

Elizabeth Barrett Browning: 'Sonnet 29'

To be completed whilst watching Mr Bruff's YouTube analysis video:

<https://youtu.be/6fPoOED8wuE>

Alternatively, on YouTube, search for: Elizabeth Barrett Browning: 'Sonnet 29 (XXIX)' Mr Bruff Analysis.



Questions:

- 1) List three facts about the poet Elizabeth Barrett Browning.
- 2) Using the literal translation section of the video, briefly summarise what the poem is about.
- 3) What is the overarching theme of the poem?
- 4) How does the poem fit the sonnet form?
- 5) Why does the poet follow the Petrarchan sonnet form rather than the Shakespearean sonnet form?
- 6) Explain why the following line not written in iambic pentameter: 'put out broad leaves, and soon there's nought to see'.
- 7) How is the structural position of the volta different to that of a typical sonnet? Why is this?
- 8) What is a conceit? What is the conceit of this poem?
- 9) Which Bible verses are linked to this poem?
- 10) Why does the poet use the word 'thee' to address the one she loves?

EXTENSION QUESTIONS:

- 1) How can the poem be said to explore both spiritual and sexual love?
- 2) How does Barrett Browning's poem challenge the traditional presentation of women in Victorian poetry?

EXAM QUESTION:

Compare how poets present romantic love in 'Sonnet 29' and in **one** other poem from the Love and Relationships cluster.

Lord Byron: 'When We Two Parted'

To be completed whilst watching Mr Bruff's YouTube analysis video:

<https://youtu.be/oZdbO-VaObQ>

Alternatively, on YouTube, search for: Lord Byron: 'When We Two Parted' Mr Bruff Analysis.



Questions:

- 1) List three facts about the poet Lord Byron.
- 2) Why did the poet lie about the date the poem was written?
- 3) How does the poem not conform to the conventions of Romanticism?
- 4) What is lyric poetry?
- 5) What common theme is in Byron's lyric poetry?
- 6) Using the literal translation section of the video, briefly summarise what the poem is about.
- 7) What is accentual verse? Why does Byron use it in this poem?
- 8) What is significant about lines 5 and 7?
- 9) What is significant about the rhyme scheme in the poem?
- 10) Where is the ambiguity in the line 'Thy vows are all broken'?
- 11) What is a knell? Why is this word used in the poem?
- 12) Where is the Biblical language in the poem? Give two examples.
- 13) What are the three distinct time frames referenced in the poem?
- 14) Why does the poet use the archaic words 'thou' and 'thee'?
- 15) What is anaphora? Where do we see it in the poem? What might it suggest about the relationship?
- 16) What is poetic inversion? Where do we see it in the poem? What might it suggest about the relationship?

EXTENSION QUESTIONS:

- 1) How can the poem be said to explore the suffering caused by love?
- 2) How is punctuation used for effect in the poem?
- 3) What does the poet's use of verb tense reveal about the relationship?

EXAM QUESTION:

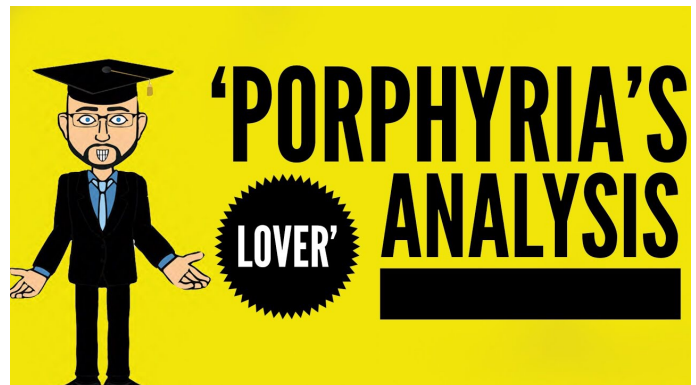
Compare how poets present difficult relationships in 'When We Two Parted' and in **one** other poem from the Love and Relationships cluster.

Robert Browning: 'Porphyria's Lover'

To be completed whilst watching Mr Bruff's YouTube analysis video:

<https://youtu.be/EmKyKEIDo74>

Alternatively, on YouTube, search for: Robert Browning: 'Porphyria's Lover' Mr Bruff Analysis.



Questions:

- 1) List three facts about the poet Robert Browning.
- 2) Using the literal translation section of the video, briefly summarise what the poem is about.
- 3) How might the poem be about euthanasia? Find five quotations that back up this interpretation.
- 4) How might the poem be about a psychopath? Find five quotations that back up this interpretation.
- 5) What is significant about the opening description of the weather?
- 6) How does the speaker's mood change when Porphyria arrives? Find a quotation to support your answer.
- 7) Why does the poet use poetic inversion in the line 'When glided in Porphyria'?
- 8) What is the significance of the bracketing commas which surround the word 'last' in line 6?
- 9) What might the adjective 'little' suggest about the speaker's attitude to Porphyria?
- 10) What might Porphyria's 'one wish' be?
- 11) What is a dramatic monologue?

