Dr.Bassam 1434-1435 (2)

| 1- | are stories passed on from one person to another by word of mouth |
|----|--|
| | A. Drama |
| | B. <u>Folktales</u> |
| | C. Novels |
| | D. Epic |
| | |
| 2- | |
| | such as fairies, goblins, elves, trolls, dwarves, giants, mermaids, or gnomes, and usually magic |
| | or enchantments. |
| | A. <u>Fairytale</u> |
| | B. Folktale |
| | C. Poem |
| | D. Legend |
| 3- | Cinderella is a good example of a |
| J | A. Folktale |
| | B. Legend |
| | C. Fairytale |
| | D. Long poem |
| 4- | often involve and quests, their event occur outside the ordinary laws |
| | that operate within the universe |
| | A. Legend |
| | B. Fairytale |
| | C. Folktale |
| | D. <u>Fantasy stories</u> |
| | |
| 5- | "Alice in Wonderland" is a fantasy that |
| | A. Stats in the real word and moves into a fantasy word. |
| | B. Begins and ends in a fantasy word. |
| | C. Is set in the real word but elements of magic intrude upon it. |
| | D. Has no reality at all. |
| 6- | Why do writers use the fantasy genre? Because |
| | A. It is confined to the Boundaries of the word |
| | B. It limits possibilities |
| | C. It can open possibilities |
| | D. Its provides normal and old perspective on the real word |
| | |
| 7- | In children's literature, is used to mean a person or personified animal or object. |
| | A. Point of view |
| | B. <u>Character</u> |
| | C. Personification |
| 0 | D. Character study |
| 8- | are the characters who do not change in to the course of the story i.e. |
| | stereotypes and foils. A. Flat characters |
| | B. Round characters |
| | C. Dynamic characters |
| | D. Static characters |
| | |

| 9- | | Sequence of events showing characters in action. |
|-----|-----------------|---|
| | A. | <u>Plot</u> |
| | В. | Point of view |
| | C. | Character |
| | D. | Setting |
| 10- | The en | d justifies the means." is a good example of a |
| | | <u>Theme</u> |
| | В. | Symbol |
| | C. | Point of view |
| | D. | Picture book |
| 11- | our lite | relies on a reference to something in our common understanding, our past, or |
| | | Allusion |
| | | Theme |
| | C. | Hyperbole |
| | | Understatement |
| 12- | who is | responsible for group of tales called mother Goose ? |
| | | The Brothers Grimm |
| | | Charles Perrault |
| | | Mark Twain |
| | | John Bunyan |
| | | |
| 13- | - In <i>The</i> | e Queen Bee, who went looking for the two brothers? |
| | A. | Their father |
| | B. | Their brother |
| | C. | The family dwarf |
| | D. | The Bee |
| 14- | In <i>The</i> | Queen Bee, what happened to the two elder brothers in the end? |
| | A. | They were forever turned to stone |
| | В. | They were banned from the kingdom forever. |
| | C. | They married princesses |
| | D. | They married princesses and died |
| 15- | The be | st-known version of <i>Little Red Riding Hood</i> is by and dates from the 19 th |
| | | y (1800s). |
| | A. | The Brothers Grimm |
| | | Charles Perrault |
| | C. | John Bunyan |
| | | Edward Burnett Taylor |
| 16- | Besides | s the clear warning about talking to strangers, there are many interpretations of the |
| - | | fairy tale, <i>Little Red Riding Hood,</i> and many of them are |
| | | Political |
| | | Experimental |
| | | Social |
| | D. | <u>Sexual</u> |

