



*Smarr Publishers
English
for
Classical Studies*

*A Student's Companion to
Moping Melancholy Mad
An Introduction to Poetry
by Robert W. Watson*

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NOTES TO THE STUDENT FOR APPRECIATING POETRY

Reading Assignments: Your readings are from the text, *Moping Melancholy Mad: An Introduction to Poetry*. Poetry is not like reading a comic book or a magazine. You must take your time and carefully read the selections.

Questions: The study guide is designed to help you to understand what you have read and to provide exercises to increase your appreciation for poetry.

Admittedly, some of the material will be difficult. However, your student guide should lead you to most of the correct answers. If you are stumped, then ask your teacher.

Remember this very important fact: poetry is not an academic exercise that only enriches the mind; poetry is for the heart and soul. Therefore, you must **experience** the verse.

ROBERT W. WATSON

Moping Melancholy Mad: AN INTRODUCTION TO POETRY LESSON ONE

1.1 Vocabulary

victual *n.* [note pronunciation in glossary]
melancholy *adj.*

1.2 Vocabulary Exercise: Circle the word that **does not** belong with the other words.

- | | | | |
|---------------|--------|--------|-----------|
| 1. victual | rascal | food | provision |
| 2. melancholy | sad | gloomy | cheerful |

1.3 Reading Assignment: *Moping Melancholy Mad: An Introduction to Poetry*, Chapter 1

1.4 Questions: Refer to your text as you answer these questions.

1. Literature helps to develop our sense of the value of what?
 2. In what way does literature surpass all other disciplines?
 3. Why do some works endure from age to age and continue to be read by every generation even though multitudes of books have been written?
 4. What is the chief end to the reading of literature and poetry?
- **Note:** The setting for “Terence, This Is Stupid Stuff” is in a public house, or “pub.”
5. What is the “stupid stuff” in line 1?

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6. Terence's friends say that Terence seems to be a normal guy for two reasons. What are these two reasons? (lines 2-4)
7. What gives Terence's friends "the belly-ache"? (line 5)
8. According to Terence's friends, what killed the cow? (line 10)
 - **Note:** From line 15 to the end of the poem, Terence is speaking.
 - **Note:** Burton is a famous pub by the Trent River.
9. Terence states that there are three things that are "brisker pipes than poetry." What are they? (lines 20, 21, and 23)
 - **Note:** Line 22 is an allusion to John Milton's *Paradise Lost*.
10. What sort of people wish to get intoxicated? (line 24)
11. While being drunk for awhile is "pleasant," what is the problem with drinking? (line 28)
12. While Terence was drunk, what two things did he think? (lines 33-34)
13. Whenever he was drunk, where did Terence sleep? (line 35)
14. When he wakes up, what did Terence discover? (lines 38-39)
15. Terence learns that after "a night on the town," he was the same, except for what? (line 40)
16. For the person who drinks in order to cope with troubles, what is the only solution? (lines 41-42)
 - **Note:** Terence in lines 15-42 effectively shows that drinking is not the way to deal with daily troubles.
17. While the "sun and moon endure," what is possible? (line 46)
18. But what is a sure thing in life? (line 46)
19. What will a wise man train for? (line 48)
20. In line 51, what is the "stem" that "scored the hand"?

21. In lines 53-54, Terence compares his poetry to what?

22. What is the name of the king in line 59?

23. The king was afraid that he would die by what method? (line 62)

24. What does the king do to prevent his death? (lines 63-66)

- **Note:** Inoculation is the method by which one is injected with a small dose of a disease in order to be protected against the actual disease; such as, Small Pox vaccinations.

25. Does the king die after eating arsenic and drinking strychnine?

26. How do we now this? (line 76)

- **Note:** The point is that a little dose of sadness found in some poetry will help us later when the real trials and troubles come our way.

1.4 Bonus Thought

- **Mithridates (132–63 BC):** Mithridates was ruler of Pontus, a part of Asia Minor. Due to his desire to expand control, Mithridates came into conflict with the Romans. In the first war with Rome, Sulla defeats the king, who in turn kills 80,000 Romans throughout his territory. In the second war, Mithridates wins, but the peace is not long lasting. The final conflict with Roman has Pompey squashing Mithridates' armies and Mithridates fleeing to the Crimea. Here Mithridates' son rebels against his father and Mithridates takes his own life after sixty years of life.

Moping Melancholy Mad: An Introduction to Poetry
LESSON TWO

2.1 Vocabulary

sonorous *adj.*
desideratum *n.*
nonchalance *n.*
circumscription *n.*
tempestuous *adj.*
denouement *n.*
epoch *n.*
emblematical *adj.*

2.2 Vocabulary Exercise: Circle the word that **does not** belong with the other words.

- | | | | |
|--------------------|------------|------------|-------------|
| 1. sonorous | resonant | unwilling | vibrant |
| 2. desideratum | necessity | essential | platform |
| 3. nonchalance | casualness | motive | informality |
| 4. circumscription | circle | stricture | constraint |
| 5. tempestuous | blustery | violent | tempting |
| 6. denouement | resolution | deportment | end result |
| 7. epoch | elegy | age | era |
| 8. emblematical | mysterious | token | symbolic |

2.3 Reading Assignment: *Moping Melancholy Mad: An Introduction to Poetry*, Chapter 2

2.4 Questions: Refer to your text as you answer these questions.

1. Does Poe believe that composing a poem is by accident or by precision and planning?
2. What is the first consideration when writing a poem?
3. What is the ideal length of a literary work?
4. According to Poe, what is the “sole legitimate province of the poem”?
5. Truth and Passion are better expressed in prose or poetry? Why?
6. According to Poe, what is “the most legitimate of all poetical tones”?
7. What is the most sonorous vowel in the English language?

8. Before Poe decided on using a Raven in his poem, what other bird did he first consider?
 9. What is the most melancholy of all topics?
 10. At which point does Poe begin writing his poem—at the beginning, in the middle, or toward the end?
 11. What are the two reasons that Poe gives for writing at this point first?
- **Note:** Pallas Athene (Athena) is the Greek goddess of wisdom and war who sprang fully grown from Zeus's head. As patroness of Athens, Pallas Athene protected legendary heroes such as Odysseus. In peacetime she taught men agriculture, law, shipbuilding and all the crafts of civilization. The Romans identified her with Minerva.
12. At the end of the poem, the reader discovers that the Raven becomes a symbol for what?

