

**Question 3: What does the poem *The Painting Lesson* reveal about the relationship between the child and the adult? How is the figurative language used to convey the meaning?**

### ***The Painting Lesson***

**“What’s THAT, dear?” asked the new teacher.**

**“It’s Mummy,” I replied.**

**“But mums aren’t green and orange!**

**You really haven’t TRIED.**

**You don’t just paint in SPLODGES**

**You’re old enough to know**

**You need to THINK before you work...**

**Now – have another go.”**

**She helped me draw two arms and legs,**

**A face with sickly smile,**

**A rounded body, dark brown hair,**

**A hat-and in a while,**

**She stood back**

**(with her face bright pink):**

**“That’s SO much better –**

**Don’t you think?”**

**But she turned white**

**At ten to three**

**When an orange-green blob**

**Collected me.**

**“Hi, Mum!”**



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**Q: Analyse Richard Edwards' poem "The Word Party" in terms of form and content, focusing on its educational elements.**

### **'The Word Party' by Richard Edwards**

'The Word Party' by **Richard Edward** is a fascinating poem targeted at children. The significance of the poem can be seen in the **poet's ability to convey the central theme and employ multiple poetic devices.**

The main **theme** is about the **functions of words and the way people should use polite ones** and especially, children. The author tries to **educate children on the different kinds of words** and the behaviour they are associated with. He associates some words with good or desirable behaviour, therefore, encouraging the children to use these words if they want to be on good terms around others. For instance, he explains why **specific types of words** are suitable for children. "Loving words clutch crimson roses." He also explains why other types of words, such as strong and rude words, are inappropriate. "Strong words show off, bending metal." To ensure that he succeeds in presenting the main theme, the poet ensures he uses **simple English that children** can easily understand at different levels of their education.

The **content** of the poem can be analysed by focusing on the **stylistic devices** used in this poem. The poet employs are the **rhyme scheme**. The poem has a **regular rhyme scheme of (a,a,b,b,c,c,d,d...)** This **technique** helps give the poem **musicality** and good flow. Edward also uses **personification** throughout the poem. This device involves giving non-living things **human attributes**. He gives "words" different human abilities, such as "holding hands" and "staring at each other." Also, "hard words stare each other out" the **poet personifies** the words as humans who stare at each other. This **personification** gives implies meaning that difficult words need hard thinking in order to understand them. "Stare each other out" refers to the search for interpreting these hard words. One of the easily **identifiable devices** is **repetition**. **Alliteration in a repetition** of sounds "**clutch crimson**", and in the sound the letter '**C**'. Edward **repeats** the word "words" in all the lines except the last three. This **technique** helps in creating a **pattern** through the **rhythm** created by using the word repeatedly. **Assonance: in repetition of vowel sounds in words "Code words"**. It also attracts the reader to read the poem and may encourage them to read it several times, which will boost their understanding. In addition, the author uses **an exaggeration** device to heighten the impact of some words. For instance, he **exaggerates** the impact of swear words when he says, 'Swear words stamp around and shout.' This **technique** helps in stressing the importance of understanding this impact.

To conclude, the **form and content** of any poem are essential elements that help ensure the poet conveys his educational element to his readers. The **choices of themes and stylistic devices** used may vary depending on the targeted audience or the **type of message in the poem.**

**Question: Analyze Richard Edwards' poem "The Word Party" in terms of form and content, focusing on its educational elements.**

### **The Word Party**

Loving words clutch crimson roses,  
Rude words sniff and pick their noses,  
Sly words come dressed up as foxes,  
Short words stand on cardboard boxes,  
Common words tell jokes and gabble,  
Complicated words play Scrabble,  
Swear words stamp around and shout,  
Hard words stare each other out,  
Foreign words look lost and shrug,  
Careless words trip on the rug,  
Long words slouch with stooping shoulders,  
Code words carry secret folders,  
Silly words flick rubber bands,  
Hyphenated words hold hands,  
Strong words show off, bending metal,  
Sweet words call each other 'petal',  
Small words yawn and suck their thumbs,  
Till at last the morning comes.  
Kind words give out farewell posies.  
Snap! The dictionary closes.

**Richard Edwards**

**What does the poem *The Painting Lesson* reveal about the relationship between the child and the adult? How is the figurative language used to convey the meaning?**

## ***'The Painting Lesson'* by Trevory Harvey**

*'The Painting Lesson'* by Trevory Harvey is usually aimed at younger children and possibly has a pedagogic function in addition to its poetic function, which is structured around numbers. However, the poem expresses the formal **relationship between the child and the adult** which is indicated through the **'figurative language'**. This relationship would help both the adult and the child in order to communicate effectively.

In *'The Painting Lesson'*, the **foregrounding** is the unexpected response, and it is just one of the ways in which the **transgressive nature** of poetic 'worlds' can appeal to the imagination of the child. Begins with a question and may supply a punchline ending. The author reflects on the specific relationship that exists between the **child and the adult** by telling the child that she should **paint a realistic picture** of the 'Mummy', rather than the green and orange splodges that are appearing. The reaction of the new teacher, who does not have enough background information about her students, shows how she as an adult treats the child as ignorant and innocent. Thus, the child-adult relationship in this poem is depicted as a bad relationship in which the teacher humiliates the boy by saying that "You don't just paint in SPLODGES-You're old", this reflects how the teacher is so tough in she hurts him by her criticizing of his paint. The denouement of the poem demonstrates that the child was obediently following instructions after all. For example, the child's **voice** records with glee that the teacher as, "when an orange-green blob Collected me".

The poem employs **stylistic features**, such as the **'Figurative language'** is the language that goes beyond the literal meaning of words in order to give new ideas or feelings. In this poem, here Figurative language within the poem has a great role in **reflecting the traditional and formal relationship between the child and the adult**. For example, using the colours 'pink and white' as, "face bright pink" has its role in creating the image in the mind of the reader in which it expresses the teacher's facial expressions that indicate her ignorance though she is an adult person. Also, the use of imagery helps the reader to create a visual image of the teacher's drawing of the boy's mother that "A rounded body", and "dark brown hair". Therefore, the use of the **'Imageries'**, when the boy describes his teacher's painting that "a face with sickly smile" thus **imagery expresses the dissatisfaction** of the boy towards the teacher's painting which does not show his mother.

To sum up, *'The Painting Lesson'* is a poem that depicts the huge gap between adults and children which results in misunderstanding and misjudgements from the adults towards children. The poem can be seen in the poet's ability to convey the **central theme and employ multiple poetic devices**.

**Question 4: Analyze the following poem by Allan Ahlberg in terms of form and content focusing on the feelings of the characters.**

**Please Mrs. Butler**

Please Mrs Butler  
This boy Derek Drew  
Keeps copying my work, Miss.  
What shall I do?

Go and sit in the hall, dear.  
Go and sit in the sink.  
Take your books on the roof, my lamb.  
Do whatever you think.

Please Mrs Butler  
This boy Derek Drew  
Keeps taking my rubber, Miss.  
What shall I do?

Keep it in your hand, dear.  
Hide it up your vest.

Swallow it if you like, my love.  
Do what you think is best.

Please Mrs Butler  
This boy Derek Drew  
Keeps calling me rude names, miss.  
What shall I do?

Lock yourself in the cupboard, dear.  
Run away to sea.  
Do whatever you can, my flower.  
But *don't ask me*.

**Allan Ahlberg**

**Q: Analyze the following poem stylistically and thematically. Focus on the world of the child and the child character that the poem draws, and the educational value of the poem. Discuss child-adult relationship in this poem and analyse it stylistically.**

### **'Please Mrs. Butler' by Allan Ahlberg.**

*Please Mrs. Butler* is a poem written in the form of a (**dialogue**) between the teacher (Mrs. Butler) and a student. The **poem reveals diverse aspects** of the characters while delivering a **didactic message** to kids. It is a children's work that utilizes **dialogue** between a student and a teacher which makes it easy to deduce their characters. The poem has several forms explored through its content.

The **theme** portrayed in the poem is overdependence on the teacher by the child as is shown by the constant line "*Please Mrs. Butler... What shall I do*". The main idea is about the way adults are dealing with children represented in a child and his teacher. The relation is showing great respect for the teacher that is the resource of information for the student. The child keeps asking the teacher on how to handle petty issues, such as a classmate, *Derek Drew*, taking her rubber. The teacher responds by giving her comical choices on how to deal with such issues in a bit to suggest that the child should learn to be independent. However, the poem has a **moral lesson**, which is to be responsible as a child or as an adult because both sides are accomplishing each other. Additionally, the way the teacher addresses the child as "my flower... my love" shows how corrections need not be harsh but gentle, and portrays that the teacher understands the child's frustrations.

The poem employs **stylistic features**, such as the **rhyme scheme (abcb abcb abcb abcb abcb abcb)**, the poetic **six stanzas in the poem and each stanza has (four lines)**. For example, in stanza two, *sink and think*, this makes the poem **musically** attractive and memorable. The poet uses **voice and voiceless** sounds, such as **alliteration** and **voiceless** stressed sounds. For instance, the letter (D) in *Drew* and *Derek* shows the begging of the boy. In **other stanzas**, the authors express the boy's anger by using **voice sounds**. For instance, "keeps copying my work". There is also the use of (**repetition**) to show how the boy is lost and weak while using exclamation marks and **italic letters** to emphasize a point. For instance, the phrase, "don't ask me," shows Mrs. Butler's emphasis on not being disturbed. Additionally, the use of **humour**, as the teacher suggests that the child "run away to sea" because *Derek* is calling her rude names, makes the poem interesting and less serious. It depicts a friendly interaction between the teacher and the learner. However, the use of (**dialogue**), as the child, asks "What shall I do?", and the teacher replies "Do whatever you can, my flower", adds a sense of realism to the poem. This makes the characters feel more real.