| 17- | | beople who are do not like this story, <i>Little Red Riding Hood,</i> and say that it ot show women in a good way. |
|-------------|----------|--|
| | | Romanticism |
| | | Socialists |
| | | Feminists |
| | | Linguists |
| 18- | What is | s the moral of the story <i>Sleeping Beaut</i> y ? |
| | | Love and goodness conquer all. |
| | | Don't talk to strangers. |
| | C. | Don't send your child into the woods alone. |
| | D. | Listen to your mother. |
| 19- | | Something that operates on two levels of meaning, the literal and the figurative |
| | levels : | |
| | A. | Theme |
| | В. | Imagery |
| | | Hyperbole |
| | | <u>Symbol</u> |
| 20 | | It is traditional tale of two shildren, who die and are sovered with leaves |
| 20- | | |
| | by robi | |
| | | Little Red Riding Hood |
| | | Babes in the Wood |
| | | The Goose Girl |
| | D. | The Sleeping Beauty |
| 21- | Simple | ton married the youngest and sweetest princess, and after her father's death became |
| | King, a | nd his two brothers received the two other sisters. This is the end of |
| | | The Queen Bee |
| | B. | Babes in the Wood |
| | C. | The Goose Girl |
| | | The Sleeping Beauty |
| 22 | | |
| 22- | | , a poor old wood carver, was making a puppet from a tree branch. |
| | | Puppetto |
| | | Pinocchio |
| | C. | <u>Geppetto</u> |
| | D. | Rufus |
| 23- | One ca | n children's literature traced back to stories and songs, part of a wider |
| | A. | Adults tradition |
| | В. | juvenile literature |
| | | Oral tradition |
| | | Published books |
| 24 | The lat | e nineteenth and early twentieth centuries are known to be as |
| 4 4- | | · · · · · · · · · · · · · · · · · · · |
| | | A moral and religious children's message |
| | | A classic period |
| | | Classic children's tales |
| | D. | Golden Age of Children's Literature |

| 25- | | is considered to be the first illustrated children's book. |
|-----|----------|--|
| | A. | Woodcut |
| | В. | Struwwelpeter |
| | C. | Orbis Pictus |
| | D. | Hercules |
| | | |
| 26- | A way | of making multi-colored prints in Children's books is |
| | A. | Engraving |
| | В. | Refining Children's books process |
| | | Chromolithograph |
| | D. | Illustrating Children's books |
| 27- | All Chil | dren's Literature, as anywhere in the world follows the same basic path, begins with |
| | A. | Spoken stories, songs and poems |
| | В. | Written stories, songs and poems |
| | C. | well stories, songs and poems |
| | D. | Educational stories, songs and poems |
| 28- | One ex | ample of oral stories that would've been enjoyed by children is the tale of |
| | A. | Jatakas from India |
| | В. | Panchatantra from India اتاكدوو من الحل |
| | C. | The Asurik Tree from Persia |
| | D. | Odyssey from Greek mythology |
| | | |
| 29- | | perhaps the original source of the stories for |
| | | Iliad and the Qdyssey |
| | | Greek mythology |
| | | اتاكدوو من الحل <u>The Arabian Nights</u> |
| | D. | Aesop's Fables |
| 30- | | s earliest children's books, primers, appeared around 1500s. An early example is, published by in 1571 |
| | | Le Morte d'Arthur |
| | | Aesop's Fables |
| | | ABC-Book |
| | D. | |
| | | |
| 33- | | n's literature boomed during the 1800s for several reasons. One of them is |
| | A. | The availability and affordability of paper and printing |
| | В. | The appearance of fantasy literature |
| | _ | Noble Prize winners |
| | D. | The Chinese Revolution |
| 34- | Lewis C | Carroll's fantasy appeared in 1865 in England. It is considered the |
| | | nglish masterpiece written for children". |
| | A. | Tom Sawyer |
| | | The Butterfly's Ball |
| | | Alice's Adventures in Wonderland The Adventures of Dineschie |
| | υ. | The Adventures of Pinocchio |