Moping Melancholy Mad: An Introduction to Poetry Lesson Three

3.1 Vocabulary

jocund *adj.*

3.2 Vocabulary Exercise

- I really like seeing Jackie; she is so funny, and her _____ mood gets everyone into humorous spirits.

3.3 Reading Assignment: *Moping Melancholy Mad: An Introduction to Poetry*, Chapter 3

3.4 Questions: Refer to your text as you answer these questions.

1. What are the two classification for literature?
 2. What is the definition for “prose”?
 3. According to C. Day Lewis, the inclusion of what makes the difference between poetry and science?
- **Note:** C. Day Lewis was a past Poet Laureate of Great Britain.
4. According to Arlo Bates, what is the difference between poetry and prose?
 5. What are the two similes found in “I Wandered Lonely As a Cloud”? (lines 1 and 7)

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6. What are the “they” in line 9?
7. How many daffodils did the poet see “at a glance”?
8. What danced beside the daffodils?
9. In line 18, the poet states that the sight of these daffodils was a “wealth.” Why? (line 23)
10. In “What is Our Life,” the poet states that our lives is a what?
11. Where are we dressed for this play? (line 3)
12. What kind of play is it? (line 4)
13. What simile is found in lines 7 and 8?
14. What is “our latest rest”? (line 9)
15. Even though life may be a comedy and a joke, what do we all in earnest? (line 10)
16. What is being personified in “Death Be Not Proud”?
- **Note:** Notice how the poet humiliates Death by making him human. In ways does Donne achieve this humiliation?
17. John Donne was a Christian. What is the meaning of line 4?
18. What is the picture of Death in line 5?
19. Is sleeping a dreadful thing or pleasurable? (line 6)
20. The poet uses a metaphor in line 9. What is Death identified as?
21. Death keeps bad company. With whom does he dwell? (line 10)
22. What two things can make us sleep as well as Death? (lines 11-12)
- **Note:** A **paradox** is something that seems to be self-contradictory.
23. What is the paradox in line 14?

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LESSON FOUR

4.1 Vocabulary

pied *adj.*

usurp *v.*

enthrall *v.*

languid *adj.*

runic *adj.*

tintinnabulation *n.*

palpitate *v.*

monody *n.*

paeon *n.*

4.2 Vocabulary Exercise: Circle the word that **does not** belong with the other words.

- | | | | |
|---------------------|-----------|-------------|-----------|
| 1. pied | spotted | brindled | musical |
| 2. usurp | replace | uphold | overthrow |
| 3. enthrall | enrapture | captivate | astonish |
| 4. languid | melodious | listless | sluggish |
| 5. runic | magical | mysterious | ruddy |
| 6. tintinnabulation | ringing | hue and cry | jingling |
| 7. palpitate | account | throb | quiver |
| 8. monody | ode | elegy | harmony |
| 9. paeon | song | serf | hymn |

4.3 Reading Assignment: *Moping Melancholy Mad: An Introduction to Poetry*, Chapter 4

4.4 Questions: Refer to your text as you answer these questions.

1. On page 4 of your text, find two instances of alliteration.
2. In “Pied Beauty,” what is the alliteration in line 4?
3. In line 5?
4. In line 7?
5. In line 9?
6. In “Pied Beauty,” what is the assonance in line 2?

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7. In line 3?
8. In *Paradise Lost*, what did Satan expect to hear from his band of fallen angels?
9. What does Satan hear instead?
10. Into what is Satan transformed?
11. In line 515, who is the “greater power”?
12. Why couldn’t Satan speak?
13. What happened to all of the fallen angels?
14. There are at least three examples of alliteration in this excerpt. On what lines are they found?
15. In “Holy Sonnet X,” how does the poet name the Trinity?
16. What is the simile in line 5?
17. What proves to be “weak and untrue”?
18. Who is the enemy in line 10?
19. What is the paradox in line 13?
20. What is the paradox in line 14?
- **Note:** What are some of the words that give the effect that the poet wants the Lord to take him by force?
- **Note:** In “The Lotus-Eaters,” notice the sleepy, dreamlike effect of the poem. Do not fall asleep!
21. What sounds create this “dreamy” effect?
- **Note:** The Lotus-Eaters are mentioned in Homer’s *Odyssey*, the legendary inhabitants of the North coast of Africa. The Lotus-Eaters lived on the fruit and flowers of the lotus tree, which drugged them into happy forgetfulness.

22. What is the consonance in line 8?
 23. What is the assonance in line 9?
 24. What is the alliteration in lines 41-42?
 25. In lines 1-14 of “The Bells,” what predominant sounds are used to create the effect of sleigh bells? [hint: see line 14]
 26. Because of these sounds, do these lines move slowly or quickly?
 27. In lines 15-35, what sounds help the effect of “mellow wedding-bells”? [hint: see line 35]
- Note:** Notice how the tempo of the words are slower in these lines. In lines 36-69, are the sounds soft or harsh? [hint: guess which line!]
28. What are some of the sounds that create this effect?
 29. What words are onomatopoeia in line 54?
 30. In lines 70-112, the iron bells are slowly ringing away time. What sounds are used to create this slowness? [hint: that’s right! Line 112]

MOPING MELANCHOLY MAD: AN INTRODUCTION TO POETRY

LESSON FIVE

5.1 Vocabulary

elegy *n.*

pique *n.*

5.2 Vocabulary Exercise

1. The three boys held a funeral for their mascot, Creepy the roach, and Robert gave the _____, which was replete with silly sentimentality.
2. When her classmates chose Sally as class president, Martha created a _____ with everyone due to her wounded pride.

5.3 Reading Assignment: *Moping Melancholy Mad: An Introduction to Poetry*, Chapter 5

5.4. Questions: Refer to your text as you answer these questions.

1. Generally, which parts of speech in the English language are emphasized?
2. Which parts of speech are weakly stressed?
3. When we divide the natural rhythm of our speech into equal units, we call this what?
4. What is “verse”?
5. Placing stress marks above the words in a line of poetry is called what?
6. What is the surprise ending in “An Elegy on the Death of a Mad Dog”?
 - **Note:** The stanza (see chapter 6) used in “An Elegy” is called a **Ballad**. Most of our gospel songs and hymns use this stanza. Just for fun, sing this poem to the tune of “Amazing Grace” or “Gilligan’s Island.”
7. In “The Tyger,” what alliterations are found in lines 1 and 4?
 - **Note:** You should get the sense that this is no ordinary tiger.
8. In line 17, who do you think are the “stars”? (see Revelation 12:7-9)
9. In line 19, who is “he”?

