

A- MSQ (60 marks):

1- The main aim of comparative literature

- a-is to show which literature is superior
- b-is to get better understanding of different literatures from different countries
- c- is to show which literature is inferior
- d- is to get better understanding of different literatures from the same country

2- The world literature abounds in several such instances where two individuals writers who belong to different times and cultures The world literature abounds in several such instances where two individuals writers who belong to different times and cultures

- a- explore similar spheres and express national truths.
- b- explore different spheres and express universal truths.
- c- explore similar spheres and express universal truths.
- d- explore different spheres and express national truths.

3- Comparative Literature analyses the similarities and dissimilarities

- (a) Probably between two literatures. (b) Only between two literatures.
- (c) Always between more than two literatures. (d) Never between more than two literatures.

4- Comparative Literature covers knowledge of the special fields through work

- (a) in diverse languages and literatures. (b) in homogeneous languages and literatures
- (c) in identical languages and literatures. (d) in languages and literatures of a kind.

5- "Literatures are variable in English language." Means

- (a) English literatures were written by different people.
- (b) Literatures of different languages and cultures were translated into English.
- (c) There are different trends and schools of thought in English Literature.
- (d) None of the above

6- The purpose of comparative literature is

- a- to deny the border and boundaries of nation, people, customs, behaviours, myths, history.
- b- to rebuild the border and boundaries of nation, people, customs, behaviours, myths, history.
- c- to unify the border and boundaries of nation, people, customs, behaviours, myths, history.
- d- to cross the border and boundaries of nation, people, customs, behaviours, myths, history.

7- According to Remak French approach was too narrow, because

- a- it relates to the study of language.
- b- b- it relied too heavily on the factual evidence, so it is unimaginative.
- c- It doesn't take history into consideration
- d- It attempts to cross boundaries

8- French School lays importance on nationalism;

- (a) as geographical concept.
- (b) as physical boundaries.
- (c) as political perception.
- (d) as a theory or set of beliefs.

9- Matthew Arnold, claimed in his inaugural lecture at Oxford University in 1857 that ;

- a- all literatures complete each other
- b- The best way to understand a literary work is to refer to its elements.
- c- no single literature is adequately comprehended except in relation to .. to other literature.
- d- all literatures compete with each other

10-Tree-shaped comparativism has tended to point to

- a- similar social conditions generating similar literary phenomena.
- b- similar social conditions generating different literary phenomena.
- c- different social conditions generating similar literary phenomena.
- d- different social conditions generating different literary phenomena.

11- French Literary criticism

- a- laid less emphasis on influence studies rather than comparative studies.
- b- laid equal emphasis on both influence studies and comparative studies
- c- laid more emphasis on influence studies rather than comparison in the strictest sense
- d- laid no emphasis neither on influence studies nor on comparative studies

12- Influence, socio-historic conditions, and critical methodology

- a- are the rules set by Claudio Guillén to be followed in literary criticism
- b- are the three factors that Claudio Guillén recommended we should avoid in literary criticism
- c- are the three national bases for literary comparison distinguished by Claudio Guillén
- d- are the three supranational bases for literary comparison distinguished by Claudio Guillén

13- A full description of an act of literary comparison therefore contains an adverbial phrase:

- a- 'I compare only A and B'
- b- 'I compare A and B *with regard to C* (and D and E and F)'
- c- 'I compare A and B, *with a possible regard only to C*'
- d- none of the above

14- 'unlike Shaw's Pygmalion which has a realistic approach, Tawfiq Al-Hakim deals with the myth from

- a- historical, autobiographical perception

b- philosophical, psychological, and metaphysical points of view.

c- Thematic and technical approach

d- Analytical handling

15- In Shaw's Pygmalion, Higgins gets furious when Eliza treats him as an equal

a- Because Higgins regards himself as a creator as far as Eliza is concerned.

b- because he loves her

c- because Eliza belongs to the Low Class

d- Because Higgins thinks of himself as Eliza's professor

16- In Shaw's Pygmalion, the flower girl with the animal-like sounds is transformed into

a- An elegant lady who acts and speaks like a duchess

b- A great scientific success

c- a lady who can express her ideas and emotions coherently and effectively.

d- an owner and expert of a flower industry

17- At the end, the experience completely disorients Eliza because

a- she expected that Higgins would marry her

b- she succeeded beyond her expectations

c- she discovers the emptiness of her new life

d- She fell in love with Freddy

18- At the end of the play, Eliza decides to depart Higgins' house

a- to marry the Freddy

b- because she experiences the despair of isolation and the absence of meaning.

c- As she has already won the bet

d- Higgins doesn't want her to stay

19- When Eliza deserts him near the end of the play, Higgins flies into rage, because

a- He feels inherently like a child whose favourite doll is snatched away.

b- He loves Eliza

c- he still needs her to continue his phonetic experiment

d- she preferred Freddy over him

20- The most important difference between Shaw's play and Al-Hakim's play is

a- language

b- how each play ends

c- the nature of the relationship between creator and creation

d- the cultural background behind each play

B- T and F questions (20 marks):

- 1- Comparative studies are the natural outcome of globalization and the increase in the translation industry ()
- 2- Comparative Literature studies modes, conventions and the use of folk tales, myths in two different literatures or even more, but abandons themes ()
- 3- Comparative Literature is a separate branch of literature, that binds literary studies with human culture ()
- 4- Comparative literature goes within national borders, rarely crosses time periods ()
- 5- In Comparative Literature, two literatures are compared and understood through the biographies and cultural heritages of the authors ()
- 6- American Comparative Literature is purely analytical, while the comparative study of French School is mainly historical ()
- 7- Literary Comparison, in the broadest sense of term, is the mental process which disables us to perceive similarity and difference ()
- 8- In English the language of comparison tends to imply one of three positions, which may be approximated to similarity, difference, and neutrality ()
- 9- Comparison and criticism were connected more systematically in the early eighteenth century ()
- 10- In Comparative Literature, the study of influence, has proved a stronger and more enduring vein of criticism than social comparison ()
- 11- The intention to explain similarities and differences in terms extrinsic to the literature can affect the modes of comparison used, and the results generated ()
- 12- Most comparisons have only one motive: the desire to compare the *comparanda* ()

- 13- The number of comparanda – as a factor – does not influence the outcome of comparison ()
- 14- The keynote for the Pygmalion myth is the transformation that takes place to the female character
- ()
- 15- Higgins transforms the old Eliza into a new one with "the divine gift of articulated speech". ()
- 16- At the beginning, Eliza yields to this process of transformation because she seeks social and economic promotion ()
- 17- At the end, Eliza tells Higgins that all she wants is just a position in the high social class ()
- 18- Eliza yearns for her "flower basket" at the end of the play, because it has given her independence. ()
- 19- After the transformation Higgins makes to Eliza, he himself undergoes a rather similar process. ()
- 20- Unlike Cinderella, whom Higgins kept comparing Eliza to, "Eliza does not find her prince; . she finds wealth" ()

Good Luck