proper way to break eggs. The emperor is portrayed as a figurehead who has little power, and the real power lies with his advisors and the bureaucracy. Swift uses this to criticize the English government, which he felt was dominated by the Whig oligarchy and had little regard for the welfare of the common people.

Swift also satirizes the legal system in Lilliput, which is shown to be absurd and arbitrary. The Lilliputians have strict laws governing everything from the length of a person's coat to the way they walk. Swift uses this to critique the English legal system, which he felt was unfair and overly complex.

Social norms are also targeted in "Gulliver's Travels" Lilliput. The Lilliputians are obsessed with rank and status, and Swift uses this to mock the English aristocracy and their obsession with lineage and privilege. The satire also critiques the rigid social norms of English society, such as the strict rules of etiquette and the pressure to conform to social expectations.

Overall, "Gulliver's Travels" book I (Lilliput) is a political satire that uses humor, exaggeration, and irony to critique and mock English society and politics. Swift uses the story of Gulliver's visit to Lilliput to



expose the follies, corruption, and absurdities of his time, and the satire remains relevant today as a critique of government, legal systems, and social norms that are arbitrary and oppressive.

Q). Sophocles builds the theme of blindness by having all of the characters in *Oedipus Rex* start off as blind, become blind, refuse to see the truth, or wish they had never seen it. Discuss (15 marks)

In Sophocles' *Oedipus Rex*, the theme of blindness is woven throughout the play through various means. Firstly, Oedipus himself is blinded to the truth of his own past and the prophecy that foretold his downfall. Secondly, Tiresias, the blind prophet, can see the truth that Oedipus cannot. Thirdly, Jocasta refuses to see the truth about her husband and her past, and as a result, she commits suicide when she finally realizes the truth. Finally, the Chorus wishes they had never seen the events that unfold, and they lament the tragic consequences of seeing too much.

In this play, blindness is used as a metaphor for ignorance or a lack of understanding. All of the characters in the play are initially blind to some degree, either to their own past, their future, or the truth about the world around them. Oedipus, in particular, is blind to the fact that he is the murderer he has been seeking, and that he has married his own mother.

As the play progresses, the blindness of the characters becomes more pronounced. Oedipus blinds himself when he finally sees the truth, and Jocasta kills herself when she realizes the full extent of the tragedy that has befallen her family. Tiresias, the only character who can see the truth from the beginning, is mocked and ignored by Oedipus.

In conclusion, Sophocles uses the theme of blindness in *Oedipus Rex* to explore the dangers of ignorance and the consequences of refusing to see the truth. Through the characters of Oedipus, Jocasta, Tiresias, and the Chorus, Sophocles highlights the importance of facing reality and the dangers of living in denial.

Q). How is *Dr. Faustus* representative of the spirit of the Renaissance? (15 marks)

Dr. Faustus is often seen as a representative of the spirit of the Renaissance due to his insatiable desire for knowledge and his willingness to challenge established authority in his quest for intellectual and personal freedom.

In the play, *Faustus* represents the ideals of the Renaissance, which included a renewed interest in classical learning and a desire to explore the limits of human knowledge and experience. He is a scholar who is dissatisfied with traditional learning and seeks to expand his horizons through the study of magic and the occult. This pursuit of knowledge and experimentation mirrors the spirit of scientific inquiry and discovery that characterized the Renaissance period.



Furthermore, Faustus's rejection of established religious authority and his embrace of individualism and self-determination also reflect the ideals of the Renaissance. He rejects the traditional Christian notion of salvation and instead seeks to create his own destiny through his deal with the devil. This emphasis on personal autonomy and individualism was a defining characteristic of the Renaissance.

Overall, Dr. Faustus embodies many of the key themes and values of the Renaissance, including a desire for knowledge, experimentation, individualism, and the rejection of traditional authority. His story serves as a cautionary tale about the dangers of unchecked ambition and the consequences of our actions, but it also reflects the innovative and dynamic spirit of the Renaissance.