EXTENSION QUESTIONS:

- 1) How might the poem explore contextual attitudes to women in Victorian England?
- 2) How does Browning's overwhelming use of masculine rhyme symbolise the relationship in the poem?
- 3) What does the poet's use of the dramatic monologue form add to this poem?

EXAM QUESTION:

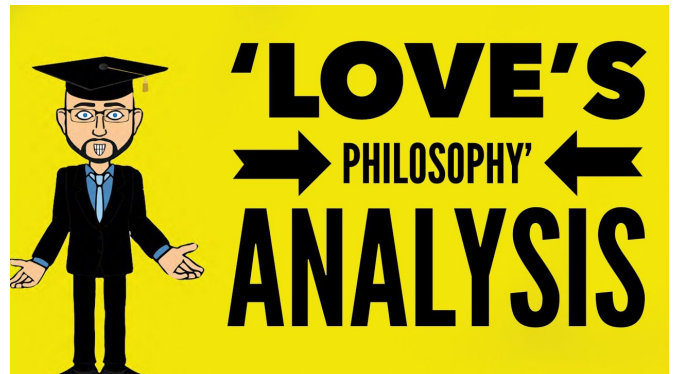
Compare how poets present difficult relationships in 'Porphyria's Lover' and in **one** other poem from the Love and Relationships cluster.

Percy Shelley: 'Love's Philosophy'

To be completed whilst watching Mr Bruff's YouTube analysis video:

<https://youtu.be/Wcl9mAxtnfo>

Alternatively, on YouTube, search for: Percy Shelley's 'Love's Philosophy': Mr Bruff Analysis.



Questions:

- 1) List three facts about the poet Percy Shelley.
- 2) How is the poem a Romantic poem?
- 3) Using the literal translation section of the video, briefly summarise what the poem is about.
- 4) How can the poem be seen as a lyric poem?
- 5) How can the poem be seen as a dramatic monologue?
- 6) How do the verb choices progress through the poem?
- 7) What does the mix of masculine and feminine rhyme suggest?
- 8) What is the significance of the semicolon usage in the poem?
- 9) How is the speaker's use of natural imagery used to persuade?

EXTENSION QUESTION:

How is the poem structured as an argument? What does this suggest about the relationship?

EXAM QUESTION:

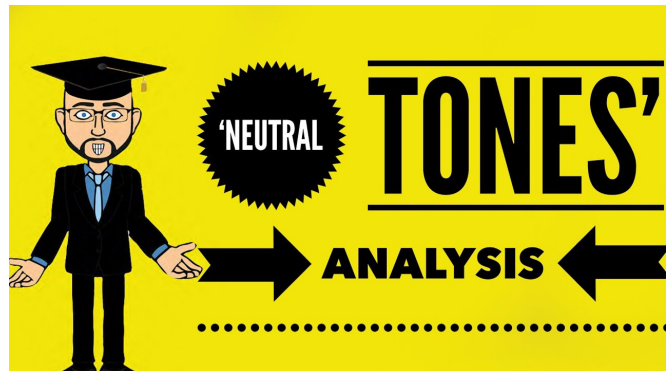
Compare how poets present romance in 'Porphyria's Lover' and in **one** other poem from the Love and Relationships cluster.

Thomas Hardy: 'Neutral Tones'

To be completed whilst watching Mr Bruff's YouTube analysis video:

<https://youtu.be/cW6odiEFYro>

Alternatively, on YouTube, search for: Thomas Hardy: 'Neutral Tones' Mr Bruff Analysis.



Questions:

- 1) List three facts about the poet Thomas Hardy.
- 2) Using the literal translation section of the video, briefly summarise what the poem is about.
- 3) How can this poem be considered a Romantic poem?
- 4) What is the meaning of the poem's title? Give two interpretations.
- 5) Why is the sun described as being 'white'?
- 6) Give five examples of bleak imagery in the poem.
- 7) How is the poem's structure cyclical? What does this suggest about the speaker's relationship?
- 8) Where is the archaic language in the poem? What is its effect?
- 9) What is an oxymoron? Give one example from the poem. What does it tell us about the relationship being described?
- 10) How can the poem be considered a dramatic monologue?

EXTENSION QUESTIONS:

- 1) What is the significance of weather imagery in the poem?
- 2) What might the repetition of the word 'and' suggest about the relationship?

EXAM QUESTION:

Compare how poets present difficult relationships in 'Neutral Tones' and in **one** other poem from the Love and Relationships cluster.

Carol Ann Duffy: 'Before You Were Mine'

To be completed whilst watching Mr Bruff's
YouTube analysis video:

<https://youtu.be/FKQMfiz6sYQ>

Alternatively, on YouTube, search for: Carol Ann
Duffy: 'Before You Were Mine' Mr Bruff Analysis.



