

### 3 (Sem-1) ALT ENG

2016

Bijni College Library  
P.O. Bijni, Dist. Chirang  
(B.T.A.D) Assam

#### ALTERNATIVE ENGLISH

Full Marks : 60

Time : 3 hours

The figures in the margin indicate full marks  
for the questions

1. Answer the following questions as directed  
(any seven) : 1×7=7
- (a) What does 'black ink' mean in the  
concluding line of *Sonnet 65*?
- (b) "Behold her, single in the field,  
You solitary Highland lass!"  
What was the 'Highland lass' doing in the  
field?
- (c) Which quality of the bright star does the  
poet wish to imbibe into himself in the  
poem, *Bright Star*?
- (d) "But now my \_\_\_\_\_ is all done"  
( Fill in the blank )
- (e) "I cannot rest from travel"  
Who is the speaker here?
- (f) "Till I see a child sitting under the piano"  
How is the speaker of the line related to  
the child referred to here?

- (g) Name the place where the 'peat-brown head' of the Tollund man is on display.
- (h) What is a 'quatrain' in a Shakespearean Sonnet?

2. Answer any *four* of the following : 2×4=8

(a) Name two activities which personify autumn as a farmer in the poem, *To Autumn*.

(b) How does the poet describe his mistress's cheeks in *Sonnet 130*?

(c) "Dull would he be of soul who could  
pass by  
A sight so touching in its majesty"  
Who does Wordsworth criticize as 'dull'  
and why?

(d) "Then did I check the tears of useless  
passion"  
What has made the speaker of the poem, *Remembrance* check the tears of useless passion?

(e) "O, rest ye, brother mariners,  
We will not wander more"  
Why did the mariners resolve that they 'will not wander more'? (*The Lotos Eaters*)

(f) Why does Seamus Heaney call the Tollund man 'Bridegroom to the goddess' in the poem, *Tollund Man*?

3. Explain, with reference to the context, any three of the following : 5×3=15

(a) O, how shall summer's honey  
breath hold out

Against the wreckful seize  
of battering days;

(b) Where are the songs of Spring?

Ay, where are they?

Think not of them, thou hast thy  
music too,—

(c) How dull is to pause, to make an end,  
To rust unburnished, not to shine in use!  
As tho' to breathe were life!

(d) What seas what shores what granite  
islands towards my timbers  
And woodthrush calling through the fog  
My daughter.

4. Answer any three from the following : 10×3=30

(a) How does Alexander Pope establish the argument that learning is an endless journey in the world of poetic art?

(b) Discuss Keats' treatment of the various objects and phenomena of nature as depicted in his poems prescribed in your syllabus.

- (c) How does G. M. Hopkins celebrate the creative magnificence of God in his poem, *Pied Beauty* ?
- (d) Examine Emily Bronte's poem, *Remembrance* as a poem of love.
- (e) How does Heaney visualize the similarity between the condition of his contemporary Ireland and that of Neolithic Jutland in the poem, *The Tollund Man*?
- (f) Write a critical appreciation of any one of the following :
- (i) A Year's Spinning
  - (ii) Thou Art Indeed Just Lord
  - (iii) Marina
- (g) Discuss Lawrence's *Piano* as a poem of nostalgia for lost childhood.

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