| | | can children's literature sparked the publication in Chicago of one of its most famous |
|--------|------------|--|
| b | | in 1900, which |
| | | The Wonderful Wizard of Oz The Bookman |
| | | Charlotte's web |
| | | The Harry Potter Series |
| | D. | The Harry Fotter Series |
| 36- P | oetrv | is often the first literature presented to a child, in the form of |
| | | Simplified books |
| | | Syllabi |
| | C. | Nursery rhymes |
| | D. | Nursery schools |
| 27 + | . : | |
| 3/- li | | It Italian fantasy novel was, which was translated many times. The Harry Potter Series |
| | | Giovannis Facetious Nights of Straparola |
| | | Orbis Pictus |
| | | The Adventures of Pinocchio |
| | | |
| | | , John Newbery's English-language adaptation of Charles Perrault's |
| C | | ion of fairy tales, brought short-verse nursery rhymes into English for the first time. |
| | | Mother Goose's Melody |
| | | Original Poems for Infant Minds |
| | | Rhymes for the Nursery The Star |
| | D. | The Stal |
| 39- T | he mo | ost reasonable definition of the word "star" in "Twinkle, Twinkle Little Star light, is a |
| _ | | |
| | | A heavenly object |
| | | A distinguished figure |
| | | A lyric about little child |
| | D. | A distinguished lullaby |
| 40- Ir | า "Twi | nkle, Twinkle Little Star", the figure of speech in "Then you show your little light, is a |
| _ | | |
| | | <u>Metaphor</u> |
| | | Alliteration |
| | | Simile |
| | D. | Anaphora |
| 41- Ir | า "Twi | nkle, Twinkle Little Star", the line " Up above the world so high " implies |
| | | Flying high in the sky |
| | | the difference of social classes |
| | | a wish to observe the world from a high position |
| | D. | the possibility of a rising star |
| | | Read the following stanza, and then answer the questions below: |
| | | The friendly cow all red and white |
| | | • |
| | | I love with all my heart: |
| | | She gives me cream with all her might, |
| | | To eat with apple-tart. |
| 42- V | /hat is | s the rhyme scheme of this stanza? |
| | A. | aabb |
| | | aaaa |
| | C. | abba |

D. <u>abab</u>

| 43- | What is | s the title of this poem? |
|-----|---------|---|
| | | The Cow |
| | | The Friendly Cow |
| | | The Red and White Cow |
| | D. | The Apple Tart |
| 44- | The wr | iter of this poem is |
| 77 | | Brothers Grimm |
| | | Thomas Hughes |
| | | Robert Louis Stevenson |
| | D. | Ann Taylor |
| 4- | | |
| 45- | | nd of figure of speech in " She gives me cream with all her might," is Simile |
| | B. | Alliteration |
| | | Paradox |
| | | Anaphora |
| | | • |
| | | Read the following stanza, and then answer the questions below: |
| | | Hold fast to dreams |
| | | For if dreams die |
| | | Life is a broken-winged bird |
| | | That cannot fly. |
| | | Hold fast to dreams |
| | | • |
| | | For when dreams go |
| | | Life is a barren field |
| | | Frozen with snow. |
| 46- | | s the rhyme scheme of this poem? |
| | | aabbccdd |
| | | ababcdcd |
| | | abcbadcd abbacdef |
| | D. | abbacaci |
| 47- | One of | the best themes for this poem, Dreams, is that |
| | A. | Our dreams give our lives meaning and purpose |
| | | Our dreams can be frozen |
| | | Our dreams give us depression and sadness |
| | D. | Our dreams make us hopeless and desperate |
| 10_ | The fig | ure of speech in "Life is a barren field" is |
| 40- | | Simile |
| | | Personification |
| | | Irony |
| | | Metaphor |
| | | |
| 49- | | ure of speech in "For if dreams die" is |
| | | Simile |
| | | alliteration |
| | | Metaphor الجواب غير متاكد من الحل الحماد الحواب غير متاكد من الحل الحماد الحما |
| | υ. | מרו מבופיף שבי ובייפוף שני מבוב מי וביים מי וביים <u>וביים וביים וביים וביים וביים וביים</u> |
| 50- | "Hold | fast to dreams" give us the meaning that |
| 50- | | We should never give up on our hopes and dreams |
| | | We should hold tight to our human behaviors |
| | | We should hold fast to our life |
| | D. | We should not be afraid of death |