In conclusion, the poem is **poetry** for children because it uses simple clauses and vocabulary that are easy for a **child** to understand. The poem is having many characteristics of children's poetry as the theme and the use of **rhythm, alliteration, and assonance**. Personally, the poet succeeds in informing adults of the challenges that children go through in school.

**Question: Analyse the following poem by Wendy Cope, in terms of form and content, focusing on its didactic (instructive) element.**

**Kenneth, who was too fond of bubble-gum and met an untimely end.**

The chief defect of Kenneth Plumb  
Was chewing too much bubble-gum.  
He chewed away with all his might,  
Morning, evening, noon and night.  
Even (oh, it makes you weep)  
Blowing bubbles in his sleep.  
He simply couldn't get enough!  
His face was covered with the stuff.  
As for his teeth — oh, what a sight!  
It was a wonder he could bite.  
His loving mother and his dad  
Both remonstrated with the lad.  
Ken repaid them for the trouble  
By blowing yet another bubble.  
It was no joke. It isn't funny  
Spending all your pocket money  
On the day's supply of gum —  
Sometimes Kenny felt quite glum.  
As he grew, so did his need —  
There seemed no limit to his greed:  
At ten he often put away  
Ninety-seven packs a day.  
Then at last he went too far  
Sitting in his father's car,  
Stuffing gum without a pause,  
Found that he had jammed his jaws.  
He nudged his dad and pointed to  
The mouthful that he couldn't chew.  
'Well, spit it out if you can't chew it!'  
Ken shook his head. He couldn't do it.  
Before long he began to groan —  
The gum was solid as a stone.  
Dad took him to a builder's yard;  
They couldn't help. It was too hard.  
They called a doctor and he said,  
'This silly boy will soon be dead.  
His mouth's so full of bubble-gum  
No nourishment can reach his tum.'  
Remember Ken and please do not  
Go buying too much you-know-what.

**Wendy Cope**

**Q: Analyse the following poem by Wendy Cope, in terms of form and content, focusing on its didactic (instructive) element.**

### **Kenneth by 'Wendy Cope'**

'Wendy Cope' presents the story of **Kenneth**, a boy who is fond of chewing gums. The author uses Kenneth to convey the dangers of being excessive. Therefore, both the form and the content have taken into consideration the importance of displaying the didactic element as the main aim of the poem.

The **content** of the poem provides a **symbolic message** that has a direct reference to children's life. The **moral lesson** of the poem is indicated through the focus of the poem to represent a **didactic element** of the poem is summarized through the message for children to be excessive in their life. For example, the awful way that the poem presents how Kenneth chews gum refers to the situation where you are stuck and cannot release yourself. Therefore, **Kenneth** encounters an untimely end, as the doctor refers to him as dead soon, an ending that **delivers a moral lesson about being careful about the way children act.**

The poem uses many **poetic devices** that give a wonderful feeling to the children's readers. The **form** of a poem includes how the poem was constructed, its features, and key elements. The poem contains a **regular rhyming pattern** at the end of each line. This aspect attracts the children as it gives them a **musical pattern** to which they can connect to. It seems to be a **traditional** one with (3 stanzas) with an (AABBCCDD) **rhyme scheme**. This **rhetorical style** in poetry is one of the essential **foundations** that the poet uses in order to present the important ideas that the poem intends to convey. For example, the **rhyming** of the poem is presented in a joyful way that makes the children's readers more attentive to the **poem as a whole**. It is **using simple language** that suits children as its subject, which is about a boy using too much gum. The main used **device is imagery**, which is important to make children an image of the incidents. There is a **repetition** of the word "gum" which has been **repeated** severally and the words "chew, chewing and chewed", which draw certain **attention** to the words because of the action of overwhelming chewing, the boy dies. Also, there is an **alliteration** in words like "blowing, bubble" "solid, stone", and "noon and night- was a wonder- them for the- he his- boy be" which creates a sense of focus on the idea of the dangers of over-blowing bubbles. However, it uses many **techniques** to attract children and make it easier to be memorized as **rhythm, alliteration, enjambment, and assonance.**

In conclusion, the **moral lesson** that is presented in both the form and the content of the poem focuses on presenting the didactic element that the poem seeks to convey. This poem usually focuses on the idea of the **consequences of disobedience** which is a common theme in children's poems and literature.

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**Question: Analyze the following poem by Robert Browning, in terms of form and content, focusing on its appeal to a child reader.**

**From |THE PIED PIPER OF HAMELIN**

Into the street the Piper stept,  
Smiling first a little smile,  
As if he knew what magic slept  
In his quiet pipe the while;  
Then, like a musical adept,  
To blow the pipe his lips he wrinkled,  
And green and blue his sharp eyes twinkled,  
Like a candle-flame where salt is sprinkled;  
And ere three shrill notes the pipe uttered,  
You heard as if an army muttered;  
And the muttering grew to a grumbling;  
And the grumbling grew to a mighty rumbling;  
And out of the houses the rats came tumbling.  
Great rats, small rats, lean rats, brawny rats,  
Brown rats, black rats, gray rats, tawny rats,  
Grave old plodders, gay young friskers,  
Fathers, mothers, uncles, cousins,  
Cocking tails and pricking whiskers,  
Families by tens and dozens,  
Brothers, sisters, husbands, wives--  
Followed the Piper for their lives.  
From street to street he piped advancing,  
And step for step they followed dancing,  
Until they came to the river Weser  
Wherein all plunged and perished!

**Robert Browning**

**Q: Analyze the following poem by Robert Browning, in terms of form and content, focusing on its appeal to a child reader.**

### ***'The Pied Piper of Hamelin'* by Robert**

*'The Pied Piper of Hamelin'* is a children poem that was written by Robert Browning. Through analysing the form and content of the poem, it is seen that the poem includes certain characteristics that make it appeal to children readers.

In terms of the **content** of the poem, the poem presents different **educational moral lessons** for children's readers. For example, the poem focuses on presenting the idea that **people should not be overwhelmed by their pleasures** because **this will cause them to have horrible consequences**. As the people followed the **piper dancing**, they forgot themselves and get drowned in the river, "Wherein all plunged and perished!".

In order to achieve appeal to the child readers, the poet does not maintain a consistent **rhyme scheme** but ensures **its rhymes throughout**. For instance, the extract has an **irregular rhyme scheme** of **(a/b/a/b/a/c/c/c/d/d, etc.)** which influences the poem's overall tone making sure it maintains a fairy tale-sequel tone of storytelling. Besides, the rhythm enhanced through **repetition** of words like rat and sounds like 'mbling' sets the **tone** for the poem; hence, leaving a lasting effect in the minds of the child reader. Such **poetic rhythms** support children's **musical** development. He uses his musical gift to do so successfully. The poet has also utilized **anaphora** in the extract by repeatedly starting three lines using "And" in order to add rhythm and uphold the flow of the poem. In addition, the poet used movements in this **extract** when he says "And out of the houses the rats came tumbling" to bring flow and continuity into the piece of poetry and intensify **mood and enhance** meaning among the child readers. There is the use of **imagery** by using **colours** to paint a picture in a child's mind for example, (brown rats, and black rats). **Alliteration** is used in the poem; for example, "his lips he wrinkled". The content itself is full of **Humour**, such as 'rats came tumbling.' Children like **Humour**, especially when it is based on fantasy. Moreover, it uses **personification** by giving the rats the characters of human beings.

To conclude, the extract of *'The Pied Piper of Hamelin'* is a narrative piece of poetry as per form and content analysis. It embraces **magic** which is a key feature of fairy tales and utilizes rhythms, rhythm, anaphora, and movement to enhance continuity and catch attention hence, appealing to the child readers.

**Question: Analyze the following poem by Hilaire Belloc in terms of form and content focusing on the themes of disobedience and punishment.**

**Matilda Who told Lies, and was Burned to Death**

Matilda told such Dreadful Lies,  
It made one Gasp and Stretch one's Eyes;  
Her Aunt, who, from her Earliest Youth,  
Had kept a Strict Regard for Truth,  
Attempted to Believe Matilda:  
The effort very nearly killed her,  
And would have done so, had not She  
Discovered this Infirmity.  
For once, towards the Close of Day,  
Matilda, growing tired of play,  
And finding she was left alone,  
Went tiptoe to the Telephone  
And summoned the Immediate Aid  
Of London's Noble Fire-Brigade.  
Within an hour the Gallant Band  
Were pouring in on every hand,  
From Putney, Hackney Downs, and Bow.  
With Courage high and Hearts a-glow,  
They galloped, roaring through the Town,  
'Matilda's House is Burning Down!'  
Inspired by British Cheers and Loud  
Proceeding from the Frenzied Crowd,  
They ran their ladders through a score  
Of windows on the Ball Room Floor;  
And took Peculiar Pains to Souse  
The Pictures up and down the House,  
Until Matilda's Aunt succeeded  
In showing them they were not needed;  
And even then she had to pay  
To get the Men to go away!  
It happened that a few weeks later  
Her Aunt was off to the Theatre  
To see that Interesting Play  
The Second Mrs. Tanqueray.  
She had refused to take her Niece  
To hear this Entertaining Piece:  
A Deprivation Just and Wise  
To Punish her for Telling Lies.  
That Night a Fire did break out--  
You should have heard Matilda Shout!  
You should have heard her Scream and Bawl,  
And throw the window up and call  
To People passing in the Street--  
(The rapidly increasing Heat  
Encouraging her to obtain  
Their *confidence*) -- but all in vain!  
For every time she shouted 'Fire!'  
They only answered 'Little Liar!'  
And therefore when her Aunt returned,  
Matilda, and the House, were Burned.