- **Note:** William Blake not only was a poet, he was an artist as well. Blake illustrated many of his books of poetry.
- **Note:** Read the Biblical account of Sennacherib in 2 Kings 18:13-19:37

10. What are the similes in Stanza 1 of “The Destruction of Sennacherib.”

11. What are the similes in Stanza 2?

12. What was “cold” in line 16?

13. What is the simile in Stanza 4?

14. What is the simile in Stanza 6?

15. In “Eve,” what is Eve doing? (lines 5-6)

16. What are the alliterations in lines 9-12?

17. What is the simile in line 9?

18. Who is the “Pretender” in line 28?

19. What is the “Blasphemous Tree” in line 48?

Scan the following lines of poetry.

- **Note:** It is best to look at multi-syllable words first. For an example,

And then my heart with pleasure fills,
And dances with the daffodils.

What are the multi-syllable words? *Pleasure*, *dances* and *daffodils*. Where is the stress on *plea-sure*? On the first syllable, right? Okay, now *dan-ces*. First syllable again. Now *daf-fo-dils*. First and third. All of the selections here have feet that have two syllables. So divide the lines like this:

And then | my heart | with plea | sure fills,

And dan | ces with | the daf | fo-dils.

Go ahead and scan the rest of the lines above. We identify both lines as iambic tetrameter (four iambs in the line). You will find the names of the metric lines on page 29 of your text.

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Now do the following lines.

But oh, good Lord, the verse you make,

It gives a chap the belly-ache.

How many feet are in each of the above lines?

What foot is used?

What do we call each of these lines?

Fair is foul, and foul is fair.

Hover through the fog and filthy air.

How many feet are in the above lines?

What is the name of the metric foot?

Hear the sledges with the bells—

Silver bells—

This dog and man at first were friends;

But when a pique began,

The dog, to gain his private ends,

Went mad, and bit the man.

In these deep solitudes and awful cells,

Where heav'ly-pensive contemplation dwells,

And ever-musing melancholy reigns.

How many feet are in the last three lines immediately above?

What foot is used in these lines?

Cool it with a baboon's blood,

Then the charm is firm and good.

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LESSON SIX

6.1 Vocabulary

wield *v.*

puissance *n.*

palfrey *n.*

vestal *n.*

liquefaction *n.*

6.2 Vocabulary Exercise: Circle the word that **does not** belong with the other other words.

- | | | | |
|-----------------|------------|------------|-------------|
| 1. wield | enlist | brandish | flourish |
| 2. puissance | vigor | brawniness | opportunity |
| 3. palfrey | brook | stream | ourn |
| 4. vestal | chaste | bay | innocent |
| 5. liquefaction | liquefying | icing | fluidity |

6.2 Reading Assignment: *Moping Melancholy Mad: An Introduction to Poetry*, Chapter 6

6.3. Questions: Refer to your text as you answer these questions.

1. How many lines are in a sonnet?
 2. The poet uses which form of sonnet for “Sonnet I”—Italian or English?
 3. If Theocritus was Greek, what “antique tongue” was the poet reading?
 4. What alliteration do you find in line 7?
 5. What is the “mystic Shape” in line 10?
 6. In “Sonnet LXI,” the poet asks whether two things of his wife keeps him awake at night. What are they? (lines 1 and 5)
 7. What is keeping him awake?
 8. In “The Faerie Queene,” find an example of alliteration and consonance in lines 1-4.
- **Note:** The Fairy Queen represents Queen Elizabeth I of England.

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- **Note:** “Yclad” (line 2) and “ydrad” (line 18) are very old expressions for “clad” and “dreaded.”
9. What color of cross did the knight wear?
 10. What is the alliteration in line 10?
 11. The knight was given a mission from whom?
 12. With what was the knight to fight?
 13. Who rode with the knight?
 14. What is the predominant color in lines 28-36?
 15. What is the “infernal fiend” in line 43?
 16. In “Eloisa to Abelard,” what lines suggest that Eloisa is in a convent (nunnery)?
 17. As a nun, what is Eloisa’s dilemma? (line 7-8)
 18. Eloisa identifies with being a statute. How? (line 23)
 19. Why does she say that she is “unmov’d, and silent grown”? [hint: remember—Eloisa is a nun]
 20. Why is she not yet stone like the statutes? (line 25-26)
 21. Eloisa wants to love God fully and even tries what to remove the remembrance of Abelard? (line 27)
 22. What is the “stubborn pulse” in line 27?

Scan the following lines:

Upon a great adventure he was bound,
That greatest Gloriana to him gave,

That greatest Glorious Queen of Fairyland,

Theirs was not to make reply,

Theirs was not to reason why,

Theirs was but to do and die:

- **Note:** Remember, poets may drop the last syllable on the trochaic foot. If the number of syllables in the line is an odd number (like the lines immediately above), then round up to the next even number to get the number of syllables. Then divide by “two” to find the number of feet in the line (in this case, “four” feet).

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LESSON SEVEN

7.1 Vocabulary

cordial *adj.*

wold *n.*

eddy *n.*

greaves *n.*

baldric *n.*

7.2 Vocabulary Exercise: Circle the word that **does not** belong with the other words.

- | | | | |
|------------|-----------|-----------|---------|
| 1. cordial | sincere | friendly | strong |
| 2. wold | haystack | plain | moor |
| 3. eddy | current | whirlpool | drift |
| 4. greaves | mendicant | beggar | moocher |
| 5. baldric | sword | bugle | shield |

7.3 Reading Assignment: *Moping Melancholy Mad: An Introduction to Poetry*, Chapter 7

7.4 Questions: Refer to your text as you answer these questions.

- **Note:** Why is “In a Station of the Metro” poetry? There are only two lines. The lines do not seem to rhyme; however, this is an example of assonance—*crowd* and *bough*. Also we have assonance with *petals* and *wet*. The poem is a metaphor.

1. What is the metaphor?

2. What tells us that the faces are not clearly seen by the poet?

- **Note:** Let us scan these lines. The rhythm is very unusual.

 u u u / u u u / u u u /
The ap-pa-ri-tion of these fa-ces in the crowd;
 / u uu / / /
Pe-tals on a wet, black bough.

