

UNIVERSITY OF ESWATINI  
FACULTY OF HUMANITIES  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

RESIT EXAMINATION – JAN 2019

**COURSE TITLE:** A Study of Poetry  
**COURSE CODE:** ENG 225/216/ IDE-ENG225/206  
**TIME ALLOWED:** TWO (2) HOURS

**INSTRUCTIONS**

1. Answer TWO questions.
2. Read the instructions carefully before attempting each question.
3. Make sure you adhere to both poetic and literary conventions to avoid loss of marks.
4. Make sure you proofread your work for grammatical mistakes.
5. This paper is 7 pages long, cover page included.

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED  
BY THE CHIEF INVIGILATOR**

## QUESTION 1

Read the poem below and answer the questions that follow it.

“**Hunger**” by Nicolas Guillen

This is hunger. An animal  
all fangs and eyes.  
It cannot be distracted or deceived.  
It is not satisfied with one meal.  
It is not content  
With a lunch or a dinner.

Always threatens blood.  
Roars like a lion, squeezes like a boa,  
thinks like a person.

The specimen before you  
was captured in India (*outskirts of Bombay*)  
but it exists in a more or less savage state in many other places.

Please stand back.

- a) Briefly discuss what the poem is about (its sense) and state its theme. [8]
- b) List the three figures of speech used in the poem and the senses to which they appeal and, using examples, discuss how these figures of speech vivify the poem’s meaning. [18].
- c) Is the poem conventional or free verse? [1] Support your response by citing three examples from the poem. [3]

## QUESTION 2

Read the sonnet below and answer the questions that follow it:

“**Spring**” by Gerard Manley Hopkins

Nothing is so beautiful as Spring –  
When weeds, in wheels, shoot long and lovely and lush;  
Thrush’s eggs look little low heavens, and thrush  
Through the echoing timber does so rinse and wring  
The ear, it strikes like lightnings to hear him sing;  
The glassy peartree leaves and blooms, they brush  
The descending blue; that blue is all in a rush  
With richness; the racing lambs too have fair their fling.

What is all this juice and all this joy?

A strain of the earth's sweet being in the beginning  
In Eden garden. – Have, get, before it cloy,  
Before it cloud, Christ, lord, and sour with sinning,  
Innocent mind and Mayday in girl and boy,  
Most, O maid's child, thy choice and worthy the winning.

- a) In descending order, write the last word of each line and underline the last syllable. Scan the sonnet's rhyme. [7]
- b) Write down the aspects of its internal division and subdivision. [4]
- c) State what type of sonnet it is. [1]
- d) (i) Name the two other types of sonnets. [2]  
(ii) State their rhyme schemes. [2]  
(iii) Identify their divisions and subdivisions. [3]
- e) State the subject of the above sonnet. [1]
- f) What is the attitude of the poet as implied by his tone? [2]
- g) State the sonnet's theme. [3]
- h) By paying close attention to the sonnet's imagery, discuss its meaning. [5]

### QUESTION 3

Discuss the following poem as an example of a satiric twist to a typical elegy. [20]

**“No coffin, no grave”** by Jared Angira

He was buried without a coffin  
without a grave  
the scavengers performed the post-mortem  
in the open mortuary  
without sterilized knives  
in front of the night club

5

stuttering rifles put up  
the gun salute of the day  
that was a state burial anyway  
the car knelt  
the red plate wept, wrapped itself in blood its master's

10

the diary revealed to the sea  
the rain anchored there at last  
isn't our flag red, black, and white?  
so he wrapped himself well 15

who could signal yellow  
when we had to leave politics to the experts  
and brood on books  
brood on hunger  
and schoolgirls 20  
grumble under the black pot  
sleep under torn mosquito net  
and let lice lick our intestines

the lord of the bar, money speaks madam  
woman magnet, money speaks madam 25  
we only cover the stinking darkness  
of the cave of our mouths  
and ask our father who is in hell to judge him  
the quick and the good.