**Q: Analyze the following poem by Hilaire Belloc in terms of form and content focusing on the themes of disobedience and punishment.**

### **'Matilda'** by Hilaire Belloc

Children's poetry is considered a common style used to educate children about the main morals and values of life. The poem *Matilda* by Hilaire Belloc includes many of those morals and values. Therefore, it is represented as one of the most famous poems in children's literature. However, the meaning of the poem can be presented in the analysis of both the **form** and the **content**. In addition, the **themes** of **disobedience** and **punishment** have a great contribution to conveying the meaning of the poem.

Among the **several themes** that the poem includes, the **themes** of **disobedience** and **punishment** are the most important. This is due to their representation as correlated themes. The poem describes the **disobedience** of **Matilda is represented through her frequent lies** about her house being burnt. However, the theme of **punishment** is seen through the results of Matilda's frequent lies in the poem. As banned by her aunt, "She had refused to take her Niece," **Matilda** finds herself alone in the house while burning. The result of her **disobedience is her punishment for not having any help**. Therefore, she ended up burning in her house. Since the lies that Matilda used to make are about her house being burnt, she ended up burnt in her house without the help of the people. The poet has **chosen to use fear to send her message and the lesson** was harsh in its punishment. Therefore, the theme is about lies and the way they could be punished. **Enjambment** is used wherein the following sentence is carried over three lines without pause, "the rapidly increasing heat, encouraging her to obtain, their confidence, but all in vain!". It shows Matilda's helter-skelter state after the fire began, and no one wanted to help her.

The writer intends to use different "**poetic devices**" in this poem that helps in conveying the deep meaning of the poem. The "lies" that Matilda frequently makes represent a metaphor for horror. Whenever Matilda makes a lie, "It made one Gasp and Stretch one's Eyes." This **metaphor** helps in presenting lying as a negative behaviour that spreads horror to other people. For example, the **assonance** in "'kept" / "Strict" and "throw the window up and call" indicates Matilda's helpless state. Moreover, the poem is written in **simple language** that suits the level of children. This **simple style** of writing helps in making the poem a **narrative one**, as the poem is considered among the narrative poems. In addition, the poem used the **rhyming couplet** to **ad a beautiful tone**. Also, the poem is depending on **musical rhyme** and tries to make the **moral lesson** through entertaining and funny ways. The use of **imagery** was present too by making the reader **imagine** the incidents as real ones. The use of **illustrations** through words was important for children as the use of **alliteration** and **assonance** too. **Repetition** stands as the main **poetic device** in this poem. For instance, the word "lies" is repeated and "You should have heard" indicates Matilda's punishment.

To conclude, these ideas presented about the poem make **Belloc's poem Matilda of great benefit for educating children** about what is right and what is **wrong**. Thus, it is described as a cautionary tale and presents a great **moral lesson** that indicates the necessity of being careful about our **disobedience**, as it never passed **without punishment**.

**Question: Analyze the following poem by Rudyard Kipling in terms of form and content focusing on what makes it a traditional poem for children.**

## **A Smuggler's Song**

If you wake at midnight, and hear a horse's feet,  
Don't go drawing back the blind, or looking in the street.  
Them that ask no questions isn't told a lie.  
Watch the wall, my darling, while the Gentlemen go by!  
Five and twenty ponies,  
Trotting through the dark --  
Brandy for the Parson,  
'Baccy for the Clerk;  
Laces for a lady, letters for a spy,  
And watch the wall, my darling, while the Gentlemen go by!

Running round the woodlump if you chance to find  
Little barrels, roped and tarred, all full of brandy-wine,  
Don't you shout to come and look, nor use 'em for your play.  
Put the brushwood back again -- and they'll be gone next day!

If you see the stable-door setting open wide;  
If you see a tired horse lying down inside;  
If your mother mends a coat cut about and tore;  
If the lining's wet and warm -- don't you ask no more!

If you meet King George's men, dressed in blue and red,  
You be careful what you say, and mindful what is said.  
If they call you "pretty maid," and chuck you 'neath the chin,  
Don't you tell where no one is, nor yet where no one's been!

Knocks and footsteps round the house -- whistles after dark --  
You've no call for running out till the house-dogs bark.  
*Trusty's* here, and *Pincher's* here, and see how dumb they lie --  
*They* don't fret to follow when the Gentlemen go by!

If you do as you've been told, 'likely there's a chance,  
You'll be given a dainty doll, all the way from France,  
With a cap of Valenciennes, and a velvet hood --  
A present from the Gentlemen, along o' being good!  
Five and twenty ponies,  
Trotting through the dark --  
Brandy for the Parson,  
'Baccy for the Clerk;  
Them that asks no questions isn't told a lie --  
Watch the wall, my darling, while the Gentlemen go by!

**Rudyard Kipling**

**Q: Analyse the following poem by Rudyard Kipling in terms of form and content focusing on what makes it a traditional poem for children. 'A Smuggler's Song'.**

## **A Smuggler's Song by Rudyard Kipling**

**The Smuggler**, who is the poem's speaker, issues a warning to kids who might observe his operations. Although his grammar is not excellent, he is pragmatic about his profession decision and shows no remorse. The author conveys his **feelings through the use of characters, language, and theme.**

Victorian-era stoicism 'if' is the **main theme** and is **present throughout the entire poem.** Other significant **themes like being human, strength, prosperity, failure, life, and self-control** are also **evident.** Stoicism in the Victorian era is the capacity to accept suffering and hardship while remaining uncomplaining.

Several poetic devices, including **rhyme, metaphor, imagery, anaphora, and epiphora,** are used throughout the poem. This poem encapsulates the subject in the sheer rhythm of its words. In its lines, one can hear the horses' clip-clopping. To create a sense of **mystery and impending** peril, utilize a variety of **rhythms and rhymes,** such as "Knocks and footsteps round the house - whistles after dark." By employing **stanzas that each focus** on a different subject, it creates the **ambiance and details** of a smuggling run, which **stresses** the need for secrecy. If you meet **King George's men** dressed blue and red, you are careful what you say and mindful of what is displayed.". Moreover, the **chorus's repetition emphasizes** the poem's central message—to be quiet while the smugglers go about their business. The line "watch the wall y darlin while the gentlemen go by" is used to **finish and start each stanza** of this poem, which is another example of **repetition.** **Lexical repetitions** like "you," "and," "if," and "no" are used to highlight essential **images.** The poet introduced some of the lines next to each other with **anaphora.** At the start of a few **adjacent stanzas,** the writer utilized the identical word, if, **anaphora.** After a few **neighboring stanzas,** the poet used the same word again, **epiphora.** In addition, the poem as a whole is filled with **imagery.** It produces several mental pictures. When you hear the word "smuggling," **images** of a moonlit night, a tall ship gently rocking at anchor in a wind-tossed bay, and men wearing three-cornered hats come to mind. These **images** are of men moving quickly but silently along isolated West Country lanes that weave between steep banks and dense hedgerows of the foxglove and cow parsley. **Smuggling also serves as a metaphor for other hidden issues that adult culture denies girls knowledge about.**

To conclude, the poet uses **figurative language, diction, and theme** to convey and emphasize on his profession. These applications make the poem appealing to read by children

**Question: Analyze Roald Dahl's poem "Little Red Riding Hood and The Wolf" in terms of form and content. What makes it appealing to a modern child reader?**

### **"Little Red Riding Hood and the Wolf"**

As soon as Wolf began to feel  
That he would like a decent meal,  
He went and knocked on Grandma's door.  
When Grandma opened it, she saw  
The sharp white teeth, the horrid grin,  
And Wolfe said, 'May I come in?'  
Poor Grandmamma was terrified,  
'He's going to eat me up!' she cried.  
And she was absolutely right.  
He ate her up in one big bite.  
But Grandmamma was small and tough,  
And Wolfe wailed, 'That's not enough!  
I haven't yet begun to feel  
That I have had a decent meal!'  
He ran around the kitchen yelping,  
'I've got to have a second helping!'

Then added with a frightful leer,  
'I'm therefore going to wait right here  
Till Little Miss Red Riding Hood  
Comes home from walking in the wood.'

He quickly put on Grandma's clothes,  
(Of course he hadn't eaten those).  
He dressed himself in coat and hat.  
He put on shoes, and after that,  
He even brushed and curled his hair,  
Then sat himself in Grandma's chair.

In came the little girl in red.  
She stopped. She stared. And then she said,  
'What great big ears you have, Grandma.'  
'All the better to hear you with,'  
the Wolf replied.  
'What great big eyes you have, Grandma.'  
said Little Red Riding Hood.  
'All the better to see you with,'  
the Wolf replied.  
He sat there watching her and smiled.  
He thought, I'm going to eat this child.  
Compared with her old Grandmamma,  
She's going to taste like caviar.

**Q: Analyse Roald Dahl's poem "Little Red Riding Hood and The Wolf" in terms of form and content. What makes it appealing to a modern child reader?**

### **'Little Red Riding Hood and the Wolf' by Roald Dahl.**

The poem of '*Little Red Riding Hood and the Wolf*' was written by Roald Dahl. The poem is intriguing and appealing since the poet uses modern aspects that are more appealing to modern children of today's generation. Therefore, the story presents the new change of modern women and their power and determination to defend themselves which that new image changed the rules. The poem categorically expounds mostly on the theme of how women have power in this modern era of today.

