

Name: _____

BRIT LIT
Second Semester Comprehensive Final Exam
Volumes 1-10

MEMORIZATION: (70 pts)

Orally deliver to your instructor the following selections:

- First four lines of *Beowulf* in Anglo Saxon _____ / 10
- Selection from *Beowulf* in modern English _____ / 10
- Beginning of *The Canterbury Tales* in Middle English _____ / 10
- Shakespeare's *Sonnet 116* _____ / 10
- Donne's *Holy Sonnet 14* _____ / 10
- Shelley's *Ozymandias* _____ / 10
- Hopkins's *Pied Beauty* _____ / 10

SHAKESPEARE QUOTES: (20 pts)

Fill in the missing portion of the following quotes:

Brevity is _____

There are more things in heaven and earth, Horatio, _____

If it prove so, then loving goes by haps. _____

O villain! thou wilt be _____

Man is _____

INTEGRATION QUESTION 1: POETRY (40 pts)

Do a close read on the two following poems, looking for alliteration, rhyme, imagery, meaning, and metric form. Then go on to compare and contrast them, focusing on similarities in form, content, images, and anything else there might be. Don't forget to mention the poets themselves. Use a separate sheet if you need to.

CAEDMON'S HYMN

Now we must praise the Protector of the heavenly kingdom,
the might of the Measurer and His mind's purpose,
the work of the Father of Glory, as He for each of the wonders,
the eternal Lord, established a beginning.
He shaped first for the sons of the earth,
heaven as a roof, the Holy Maker;
then the middle earth, mankind's Guardian,
the eternal Lord, made afterwards,
solid ground for men, the almighty Lord.

THE WINDHOVER: TO CHRIST OUR LORD

I caught this morning morning's minion, king-
dom of daylight's dauphin, dapple-dawn-drawn Falcon, in his riding
Of the rolling level underneath him steady air, and striding
High there, how he rung upon the rein of a wimpling wing
In his ecstasy! then off, off forth on swing,
As a skate's heel sweeps smooth on a bow-bend: the hurl and gliding
Rebuffed the big wind. My heart in hiding
Stirred for a bird,—the achieve of, the mastery of the thing!

Brute beauty and valour and act, oh, air, pride, plume, here
Buckle! AND the fire that breaks from thee then, a billion
Times told lovelier, more dangerous, O my chevalier!

No wonder of it: sheer plod makes plough down sillion
Shine, and blue-bleak embers, ah my dear,
Fall, gall themselves, and gash gold-vermilion.

INTEGRATION QUESTION 2: PROSE (40 pts)

*On a separate sheet of paper, write an essay of **400-500 words** discussing the following integrative question. Make sure that you include specific details from all texts and demonstrate engagement with the material and original thought.*

First, compare and contrast Sir Julian Freke from *Whose Body?* and Professor Frost from *That Hideous Strength*. What are Sayers's and Lewis's goals with those two characters? Then, (going a bit further afield here, and understanding that Sayers and Lewis wrote many years after the Romantics), integrate with Romanticism: Would the Romantic poets (Blake, etc.) like or dislike Freke & Frost? Why or why not? Would the Romantics like Sayers & Lewis? Use specifics in part of the question.