

Student Name: **ID:** **Section:**

(20 points, 10 minutes for planning and 70 minutes for writing) The test begins at 9:30 a.m. and ends at 10:50 a.m. Type your answers in a word processing document, saving often, and mail it to puckpan.t@chula.ac.th at the end of eighty minutes. Make sure your name, student ID and section number are included in the file, and that parts and question numbers are clearly marked. The ruled lines are provided to give you a general idea of the response length expected for each item if you were writing by hand. There is a five-minute grace period for your e-mailed response to reach the indicated inbox.

Part I: Unseen Poem (5 points; 15 minutes)

Read the following poem carefully and answer the questions below.

The Sonnet-Ballad

Oh mother, mother, where is happiness?
They took my lover's tallness off to war,
Left me lamenting. Now I cannot guess
What I can use an empty heart-cup for.
He won't be coming back here any more. 5
Some day the war will end, but, oh, I knew
When he went walking grandly out that door
That my sweet love would have to be untrue.
Would have to be untrue. Would have to court
Coquettish death, whose impudent and strange 10
Possessive arms and beauty (of a sort)
Can make a hard man hesitate—and change.
And he will be the one to stammer, "Yes."
Oh mother, mother, where is happiness?

—Gwendolyn Brooks, *Annie Allen*, Harper, 1949.

1. (1 point) Scan the line below. (Indicate the stressed and unstressed syllables above the line, mark the foot divisions and name the prevailing foot and meter.)

And he will be the one to stammer, "Yes."

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2. (2 points) What characteristics of the sonnet and of the ballad does Brooks use in her "Sonnet-Ballad"?

Sonnet:

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Ballad:

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3. (2 points) The speaker's description of her lover in the first section contrasts with that in the second. What is ironic about this shift or turn? Refer to specific words and lines in the poem to illustrate your points.

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Part II: Poems (15 points; 55 minutes)

Choose **two** quotes from **one** of the three sets of quotes below and discuss simple words for complex meanings in the quoted works. What word in each of the poems looks easy, plain or straightforward but is used to convey deep, complicated or controversial ideas? How? It can be the same word or two different words. In examining the complexities of the word's senses and ideas, illustrate and support your argument with specific examples and details from the text. Give your essay a title if you like.

Set 1

- a. What is violet? clouds are violet
In the summer twilight.
- b. He had thought himself a hero, had acted heroically,
And dreamt of his fall, the tragic fall of the hero;
But now rides commuter trains,
Serves on various committees,
And wishes he had drowned.
- c. "Hope" is the thing with feathers –
That perches in the soul –
- d. And when I came home from my Labour at night
To my Wife and Children, in whom I delight,
To hear them come round me with tattling noise
Now these are the Riches that poor Men enjoy.

Set 2

- a. But I said, "I've a pretty rose tree,"
And I passed the sweet flower o'er.
- b. My love is like a red red rose
That's newly sprung in June:
- c. Lay your sleeping head, my love,
Human on my faithless arm;

Set 3

- a. How still, how happy! These are words
That once would scarce agree together;
- b. Let me not to the marriage of true minds
Admit impediments.
- c. Only remember me; you understand
It will be late to counsel then or pray.
- d. "For I have slaine the bravest sir knight
That ever rode on steed;
So have I done the fairest lady
That ever did woman's deed.

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