The main **theme** of the poem being **addressed by Roald Dahl** is the **typical modern**. In this new version, it is noted that Roald presents the story in a **modern manner** that is appealing. The poem **conspicuously** shows the **revolution that has occurred in the feminine world**. Whereby women of today's generation have the strength and power to defend themselves from the jaws of cruelty, especially from their enemies. For example, she has **prepared a backup plan to have a new coat**, which is made of natural fur. She **rushed to end the conversation with the wolf neglecting the question about his teeth and directly asked about the furry coat** "what a lovely great big furry coat you have on". However, the strength of women has showcased by how the young girl kills the wolf using a pistol, as well as **the little girl's maturity and independence** to take **her agency**. For example, she does not show hesitation or terror when she discovers the true identity of the wolf and has the initiative to take immediate action to shoot the Wolf. Being a positive character in the new edition made her safe and sound, besides getting rid of the wolf forever. Yet, she affirmatively presents a girl to the point that she becomes the story's heroine.

The poem uses various **poetic devices** that make it interesting and entertaining. The **first six lines** could then be set out like this (**aabbcc**). The whole of the poem uses **end-rhyme according to the formula set out**. In the first two lines, the last words of the lines produce a distinctly **similar 'eel'** sound. One way to distinguish the **patterns created by end-rhyme** is to allocate a letter (**a, b, c and so on**) to each **new sound at the end of a line of poetry**. **Lines rhyming in pairs**, as this poem does, are called **couplets**. The **language is simple and passed on rhyme** to be easier for children and it has a **moral lesson**, but not, as well as possible. The poet wants children to defeat fear, but he used a **violent image**, which is harsh for children. Besides, the poet applied **symbolism**. For instance, the phrase "she whips a **pistol** from the sneaker". The word pistol is **symbolic** in showcasing the modern tools of today being used by women in power. Also, she bravely and courageously holds the "**pistol**" and saves herself from the wolf. **She is a heroine** who is a **symbol** of victory. Through **symbolism**, the girl wears the "Wolfskin Coat", showing a majestic woman who triumphs over the enemy to save her grandma. Moreover, the poet used a **simile** in the phrase "she's going to taste like caviar" it was used to showcase that the girl was to become a victim of the wolf. There are no complicated phrases and words. Thus, the poet ensured to use of **simple and direct language** that will aid young children to understand every detail of the poem thus making it more appealing to them.

**Another poetic device** used is **personification** by using the wolf as a "he", the wolf who has the ability to talk and act. For example, "And the Wolfe said, 'May I come in'". This shows the wolf is having all the **characteristics of humans** to talk and wear clothes. However, the **personification in this poem highlights the sense of intelligence and one who is invincible**. **Repetition** was used immensely in the words like "bang, hood and wolf" to make the poem more memorable to its audience. This **repetition** helps to **create musicality in children** when they are reading the poem thus, making it more memorable and appealing. Moreover, the author used devices, such as **exaggeration** in order to appeal to his audience of children. **Exaggeration** can be identified when the author writes that the wolf ate the grandmother by taking one large bite.

In conclusion, in the modern era, women need to be independent and powerful to live a good life which is **the message that the poem tries to deliver to the child reader**.

**Question 4:** Comment on the form and theme of John Agard's poem "What Turkey Doing?"

### WHAT TURKEY DOING?

Mosquito one  
mosquito two  
mosquito jump  
in de old man shoe

A  
B  
C  
B

Cockroach three  
cockroach four  
cockroach dance thru  
a crack in de floor

A  
B  
C  
B

Spider five  
spider six  
spider weaving  
a web of tricks

A  
B

Monkey seven  
monkey eight  
monkey playing with  
pencil and slate

Turkey nine  
turkey ten  
what turkey doing  
in chicken pen?

**JOHN AGARD**

# **Turkey Doing** by John Agard

'*Turkey Doing*' by John Agard, belongs to a long-standing oral tradition of children's 'counting rhymes' that may be used by the very young or by older children in the playground as **skipping rhymes**. This was revealed by the help of the poetic devices.

**Thematically**, the **rhyme's mischievous** investment in the creation of domestic disorder is well-calculated to appeal to the busy child anarchist. This theme is clearly expressed from the **first stanza to the fifth one**. The effect is perhaps particularly, enhanced if the reader is located in England rather than the tropics, such as (mosquitoes jumping in shoes, cockroaches dancing on the floor, spiders weaving webs, the monkey playing with the child's school slate, the turkey invading the chicken-run).

**Formally**, it displays informality and simplicity of punctuation, **spelling**, **vocabulary**, and **grammar**. The disorder invoked is comfortingly contained and managed by the formality of **implied progression** produced by counting and by **solid rhythms** and **rhyme-scheme**. This poem effectively acts as a safety valve, a **frequent feature** of poetry for the young. This point indicates the importance of awareness among children about some topics that although they are for adults, **children need** to know and understand such matters to protect themselves whether they are male or female. The use of **personification** "cockroach dance thru" is the **technique** of giving human characteristics to an object or an animal. **Symbolism** is a **figurative language** as "*spider weaving a web of tricks*" the speaker uses a word to **symbolize** something else, such as the speaker **symbolizes** people who trick children to manipulate them. The poem ends with, "*What Turkey Doing in chicken pen?*", this is a **rhetorical question** to invite the reader to understand and indicates the sense of innocence of children.

**In brief**, literary devices are used by the poet to indicate the message of the poet and make it memorable for children.

## **SECTION 2: ANSWER EITHER QUESTION 3 OR QUESTION 4 (20 MARKS)**

**Question3: Analyze the following poem by John Foster in terms of form and content focusing on the main theme of the poem.**

### **Four O' Clock Friday**

Four o'clock, Friday, I'm home at last

Time to forget the week that's past.

On Monday, at break, they stole my ball

And threw it over the playground wall.

On Tuesday afternoon, in games,

They threw mud at me and called me names.

On Wednesday, they trampled my books on the floor,

So Miss kept me in because I swore.

On Thursday, they laughed after the test

'Cause my marks were lower than the rest.

Four o' clock, Friday, at last I'm free,

For two whole days they can't get at me.

**John Foster**

**Q: 'Analyse the following poem by John Foster in terms of form and content focusing on the main theme of the poem.**

### **'Four O'clock Friday' by John Foster**

The poem, '*Four o'clock Friday*', is among the many 100 poems dedicated to children. The author shares awareness of 'bullying' as a societal issue to parents and teachers. This is depicted in John Foster's poem through the choice of **words and style of narrative**. This is also made possible through poetic **devices**, which are used to analyse **bullying** as follows. Both the form and the content of the poem assert the importance of the theme of bullying in the poem.

Foremost, it **features a theme** of **bullying highlighted through a schoolboy** who experiences some of the worst days during the week. Thus, bullying is one of the essential concerns considering that school children are bound to experience one form of harassment at a tender age. It is upon their input that children will stop **bullying other children at school or even at home**. "*Four O'clock Friday*", as the time is highlighted because this **time has importance in the life of the narrator**. The use of **first character builds a dramatic effect** that adds emphasis to the storyline

Notably, the use of the (**first person**) extends to how the **poetic devices** are used. It is easier for children to understand a **steady rhyme scheme** like (aa bb cc) , which **alternates** based on the **couplets**. It is described as **direct** by using **similar ending each two lines**. **Imagery** has also been used to give the reader a clear picture and understanding of what **the narrator was going through**. For instance, "they trampled my book," gives the reader a **picture of some of the experiences the narrator experienced**. There is also an **alteration in sound**, which creates an impact in children's' poetry. For example, it is present in the first line where the letter "F" **is continuously stressed**. There is **assonance** in the word "at" and "11". Furthermore, **repetition** is one of the most significant devices used in the poem. This repeating the **pronouns 'I' and 'they'** shows both the bullied actions and the consequences that the persona is facing. The poem's authors also utilize **musical features**, which is another **significant device when conveying a message to children**. Children easily resonate with meaning embedded in **songs** as opposed to written words. Indeed, the **tone** of the poem can be considered as sad.

To conclude, John Foster's **writing style is commendable given the theme being highlighted**. The choice of simple words and easy **poetic devices** create an aesthetic appeal to readers of different age groups. The awareness of **bullying** is undoubtedly raised in a poetic manner to solves **this societal dilemma**.

**Question 3: Do a close reading of the following poem by Terry Jones. What elements make it appeal to children?**

### **My BEST ICE CREAM**

The best ice cream  
I think I've ever tasted  
Was the one I fell in  
When I was only ten.  
It was huge, I tell you –  
The size of a small mountain,  
And there is no telling  
When we'll see its like again.

The best stick of rock  
I think I've ever eaten  
Was the one I climbed up  
When I was only four.  
It took six days,  
Then I started eating downwards  
And when midnight chimed  
I had gnawed it to the floor!

The best fizzy drink  
I think I've ever swallowed  
Was the one I sailed across  
When I was only eight.  
It was wide across  
As the great Pacific Ocean,  
And I drank it with an albatross  
Whose name was Kate.

**Q: Analyse the following poem by Terry Jones, in terms of form and content, focusing on the child's description of his ice cream. 'My Best Ice Cream'.**

### ***My Best Ice Cream* by Terry Jones**

Ice cream is certainly every child's wish for a treat. Thematically, the poem describes the memories and beauty of childhood, 'the best ice cream I think I've ever tasted... when I was only ten'. The following essay will analyse the forms and content of the poem.