3. What does the rhythm of the above lines sound like? [Think what you might hear at a train station]

4. In “The Collar,” what meanings are there when the poet says, “I struck the board”?

5. What one-word argument does the Lord give to the poet?

- **Note:** In the word, “Child,” what multiple meanings are wrapped into this expression when spoken by the Lord?

6. So, what do you think,—did George Herbert quit the ministry? (see line 36)
7. In “Meeting at Night,” what words suggest visual imagery?
8. What words suggest touch or feeling?
9. What words suggest hearing?
10. What words suggest smelling?
- **Note:** In “The Lady of Shalott,” Tennyson uses a lot of alliteration. Try to identify as many as you can as you read the poem.
- **Note:** The Lady of Shalott is a symbol for a poet. As you read the poem, ask yourself, “What is the poet’s relationship to the world?”
11. To where does the road in line 4 go?
12. The Lady of Shalott lives where? (lines 13 and 17)
13. Does this fact suggest that the Lady is a part of the world or isolated from the world?
14. Who are the only ones who know of the Lady’s existence?
15. How do they know that the Lady exists?
16. If the Lady symbolizes a poet, then what does her weaving in line 37 represent?
- **Note:** In line 38, the Lady weaves a “magic web with colours gay.” Notice Tennyson’s use of colors throughout the poem.
17. It is rumored that if the Lady looks at Camelot, a curse will come upon her. Does she know what the curse is? (line 42)
18. With what does the Lady view the world? (line 46)
19. Does the Lady have a loyal knight to honor her?
20. Who comes one day riding next to the Island of Shalott?
21. What is the simile found in lines 82-84?

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22. What is the simile found in lines 93-94?
 23. What happens when the Lady looks out the window? (lines 114-115)
 24. What is significant about the cracking of the mirror? In other words, what is the poet forced to do since there is no longer a mirror through which to see the world?
 25. The Lady comes down to the river bank and finds what?
 26. What does she write on it?
 27. Where does the Lady go? (line 140)
 28. What happens to the Lady before she reaches her destination?
 29. What is the significance of Lancelot's saying, "She has a lovely face."
- **Note:** This poem can have a couple of meanings. No surprise, right? First, in order to correctly portray the world, the poet must die to himself and remove himself from his isolation. The second meaning is that the poet is seldom appreciated in his lifetime, but after his what?
 - **Note:** In the legends of King Arthur, the Lady of Shalott is Elaine. Elaine took care of Sir Lancelot, when the knight became insane. Elaine loved Lancelot greatly. But, after the knight's health is restored, Lancelot abandons Elaine because of his loyalty to Guinevere. Heart-broken, Elaine floats down the river to Camelot and dies.

Moping Melancholy Mad: An Introduction to Poetry
LESSON EIGHT

8.1 Vocabulary

surcease *v.*
obeisance *n.*
plutonian *adj.*
dirge *n.*
gaunt *adj.*
quaff *v.*
nepenthe *n.*
writhe *v.*

8.2 Vocabulary Exercise

1. After being lost for three days in the woods, the young boy was found and appeared to be in good health; however, he did look _____ from his eating only berries.
2. For Karen, chocolate, lots of it, is the _____ that helps her to forget her troubles.
3. Since the peace talks were successful, the two aging diplomats _____(d) the disagreement which two opposing armies were unable to do.
4. When Tim fell to the floor with a broken leg, he _____(d) in pain until the medics arrived to help him.
5. At the funeral, everyone kept his composure until the _____ began; the sound of the organ was sorrowful, which reminded the family members of their loss.
6. After wishing all a wondrous Christmas, the close friends _____(d) their eggnog with gusto.
7. Aeneas with the Sibyl went to the underworld in order to see his father; the Sibyl helped Aeneas to navigate through the _____ realm.
8. The young woman approached the queen to do her _____ in the form of a curtsy.

8.3 Reading Assignment: *Moping Melancholy Mad: An Introduction to Poetry*, Chapter 8, pp. 44-47

8.4 Questions: Refer to your text as you answer these questions.

1. In "The Raven," what time is it? Do you suppose that this is a symbol for something? What?
2. There are numerous alliterations in this poem. When you locate one, underline it.
3. Why is the narrator up late? (line 1-2)
4. What time of the year is it? Is this a symbol?

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5. What does the narrator try to borrow from his books?
6. Why is Lenore “Nameless here for evermore”?
7. What does the narrator find when he opens the door? (line 24)
8. What is the dream that he dreamed? (line 28)
9. At first, what does the narrator believe to be beating at his window?
10. What is symbolic of the bust of Pallas? [hint: what is the occupation of the narrator?]
11. What name does the raven give to the narrator?
12. Cite an example of assonance in line 46.
13. From your reading “The Philosophy of Composition,” you learned that the raven symbolizes “Mournful and never ending Remembrance.” What is significant with the raven’s “Nevermore” in line 60?
14. What is the significance of the question in line 89? In other words, does the narrator believe there is a balm?
15. Does the narrator ever believe that he will ever see Lenore in the world to come?
16. **Irony** is stating the opposite of what is actually meant. What is ironic about line 99?
17. Will the soul of the narrator ever cease from sorrow? (line 108)

Moping Melancholy Mad: An Introduction to Poetry
LESSON NINE

9.1 Vocabulary

wight *n.*

hostler *n.*

9.2 Vocabulary Exercise: Circle the word that **does not** belong with the other words.

- | | | | |
|------------|--------|-----------|-------------|
| 1. wight | person | man | spirit |
| 2. hostler | groom | innkeeper | stable hand |

9.3 Reading Assignment: *Moping Melancholy Mad: An Introduction to Poetry*, Chapter 8, pp. 48-53

9.4 Questions: Refer to your text as you answer these questions.

1. What kind of sonnet is “To a Fish”?
2. What name does the poet give the fish in line 10?
3. The poet calls the fish “staring wights.” In “A Fish Answers,” what reason does the fish give for his staring?
4. Humans do not have tails, but are “Grimly divided from the breast below.” What do we call this division?
5. What are the alliterations in this poem?
6. In “The Highwayman,” find the metaphors and similes; when you find one, underline it.
7. Find the alliterations and circle them.
8. What effect is giving by repeating “riding”?
9. Look for some onomatopoeia; what are the words?
10. Who was listening to the highwayman and Bess?
11. What does the highwayman tell Bess that he was going to do?
12. How do you suppose the redcoats knew about the highwayman coming the next day?

