A Word is dead

Considering the title, the reader may be curios to find out/ to discover the reason why a word “is dead”.

The layout shows the poem belongs to a collection since the first line corresponds to the tile of the text, this underlining the concept one again. One more aspect notices is that even if the poem consists of six lines, it is arranged/organised into two tercets and there for the reader may be interesting in finding out the function of each.

What the poet says is that some people think that one’s a word pronounced, it dies. The second tercets expresses the speaking voice’s of point of which is exactly the opposite of common’s people.

The fist striking element of the text is a sound effect which is chosen o n purpose: the first two lines of the initial tercets exploit a rhyme couplet (“dead” rhyme with “said”) which creates a break in the reading pace reinforce by the comma. The diviced help/contribute to put the first line into evidence; in a few words the reader is now need to focus her or his attention on the line the function of each is to express the point of you of the common people. In addition there is a different even in line length that adds to what was sad before and ones again since to isolate the third line from the previous ones. This since to pay the way/anticipate what the speaking voice is going to do in the second part of the poem.

Indeed the poet since to create a different atmosphere in the second tercets as if she wanted to assert her point of you (“I say”) more vigorously. The intelligent reader can notices that the key position of the subject pronoun “I” contributes to give strength and vigour to the speaking voice point of you. Furthermore there is a censure in the middle of the line of the second tercets that highlights the poets’ idea since the following run-on line (enjambment) sets the opinion words have a life of the on at the centre of the text.

Besides the sound devices discus so far the reader can hear the density of the sound ”d” and “s” in the poem. The repetition of sound “d” is meant to put the lexical haiten. “word” at the centre of the investigation. Unless you are myopic you will realise that the word is capitalise and there you will surely understand that “word” together with “I say” became the two more relevant words of the text. Considering now the semantic feels of the poem the reader easily understand they have always something to do with the process of communication. The fees is made up by “word” “said” “say “ “live” and it explains the message of the poem: if words do not have alive, if they don’t live, there can not be any communication, not even the one of the poem it seifs. The poetess even asks for silence in the text/since is a prerequisite to mutual understanding in that the sound “s” is repeated eight times in the economy of the poem as if the poetess were asking for silence to liver her message.

To put the message into a better focus the text also realise on semantic feed of time when, just, begins, live, that, day) and this aspect may the intelligent reader understand that words, in especially written ones, like the poetry know. The words last in time and always create new means whenever a reader reads them.

In short, the poem is about the vitality of words and communication.