**The poem is written in flashback because the persona keeps referring to a certain age in time when he or she had the most memorable experiences.** It adopts the voice of an older child recalling the best events they have had so far in life. **Formally**, the poem has a **simplicity** in its **vocabulary**, **grammar** and **punctuation**. This makes it a good choice for the modern child readers because it has no language **difficulties** and the topic of favorite items such as ice cream and a fizzy drink evokes a feeling of joy and relatability to the reader. The poem has been explicitly chosen for children in the way it perfectly describes the feeling someone has when they eat their favorite food, 'and there's no telling, when we'll see **it's** like again'. This means that the persona does not think he or she will ever get to have such an awesome experience **again**, and this **illustration** appeals to a child's relatability to a good memory.

The poem **employs stylistic features** such as **consonance** in **stanza 2**, 'stick of rock', to create a **half-rhyme** which adds to the **musicality** of the poem. There is also the use of imagery in the form of a simile in 'it was wide across as the **great Pacific Ocean**'. This has been used to describe how big the fizzy drink was, and the poet uses this feature to help the child reader to create a **mental picture** about how huge the drink was by **sparking an interesting connection**. The nature of events in the poem, that is the **best ice cream, the best stick of rock and fizzy drink offers the pleasures of daily life experiences at home and hence has some degree of comfort to a child.**

In conclusion, *My Best Ice Cream* through its form and content describes **memorable** child experiences which any child can relate to. It is **simple** and **musical through** its **half-rhymes** making it appealing and attractive to children.

**Analyse the following poem by James Hurley, in terms of form and content, focusing on what makes it appeal to a child reader.**

### **Greedy Dog**

This Dog will eat anything.  
Apple cores and bacon fat,  
Milk you pour out for the cat.  
He likes the string that ties the roast  
And relishes hot buttered toast.  
Hide your chocolates! He's a thief,  
He'll even eat your handkerchief.  
And if you don't like sudden shocks,  
Carefully conceal your socks.  
Leave some soup without a lid,  
And you'll wish you never did.  
When you think he must be full,  
You find him gobbling bits of wool,  
Orange peels and paper bags,  
Dusters and old cleaning rags.  
This dog will eat anything,  
Except for mushrooms and cucumber.  
Now what is wrong with those, I wonder.

**James Hurley**

## The Greedy Dog by James Hurley

A dog owner in distress describes how greedy his dog is in James Hurley's poem *The Greedy Dog*. This poem appeals to children because it uses literary devices, a vivid vocabulary, and the simple joy of words to stimulate their senses and imagination. The author uses characters, diction, and theme to express the dog's behavior.

The stanzas use personification, giving the dog-human characteristics, such as when he exclaims, "Hide your chocolates! He's a thief". The reader can relate to the dog's actions because personification was used. The rhyming system and rhymes used in this poem aid in the children's understanding of how words, sounds, and language are formed. The usage of the rhyming phrases "fat," "cat," "thief," "handkerchief," "bags," and "rags" after each line emphasizes the point or aids in better comprehension. The amount to which the dog is greedy and mischievous is described using terms with comparable sounds. Children enjoy rhyme, which can help them understand the various dog-related circumstances being discussed.

Imagery is evident when the poet states, "He is a thief" and "This dog eats anything." This figurative language gives the reader a vivid description that engages their senses and helps them form an image or notion in their minds. This image is of a dog with human traits, which can also commit theft. There use of metaphor when the poet compares two unlikely things. To explore hidden similarities in this scenario, he compares a dog and a thief.

The dog's actions help to establish the themes of **gluttony and mischief**. This poem illustrates a scenario many dog owners can relate to a mischievous pup who consumes the wrong items. The dog consumes old scraps, paper bags, and socks, not cucumbers or mushrooms. The poet says the dog is so greedy that it takes what is meant for the cat and soup, which has no lid. By saying that "This Dog will eat anything," the dog is greedy and does not spare anything on its way. The dog is mischievous because the poet says, "leave some soup without a lid. And you wish you never did," implying that the dog causes harm.

To conclude, the poet uses figurative language, imagery, and sound devices to convey and emphasize his dog's greedy and naughty behavior. These applications make the poem appealing to read by children.

**Question 4: Analyze the poem below "Excuses, Excuses" by Gareth Owen focusing on the excuses the belated student kept giving to his teacher.**

### **Excuses, Excuses**

Late again Blenkinsop?

What's the excuse this time?

Not my fault sir.

Whose fault is it then?

Grandma's sir.

Grandma's. What did she do?

She died sir.

Died?

She's seriously dead all right sir.

That makes four grandmothers this term

And all on PE days Blenkinsop.

I know. It's very upsetting sir.

How many grandmothers have you got Blenkinsop?

Grandmothers sir? None sir.

None?

All dead sir.

And what about yesterday Blenkinsop?

What about yesterday sir?

You missed maths.

That was the dentist sir.

The dentist died?

No sir. My teeth sir

You missed the test Blenkinsop.

I'd been looking forward to it too sir.

Right, line up for PE.

## **Excuses, Excuses** by Gareth Owen

The poem “**Excuses, Excuses**” by **Gareth Owen** is a humorous dialog between the teacher and the student. The teacher questions the student about being late, not attending class for tests, and why he couldn't participate in the physical education (PE) class. For every question asked, the student's response is untrue.

The poem is centered on the theme of conflict and power as well as independence and conformity. The teacher officially has more power than the student because he is older and is an authoritative figure. However, the teacher fails to exercise his power when he gets angry and frustrated as a result of the same excuse given by **Blenkinsop**. Regarding conformity and independence, the teacher wants **Blenkinsop** to conform to **school rules and attend classes**, but the **student wants freedom**. He is **lazy** and doesn't want to attend classes therefore, he uses his **intelligence** and **judgment** to outsmart the teacher in order not to conform. The poem is about lies that students invent to escape school and to avoid **punishment**. It is about the use of **intelligence** to cheat on others and to make ways to **escape** from exams and classes. It is a poem about school and the life of children between home and school. **Blenkinsopp** turns up at class late again and his teacher probably tired of him/her outwitting him by making up such **inventive excuses**. The teacher obviously did not think **Blenkinsopp** was telling the truth, so he kept asking for explanations to catch **Blenkinsopp** out but failed. The student was a talented liar that his teacher was not able to prove his lies.

In order to achieve these themes, the poet has utilized different **poetic devices such as hyperbole, repetition, and understatement**. In the poem, the student **hyperbolizes** the death of her grandma when he says that “She's seriously dead all right sir.” The statement is **hyperbole** because someone can only be dead or alive, however, **mentioning seriously** dead shows **exaggeration** exaggerated to emphasize the **situation** and to show that it's not a lie. Additionally, the student repeatedly used the word, sir, all through the poem in order to pretend to respect the teacher so that he can avoid trouble. The teacher also **repeatedly** calls the student by surname in order to emphasize on him being more powerful than the student. Lastly, the student uses understatement when he says “I know. It's very upsetting sir.” The student pretends that the death of his grandma on PE days is upsetting. He fakes seriousness by saying it's very upsetting when in reality he doesn't care at all. He only wants to avoid PE.

To conclude, the poem uses **humorous dialogue** to depict the **theme** of **power conflict** and independence, and conformity. Many **poetic devices** like **hyperbole, repetition, and understatement** have been used to **highlight** that students sometimes feel some classes are waste of time hence the lack of **conformity and conflict eruption**.

**Question 4: Analyze the following poem in terms of form and content focusing on the themes of disobedience and punishment.**

**“The Story of Little Suck-a-Thumb”**

One day, Mamma said, "Conrad dear,  
I must go out and leave you here.  
But mind now, Conrad, what I say,  
Don't suck your thumb while I'm away.  
The great tall tailor always comes  
To little boys that suck their thumbs.  
And ere they dream what he's about  
He takes his great sharp scissors  
And cuts their thumbs clean off, - and then  
You know, they never grow again."

Mamma had scarcely turn'd her back,  
The thumb was in, alack! alack!  
The door flew open, in he ran,  
The great, long, red-legged scissorman.  
Oh! children, see! the tailor's come  
And caught our little Suck-a-Thumb.

**Dr. Hoffmann**

## Poem Analysis: The Story of Little Suck-a-Thumb

Obedience is the key to blessings. "The Story of Little Suck-a-Thumb" is a poem that is used to teach moral lessons to children. It teaches about obedience and the punishments that are associated with disobedience.

The poem, by Dr. Hoffmann introduces a kid, Conrad, who likes sucking his thumb, and his mother. The author shows the admiration and the gains of obedience as the source of peace and prosperity. Conrad's mother reads him a story about a guy who cuts off the thumbs of kids who were found sucking them. In this poem, rhyming scheme of AABB is shown to depict what the kid's mother expects of him when she leaves. For instance, line 1-4 depicts the rhyme scheme "*dear, here (A, A) and say, away (B, B)*"

The obedience theme is shown in the fifth line where the speaker is talking about what happens when you disobey. It contains alliteration, the occurrence of the same letter at the beginning of words that are connected to one another. It was used to show how strange the thumb-cutting guy looked like when he comes. For instance, when his mother told him who comes to those who suck their thumbs. "*The great tall tailor always comes (repetition of letter t)*"

Allusion was used when his mother left, "*Mamma had scarcely turn'd her back (11)*". The play ended with the thumb-cutting guy showing up at the door catching Conrad sucking his thumb and this acts as a foreshadowing of what will happen to Conrad as he will be punished for his disobedience. Onomatopoeia is noted when Hoffman uses word that resembles sounds to highlight the moment Conrad sucked his thumb: "*The thumb was in, alack! alack!*" (12)

Interjection is also noted when Hoffman uses word that resembles expressions of excitement when the thumb-cutting tailor caught Conrad sucking his thumb:

*"Oh! Children, see! the tailor's come, And caught our little Suck-a-Thumb" (14-16).*

In conclusion, I think using this method to get your child to quit sucking their thumbs is traumatic. Children, in my opinion, are especially vulnerable to these stories and readily accept them as true. Reading a story like this to kids could get them to be respectful because they are easily manipulated into thinking they are going to get hurt by some monster.