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13. Why is there death at every window?

14. Why was there Hell at one window?

15. The tip of Bess' finger finally touched what?

16. On line 62, what is the effect of the cacophony used there?

17. Name some of the symbols for death found in "The Highwayman."

18. In the "Charge of the Light Brigade," what effect does the rhythm have on the poem?

- **Note:** A "league" is about three miles.

19. What are some of the sounds used to give the effect of a battle?

Glossary for Moping Melancholy Mad: An Introduction to Poetry

- baldric (bôl/drĭk) *n.* Richly, ornamented war belt for hold a sword or bugle
- circumscription (sûr'kəm-skrĭp/shən) *n.* The limitation, boundary, confinement
- cordial (kôr'jəl) *adj.* Hearty, sincere, warm, affectionate
- denouement (dā'nōō-mān') *n.* Unraveling or revealing of the plot
- desideratum (dĭ-sĭd'ə-rā'təm) *n.* Something considered necessary or highly desirable
- dirge (dûrj) *n.* Song or tune to express grief
- eddy (ĕd'ē) *n.* Circular motion of water or air
- elegy (ĕl'ə-jē) *n.* Mournful poem or funeral song
- emblematical (ĕm'blə-măt'ĭk) *adj.* Serving as an emblem; symbolic
- enthral (ĕn-thrôl') *v.* To hold spellbound; captivate; to enslave
- epoch (ĕp'ək or ĕ'pŏk') *n.* Any fixed period of time
- gaunt (gônt) *adj.* Meager, slender; thin
- greaves (grĕvz) *n.* Boots; armor for legs
- hostler (hŏs'lər) *n.* Person who cares for horses at an inn
- jocund (jŏk'ənd) *adj.* Merry, lively, sportive
- languid (läng'gwĭd) *adj.* Drooping, feeble; dull, slow
- liquefaction (lĭk'wə-fāk'shən) *n.* Conversion from solid to liquid; melting
- melancholy (mĕl'ən-kŏl'ē) *adj.* Gloomy, sad; depressed
- monody (mŏn'ə-dē) *n.* Poem or song by one person only
- nepenthe (nĭ-pĕn'thē) *n.* Drug that takes away pain or grief
- nonchalance (nŏn'shə-lāns') *n.* Carefree, cool, indifferent
- obeisance (ŏ-bā'səns) *n.* Bow or curtsy; an act of reverence
- paean (pĕ'ən) *n.* Song of triumph or rejoicing
- palfrey (pŏl'frē) *n.* Small horse for ladies or gentlemen
- palpitate (păl'pĭ-tăt') *v.* To tremble, shake, or quiver; to beat with excessive rapidity; throb
- piebald (pĭd) *adj.* Spotted with different colors
- pride (prĭd) *n.* Offense taken, irritation or anger at someone
- plutonian (plŏō-tŏ'nĕ-ən) *adj.* Of or like the infernal regions
- puissance (pŭĭs'əns) *n.* Power; might; strength
- quaff (kwŏf) *v.* Drink with gusto and luxuriously
- runic (rŏō'nĭk) *adj.* A character in another alphabet, sometimes believed to have magic powers; a poem or an incantation of mysterious significance, especially a magic charm
- sonorous (sə-nŏr'əs) *adj.* Clear, loud sounding
- surcease (sûr'sĕs') *v.* Cease, stop; be at an end
- tempestuous (tĕm-pĕs'chŏō-əs) *adj.* Blowing with violence, stormy, turbulent
- tintinnabulation (tĭn'tĭ-năb'yə-lă'shən) *n.* Sounding of bells
- usurp (yŏō-sûrp') *v.* Seize or hold in possession by force
- vestal (vĕs'təl) *adj.* Pure, chaste
- victual (vĭt'l) *n.* Food, sustenance, meat, provision
- wield (wĕld) *v.* To handle; to use with full power
- wight (wĭt) *n.* A man, a person

wold (wōld) *n.* An rolling plain without trees; a moor

writhe (rīth) *v.* To twist, distort; wrest

Moping Melancholy Mad: An Introduction to Poetry
Vocabulary Quiz #1—Lessons 1–5

1. Our family reunions seem to always be one of a _____ occasion. The merriment and laughter are abundant everywhere.
(A) sonorous
(B) jocund
(C) languid
(D) melancholy
(E) tempestuous

2. How would you describe an “elegy”?
(A) patriotic speech
(B) boring lecture
(C) mournful poem
(D) difficult riddle
(E) silly jingle

3. The speaker’s lecture failed to _____ the audience; in fact, I noticed how many listeners soon lost interest as the _____ monotonies caused a great drowsiness.
(A) circumscribe . . nonchalant
(B) palpitate . . melancholy
(C) usurp . . pied
(D) pique . . runic
(E) enthrall . . languid

4. The _____ ringing of the church bells caused the villagers to stop their various activities in order to listen to the loud, sweet tones.
(A) sonorous
(B) jocund
(C) languid
(D) melancholy
(E) tempestuous

5. The cold, rainy day caused a _____ atmosphere among us children in the house; but as soon as mother put the delicious _____ on the table, the gloom was replaced with laughter and good cheer.
(A) tempestuous . . desideratum
(B) emblematical . . tintinnabulation
(C) melancholy . . victuals
(D) pied . . nonchalance
(E) jocund . . denouement

OVER

6. CIRCUMSCRIPTION : LIMITATION ::

- (A) faith : betrayal
- (B) captain : ship
- (C) fish : water
- (D) monody : poem
- (E) joke : corruption

7. DESIDERATUM : NECESSITY ::

- (A) city hall : church
- (B) refusal : acceptance
- (C) might : right
- (D) desert : wasteland
- (E) fog : horn

8. NONCHALANCE : WORRY ::

- (A) corn : cob
- (B) team : player
- (C) garden : shovel
- (D) piano : keys
- (E) strength : weakness

9. USURP : SEIZE ::

- (A) rip : mend
- (B) laugh : cry
- (C) resurrect : revive
- (D) charge : retreat
- (E) deceive : repeat

10. PIED : PLAIN ::

- (A) ugly : beautiful
- (B) mournful : sad
- (C) clanging : ringing
- (D) irregular : uncommon
- (E) irritable : fussy

11. After the climax of *A Midsummer Night's Dream*, the denouement of the play has the various couples reconciling with one another, both in the physical and spiritual worlds.

