



## EA300A Poetry Part 2

### 'Homework! Oh, Homework!' by Jack Prelutsky

Poems express the feelings, attitudes, and desires of the speaker by utilizing themes and poetic devices. To establish themes, a particular choice of words is used to express what the speaker wants the audience to understand. Jack Prelutsky has done the same in the poem and has been elucidated below.

The **dominant theme** in the poem is the dislike of homework by children. Generally, children and by extension students do not like homework and they opt to do other difficult tasks rather than tackle them and this ego by the fact the poet has used first person to express this negative attitude. For instance, the speaker goes on to use various strong and negative words such as 'hate', and 'stink'. Secondly, the speaker has a desire that the homework would not be inexistence. For instance, he wishes that the homework would disappear by the worst means possible such as 'explode to bits', which is a hyperbole statement.

Prelutsky has applied **several poetic devices** in the poem to enhance its meaning. One of the most evident ones is rhyming whereby every other line **rhymes**. For instance, in the **first stanza**, the **fifth** and the **seventh** line **rhymes** where the words 'bits' and 'fits' are used **respectively**, therefore, making it **musical** and also easy to **recite and give a predictable pleasure**. The second **poetic device** noticeable in the poem is **repetition** whereby specific words appear more often than others. For instance, 'Homework! Oh, Homework' has been **repeated** in all three **stanzas**, and 'I hate you! You stink' to further **emphasize** the **attitude** the poet has **towards** homework. Thirdly, the poet also uses **imagery** throughout the poem to give the **audience picture** of what he is expressing. For instance, in the **second stanza**, he expresses that 'I'd rather take a bath with a man-eating shark' therefore equating it with the **difficulty of the situation**.

In conclusion, the poem *Homework! Oh, Homework* by Jack Prelutsky carries the dominant theme of how **children hate homework and uses rhyming, imagery, and repetition as poetic devices**. To get the **theme across**, the speaker uses several strong words such as 'hate', 'stink', and 'explode' to express his hatred towards homework. Additionally, several groups of words are constantly repeated to emphasize it.



**Q: Analysis the following poem by Rabindranath Tagore stylistically and thematically. Focus on the child's fantasy to become an adult and what the poem says about what childhood means to the child. 'The Little Big Man'**

## **The Little Big Man** by Rabindranath Tagore

'The Little Big Man' poem is about a young boy's fantasy and imagination of how it feels to be an adult. This is a poem for children because it uses easy to understand phrases and vocabulary. The persona is also a child who speaks about his dream to be an adult. This is a relatable experience for every child as they grow up. The following is an analysis of 'The Little Big Man' poem in relation to its poetic styles and themes.

**The main theme in the poem is a child's dream to be an adult.** The poem portrays how children view adulthood to be by imagining the things they can now do as an adult which they cannot do as a child. The boy imagines that being an adult involves no longer taking lessons from the teacher, 'do you not know I am big as father? And I must not have lessons anymore?'. This shows how the child fantasizes the freedom that comes with adulthood. The poem depicts how children admire what adults do and have a great longing to also grow up and be like them. Children often feel the pressure to be able to do things on their own without the adults' constant supervision.

**The title of the poem 'little big man' is oxymoronic because little and big are two opposite words used together to describe the persona.** It has been used to bring the vivid description of a young boy who yearns so much to be an adult that he forms scenarios of him acting like a grown up. This gives the reader a better **imagination** of how the young boy transforms into an adult in his fantasy. There is use of **humour** throughout the poem in the way the little boy makes himself look like an adult and in how he addresses his teacher, uncle, and mother. Use of **humour** helps in making the **subject matter light, interesting, and engaging as children** are delightful people who like to play. The poem involves a dialogue between the child and the adults in his life, for example, his mother asks, "What are you about, naughty child?" **Dialogue** helps make the **poem more relatable as it involves real characters** having a **normal** conversation. There is also an **internal rhyme in stanza two**, late and slate, and has been used to make the poem **memorable and musical**.

In conclusion, the poem **generally portrays the frustrations children** have in wanting to grow up and be as **independent as the adults in their lives**. The children cannot wait to **grow up** and do things how they **have seen the adults do**.