**Question 4: Analyze the following poem by Ogden Nash showing how different this poem is from traditional children's poems. How are poetic devices used to convey the meaning of the poem?**

### **Adventures of Isabel**

Isabel met an enormous bear,

Isabel, Isabel, didn't care;

The bear was hungry, the bear was ravenous,

The bear's big mouth was cruel and cavernous.

The bear said, Isabel, glad to meet you,

How do, Isabel, now I'll eat you!

Isabel, Isabel, didn't worry.

Isabel didn't scream or scurry.

She washed her hands and she straightened her hair up,

Then Isabel quietly ate the bear up.

Once in a night as black as pitch

Isabel met a wicked old witch.

The witch's face was cross and wrinkled,

The witch's gums with teeth were sprinkled.

Ho, ho, Isabel! The old witch crowed,

I'll turn you into an ugly toad!

Isabel, Isabel, didn't worry,

Isabel didn't scream or scurry,

She showed no rage and she showed no rancor,

But she turned the witch into milk and drank her.

**Q: Analyze Ogden Nash's poem 'Adventures of Isabel' in terms of form and content, focusing on its main theme. Analyze the following poem by Ogden Nash showing how different this poem is from traditional children's poems. How are poetic devices used to convey the meaning of the poem?**

## **Adventures of Isabel** by *Ogden Nash*

The 'Adventures of Isabel' is a unique poem that differs from the common traditional children's poems due to its surrealist style of writing. The poem is about a little girl, Isabel, who faces **several unusual challenges and overcomes them** with an unruffled and undeterred attitude. She faces deadly tribulations but handles them with **some surreal calmness and refuses** to be scared by even the unimaginable such as a witch.

**Thematically**, the poem describes **how one can overcome circumstances in life no matter how uncontrollable they seem**. The poem strives to show that a person can still make it out of the most **challenging of situations**. However, this is **usually possible for adults rather than children**. Isabel, therefore, is **different from other children because she is self-reliant and handles her problems calmly without crying like a normal child when frightened**. 'Isabel didn't scream or scurry... then Isabel quietly ate the bear up'. The poem differs from the normal traditional poems that have a predictable pattern. Instead, the poem amuses and surprises the child reader by going against the normal expectations. Normally, a little girl like Isabel when in the **face of scary situations** like that of a witch and a bear, is expected to cry, scream, or run away but Isabel does not show any signs of cowardice. Instead, 'Isabel didn't worry, Isabel didn't scream or scurry', unlike a normal child.

**The poetic devices** used in the poem include the use of **repetition** in 'Isabel, Isabel didn't worry, Isabel didn't scream or scurry'. This is used to emphasize on Isabel's unusual reactions to imminent danger and helps create **suspension** especially since a reader expects Isabel to behave in a certain predictable way. The **poem has a regular rhyme scheme pattern with rhyming couplets that enhances** its attractiveness and **memorability**. There is also the use of **alliteration** in 'scream and scurry' to create a rhythm that is **lyrical and pleasing** to a child reader. There is use of **imagery** in the form of **simile** in 'once in a night as black as a pitch', whereby darkness is likened to a pitch. There is also the use of **personification** as form of **imagery** whereby the bear talks to Isabel 'now I'll eat you!'. **Imagery** gives the reader a **sensory experience by offering mental snapshots** of the objects that appeal to the senses of the reader.

In conclusion, the poem is a unique one because it goes beyond the **normal expectations** of the flow of events to a reader. It aims to **stress that attitude is an important factor when reacting to and handling situations in life as it determines the outcome of the difficult circumstances**.

**Question: Analyze the following poem by William Wordsworth, in terms of form and content, focusing on the grace of nature.**

### **“The Daffodils”**

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.  
Continuous as the stars that shine  
And twinkle on the milky way,

They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.  
The waves beside them danced; but they  
Out-did the sparkling waves in glee:  
A poet could not but be gay,

In such a jocund company:  
I gazed—and gazed—but little thought  
What wealth the show to me had brought:  
For oft, when on my couch I lie  
In vacant or in pensive mood,

They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

**William Wordsworth**

**Q: Analyse the following poem by William Wordsworth, in terms of form and content, focusing on the grace of nature. 'The Daffodils'.**

## *The Daffodils*

**Nature** is essential to humans for many reasons. The *Daffodils* is a poem that is used to show the gifts provided by nature. Through the speaker's expressions, themes of happiness and beauty are developed. **The poem expresses the overpowering beauty of nature and its capacity to uplift the spirit of the reader through the form and content.**

The poem, by **William Wordsworth** employs a wide range of **literary techniques**, including **personification** and **naturalistic imagery**, to express the overpowering beauty of nature. Throughout the poem, the speaker repeatedly highlights the beauty of the daffodil field. "A host, of golden daffodils... Fluttering and dancing in the breeze," he writes in the **first stanza**. In the second stanza, the speaker employs **personification** to replicate the happiness he **experiences** when first observing the flowers, and the bliss by dancing when he says, "Ten thousand saw I at a glance/ Tossing their heads in a sprightly dance."

The beauty of the natural world around the speaker is the **primary subject** of this poem. To do this, he uses an extraordinary amount of **vivid imagery**. For instance, in the **second stanza**, he says: "Continuous as the stars that shine.... Along the margin of a bay:" The use of **imagery** like this adds to the **overall theme** of the beauty of nature and the finer things in life. **The poem has numerous instances of alliteration**, such as "**high o'er vales and hills.**" Alliteration is also seen in line three when the speaker says "**when all at once I saw a crowd.**" Moreover, **metaphor** has been used when the speaker is **comparing daffodils to a crowd of dancing people** when he says "When all at once I saw a crowd, /A host, of golden daffodils;/Fluttering and dancing in the breeze."

To conclude, **The Daffodils emphasizes the beauty of nature through an examination** of its form and content. It conveys the idea that nature is **beautiful** and should bring **happiness**. The speaker successfully conveyed the idea that nature's appealing **beauty** should be respected rather than being used to exploit its **irreplaceable natural resources**.

**Q: Analyze Alfred Noyes' poem "The Highwayman", in terms of form and content, focusing on the theme of love**

**The Highwayman**

**PART ONE**

The wind was a torrent of darkness among the gusty trees.  
The moon was a ghostly galleon tossed upon cloudy seas.  
The road was a ribbon of moonlight over the purple moor,  
And the highwayman came riding—  
Riding—riding—  
The highwayman came riding, up to the old inn-door.

He'd a French cocked-hat on his forehead, a bunch of lace at his chin,  
A coat of the claret velvet, and breeches of brown doe-skin.  
They fitted with never a wrinkle. His boots were up to the thigh.  
And he rode with a jewelled twinkle,  
His pistol butts a-twinkle,  
His rapier hilt a-twinkle, under the jewelled sky.

Over the cobbles he clattered and clashed in the dark inn-yard.  
He tapped with his whip on the shutters, but all was locked and barred.  
He whistled a tune to the window, and who should be waiting there  
But the landlord's black-eyed daughter,  
Bess, the landlord's daughter,  
Plaiting a dark red love-knot into her long black hair.....

**PART TWO**

He did not come in the dawning. He did not come at noon;  
And out of the tawny sunset, before the rise of the moon,  
When the road was a gypsy's ribbon, looping the purple moor,  
A red-coat troop came marching—  
Marching—marching—  
King George's men came marching, up to the old inn-door.  
They said no word to the landlord. They drank his ale instead.  
But they gagged his daughter, and bound her, to the foot of her narrow bed  
Two of them knelt at her casement, with muskets at their side!  
There was death at every window;  
And hell at one dark window:  
For Bess could see, through her casement, the road that *he* would ride.  
They had tied her up to attention, with many a sniggering jest.  
They had bound a musket beside her, with the muzzle beneath her breast!  
"Now, keep good watch!" and they kissed her. She heard the doomed man say—  
*Look for me by moonlight;*  
*Watch for me by moonlight;*  
*I'll come to thee by moonlight, though hell should bar the way!*

She twisted her hands behind her; but all the knots held good!  
She writhed her hands till her fingers were wet with sweat or blood!  
They stretched and strained in the darkness, and the hours crawled by like years  
Till, now, on the stroke of midnight,  
Cold, on the stroke of midnight,  
The tip of one finger touched it! The trigger at least was hers!.....

**Q: Analyse Alfred Noyes' poem 'The Highwayman', in terms of form and content, focusing on the theme of love**

### **'The Highwayman' by Alfred Noyes**

Poems communicate specific themes to an intended audience by using different poetic devices that create emphasis and make them musical and recitable. Alfred Noyes writes the poem "The highwayman" to express the love of the speakers through poetic devices such as assonance, imagery, and repetition.

'The Highwayman' has several themes that stand out such as courage, sacrifice, and love but the one that is dominant throughout is that of love and this is relay in a dialogue manner. The speaker gives the account of a **highwayman** who falls for a landlord's daughter. The love between the two main characters Bess and the highwayman becomes more established in the third stanza where although Bess is "locked and barred" she remains hopeful for their love. The highwayman makes promises to his love that he will be back because he is "after a prize tonight". Because of love, promises are made to get back to each other despite the barrier between the **highwayman's promise** that "I'll come to thee by moonlight, though hell should bar the way"

**Poetic devices emphasize the feelings, ideas, and emotions of the speakers in a poem.** In "The Highwayman" the poet makes use of **assonance** whereby there's a **repetition** of a specific vowel in a given line to make the **poem musical and recitable**. For instance, "She strove no more for the rest" repeats the sound /o/. Secondly, the poet makes use of **imagery** to make it more vivid to the readers. For instance, "The road was a ribbon of moonlight over the purple moor" makes the description of the night more vivid to the readers. Lastly, **repetition** has been used in the poem whereby specific words or a group of words are **repeated** in stanzas to create more emphasis. For instance, "A red-coat troop came **marching, marching, marching**. King George's men came marching, up to the old inn-door" creates an emphasis on the action.

