PART ONE: “Home- Coming Son” by Tsegaye Gebremedhin

Instruction: Carefully go through the following poem by Tsegaye Gebremedhin entitled “Home- Coming Son” to answer the questions that follow.

Home- Coming Son
By Tsegaye Gebremedhin
Look where you walk unholy stranger
This is the land of the eight harmony
In the rainbow: Black.
It is the dark side of the moon
Brought to light
This is the canvas of God’s master stroke.

Out of your foreign outfit unholy stranger
Feel part of the great work of art
Walk in peace, walk alone, walk tall.
Walk free, walk naked
Let the feelers of your mother land
Caress your bare foot
Let Her breath kiss your naked body.

But watch, watch where you walk forgotten stranger
This is the very depth of your roots: Black
Where the tom-tom of your father vibrated
In fearful silence of the valleys
Shook, in the colossus bodies of the mountains
Hummed, in the deep chest of the jungles
Walk proud

Watch, listen to the calls of the
ancestral spirits, prodigal son
To the call of the long awaited soil
They welcome you home. home. In the song of birds
You hear your suspended family name
The winds whisper the golden names of
Your tribal warriors
The fresh breeze blown on to your nostrils
Floats their bones turned to dust
Walk tall. The spirits welcome
Their lost-son returned.
Watch, and out of your foreign outfit brother
Feel part of the work of art
Walk in laughter, walk in rhythm, walk tall
Walk free, walk naked.
Let the roots of your motherland caress your body
Let the naked skin absorb the home-skin and shine ebony.

By Tsegaye Gebremeclbin

**CONTEXT:**
Circle the letter against the most suitable answer.

1. Which one of the following lexical collocation of ‘nature’ does not describe physical location of the poem clearly?
   A. land
   B. valleys
   C. mountains
   D. jungles
   E. none

2. Why does the lexical item “walk” reiterate several times in the poem?
   A. It helps the reader imagine the context of the son’s journey to his native country from abroad.
   B. It helps the reader visualize the son’s walk throughout the poem.
   C. It coheres the entire poem.
   D. All

3. Which one of the following collocations of colour is not used to make the land colorful in the poem?
   A. yellow
   B. black
   C. dark
   D. ebony
   E. All

4. Which one of the following terms cannot be the collocation of kinship in the poem?
   A. father
   B. prodigal son
   C. brother
   D. lost-uncle
   E. family

5. Which one of the following is not the collocation of body parts in the poem?
   A. heart
   B. foot
   C. son
   D. nostrils
   E. bones

6. What are some of the formalities that the son has to follow for reintegration in this society?
   A. The son has to walk rhythmically and safely.
   B. He requires knowledge of indigenous culture and nature.
   C. His knowledge should include pride in blackness, sense of belongingness and feeling of freedom.
   D. The son has to address his people with reverence.
   E. All

**ADDRESSOR AND ADDRESSEE RELATIONS**

7. In “Home-Coming Son”
   A. What are the major reasons for an uncooperative relation between the addressor (the poet) and the addressee (the son) in the first part of the poem?
      A. Cost to the son is maximized.
      B. Benefit to the son is reduced.
      C. Praise of the local culture is maximized. The son is described as ‘unholv’, ‘forgotten’ and a ‘stranger’.
      D. Disagreement is created at the outset.
      E. All

8. Why has the relationship between the poet and the son become smooth in the second part of the poem?
   A. The son, in the second half of the poem, is addressed respectfully as a ‘brother’.
   B. It is because the poet has provided the son with genuine information about what is expected of him in the local culture.
   C. The expectations of the society are made vivid in the second part.
   D. In this part of the poem, the poet has become more informative, relevant and direct.
   E. All
C. DEIXIS in ‘Homing-Coming Son’

From the poem you have just read, give examples of deixis in the table below (if any):

