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Worksheet for Little Boy Crying – Mervyn Morris

Section 1	L
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1. In the first stanza,	how are the feature	es of the boy describe	d? What effect do th	nese descriptions create?

E	B	Effect	
Feature	Description	Effect	
1 Mouth			
2			
3			
. .			
4			
Y Y 📶			
A /			. 1
			_/
2. What is the effect	t of Anaphora in the first three lines?		
		ACABEMY	
••••••		ACADEMI	
2 Identify two once	matopoeic words/phrases in the stanza		
5. Identity two onor	matopoeic words/pinases in the stanza		
1 How do we know	that the three year old is capable of as	mploy omotions?	
4. HOW UD WE KNOW	that the three year-old is capable of co	implex effictions:	

Stanza 2

1. Ider	tify the in	nages used t	o describe	the father,	, and their	effect and	connotations.
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Image	Effect / Connotation
Ogre	
Read the last t	two lines of the second stanza. What does it tell you about the boy and his sentiments?
z. Read the last t	.wo lines of the second stanza. What does it tell you about the boy and his sentiments:
V V 4	
3. 'soon victim o	f the tale's conclusion.' Explain this line, referring to the reversal of victimhood.
. 48. 48	
	TO A CADEMY
Stanza 3	
1 Camanantan	
1. Comment on t	the images given below, referring to their relevance in the poem.
Image	Comment – Significance in the poem
Tears	
Nach	
Mask	
Piggy-back	
001	
Rain	

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Section 2: Answer these questions using well-structured paragraphs.

Question 1 - How does the writer make the incident vivid? Explain with reference to the text. (300-500 words)

Question 2 – Comment on the character of the boy. (150-200 words)

Question 3 – Comment on the character of the Father. (150-200 words)

Question 4 – How does the poem portray the complex dynamics of a father-son relationship? (150-200 words)