The word "denouement" means

- (A) commencement.
- (B) performance.
- (C) story.
- (D) unraveling.
- (E) stage directions.

12. In Greek mythology, Diana was well-known for her tempestuous disposition, because she became angry over trifles.

The word "tempestuous" means most nearly in this sentence

- (A) just.
- (B) cautious.
- (C) logical.
- (D) violent.
- (E) timely.

13. Oliver Goldsmith wrote a famous poem found in his novel, *The Vicar of Wakefield*, that relates the outcome of a pique between a dog and a man.

The word "pique" means

- (A) irritation.
- (B) discussion.
- (C) conference.
- (D) reluctance.
- (E) game.

Being named after his father, whom was an ironmonger, John

14

Donne was born in 1572. Since his family was Catholic, Donne was educated early by Jesuits. Even though he studied at Oxford University for three years and later at Cambridge for another three, he did not get a degree, because as a Catholic he refused to

15

take the Oath of Supremacy, which recognized the king of England as supreme in England, both in temporal and matters of a spiritual nature. A couple of events helped shape the

16

life of Donne. One of the turning points were related to the death

17

of Donne's brother Henry, who died in prison, having been convicted for harboring an outlawed Catholic priest. Due to the death of his brother, Donne questioned his Catholic faith and wrote his first literary work, *Satires*. Later, his Songs and Sonnets, a collection of love poems.

18

After having squandered an inheritance on careless living, Donne participated in the raid on Cadiz in France and joined an expedition to the Azores. Later, Donne had the good fortune to become the private secretary to Sir Thomas Egerton, Lord Keeper of the Great Seal. However, having fallen in love with Anne More, Donne secretly married the young lady, an action which ruined his promising career. Miss More's father became so angry that he had Donne arrested and put in prison for many weeks, resulting in the termination of Donnes employment.

19

Reportedly, Donne expressed his devotion to his new wife by writing on the prison wall, "John Donne, Anne Donne, Undone." Donne finally broke with Catholicism with him publishing

20

Pseudo-Martyr in 1611 and *Ignatius his Conclave*. After reading these works himself, King James offered Donne a position in the Anglican church, which he accepted with reluctance.

Nevertheless, Donne quickly became one of the most popular preachers in

his time because of his wit, learning, and interesting style.

14. A. NO CHANGE
B. who's
C. whose
D. who

15. A. NO CHANGE
B. Donne's
C. Donne
D. him

16. A. NO CHANGE
B. matters of the Spirit.
C. spirtual nature.
D. spirtual matters.

17. A. NO CHANGE
B. was related
C. used to relate
D. relating

18. A. NO CHANGE
B. fragment
C. comma splice
D. fused sentence

19. A. NO CHANGE
B. Donne
C. Donne's
D. Donnes'

20. A. NO CHANGE
B. a
C. the
D. his

Moping Melancholy Mad: An Introduction to Poetry
Vocabulary Quiz #2—Lessons 6–9

1. When I accidentally hit Mr. Johnson in the head with a stray snowball, my neighbor was less than _____ when I saw him later at the hardware store.
 - (A) gaunt
 - (B) plutonian
 - (C) vestal
 - (D) cordial
 - (E) runic

2. How would you describe a “wold”?
 - (A) rolling plain
 - (B) large ball
 - (C) secret admirer
 - (D) shallow pond
 - (E) court jester

3. It seemed as if the evil leader had called upon _____ powers to help him strip the people of the last remaining liberties in order that his _____ would be absolute.
 - (A) gaunt . . . wight
 - (B) plutonian . . . puissance
 - (C) vestal . . . obeisance
 - (D) cordial . . . palfrey
 - (E) runic . . . eddy

4. The show of _____ to any nobleman or governmental official has never been a part of the American tradition.
 - (A) wight
 - (B) dirge
 - (C) obeisance
 - (D) palfrey
 - (E) eddy

5. The way the gentleman _____ his ale, one wonders why such a _____ man does not look more like a fat bear rather than a thin scarecrow.
 - (A) usurps . . . vestal
 - (B) quaffs . . . gaunt
 - (C) writhes . . . plutonian
 - (D) wields . . . cordial
 - (E) surceases . . . runic

OVER

6. HOSTLER : HORSES ::

- (A) preacher : hymns
- (B) robber : thieves
- (C) nurse : patients
- (D) manager : instructions
- (E) actor : props

7. NEPENTHE : PAIN ::

- (A) pit : ditch
- (B) father : son
- (C) country : politics
- (D) treaty : war
- (E) lighthouse : ship

8. DIRGE : FUNERAL ::

- (A) protest : gathering
- (B) paean : celebration
- (C) sonnet : poem
- (D) violin : guitar
- (E) hound : raccoon

9. VESTAL : UNCLEAN ::

- (A) silly : ridiculous
- (B) slow : sluggish
- (C) recurring : repetitive
- (D) discharged : executed
- (E) informed : ignorant

10. WRITHE : TWIST ::

- (A) uphold : neglect
- (B) increase : add
- (C) change : maintain
- (D) locate : lose
- (E) denounce : glorify

11. We watched the small leaf become trapped in the eddy and then disappear below the surface of the river.

The word “eddy” means

- (A) wave.
- (B) rock.
- (C) limb.
- (D) whirlpool.
- (E) rapids.

12. The knight was frantic, because a thief had stolen his baldric and greaves.

The words “baldric” and “greaves” mean in this sentence

- (A) helmet and sword.
- (B) breastplate and dagger.
- (C) belt and boots.
- (D) spear and gloves.
- (E) horse and arrows.

13. The knight set his fair lady upon the palfrey early in the morning so that she could arrive back to the castle before dark.

The word “palfrey” means

- (A) journey.
- (B) wagon.
- (C) caravan.
- (D) horse.
- (E) armed escort.

By the time she was ten years old, Elizabeth Barrett Browning had read from Shakespeare's plays, Popes translations of Iliad and

14

- 14. A. NO CHANGE
- B. translations by Pope
- C. Pope's translations
- D. Popes' translations

Odyssey, several portions of Milton's *Paradise Lost*, and the histories of England, Greece, and Rome. Being self-taught in Greek, Latin, and Italian, she read during her teenage years the principal Greek and

15

- A. NO CHANGE
- 15. B. having read
- C. reading
- D. Elizabeth read

Latin authors and Dante's *Inferno* in the original languages. In addition to this, Elizabeth learned sufficient Hebrew to read the Old Testament in its entirety.