## **Sea Fever** John Masefield by John Masefield

'Sea Fever' by John Masefield is a poem that illustrates a speaker who is passionate to return to a sailor's life in order to be happy. The poem, therefore, illustrates the desire of many people to have an adventure as the main theme of the poem.

To appeal to this theme, Masefield uses different poetic devices such as rhyme alliteration and metaphor. In the poem, **alliteration** occurs multiple times within the poem with words like "To the gull's way and the whale's way where the winds like a whetted knife." While the sound creates an image of the waves, **alliteration** gives the work the sound of waves. The repetition of certain letters or words suggests the repeated slapping of waves against the ship. These waves relate to the overall **theme** of adventure and traveling because the author has the longing to sail away somewhere else.

Additionally, the poem is formed of three quatrains. The **first and second lines** are **rhyming** to form **one couplet** and the **third and fourth rhyme** to form a **second couplet** hence **creating a rhyme scheme of AABB, CCDD, and EEFF**. This gives the poem a memory for recitation and gives predictable pleasure. **Moreover, the poet compares life to a sea voyage and portrays a strong desire for adventure.** He continually uses personification which it's a type of **metaphor** that gives human **characteristics to nonhuman** things by using phrases like "lonely sea", "wind song" and "the call of the running tide." Such **metaphor** increases the **emotional** tone of "sea fever" and assists the reader to relate to the **speaker's passion and desire for adventure.**

To sum up, the main **message being presented to the audience** by the poet is mankind's desire for adventure. **John Mansfield** uses all these **poetic devices to bring the readers close to the sea and give them an understanding of the reason for the need for adventure.**



**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**.



**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



**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.**

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## ***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**.

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**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.



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

**Liz Lochhead's** poetry *Poem 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.

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### ***In Flanders Fields***

The poem *In Flanders Fields* captures the aspirations of the slain soldiers whose souls are not part of this fleeting world but have remained connected to home. The poet **appeals to soldiers** not to feel depressed by the deaths of their comrades but to regard **life and death** as **cyclical** and the **sacrifice** of others as an example of **duty** and **responsibility**. To convey this message of encouragement, the poet uses theme, diction, and character.

**The poem's major themes are the juxtapositions of life, death, and hope.** The poet has incorporated these ideas through vivid **imagery and other literary devices**. Flowers and crosses adorn the graves of those who died during the war. By stating that the troops previously lived and are now all dead and resting peacefully in Flanders Fields, the poet attempts to elicit sympathy from his audience for the deceased soldiers. The singing of larks and poppies represents life and hope. The poet inspires the living to take up the fight against foes because he is so filled with optimism. The deceased won't be able to sleep well in their graves if they don't take up their arms because their failure will plague them.

**The poet uses several literary and poetic devices**, which include **alliteration, imagery, symbolism, personification, metaphor, and rhyme**—the technique of **alliteration**, involves repeating consonant sounds inside a single line. Examples include sounds /s/ and /f/; 's' is used in "We lived, felt dawn, saw sunset glow." and the 'f' in "In Flanders fields, the poppies blow." With phrases like "In Flanders fields, the poppies blow," "sunset glow," and "Between the crosses, row on row," the poet uses **imagery** to fascinate the **visual sense**. The poem's **second stanza's opening line**, "We are the Dead," employs **metaphor**. The poet refers to older fighters as already dead and compares them to the deceased. The poem uses the **rhyme scheme (AABBA, AABC, AABBAC)**. John extensively uses **symbolism**, such as "poppies" to **represent** the souls of the fallen and "torch" to **represent aspiration**. Similar to



how "larks" **represent** life and "rows of poppies" **represent** the rows of deceased soldiers. The poet uses **personification** in the fourth line of the poem when he says, "The larks, still bravely singing, fly." **Personification** here is used to suggest that the **larks are human singers**.

In conclusion, the **poem addresses** how the warriors gave their lives to save the living. He also advises **students to be responsible and to accomplish** the tasks they have begun to avoid repeating past errors. He uses diction, theme, and characters to convey this **message effectively**, as evidenced in the above analysis.

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**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.

**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.



## ***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 **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.

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 is use of **metaphor** when the poet compares two unlikely things. To explore hidden **similarities** in this scenario, he compares a dog and a thief.

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



**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.



## **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.