Q). "What do the characters Fellowship, Kindred, and Goods represent in the play 'Everyman,' and how do they contribute to the moral message of the story?" (15 marks)

"Everyman" teaches us that material possessions and worldly pleasures are temporary and cannot accompany us beyond death. The play follows the journey of Everyman, who represents all humanity, as he faces death and must account for his actions in life. Through Everyman's experiences, the moral emerges that we should focus on spiritual values and good deeds rather than material wealth and selfish desires.

The character of Everyman symbolizes humanity as a whole. His journey reflects the universal experience of facing mortality and the need to confront the consequences of our actions. Everyman's realization that he cannot take his riches or worldly companions with him underscores the play's moral message that true value lies in spiritual richness and moral integrity.

Other characters in the play, such as Fellowship, Kindred, and Goods, represent the worldly attachments and distractions that Everyman must forsake on his spiritual journey. Fellowship represents worldly companionship, Kindred represents family ties, and Goods symbolize material wealth. Each character emphasizes the importance of detaching oneself from worldly temptations and focusing on spiritual growth. Through Everyman's interactions with these characters, the play emphasizes the transitory nature of worldly attachments and the importance of prioritizing spiritual values above all else.

التوقيع:

مدرس المادة: زينب حسون عبد الامير

الدرجة العلمية: استاذ مساعد



اللجنة الامتحانية المركزية في كلية اللغات

مدة الامتحان : ثلاث ساعات

تاريخ الامتحان : ٥/ /٢٠٢٤ م

المرحلة : الثانية

وقت الامتحان : التاسعة صباحا

المادة : قواعد

(النموذج رقم 3)

أسئلة الامتحانات النهائية للعام الدراسي ٢٠٢٣ – ٢٠٢٤

Answer FOUR Questions

ملاحظة : الاجابة عن اربعة اسئلة فقط

Q1. Correct the verbs between the brackets and make any necessary changes:

(15 Ms)

1. Can you tell me where (wait).
2. Our teacher told us (not/ask) questions during the exam.
3. The teacher told her that she (pass) the exam successfully.
4. If we (have) an English lesson, we must study hard.
5. She (work) in a bank, but she doesn't any more.

Q2. Choose the correct answer:

(15 Ms)

1. Ann is in hospital, so, we ----- buy her some flowers.
a. will b. are going to c. will be d. all are correct
2. He was in prison at the time that the crime was committed. He ----- it.
a. couldn't have done b. mustn't have done c. might not have done.
3. Don't talk to him now. He ----- a meeting.
a. will be have b. might be having c. may have
4. I have a very important English test tomorrow. I will study hard today and I'm sure before I go to bed I ----- all the verb tenses.
a. will be learning b. will have learned c. will learn d. all are correct
5. I can't find the theatre tickets. They ----- somewhere.
a. must have fallen b. had to hall c. should have fallen

Q3. Do as required:

(15 Ms)

1. We noticed her driving fast. (Change into passive voice).
2. We corrected all the errors. (Add 'recently').
3. They used to smoke a lot. (Add tag question).
4. Why doesn't Jack drop Economics? (Answer with a complete sentence including 'maybe').
5. Give an examples of "If clause in past future".



Q4 State whether the following sentences are TRUE or FALSE: (15 Ms)

1. The baby has always eaten all the chips.
2. They will be known each other for a long time.
3. Mr. Samuel will be staying in New York when I met him.
4. My father got his illness over by spring.
5. I find my work challenging.

Q5. Give examples (ONE for each) of the following: (15 Ms)

1. A transitive verb followed by two objects.
2. A two-word verb replacing (succeed).
3. Deduction in the past.
4. An infinitive phrase functioning as a modifier of an adjective.
5. A noun clause used as direct object.