In a nutshell, Alfred Noyes writes the poem "The Highwayman" by applying several poetic devices to present his feelings, ideas, and emotions to communicate specific themes to the audience. The love between the two speakers is expressed through repetition, imagery, and assonance thus making the poem musical and easily recital.

**Question 4: Attempt an analysis of Liz Lochhead's *Poem for my Little Sister* focusing on the theme of identity and any other interesting theme in the poem.**

## **POEM FOR MY SISTER**

**My little sister likes to try my shoes,  
to strut in them,  
admire her spindle-thin twelve-year-old legs  
in this season's styles.  
She says they fit her perfectly,  
but wobbles  
on their high heels,  
they're hard to balance.  
I like to watch my little sister  
playing hopscotch, admire the neat hops-and-skips of her,  
their quick peck,  
never-missing their mark, not  
over-stepping the line.  
She is competent at peever.  
I try to warn my little sister  
about unsuitable shoes,  
point out my own distorted feet, the callouses,  
odd patches of hard skin.  
I should not like to see her  
in my shoes.  
I wish she could stay  
sure footed,  
sensibly shod.**



**Liz Lochhead**

## **Pome For My Sister** by *Liz Lochhead*

**Liz Lochhead's** poetry *Pome for My Sister* is written by an older sister who discusses her little sister's enthusiasm to try on shoes. To express her sentiments regarding her sister, the poem's author uses various components, including characters, diction, and theme.

**The theme is about children dreams to be grownups, which is not a good thing for the poet.** The poem is about how children or impressionable young people spend their time imitating adults and the poet's sister is the central focus of a child's precocious development. The poet uses high-heeled shoes and feet as a **metaphor** for life. The child is experimenting with her growing life. It shows a child's desire to develop quickly and experiment with adult life and role models. **The reader can identify with the poetry since both adults and children may understand the emotions and feelings that the figures are going through.** The experiences of adulthood should be viewed as guidance for the following generations. **The poet's sister is the main subject of the poem, which is about how young and sensitive children spend their time copying adults.**

**The older sibling describes her younger sibling's enthusiasm to try on the high-heeled shoes, but how she "wobbles" and "finds it hard to balance" because of her immaturity.** The older sibling contrasts this behavior with the younger sibling's "spindle thin twelve-year-old legs," which refers to the younger sibling's young **pre-pubescent** age. In this **stanza**, she uses **repetition** of 'my' and **alliteration** of letters 's' and 'h'. The central **metaphor** is high-heeled shoes, a female **image** of adulthood and 'stylistic show' and the game of **hopscotch** which is a childhood game involving fast foot movements. There are contrasts in words between 'hopscotch', 'sure footed' 'sensibly shod' and 'strut', 'wobbles'. **Symbolism** is also evident when she uses the phrase high heels and strut to suggest that her younger sister is very confident. Without **metrical pattern** and only a **sporadic pattern of end-rhymes (a bb cc ddd cce ff g hhh ccc)**, gives a sense of order breaking out into chaos. This is the only clear case where the rhyme-scheme itself may be taken to represent in some way the meaning of the poem. The choice of end **rhyme** (rather than no rhyme) but in an ever-changing — if not quite random — pattern is what causes this meaning potential to arise because it is a foregrounded decision. **Occasional** lexical item, as in the use of the Scottish word for hopscotch 'Peever'.

**The primary themes of loss of innocence and ignorance are explored when she discusses the younger sister's drive and motivation at Peever.** The words "neat hops" and "never missing their mark" are not faults you could encounter in real life. The sisters' statement that "She is competent at Peever" demonstrates their rivalry not just in the game of **Peever** but also in accepting all hurdles encountered in daily life. This also **relates to the younger sister's** excitement and ongoing efforts to **demonstrate** to her older sister that she is "sensibly shod" and "surefooted," ready to face life head-on, composed, and prepared to thrive in the real world. **The poet uses high-heeled shoes** and feet as a **metaphor** for life. The **youngster** is **playing** around with her developing life. **Metaphor** is also evident in the **second stanza** when she says, "unsuitable shoes", which **represents** the role of an adult that her sister is trying on, but it does not suit her yet.

To conclude, the **persona seems to be attempting** to use her **experiences** to show her younger sister how not to mature by acting with great **tenderness** and **protection** toward her. She does this to prevent her from becoming as resentful as she did.

**Question 4: Analyse the following poem by Michael Rosen focusing on its didactic elements.  
How are poetic devices used to convey the meaning of the poem?**



**IF YOU DON'T PUT YOUR SHOES ON BEFORE I COUNT FIFTEEN**

If you don't put your shoes on before I count fifteen then we won't go to the woods to climb the chestnut tree.

One.

**BUT I CAN'T FIND THEM.**

Two.

**I CANT.**

They're under the sofa. Three.

**NO.....O YES.**

Four Five Six

**STOP THEY'VE GOT KNOTS THEY'VE GOT KNOTS.**

You should untie the laces when you take your shoes off. Seven.

**WILL YOU DO ONE SHOE WHILE I DO THE OTHER THEN?**

Eight. But that would be cheating....

**PLEASE**

All right.

**IT ALWAYS.....**

Nine.

**IT ALWAYS STICKS -I'LL USE MY TEETH.**

Ten.

**IT WON'T IT WON'T.....IT HAS - LOOK.**

Eleven.

**I'M NOT WEARING ANY SOCKS.**

Twelve.

**STOP COUNTING STOP COUNTING. (MUM WHERE ARE MY SOCKS MUM?)**

They're in your shoes. Where you left them.

**I DIDNT**

Thirteen.

**O THEY'RE INSIDE OUT AND UPSIDE DOWN AND BUNDLED UP.**

Fourteen.

**HAVE YOU DONE THE KNOT ON THE SHOE YOU WERE....**

Yes. Put it on the right foot.

**BUT SOCKS DONT HAVE RIGHT AND WRONG FEET.**

The shoes, silly.... Fourteen and a half.

**I AM I AM. WAIT. DONT GO TO THE WOODS WITHOUT ME. LOOK THATS ONE SHOE ALREADY.**

Fourteen and ~~threequarters~~ ~~threequarters~~

**THERE**

You haven't tied the bows yet.

**WE COULD DO THAT ON THE WAY THERE?**

No we won't. Fourteen and seven eighths.

**HELP ME THEN- YOU KNOW I'M NOT FAST AT BOWS.**

Fourteen and fifteen ~~sixteencents~~ ~~sixteencents~~

**A SINGLE BOW IS ALL RIGHT, ISN'T IT.**

Fifteen. We're off.

**SEE I DID IT.**

**DIDNT I?**

**Q: Analyse the following poem by Michael Rosen focusing on its didactic elements.**

**How are poetic devices used to convey the meaning of the poem?**

***If You Don't Put Your Shoes On Before I Count Fifteen* Michael Rosen**

Human beings pass through many struggles in their lifetime. "*Shoes*", by **Michael Rosen**, is a poem that is used to show the processes of struggles which are reflected to the numbering of emotional lines. The speaker's expressions are used to develop the themes of oppression and deprivation. The poem expresses the struggles and how emotional a person gets when undergoing the struggles until the victory is won.

The poem by **Michael Rosen** makes use of literary **techniques**, including **symbolism**, to express the **oppression** and **deprivation** of right to do things on your own will due to struggles you are facing at the moment. The speaker uses the word knot, "...GOT KNOTS...", to show how oppressed the personal is. Until he unties the knot, there is no next step. He also employs **imagery**, "...I CAN'T FIND THEM...I'LL USE MY TEETH...I'M NOT WEARING ANY SOCKS", to express how the person is unable to find a way to solve the problem and how the struggle tastes. This means that the person is really struggling but also wants to skip some procedures.

The procedure of the struggles is the key concern of this poem. To ensure this is **accomplished**, the persona uses **musical effects** by **repetition**, **consonants** and **synecdoche**. For instance, **repetition** is used in the line, "IT WON'T IT WON'T..." to bring emphasis on oppression. The **consonants** "...MUM WHERE ARE MY SOCKS MUM", shows how the person is made to follow all the **procedures**. Moreover, **synecdoche** "... RIGHT AND WRONG FEET", is used as a reference for good and bad decisions that are made when faced with **challenges or struggles**.

In conclusion, this poem puts emphasis on the processes that have to be undertaken in order to tackle struggles in life. It instructs on the steps to take until the last one. The speaker guides the person through all the steps until when the victory befalls him. He shows the discouragements and the perseverance that one should have to conquer the struggles.

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**Analyze Elizabeth Jennings' poem in terms of form and content focusing on the significance and the role of friendship.**

### **Friends**

I fear it's very wrong of me,  
And yet I must admit,  
When someone offers friendship  
I want the *whole* of it.  
I don't want everybody else  
To share my friends with me.  
At least, I want *one* special one,  
Who indisputably,  
  
Likes me much more than all the rest,  
Who's always on my side,  
Who never cares what others say,  
Who lets me come and hide  
Within his shadow, in his house —  
It doesn't matter where —  
Who lets me simply be myself,  
Who's always, *always* there.

