



كلية الآداب-قسم اللغة الانجليزية وادابها

الموضوعات البحثية لطلاب النقل الفصل الدراسي الثاني 2019-2020

## الفرقة الاولى

1- مدخل إلى النقد الأدبي  
اد ايمان عدوي  
الموضوعات:

Write on ONE only of the following Topics

1. The history of Western literary criticism from Plato to modern criticism.
2. Analyse Gordimer "Once Upon a Time" in accordance to the elements you studied.
3. Explain how to analyse a poem with examples.
4. The differences between reading a play and reading a poem critically.

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2- مدخل الي الشعر  
اد ابو عرب  
الموضوعات:

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3- مقدمة في علم اللغة  
اد هشام حسن  
الموضوعات:

\*Write a research on one of the following topics:

1. The four maxims of the cooperative principle. ( chapter 2).
  2. Types of speech acts.
  3. The differences between American and British dialects.(chapter 3)
- .....

4- مدارس علم اللغة  
د ماريانا صدقي  
الموضوعات:

**\*Write an Essay on one of the following Topics:**

- 1- The different linguistic schools of thought from pre modern to modern
- 2- Saussure's signified and signifier
- 3- Paninian Linguistics
- 4- Chomsky's phrase structure Rules
- 5- European and American STRUCTURALISM
- 6- Language as a system of systems

7. \*\*\*\*\*

5- قواعد اللغة الانجليزية  
اد نازك عبد اللطيف  
الموضوعات:

Choose **ONE ONLY** of the following Subjects, then write and answer the Questions that follow. **Your reference is your university book . Please check it.**

**(1) Subject One:**

Write **briefly** about the rules of Commas, its jobs, semicolons and colons, then answer the following exercises. **Refer to your book Pages 30-45** 😊

**1-Practice p 31**

**Use what you know about commas to correct these sentences.**

1. Concerned about his future Brad went back to school.
2. Soaking in the stainless-steel sink his shirt looked doomed.
3. I gathered all the supplies, before I started work this morning.

**2-Practice p 32**

**Use what you have learned to add commas to the following sentences.**

12. Air quality a major urban problem has steadily improved over the last few years.
13. Walter the featured artist delivered a stunning presentation.
14. Sharon spends Friday evenings at the movies an event she looks forward to all week.

**3-Practice p33**

**Each of the following sentences contains a dependent clause, which is bolded for you. If the clause is essential, do not add commas. If it is nonessential, set it off with commas.**

17. Mr. Lindgren is not a man who **likes to be fooled**.
18. Nicole lives on Briarwood Drive **which is south of the freeway**.
19. The cattle **that were vaccinated** are immune to mad cow disease.

**4-Use what you have learned so far to add capital letters, end-marks, and commas to make sense of the paragraph.**

because mary and velma were morning people they met for breakfast every day before work they met at village inn on the corner of university ave and swanson blvd usually they had a light breakfast of bagels with cream cheese and coffee whenever one of them had some-thing to celebrate they would order english muffins and omelettes something neither of them liked to make themselves how they enjoyed those mornings

**5-Practice p 36**

**Use commas and semicolons to correctly punctuate the following sentences.**

1. Isaac started mowing the yard but his father finished it.
2. If you know of a good landscaper please give me the name of the company.
3. The furniture was covered with sheets yet it still became dusty and dirty.

**6-Practice p 37**

**Add commas and endmarks where they are needed in the following sentences. Remember what you learned in the last chapter about commas.**

9. Sally bought a kitchen table Hal bought an iron a toaster a blender and gas grill
10. Seeing no answer to the problem Jeff quit for the day and went home
11. Bernice was born November 3 1928 and Eugene was born January 17 1929

**7-Practice p 40**

**Using what you have learned so far about commas and semicolons, correct these sentences.**

16. Exhausted from sitting rather than from physical exertion Ling sank into the soft green easy chair.
17. The Founders Day sale runs December 26 2005 through January 8 2006.
18. Suddenly the rope tore and the tire swing plummeted to the ground.

**8-Grammar Quiz p 40**

**Add commas, semicolons, and colons wherever they are needed in the following sentences.**

1. Your budget is gone you need to stop spending money.
2. The results of the tests were inconclusive therefore the group decided to gather more information.
3. The charter trip includes stops in Denver Colorado Salt Lake City Utah Reno Nevada and Portland Oregon.

**9-Practice p43**

**Use what you have learned to add commas and semicolons to the following sentences**

- 1.Helen left her desk unlocked at work consequently she worried about it all night.
2. The menu included broiled salmon steamed broccoli grilled potatoes spinach and bread but for some reason they served no dessert.