مع أمنياتي لكم بالنجاح

التوقيع:

مدرس المادة: نوار حسين رضوي
الدرجة العلمية: أستاذ مساعد



المادة : قواعد
المرحلة : الثانية
تاريخ الامتحان : ٢٠٢٤/٥ /
اجوبة اسئلة الامتحانات النهائية للعام الدراسي ٢٠٢٣ - ٢٠٢٤ م
(النموذج رقم ٣)

Q1. Correct the verbs between the brackets and make any necessary changes: (15 Ms)

1. To wait
2. Not to ask
3. Had passed
4. have
5. used to work

Q2. Choose the correct answer (15 Ms)

- a. will b. are going to c. will be d. all are correct
- a. couldn't have done b. mustn't have done c. might not have done.
- a. will be have b. might be having c. may have
- a. will be learning b. will have learned c. will learn d. all are correct
- a. must have fallen b. had to hall c. should have fallen

Q3. Do as required: (15 Marks)

1. She was noticed driving fast
2. We have recently corrected all the errors.
3. They used to smoke a lot, didn't they?
4. He maybe drops Economics.
5. If I had money, I would buy a car.

Q4. T or F

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

Q5. Give examples (ONE for each) of the following: (15 Ms)

1. He gave me a book
2. He did not make up very well
3. He must have been out
4. It is easy to pass.
5. He told me that I could see him.

التوقيع:
مدرس المادة: نوار حسين رضوي
الدرجة العلمية: أستاذ مساعد



اللجنة الامتحانية المركزية في كلية اللغات

وقت الامتحان :
المادة : اللغة الفرنسية
المرحلة : الثانية
مدة الامتحان : ثلاث ساعات
تاريخ الامتحان : / / 2024 م
أسئلة الامتحانات النهائية للعام الدراسي 2023 - 2024 (النموذج) رقم (1)
ملاحظة : الاجابة عن أربعة أسئلة فقط

Q.1/ Mettez les verbes entre parenthèses à la forme qui convient:

(15 points)

- 1- Nous ----- un appartement à Paris. (acheter)
- 2- Je ----- à 7 heure du matin. (se réveiller)
- 3- Elle ----- faim. Elle veut manger. (avoir)
- 4- M. et Mme Lavigne ----- les valises dans la voiture. (mettre)
- 5- Vous ----- tard, et bien sur, le matin vous avez sommeil. (se coucher)

Q.2/ Complétez avec: (ta - notre - son- leur – ses – ma):

(15 points)

- 1- Est- ce que ce sont les clés de M. Jean? Oui, ce sont ----- clés.
- 2- Cette maison n'est pas à nous. Ce n'est pas ----- maison.
- 3- C'est le manteau de Mme. Annie? Non, ce n'est pas ----- manteau.
- 4- C'est la voiture de M. et Mme. Matrin? Oui, c'est----- voiture.
- 5- Cette brosse à dents est à toi. C'est ----- brosse à dents.

Q.3/ Complétez avec les articles convenables: (du, de la, de l',de, des, le):

(15 points)

- 1-J'aime ----- poulet au riz.
- 2-Ils ne demandent pas ----- poisson.
- 3-Je vais prendre -----œuf au petit déjeuner.
- 4-Les enfants mangent-----pâtes.
- 5-Le matin, tu prends le thé avec beaucoup -----lait.



Q.4/ Mettez les phrases suivantes à la forme impérative: (15 points)

- 1-Nous parlons le français.
- 2-Vous devez vous lever tôt le matin.
- 3-Tu ne te lèves pas vite.
- 4-Pierre! Tu es en retard! Tu te dépêches! .
- 5- Tu t'assieds dans la classe.

Q.5/

A// Complétez avec (ce, cet, cette, ces): (8 points)

- 1- -----appartement est grand.
- 2- ----- ville est calme.
- 3- Je veux acheter ----- pantalon.
- 4- Connaissez- vous ----- chanteurs?

B// Mettez les adjectifs à la forme qui convient (7 points)

- 1-Il met une chemise (neuf).
- 2-Les deux maisons sont (petit) et (calme).
- 3-Elle n'aime pas les robes (gris) et (bleu).
- 4- Je porte une écharpe (long) .
- 5-Ces chaussures sont (vieux)

مع أمنياتي لكم بالنجاح

التوقيع:
مدرس المادة: إيناس جاسم علي
الدرجة العلمية: مدرس مساعد