

JULY 2021
EBS 149J
STUDIES IN LITERATURE II – STUDIES IN
POETRY
2 HOURS

Candidate's Index Number:

ABCEJHS201644

Signature:



UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
SCHOOL OF EDUCATIONAL DEVELOPMENT AND OUTREACH
INSTITUTE OF EDUCATION

COLLEGES OF EDUCATION
FOUR-YEAR BACHELOR OF EDUCATION (B.ED)
FIRST YEAR, END-OF-SECOND SEMESTER EXAMINATION, JULY 2021

JULY 27, 2021

STUDIES IN LITERATURE II – STUDIES
IN POETRY

9:00 AM – 11:00 AM

This paper consists of two sections, A and B. Answer ALL the questions in Section A and TWO questions from Section B.

SECTION A
[20 MARKS]

Answer ALL the questions in this Section.

1. Explain the term “poetry” to your JHS students. [2 marks]
2. Explain rhyme(s) in poetry to your students. [2 marks]
3. Explain two defining characteristics of poetry. [2 marks]
4. a. Will you agree to the statement that oral poetry has no relevance over written poetry? [1 mark]
b. Explain your answer to (4a above). [2 marks]
5. Explain ballad as a literary genre to your students. [2 marks]
6. State two characteristics of traditional epic. [2 marks]
7. Explain two defining features of the sonnet. [2 marks]
8. What is an imagist poem? [2 marks]
9. What is a free verse? [1 mark]
10. Explain two literary importance of schemes in a lyric poem. [2 marks]

SECTION B
[40 MARKS]

Answer TWO questions from this Section.

1. With examples from at least two poems you have studied, explain **three** instrumental functions of poetry to your JHS Two students.
2. With reference to each of the sonnet types, discuss **three** major differences between the Italian and English sonnets.
3. With reference to any dramatic poem you have studied, explain **four** defining features of dramatic poetry.
4. **Read the poem below and answer the question that follow.**

Thomas Dylan's "Do not go gentle into that good night".

Do not go gentle into that good night,
Old age should burn and rave at close of day;
Rage, rage against the dying of the light.

Though wise men at their end know dark is right,
Because their words had forked no lightning they
Do not go gentle into that good night.

Good men, the last wave by, crying how bright
Their frail deeds might have danced in a green bay,
Rage, rage against the dying of the light.

Wild men who caught and sang the sun in flight,
And learn, too late, they grieved it on its way,
Do not go gentle into that good night.

Grave men, near death, who see with blinding sight
Blind eyes could blaze like meteors and be gay,
Rage, rage against the dying of the light.

And you, my father, there on the sad height,
Curse, bless, me now with your fierce tears, I pray.
Do not go gentle into that good night.
Rage, rage against the dying of the light.

- a. Describe the structure of the poem. **[4 marks]**
- b. Identify the rhyme scheme and explain how the rhyme scheme brings out the repetition of the lines. **[5 marks]**
- c. By reading the second line of stanzas one to five, and the first and second lines of stanza six, explain the message of the poem. **[4 marks]**
- d. Explain how the sixth stanza concludes the poem. **[3 marks]**
- e. Discuss **three** effects of the repeated lines in the poem. **[3 marks]**
- f. What type of poem is it? **[1 mark]**