**Elizabeth Jennings**

## **Friends** by Elizabeth Jennings

Elizabeth Jennings poem, "*Friends*" examines one of the most serious and significant issues that modern people face: genuine friendship. Jennings utilizes a range of **figurative language** in her poetry, including anaphora, kinaesthetic **imagery**, and an **unpredictable rhyme scheme and rhythm**, as discussed in this pome

**The major theme of this poem is friendship.** At first look, this poem may seem to be about little matters, but with deeper inspection, the **subject emerges as one of the most significant and terrible problems affecting modern people.** Humans are social beings that need ongoing care and affection from their neighborhoods, **friends**, and families. But **Friendships** have always been one of **the most crucial factors** in a person's success and influence since they are built on giving and receiving. **Friendship** has suffered as a result of the shift in values that has occurred in modern society. The persona in this poetry wishes **they had friends** who would be there for **them anytime they needed help and who would accept them no matter what.**

Examples of **poetic devices** that Jennings incorporates in this poem include **Irregular rhyme and rhythm, anaphora** and **kinesthetic imagery**. There is no **regular rhyme** pattern or **rhythm** to the poem's text. A **friend** who she considers to be perfect may not exist, and the poem's skewed meter and **rhyme scheme** could be a **metaphor** for that unfulfilled desire. The word "I" is **repeated** three times in the **first stanza**, while the pronoun "who" is repeated four times at the beginning of **lines** in the **second**, both of which are excellent instances of **anaphora**. Jennings makes considerable use of sensory details that the reader may experience first-hand. Moving visuals that capture the character's emotions are just as much a part of the **kinesthetic experience** as those that **capture the character's physical actions**. A good example of **kinesthetic imagery** can be found in the first line of the first verse, "I fear it's very wrong of me", as well as the **first line of the second stanza**, "Like me much more than all the rest."

To sum up, the speaker of the poem "*Friends*" fails to find a friend who conducts friendship as it should be **practiced, despite the speaker's possessive tone**, which indicates how society standards have changed. This analysis also shows that Jennings heavily used **kinesthetic imagery**, an **unconventional rhyme scheme and rhythm**, and **anaphora** throughout the poem.

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**Question3: Analyze the following poem by Ian Serraillier in terms of form and content focusing on the message it conveys to the child reader.**

## **THE VISITOR**

A crumbling churchyard, the sea and the moon;  
The waves had gouged out grave and bone;  
A man was walking, late and alone .....

He saw a skeleton on the ground;  
A ring on a bony finger he found.

He ran home to his wife and gave her the ring.  
"Oh, where did you get it?" He said not a thing.

"It's the loveliest ring in the world," she said,  
As it glowed on her finger. They slipped off to bed.

At midnight they woke. In the dark outside,  
"Give me my ring!" a chill voice cried.

"What was that, William? What did it say?"  
"Don't worry, my dear. It'll soon go away."

"I'm coming!" A skeleton opened the door.  
"Give me my ring!" It was crossing the floor.

"What was that, William? What did it say?"  
"Don't worry, my dear. It'll soon go away."

"I'm reaching you now! I'm climbing the bed."  
The wife pulled the sheet right over her head.

It was torn from her grasp and tossed in the air:  
"I'll drag you out of bed by the hair!"

"What was that, William? What did it say?"  
"Throw the ring through the window! THROW IT AWAY!"

She threw it. The skeleton leapt from the sill,  
Scooped up the ring and clattered downhill,  
Fainter .... and fainter .... Then all was still.

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**Q: Analyses the following poem by Ian Serraillier, in terms of form and content, focusing on its didactic (instructive) element 'The Visitor'**

### ***The Visitor* by Ian Serraillier**

This is a **narrative poem** about a man who found a **necklace** that belonged to a skeleton and gave it to his wife. The poem has a sense of **musicality** through the **couplet rhymes in each stanza** accompanied by **fantasy**, all which **appeal to a child's notion of storytelling**. Children are often thrilled by **fantasies** and **supernatural fanfictions** such as **skeletons and ghosts** coming to being. **The organization of this poem therefore makes it explicitly chosen for a child reader.**

The poem offers the pleasures of **rhythm, rhyme, and fantasy**. It also describes the pleasures of the impending doom that befalls someone when they anger the **supernatural** creatures as is depicted by the skeleton saying, " I'll drag you out of bed by the hair!". This creates some sense of terror to the child reader and keeps the poem thrilling. The skeleton's ability to leap through the sill and grasp the thrown away ring is mind-blowing to a young reader and **heightens** the sense of **imagination**. **The poem effectively uses scary imaginations such as, a chill voice cried, I will drag you out of bed by the hair, a frequent feature in narrative poetry for children.**

**Formally**, the poem uses **uncommon vocabulary** such as waves had gouged, **crumbling**, and is **rhythmic** with intense use of rhyming couplets. The poem uses **personification** whereby the skeleton has **human abilities** to talk and open the door. This is well-calculated to appeal to the **child's fantasy**. The use of the **dialogue** between the man and his wife makes the poem more **realistic for the child reader**. It clearly portrays the wife's terror as she asks her husband 'what was that William, what did it say? " The **repetition** employed fosters maximum **memorability** and **attractiveness** to a child. The ending ' fainter... and faintier, then all was still ' brings the **poem to a dramatic and peaceful end after the rollercoaster of the necklace excitement then having to deal with an infuriated skeleton.**

In conclusion, '**The Visitor**' poem is a narrative poem best suited for children because it has a **regular musical pattern that is appealing to children's ears**. Additionally, its **thematic fantasy** of using **supernatural creatures** is a great ingredient **for children poetry as children are exquisitely fascinated by such superstitions.**

**Analyze the following poem by James Reeves focusing on the dual description of the sea and on the poetic devices used in its portrayal.**

## **THE SEA**

**he sea is a hungry dog, Giant and grey.**

**He rolls on the beach all day.**

**With his clashing teeth and shaggy jaws**

**Hour upon hour he gnaws**

**The rumbling, tumbling stones,**

**And 'Bones, bones, bones!' The giant sea-dog moans, Licking his greasy paws.**

**And when the night wind roars**

**And the moon rocks in the stormy cloud,**

**He bounds to his feet and snuffs and sniffs,**

**Shaking his wet sides over the cliffs, And howls and hollos long and loud.**

**But on quiet days in May or June,**

**When even the grasses on the dune**

**Play no more their reedy tune,**

**With his head between his paws**

**He lies on the sandy shores,**

**So quiet, so quiet, he scarcely snores,**

**James Reeves**

**Analyse the following poem by Ian Souter, in terms of form and content, focusing on the child's loss and emotional satisfaction.**

### **'I CAN'T FIND MY TEDDY BEAR!'**

**I can't find my teddy bear,  
any place, anywhere!**

**Sometimes,  
he's inside Mum's sewing box,  
darning and mending his woolly socks.**

**But not today!**

**Sometimes, he can be found in our washing machine,  
spinning around, trying to get clean.**

**But not today!**

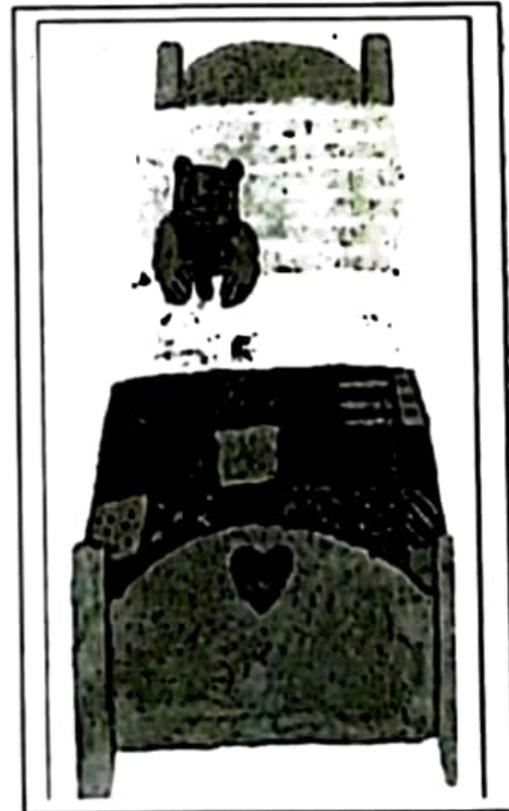
**Sometimes,  
he sits on top of Dad's chair,  
then tumbles down as if for a dare.**

**But not today!**

**Sometimes,  
when the weather is sunny and fine,  
he swings around on the washing line.**

**But not today!**

**And sometimes, he zooms by on a roller skate,  
flashing past at such a rate!**



**Question: Analyse the following poem by Raymond Wilson focusing on its instructive and educational elements. How are poetic devices used to convey the meaning of the poem?**

## **THE GRATEFUL DRAGON**

A dragon crawled to the castle door.  
and everyone inside  
looked down on it from the castle walls,  
Curious but terrified.

It was half the size of a football pitch,  
bright green, with spots of red,  
But it hadn't the strength to lash its tail  
and lay there, as if dead.

The winter had turned the woods to iron, the  
snow was deep as a house;  
There wasn't a blade of grass to be seen nor a  
skinny harvest mouse.

"It's starving!" the King cried. "Now's our chance!" –  
looking down from the castle wall –  
"Bring lances and crossbows and arrows  
and let's kill it, once for all."

The dragon was too weak to move  
more than an eyelid, and yet  
the Princess saw a tear form there and it  
moved her heart with regret.

"Please spare the dragon!" the Princess begged.  
"Put out some bundles of hay.  
Once it's grown strong from eating it will  
harmlessly go away."

The King looked hard in his daughter's face  
and saw how much she cared,  
then nodded that they should do as she asked,  
and so the dragon was spared.

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**Raymond Wilson**