



ΠΑΜΙΒΙΑ UNIVERSITY
OF SCIENCE AND TECHNOLOGY
FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION

DEPARTMENT OF COMMUNICATION AND LANGUAGES

QUALIFICATION: BACHELOR OF ENGLISH AND LINGUISTICS	
QUALIFICATION CODE: 07 BAENL	LEVEL: 6
COURSE CODE: TPP 611S	COURSE NAME: THEORY AND PRACTICE OF WORLD POETRY 2A
SESSION: JULY 2023	PAPER: THEORY
DURATION: 3 HOURS	MARKS: 100

SECOND OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINER(S)	Mr. A.BREWIS
MODERATOR:	DR.E.GAWAS

<p style="text-align: center;">INSTRUCTIONS</p> <ol style="list-style-type: none">1. Answer ALL the questions.2. Read all the questions carefully before answering.3. Number the answers clearly4. Indicate whether you are a FM,PT or a DI student on the cover of your answer booklet.5. Up to 10% will be deducted from your final mark for language errors.
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THIS MEMORANDUM CONSISTS OF 6 PAGES (Including this front page)

Question 1

Read the following poem and answer the questions which follow

[30]

A SUDDEN STORM

The wind howls, the trees sway,
The loose house-top sheets clatter and clang
The open window shuts with a bang,
The sky makes night of day.

Helter-skelter the parents run,
Pressed with a thousand minor cares,
"Hey, you there! Pack the house-wares!"
And "Where on earth's my son?"

Home skip the little children:
"Where have you been, you naughty boy?"
The child can feel nothing but joy,
For he loves the approach of rain.

The streets clear, the house fill,
The noise gathers as children shout
to rival the raging wind without
And nought that can move is still-

A bright flash!- a lighted plain;
Then, from the once-blue heavens,
Accompanied by noise that deafens,
Steadily pours the rain.

Pius Oleghe

- 1.1) Name and exemplify one form of rhyme in the poem. (2)
- 1.2) Give two examples of alliteration in stanza 1 and comment on their effect . (4)
- 1.3) Give two examples of onomatopoeia in the poem and comment on their effect. (4)
- 1.4) Explain Line 4 in stanza 1. (2)
- 1.5) Explain the meaning of "Helter-skelter". (2)
- 1.6) Which two separate words in stanza 3 show how the children feel? (2)
- 1.7) Comment on diction and punctuation in stanza 4. (4)
- 1.8) What does the last line in stanza 4 mean? (3)
- 1.9) Which group of words refers to lightning and which group refers to thunder? (4)
- 1.10) How did the poet manage to make his poem dramatic? (3)

Question 2

Write a critical appreciation of the following poem, paying particular attention to how the poet uses tone, language and other stylistic features to express his subject.

[35]

Observer

The newspaper in my hands
 Reports a four-sided battle
 In the streets of a town
 I shall never see.
 What I see, what I read
 Will depend on this war,
 The sum and ratio of men
 Maimed or killed on each side.

The newspaper in my hands
 Omits to count the losses
 On a fifth side – the people.

Yet the winners, if any, will count
The people, if any, left over
Because with no people to rule
The winners would not be the winners,
The war itself would not count.
The newspaper in my hands
Will serve to light a fire,
Yesterday's casualties burn
On my grate tomorrow
Or perhaps with dead leaves in the garden;
Tomorrow's newspaper bring me
Headlines that cancel out
Yesterday's interim score.

The newspaper in my hands
Begins to smoulder, to stink
As I read the day's gossip
About business and fashion,
Parties and mergers and
This gossip-monger's views
On a news handout on
A book on fashion-pimp.

The newspaper in my hands
Begins to rot in my hands.
I drop the newspaper, stare:
From my right forefinger
Something obtrudes. I pinch it

And pull out a worm, then another.
I look at my left hand:
Hollowed out, a black stump.

Amid all those woodlice
 Scurrying there I spot
 A big slug. With a matchstick held
 Between worm-eaten fingers
 I spear the slug, remove it.

And nothing hurts. Nothing.

Michael Hamburger

Question 3

[35]

The poem "Song" by Christina Rossetti could almost be a response to Auden's elegy "Stop all the clocks". Analyse the two poems by comparing and contrasting them, illustrating the poets' use of style and the differing attitudes to death. Answer this question in an essay form.

Song

(by Christina Rossetti)

When I am dead, my dearest,
 Sing no sad songs for me;
 Plant thou no roses at my head,
 Nor shady cypress tree:
 Be the green grass above me
 With showers and dewdrops wet;
 And if thou wilt remember,
 And if thou wilt, forget.
 I shall not see the shadows,
 I shall not feel the rain;
 I shall not hear the nightingale

Sing on, as if in pain;
And dreaming through the twilight
That doth not rise nor set,

Haply I may remember,
And haply may forget.

Stop all the clocks

(by W.H.Auden)

Stop all the clocks, cut off the telephone,
Prevent the dog from barking with a juicy bone,
Silence the pianos and with muffled drum
Bring out the coffin, let the mourners come.

Let airplanes circle moaning overhead
Scribbling on the sky the message He Is Dead,
Put crepe bows round the white necks of the public doves,
Let the traffic policemen wear black cotton gloves.

He was my North, my South, my East and West,
My working week and my Sunday rest,
My noon, my midnight, my talk, my song;
I thought that love would last forever: I was wrong.

The stars are not wanted now: put out every one;
Pack up the moon and dismantle the sun;
Pour away the ocean and sweep up the wood.
For nothing now can ever come to any good.

END OF QUESTION PAPER