Her interest in the classics and philosophy were balanced by her

16

- A. NO CHANGE
- 16. B. should have balanced
- C. was balanced
- D. used to balance

Methodist upbringing, which Elizabeth described as "not the deep persuasion of the mild Christian but the wild visions of an enthusiast." The Barretts attended worship services at a nearby chapel, and Elizabeth's father was active in Bible and missionary societies.

In 1838, *The Seraphim and Other Poems* appeared, being the first volume of mature poetry by Elizabeth. However, shortly after her beginning success, her health forced Elizabeth to move to the coast of Devonshire with her brother Edward accompanying her, his accidental drowning later that year affected her for months. Elizabeth

17

- 17. A. NO CHANGE
- B. fragment
- C. comma splice
- D. misplaced modifier

never fully recovered from the loss of her favorite brother.

After returning home to Wimpole Street, only one or two persons

18

- 18. A. NO CHANGE
- B. fragment
- C. comma splice
- D. misplaced modifier

other than her immediate family were permitted to see Elizabeth,

19

- 19. A. NO CHANGE
- B. was
- C. has
- D. have

who had now become an invalid and a recluse. Her 1844 *Poems* made Elizabeth one of the most popular writers in Great Britain and prompted Robert Browning to write her, telling her how much her poems meant to him. In 1845, Browning was permitted to see the recluse poet, and thus began one of the most famous courtships in

20

- 20. A. NO CHANGE
- B. reclusive poetess
- C. recluse/poet
- D. poet recluse

history.

ANSWER KEYS TO MOPING MELANCHOLY MAD: AN INTRODUCTION TO POETRY

Vocabulary Exercise, Lesson 1

1. rascal
2. cheerful

Lesson 1

1. Words.
2. Literature allows us to feel and experience emotion.
3. They teach us about human nature and life.
4. To delight.
5. Terence's poetry.
6. Eats his food fast and drinks a lot of beer.
7. His verse (poetry)
8. His verse
9. Liquor, malt, and ale.
10. For whom it hurts to think.
11. It will not last.
12. The world was okay, and he was a great guy.
13. In "lovely muck."
14. The world he experienced while drunk was a lie.
15. His things were wet.
16. To begin all over again.
17. Luck
18. Trouble and problems.
19. Trouble.
20. The poet's pen.
21. Bad tasting medicine.
22. Mithridates (line 76)
23. Poisoning.
24. Samples small doses of all the poisons on the earth.
25. No.
26. He died of old age.

Vocabulary Exercise, Lesson 2

1. unwilling
2. platform
3. motive
4. circle
5. tempting
6. deportment
7. elegy
8. mysterious

Lesson 2

1. By precision and planning.
2. The extent of the poem; that is, how long should it be.
3. It can be read within one sitting (1 to 1-1/2 hours).
4. Beauty.
5. Prose, because Truth demands precision and Passion requires a homeliness.
6. Melancholy.
7. The long "o."
8. A parrot.
9. Death.
10. Toward the end of the poem.
11. He is able to establish the climax and settle the rhythm, meter, and general arrangement of the stanza.
12. Mournful and never ending Remembrance.

Vocabulary Exercise, Lesson 3

jocund

Lesson 3

1. Prose and Poetry.
2. Anything that is not poetry.
3. Feeling.
4. Use of form as a part of it language.
5. The poet as a cloud and the daffodils as stars.
6. The daffodils.
7. Ten thousand.
8. The waves.
9. During quiet times, he could reflect upon nature and its beauty.
10. A play of passion (one with abundant feeling), or a passion play (religious drama)
11. In our mother's wombs.
12. A short comedy.
13. Our graves are like drawn curtains after a play.
14. Death.
15. We die.
16. Death.
17. Christians can not suffer death since they have eternal life.
18. Sleep.
19. Pleasurable.
20. A slave.
21. Poison, war, and sickness.
22. Poppies and charms.
23. Death will one day die.

Vocabulary Exercise, Lesson 4

1. musical
2. uphold

3. astonish
4. melodious
5. ruddy
6. hue and cry
7. account
8. harmony
9. serf

Lesson 4

1. Horned head; pewter pot
2. Fresh-firecoal, falls, finches
3. Plotted and pieced, fold, fallow
4. Spare, strange
5. Swift, slow, sweet, sour
6. Couple-color
7. Rose-moles
8. Shouting and applause
9. Hissing
10. A gigantic serpent
11. God
12. He was hissing
13. They were turned into monsters
14. Sharp and spare; shape he sinn'd; hiss for hiss
15. Three-personed God
16. The poet like a captured city
17. Reason
18. Satan
19. We cannot be free unless the Lord imprisons us.
20. We cannot be pure unless the Lord rapes us.
21. Soft sounds like "m" and "n," long vowel sounds like "o" and "u."
22. Smoke, the slender stream
23. Fall and pause and fall
24. Weary, weary, weary, wandering
25. "I" and short "i," pleasant, clear sounds
26. These lines move very quickly
27. Long "i," "m," and "n;" musical sounds
28. Very harsh sounds; "b," "d," and hard "g."
29. Clang, clash, roar
30. Long "o"

Vocabulary Exercise, Lesson 5

1. elegy
2. pique

Lesson 5

1. Nouns, verbs, and adjectives
2. Articles and prepositions
3. Metric foot, or meter
4. Anything written in meter
5. Scanning
6. The dog dies and not the man
7. Tyger, Tyger, burning, bright; frame, fearful
8. Falling angels
9. God
10. The Assyrian is like a wolf; the many spears shine like stars
11. The banners like summer leaves; the dead soldiers like fallen autumn leaves.
12. The horses' foam from their mouths
13. Cold like the spray of the surf
14. The gentile might melted like snow
15. Picking sweet berries and plums
16. Mute, mouse; corner, cobra, curled
17. The cobra was mute like a mouse
18. Satan
19. The tree of the knowledge of good and evil

Scanning

 u / u / u / u /
And then | my heart | with plea | sure fills,
 u / u / u / u /
And dan | ces with | the daf | fo-dils.

 u / u / u / u /
But oh, | good Lord, | the verse | you make,
 u / u / u / u /
It gives | a chap | the bel | ly-ache.