<table>
<thead>
<tr>
<th>Type of Deixis</th>
<th>Function of the Deixis</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Person Deixis</td>
<td>Determine the role of the prodigal son who is coming home from exile.</td>
<td></td>
</tr>
<tr>
<td>10 Time Deixis</td>
<td>Measure and reckon time, locate events and refer to participants.</td>
<td></td>
</tr>
<tr>
<td>11 Place Deixis</td>
<td>Specify locations in relation to speech events.</td>
<td></td>
</tr>
<tr>
<td>12 Social Deixis</td>
<td>Reflect, establish and determine social relations including kinship, totemic, clan relations, rank and respect.</td>
<td></td>
</tr>
<tr>
<td>13 Emphatic Deixis</td>
<td>Show empathy and exhibit emotional distance. It is used to give advice emphatically.</td>
<td></td>
</tr>
</tbody>
</table>

D. SPEECH ACT VERBS in the Poem

From the poem you have just read, give examples of speech act verbs in the table below (if any):

<table>
<thead>
<tr>
<th>Speech Act Verb</th>
<th>Function</th>
<th>Example</th>
</tr>
</thead>
</table>
| 14 Locutionary  | • perform the act of saying something  
|                 | • transmit message  
|                 | • serve the ideational function |         |
| 15 Illocutionary| • perform an act in saying something  
|                 | • transmission of message  
|                 | • serve the interpersonal function of language |         |
| 16 Perlocutionary| • perform an act by saying something |         |

E. DISCOURSE COMPLETION TEST

Circle the correct response for each conversation situation below:

17. You are a first year student in the English Department at Adama University. You forgot to do the assignment for your Fundamentals of Literature course. Your teacher whom you have known for one semester asks for the assignment. Apologize for the delay in submission.

A. I'm sorry, sir. I forgot the deadline for the assignment. Can I submit it by tomorrow?
B. Pardon me, sir. I forgot about that. Shall I do the assignment at once? So sorry! It's my fault!
C. I've completed my assignment but forgot to bring it with me. I'll hand it in tomorrow.
D. All

18. You are now shopping in the Adama branch of AMBASSADOR STORE. You see a beautiful suit and want to have a closer look at it. You ask the salesperson to show you the suit.

A. Oh, sorry, could you pass that suit to me to have a look? I want to buy it.
B. Lady, I'd like to have a look at that suit. Would you please do me a favor?
C. Excuse me, dear, could you show me this suit, please?
D. All
19. You are studying in your room and you hear loud music coming from another student’s room down the dormitory. You don’t know the student, but you decide to ask him to turn the volume down.
A. I am awfully sorry to ask but could you reduce the volume?
B. Hello guy, your music is really disturbing me. Could you do something?
C. Excuse me, could you turn off your music?
D. All

20. You are now attending your poetry class. Your teacher lectures very fast. You do not follow what he is saying, so you want to ask him to say it again.
A. I am awfully sorry to ask but could you lecture a bit more slowly, sir?
B. Could you speak a bit more slowly, sir?
C. Excuse me, sir, could you repeat what you have just said?
D. All

21. You are queuing at the canteen for breakfast. Since you have a mid term exam in a few minutes, ask the student in front of you to let you take the breakfast first.
A. Hello, my dear, can I take my breakfast first?
B. Excuse me, my dear, may I take breakfast first? I have a mid term exam in few minutes.
C. I am sorry dear, can I pass first?
D. All

PART TWO: “Merry X-Mas” by Eekade Azeze

Instruction: Carefully go through the following poem by Eekade Azeze entitled “MERRY X-MAS” and to answer the questions that follow.

MERRY X-MAS

By Eekade Azeze

“Merry, Merry Christmas
To “Sons of civilization!”
You they beckon.
To “Children of Providence too”.
You I summon.

Happy New Year to you
Festive season to you all!”
Children of Europe
Kids of American call

Enjoy! My lucky ones, enjoy!
the warmth in your homes
the embraces of your mothers
the love and care of your parents.

Enjoy, my beautiful ones, enjoy!