Well, his diary, submarine of the Third World War 30  
showed he wished  
to be buried in a gold-laden coffin  
like a VIP  
under the jacaranda tree beside his palace  
a shelter for his grave 35  
and much beer for the funeral party

anyway one noisy pupil suggested we bring  
tractors and plow the land

“The force of this elegy comes from the honesty with which the poet writes about his own  
desperate situation.” Discuss this statement in relation to the poem below.

#### QUESTION 4

“Ode to the West Wind” by Percy Bysshe Shelley

O wild West Wind, thou breath of Autumn's being,  
Thou, from whose unseen presence the leaves dead

Are driven, like ghosts from an enchanter fleeing,

Yellow, and black, and pale, and hectic red,  
Pestilence-stricken multitudes: O thou,  
Who chariotest to their dark wintry bed

The winged seeds, where they lie cold and low,  
Each like a corpse within its grave, until  
Thine azure sister of the Spring shall blow

Her clarion o'er the dreaming earth, and fill  
(Driving sweet buds like flocks to feed in air)  
With living hues and odours plain and hill:

Wild Spirit, which art moving everywhere;  
Destroyer and preserver; hear, oh hear!

- a) In not more than 12 lines, discuss how the West Wind is linked to the cycle of the seasons. [7]
- b) Identify the figures of speech used in the poem, and discuss how they add meaning to it. [5]
- c) Identify the different senses to which the poem appeals and how they enrich its meaning. [7]
- d) Mention three characteristics of an Ode found in the poem. [6]
- e) In way is the West Wind both a "Destroyer and a Preserver"? [5]

### QUESTION 5

Read the poem below and answer the questions that follow it.

**"Young Hunting"** - Anon

1

Light you down, light you down, love Henry, she said,  
And stay all night with me;  
For I have a bed and a fireside too,  
And a candle burning bright.

2

I can't get down, nor I won't get down  
And stay all night with thee,  
For that little girl in the old Declarn  
Would think so hard of me.

3

I will get down and I can get down  
And stay all night with thee,  
For there's no little girl in the old Declarn  
That I love any better than thee.

4

But he slid down from his saddle skirts  
For to kiss her snowy white cheek,  
She had a sharp knife in her hand,  
And she plunged it in him deep.

5

Must I ride to the East, must I ride to the West,  
Or anywhere under the sun,  
To get some good and clever doctor  
For to cure this wounded man?

6

Neither ride to the East, neither ride to the West,  
Nor nowhere under the sun,  
For there's no man but God's own hand  
Can cure this wounded man.

7

She took him by the long, yellow locks  
And also round the feet;  
She plunged him into the doleful well,  
Some sixty fathoms deep.

8

And as she turned round to go home,  
She heard some pretty bird sing:  
Go home, go home, you cruel girl,  
Lament and mourn for him.

9

Fly down, fly down, pretty parrot, she said,  
Fly down, and go home with me.  
Your cage shall be decked with beads of gold  
And hung in the willow tree.

10

I won't fly, nor I can't fly down,  
And I won't go home with thee,  
For you have murdered your own true love,  
And you might murder me.

11

I wish I had my little bow-ben  
And had it with a string;  
I'd surely shoot that cruel bird  
That sits on the briars and sings.

12

I wish you had a little bow-ben  
And had it with a string;  
I'd surely fly from vine to vine;  
You could always hear me sing.

- a) Identify three characters mentioned in the ballad. [3]
- b) In one single statement per stanza, and in descending order, highlight the dialogue featured in the ballad (*twelve sentences in all*). [12]
- c) In about 6 lines, identify and discuss the conflict featured in stanzas 1 – 4. [5]
- d) Other than the dialogue, stanzas 2 – 4 carry one of the characteristics of ballads. Write it down. [2]
- e) In about 6 lines, comment on the tone and mood of the poem. [4]
- f) In about 3 lines, state whether the poem is conventional or free verse. [1] Give a reason for your answer. [3]

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