How many feet are in each of the above lines? four
What foot is used? iamb
What do we call each of these lines? Iambic Tetrameter

 / u / u / u /
Fair is | foul, and | foul is | fair.
 / u / u / u / u /
Ho-ver | through the | fog and | fil-thy | air.

How many feet are in the above lines? four and five
What is the name of the metric foot? Trochee

/ u / u / u /
Hear the | sle-dges | with the | bells—
/ u /
Sil-ver | bells—

u / u / u / u /
This dog | and man | at first | were friends;
u / u / u /
But when | a pique | be-gan,
u / u / u / u /
The dog, | to gain | his pri- | vate ends,
u / u / u /
Went mad, | and bit | the man.

u / u / u / u / u /
In these | deep so- | li-tudes | and aw- | ful cells,
u / u / u / u / u /
Where heav'- | ly-pen- | sive con- | tem-pla- | tion dwells,
u / u / u / u / u /
And ev- | er-mus- | ing me- | lan-cho- | ly reigns.

How many feet are in the last three lines immediately above? Five
What foot is used in the above lines? iamb

/ u / u / u /
Cool it | with a | ba-boon's | blood,
/ u / u / u /
Then the | charm is | firm and | good.

Vocabulary Exercise, Lesson 6

1. enlist
2. opportunity
3. palfrey
4. bay
5. icing

Lesson 6

1. Fourteen
2. Italian
3. Greek
4. "sweet, sad"

5. Love
6. Her Image and her spirit
7. His own true love
8. Alliteration: “pricking on the plain,” “dints of deep,” marks of many,” consonance: “silver shield”
9. Red (bloody)
10. “breast, bloody, bore”
11. The Glorious Queen of Fairyland
12. A dragon
13. A lovely lady
14. White
15. The dragon
16. Lines 1-4; 10; 17-22
17. Her heart is not wholly given to God; she loves Abelard
18. She is cold (either by inward emotions or for being in a building that lacks the comfort of heat)
19. Being in a nunnery, she is unable to move (confined to the convent) and has taken a vow of silence (line 10). In line 13 where she wants to write Abelard’s name to kiss his name.
20. Her heart is still warm with the remembrances of and love for Abelard
21. By prayer and fasting
22. Her beating heart (or love for Abelard)

Scanning:

U / pon | a great | ad-ven- | ture he | was bound,
 That great- | est Glo- | ri-a- | na to | him gave,
 That great- | est Glo- | ri-ous Queen | of Fai- | ry-land,

Theirs was | not to | make re- | ply,
 Theirs was | not to | rea-son | why,
 Theirs was | but to | do and | die:

Vocabulary Exercise, Lesson 7

1. strong
2. haystack
3. whirlpool
4. greaves
5. shield

Lesson 7

1. The faces of train passengers are the same as fallen petals stuck to a bough of a tree after a rain.
2. The faces are ghost-like, and therefore are not clearly seen.
3. The sound of a train coming to a stop.
4. Hit a table or post in anger, or took off his preacher's collar
5. "Child."
6. More than likely he obey the call of God since he is submissive to the Lord.
7. "gray sea," "black land," "yellow half-moon," "fiery ringlets," "blue spurt"
8. "pushing prow," slushy sand," "hearts beating"
9. "quick sharp scratch" "two hearts beating"
10. "warm sea-scented beach
11. Camelot
12. On an island
13. She is isolated from the world
14. Common fold working in the fields
15. By her singing
16. Writing poetry
17. No
18. A mirror (all she sees is an image of the world, not the world itself)
19. No
20. Sir Lancelot
21. The horse's bridle had many spankling gem stones like stars in a galaxy
22. The brass helmet and red feather like a burning flame of fire
23. She loses her web and the mirror cracks.
24. The poet must leave his isolation and see the world as it really is.
25. A boat
26. "The Lady of Shalott"
27. She floats down the river to Camelot.
28. She dies
29. Lancelot would never have known about the Lady's beauty if she had not have died.

Vocabulary Exercise, Lesson 8

1. gaunt
2. nepenthe
3. surceased
4. writhed
5. dirge
6. quaffed
7. plutonian
8. obeisance

Lesson 8

1. Midnight; death
2. The amount of alliterations are too numerous to list. However, the student should have a very good idea as to what is an alliteration in poetry.
3. His is trying to study
4. December; death
5. Comfort
6. She had died
7. Nothing
8. The whispered word of "Lenore."
9. The wind from the storm.
10. Pallas Athena was the goddess of wisdom; the narrator is a student
11. Nevermore
12. The assonance is "ancient raven."
13. If the raven is "Mournful and never ending Remembrance," then this is the only friend that will never leave the student.
14. The question is ironic, because at this point, the student is purposely asking the bird questions to which he knows the answer. In short, the student does not believe there is a balm in Gilead.
15. No
16. The raven did not lie, but spoke the truth
17. Nevermore.

Vocabulary Exercise, Lesson 9

1. spirit
2. innkeeper

Lesson 9

1. Italian sonnet
2. "dull goggles"
3. The sight of humans
4. Legs
5. "sword-sharp," "dry, dreary"
6. Moon and ghostly galleon, road and ribbon of moonlight, Tim as dumb dog, highwayman's face and brand, and many others.
7. "gusty, ghostly galleon" "cobble, clattered clashed" "dumb, dog" and many others.
8. Repeating "riding" gives the sense of a horse trotting
9. Clattered, clashed, tlot
10. Tim
11. He is going to steal something and would return to her the next day.
12. Tim must have told them.
13. The redcoats were guarding each of the windows with their weapons
14. This was the one window where Bess could see the highwayman coming.
15. The trigger on the gun
16. Impending violence
17. Winter, midnight, darkness, "face grew grey," wine

18. Galloping horses; generates excitement
19. "b" and "d"

Quiz #1

1. B
2. C
3. E
4. A
5. C
6. D
7. D
8. E
9. C
10. A
11. D
12. D
13. A
14. D (pronoun case)
15. C (indefinite subj.)
16. D (parallelism)
17. B S-V agreement
18. B
19. C (possession)
20. D (pronoun case)

Quiz #2

1. D
2. A
3. B
4. C
5. B
6. C
7. D
8. B
9. E
10. B
11. D
12. C
13. D
14. C (possession)
15. D (indefinite subj.)
16. C (S-V agreement)
17. C
18. D
19. A
20. B (noun as modifier)