Gambol in your gardens
Skate on your snows
Prance in your saloons
Play your WAR games
With toy-guns
Toy-tanks
Toy-bullets
Water-pistols
Water-bullets...

As I frolic in my African villages
Gambol with REAL WEAPONS!

Hop up and down
Dance and bop
On the laps of your fathers

As I traverse mountains
Leap over the hills
WITH TANKS and MACHINE-GUNS
And write these best wishes to you
IN BLOOD

by © Eekade Azeze. Trondheim (Norway) December 04 / 1996.
A. CONTEXT: Read the following questions from the poem above and circle the letter of your best choice.

22. How does the poet present time in the poem?
   A. Referring to Christmas
   B. Referring to New Year
   C. Describing war
   D. A and B

23. How does the poet make physical location clear in the poem?
   A. Describing the children in Europe.
   B. Presenting the children in Africa.
   C. Contrasting civilization
   D. All

24. How does the poet present role and status difference in the poem?
   A. Describing the children of Africa and their struggle to survive.
   B. Presenting the children of Europe and their merriment.
   C. Contrasting children
   D. All

C. ADDRESOR AND ADDRESSEE RELATIONS in “Merry X-Mas”

25. Which one of the following statements is true about addressee and addressee in the poem? You may circle more than one choice. 
   A. An African child expresses his envy of the European child.
   B. The poet addresses European children, not African children.
   C. Praise of the African child is reduced.
   D. Praise of the European civilization is maximized.
   E. An African child sends a Christmas card written in blood to the European children.

26. Why has the relationship between the addressee and addressee become constructive in the poem?
   A. The African child addresses the European children respectfully.
   B. It is because the African child has provided the European with genuine information about the African reality.
   C. The gloomy situation of the African child is made clear.
   D. Throughout the poem the African child is more informative, relevant and direct.
   E. All

D. SPEECH ACT VERBS in “Merry X-Mas”

From the poem you have just read, give examples of speech act verbs in the table below:

<table>
<thead>
<tr>
<th>Speech Act Verb</th>
<th>Function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 Locutionary</td>
<td>• perform the act of saying something</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• transmit message</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• serve the ideational function</td>
<td></td>
</tr>
<tr>
<td>28 Illocutionary</td>
<td>• perform an act in saying something</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• transmission of message</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• serve the interpersonal function of language</td>
<td></td>
</tr>
<tr>
<td>29 perlocutionary</td>
<td>• perform an act by saying something</td>
<td></td>
</tr>
</tbody>
</table>
E. **DEIXIS** in “Merry X-Mas”

From the poem you have just read, give examples of deixis in the table below:

<table>
<thead>
<tr>
<th>Type of Deixis</th>
<th>Function of the Deixis</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Person Deixis</td>
<td>Determine the role of the prodigal son who is coming home from exile.</td>
<td></td>
</tr>
<tr>
<td>31 Time Deixis</td>
<td>Measure and reckon time, locate events and refer to participants.</td>
<td></td>
</tr>
<tr>
<td>32 Place Deixis</td>
<td>Specify locations in relation to speech events.</td>
<td></td>
</tr>
<tr>
<td>33 Discourse/Text Deixis</td>
<td>Refer to some portion of discourse.</td>
<td></td>
</tr>
<tr>
<td>34 Social Deixis</td>
<td>Reflect, establish and determine social relations including kinship, totemism, clan relations, rank and respect.</td>
<td></td>
</tr>
<tr>
<td>35 Emphatic Deixis</td>
<td>Show empathy and exhibit emotional distance. It is used to give advice emphatically.</td>
<td></td>
</tr>
</tbody>
</table>

F. **Read the following requests and write short responses for all of them.**

36. Ask your classmate to lend you a pen.

37. Ask your classmate to give you a lift to Atlanta Hospital.

38. Ask your friend to lend you some money.

39. Ask the head of the Department of English to give you a recommendation letter.

40. Ask your closest friend to buy you a cup of coffee.