**10-Practice p46**

**Practice what you have learned about commas, semicolons, and colons by adding them to the following sentences.**

6. Hammond located the procedure in the policy manual Volume 6 89.
7. The hail destroyed all of the wheat however the corn was untouched by the violent storm.
8. Before I bought a new car I did some research in the library checked out the local car dealerships asked a few friends for advice and consulted my mechanic.

**(2) Subject Two :**

Write **briefly** about the rules of *Verbs That Follow the Rules, Rebellious Verbs, Making Subjects and Verbs Agree, Problem Verbs and Pronouns*, then answer the exercises that follow. **Refer to your book Page62-75, 81- 88, 95-100** ☺

**1-Practice p 64**

**Fill in the correct form of the verb in each of the following sentences. The present form of the verb comes at the beginning of each sentence.**

1. define    2. Leak    3. melt
- Paul \_\_\_\_\_ the word impetus for us.  
Water is \_\_\_\_\_ through the roof. The  
snow \_\_\_\_\_ early this year.

**2-Practice**

**Use what you have learned about verbs to correct the following Sentences**

16. Sally wish her husband would of remembered to pack her lunch.
17. That's not the way we use to do it.
18. Juwon risk serious injury by wipe the acid spill.

**3-Practice p 70**

**Choose the correct form of the verb in each of the sentences that follow. Remember to use present tense for things happening now, and past tense for things that have already happened.**

1. The dentist (ask, asked) me to (bite, bit) down hard on the X-ray tabs.
2. Dark-coloured garments (bleed, bled) freely in hot water.
3. I (hear, heard) yesterday that you plan to move before summer.

**4-Practice p 72**

**Choose the correct form of the verb in each of the following sentences. Remember to use present tense for things happening now, past tense for things that have already happened, and past participle with *have, has, or had*.**

21. It has (begin, began, begun) to rain.
22. The congregation (sing, sang, sung) the first two verses of the hymn.
23. The builder (do, did, done) all the planning for us.

**5-Practice p 75**

**Choose the correct form of the verb in each of the following sentences.**

41. Your department certainly (do, did, done) a good job on this project.
42. The manager just (throw, threw, thrown) away a chance to increase the store's sales.
43. The president (speak, spoke, spoken) at the cabinet meeting.

#### 6-Practice p 86

**Practice matching pronoun subjects with verbs by circling the correct verb in each of the following sentences.**

17. None of these keys (unlocks, unlock) the back door.
18. Each of the project components (takes, take) several hours to complete.
19. All of the box lunches (has, have) been given away.

#### 7-Practice p 87

**Practice what you have learned about matching verbs and subjects by choosing the correct verb in each of the following sentences.**

31. Every other day, either Oscar or Lorraine (takes, take) the car to town.
32. Neither the sound nor the rhythm (matches, match) the other stanzas in the poem.
33. Either the employees or the manager (orders, order) the inventory reduction.

#### 8-Practice p 98

**Write the correct form of rise or raise in each of the blanks below.**

11. The custodian \_\_\_\_\_ the flag every morning before the sun \_\_\_\_\_.
12. The farmer \_\_\_\_\_ corn and soybeans.
13. The fog had \_\_\_\_\_ enough for us to see beyond the next hill.

#### 9-Practice p 99

**Choose the correct word in each set of parentheses that follow.**

- 19.(Its, It's) (your, you're) turn to do the dishes.
- 20.Bring (your, you're) fishing pole along if (your, you're) coming.
- 21.(Your, You're) scheduled to work late this evening.

#### 10-Practice p 101

**Choose the correct word in each set of parentheses below.**

28. (Your, You're) likely to lose your mind in (there, their, they're).
29. (There, Their, They're) rearranging the shelves in the closet.
30. (Its, It's) been a year since (there, their, they're) last anniversary.

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#### 6- لغة عربية

د محمد اسامة خليل

الموضوعات:

١- تحدث عن مفهوم اللغة في اللغة والاصطلاح موضعاً تاريخ اللغة العربية وتطوره.

٢- تحدث عن مفهوم اللغة في اللغة والاصطلاح .. موضعاً مكانة اللغة العربية من خلال آراء العلماء العرب والمستشرقين..

٣ - تحدث عن مفهوم اللغة في اللغة والاصطلاح .. موضحاً أهم خصائص اللغة العربية ..

٤ - تحدث عن مفهوم اللغة في اللغة والاصطلاح .. ثم اشرح مفهوم البلاغة موضحاً مرحلة تدوين البلاغة و أهم الكتب البلاغية .

٥ - تحدث عن مفهوم اللغة في اللغة والاصطلاح .. ثم اشرح مفهوم النقد لغة واصطلاحاً موضحاً نشأته وتطوره.

٦ - تحدث عن مفهوم اللغة في اللغة والاصطلاح .. موضحاً مفهومي علم الصرف وعلم النحو وأهم مؤلفات العلماء في هذين العلمين.

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رئيس قسم اللغة الانجليزية

اد هشام حسن



**BANHA UNIVERSITY**  
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**SECOND TERM**  
**YEAR (2019-2020)**  
**FIRST GRADE**  
**FINAL EXAM**

### INTRODUCTION TO POETRY

**DIRECTIONS:** Respond to the following research topic. Make sure to plan your answer before writing it. Begin your answer with a **clear thesis statement** that forecasts your answer, and then develop your thesis with organized paragraphs that include topic sentences, use **specific references** (concrete details, if necessarily quotes) to the texts, have clear analysis which explains your answer to the question or addresses the topic. Take time to proofread your answer before you turn it in. These questions test both your ability to write in depth about particular ideas and make connections across genres and periods. (NOTE: ATTACHED IS A GUIDE TO PAPER FORMATTING AND CITATION, PAGES 2-3)

**NOTE:** Students are reminded that they will be penalized for focusing on content to the exclusion of matters of literary technique.

In chapter five, "How Poets Create a Vision," of Mohammad Al-Hussini AbuArab's book, *How to Interpret Poetry: Learn to Understand and Enjoy Poetic Verse*, AbuArab writes:

There are three basic parts to any poem: its vision, the speaker who expresses that vision, and the language the poet uses to create voice and vision. This section will examine the ways in which language creates that vision.

When we use the term "vision" in relationship to verse, we are saying that the poet's vision is shared by the audience. By the end of a successful poem, then, we should have something that we recognize, perhaps even a reflection of our inner selves as we have not before experienced it.

There are two ways in which a poet can create this successful vision. The first is to express his or her views so clearly that we feel that we are seeing what the poet wishes us to see with a new closeness and clarity. The second way involves using figures of speech or unexpected comparisons or juxtapositions of words to force us to make comparisons we have never before imagined. (47)

In the poems we have discussed this course, choose **FIVE** poems, which represent the Renaissance, the Metaphysical, the Romantic, the Victorian, and the Modern, and, then, write an essay to show how sound (rhythm or meter), rhyme, and language (figurative language) operate in each of them in a way which enables the poet to create a successful vision?

**GOOD LUCK**

**MOHAMMAD AL-HUSSINI ABUARAB**

### How to format your paper:

Typed/printed, single-spaced, 1" margins (note: Microsoft Word automatically sets margins to 1.25." Change them in "Page Setup" on the "File" menu). Paragraphs indented 5 spaces at left; do not separate paragraphs by extra blank lines. Quotations of 10 words or less should be integrated into the text; longer quotations should be indented 5 spaces at left and right margins, single spaced, and set off from the text of the essay by a blank line before and after the quotation. (**Please see examples below**).

### How to quote:

Quotation is important in essays on literature, not only to provide evidence for what you're arguing, but also to provide the reader with enough detail to follow along. Think about how different it would be if, in **example 1** below, I wrote: "When reading lines 860-61 in Book V, we may respond to the force of the rhetoric while reserving the right to doubt the truth of what is said." Judicious use of quotation clues the reader in, and produces prose that is more interesting to read than a sentence like the previous one.

### Short Quotation (2 kinds)

**example 1:** When Satan claims that the rebels "know none before us, self-begot, self-raised by our own quickening power" (V 860-61), we may respond to the force of his rhetoric while reserving the right to doubt the truth of what he says.

**NOTE 1:** when the quotation is integrated into your own sentence, as here—your words "the rebels" are the subject of Milton's verb "know"—make sure the grammar works. To check whether it does, remove the quotation marks and see if the sentence looks right.

**NOTE 2:** please cite *Paradise Lost* by **book number and line number** (which are the same in all editions), not by page number (which differs between editions). The format used in **example 1** above is perfectly adequate for current purposes, but more formally the first reference to the text should be footnoted so that you can provide information on the edition used. I tell you this for your information, since I don't need to know the edition; you can do it or not.

**example 2:** Satan, unlike Adam and Eve, claims not to recall the moment of his creation: "we know no time when we were not as now" (*Paradise Lost* V, 859).

### Long Quotation

Here I am, writing along in my essay, along and along and along. Here comes a long quotation from Mary Nyquist's article on Milton and the interpretation of *Genesis*, beginning now. (Please notice also the brief citation format; see above for a parenthetical citation of *Paradise Lost* by book number and line numbers. I'll give further information as we go on how to footnote secondary sources when they are first cited).

Just as, in the divorce tracts, Milton joins Adam's words to those of the paternal maker... [imagine more quotation here] Not only the placement of Adam's narrative after Raphael's but also its most salient formal features can thus be seen to be motivated ideologically, and illustrate the causes joining the divorce tracts and *Paradise Lost* (Nyquist, "Gynesis," 191).

### An overview of the process of citation:

When deciding how to cite your source, start by consulting the list of core elements. These are the general pieces of information that MLA suggests including in each Works Cited entry. In your citation, the elements should be listed in the following order: [Author. Title of source. Title of container, Version, Number, Publisher, Publication date, Location.] Each element should be followed by the punctuation mark shown here.

### Author

Begin the entry with the author's last name, followed by a comma and the rest of the name, as presented in the work. End this element with a period.

Said, Edward W. *Culture and Imperialism*. Knopf, 1994.

### Title of source

The title of the source should follow the author's name. Depending upon the type of source, it should be **listed in italics or quotation marks**.

A **book** should be in **italics**:

Henley, Patricia. *The Hummingbird House*. MacMurray, 1999.



A **periodical** (journal, magazine, newspaper) article should be in **quotation marks**:

Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devi's Bashai Tudu." *Tulsa Studies in Women's Literature*, vol. 15, no. 1, 1996, pp. 41-50.

#### **Title of container**

The container is the larger whole in which the source is located. For example, if you want to cite a poem that is listed in a collection of poems, the individual poem is the source, while the larger collection is the container. The title of the container is usually italicized and followed by a comma, since the information that follows next describes the container.

Kincaid, Jamaica. "Girl." *The Vintage Book of Contemporary American Short Stories*, edited by Tobias Wolff, Vintage, 1994, pp. 306-07.

#### **Version**

If a source is listed as an edition or version of a work, include it in your citation.

*The Bible*. Authorized King James Version, Oxford UP, 1998.

#### **Number**

If a source is part of a numbered sequence, such as a multi-volume book, or journal with both volume and issue numbers, those numbers must be listed in your citation.

Dolby, Nadine. "Research in Youth Culture and Policy: Current Conditions and Future Directions." *Social Work and Society: The International Online-Only Journal*, vol. 6, no. 2, 2008, [www.socwork.net/sws/article/view/60/362](http://www.socwork.net/sws/article/view/60/362). Accessed 20 May 2009.

#### **Publisher**

The publisher produces or distributes the source to the public.

*Women's Health: Problems of the Digestive System*. American College of Obstetricians and Gynecologists, 2006.

#### **Publication date**

When the source has more than one date, it is sufficient to use the date that is most relevant to your use of it. If you're unsure about which date to use, go with the date of the source's original publication.

"Hush." *Buffy the Vampire Slayer*, created by Joss Whedon, performance by Sarah Michelle Gellar, season 4, Mutant Enemy, 1999.

#### **Location**

You should be as specific as possible in identifying a work's location. An essay in a book, or an article in journal should include page numbers.

Adiche, Chimamanda Ngozi. "On Monday of Last Week." *The Thing around Your Neck*, Alfred A. Knopf, 2009, pp. 74-94.

#### **Sample Works Cited Page**

This page provides an example of a Works Cited page in MLA 2016 format.

#### **Works Cited**

Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability." *International Journal of Sustainable Development and World Ecology*, vol. 14, no. 1, 2007, pp. 27-36.

Leroux, Marcel. *Global Warming: Myth Or Reality?: The Erring Ways of Climatology*. Springer, 2005.

Milken, Michael, et al. "On Global Warming and Financial Imbalances." *New Perspectives Quarterly*, vol. 23, no. 4, 2006, p. 63.

Said, Edward W. *Culture and Imperialism*. Knopf, 1994.

Uzawa, Hirofumi. *Economic Theory and Global Warming*. Cambridge UP, 2003.

Okay, quotation and citation are over. Back to the essay now, with single-spacing and regular margins again. One other thing: anytime you include a long chunk of text, be sure to talk about its details and what, specifically, we should understand from reading it. If there is not enough to say, the quotation should probably be shorter.