Questions:

- 1) List three facts about the poet Carol Ann Duffy.
- 2) Using the literal translation section of the video, briefly summarise what the poem is about.
- 3) How might the poem be considered a dramatic monologue?
- 4) Which other poems are 'almost' dramatic monologues?
- 5) How is the structure of the poem tightly controlled? What does this suggest?
- 6) How is the poem's structure cyclical?
- 7) What is caesura? Where is it used in the poem? What might it suggest about the relationship being explored in the poem?
- 8) What does the rhetorical question tell us about the parent-child relationship in the poem?
- 9) What is significant about the use of the word 'relics'?

EXTENSION QUESTION:

How is the daughter presented as domineering and possessive in the poem?

EXAM QUESTION:

Compare how poets present parent-child relationships in 'Before You Were Mine' and in **one** other poem from 'the Love and Relationships cluster'.

Seamus Heaney: 'Follower'

To be completed whilst watching Mr Bruff's
YouTube analysis video:

https://youtu.be/60SZ_SvU4H4

Alternatively, on YouTube, search for: Seamus
Heaney: 'Follower' Mr Bruff Analysis.



Questions:

- 1) List three facts about the poet Seamus Heaney.
- 2) Using the literal translation section of the video, briefly summarise what the poem is about.
- 3) What is the theme of the poem?
- 4) How is the structure of the poem tightly organised?
- 5) What is iambic tetrameter? Give an example from the poem.
- 6) What is full rhyme? Where is it used in the poem?
- 7) What is half-rhyme? What is suggested by the shift from full to half-rhyme?
- 8) What is enjambment? Give an example from the poem. Why is it used?
- 9) How does Heaney's use of punctuation reflect the boy's love for his father?
- 10) Why do the final three stanzas start with the pronoun 'I'?
- 11) How can the title of the poem 'Follower' be interpreted in two different ways?
- 12) What is the significance of the past tense 'worked'?

EXTENSION QUESTIONS:

- 1) How does the poet use iambic tetrameter to reflect the parent-child relationship?
- 2) How does the poet use the imagery of sailing within the poem?
- 3) How does the poem reflect the love Heaney has for the lost art of a way of life?

EXAM QUESTION:

Compare how poets present changing relationships in 'Follower' and in **one** other poem from the Love and Relationships cluster.

Simon Armitage: 'Mother, Any Distance'

To be completed whilst watching Mr Bruff's

YouTube analysis video:

<https://youtu.be/VPMc4NAcrfQ>

Alternatively, on YouTube, search for: Simon Armitage: 'Mother, Any Distance' Mr Bruff Analysis.



Questions:

- 1) List three facts about the poet Simon Armitage.
- 2) What is the theme of this poem?
- 3) What is a sonnet? How is the poem loosely based on this form of poetry? Why is this?
- 4) What is symbolised by the lack of fixed rhyme scheme and varied length of lines?
- 5) Which sentence is spread over four separate lines?
- 6) What is the symbolic meaning of the images 'Anchor' and 'Kite'?
- 7) What is different about the final line in the poem? What is its significance?
- 8) What is hyperbole? Where do we see it in the poem?
- 9) What is the symbolic meaning of the measuring tape?
- 10) Why does the poet use bird imagery in the poem?

EXTENSION QUESTIONS:

- 1) How does the poet's use of structure and form reflect the tension in the parent-child relationship?
- 2) Where does the poet use childish imagery in the poem? What is the effect of this?

EXAM QUESTION:

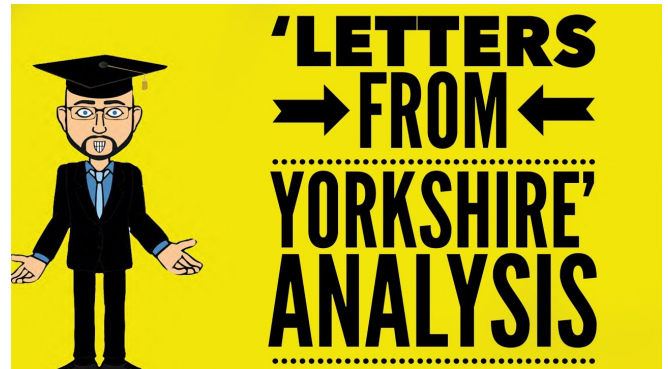
Compare how poets present changing relationships in 'Mother, Any Distance' and in **one** other poem from the Love and Relationships cluster.

Maura Dooley: 'Letters from Yorkshire'

To be completed whilst watching Mr Bruff's
YouTube analysis video:

<https://youtu.be/IBk99T8clds>

Alternatively, on YouTube, search for: 'Letters from
Yorkshire' by Maura Dooley: Mr Bruff Analysis.



Questions:

- 1) List three facts about the poet Maura Dooley.
- 2) Using the video, write a brief summary of the poem.
- 3) List two points Maura Dooley made in her email to Mr Bruff.
- 4) Which poems compare well with this one? Why?
- 5) What are tercets? Why is the poem written in tercets? What does this tell us about the theme of love?
- 6) How does the poet use caesura to reflect the two people in the relationship?
- 7) Where does the poet use internal rhyme? What is the effect of this?
- 8) Where does the poet use full rhyme? What does it suggest about the relationship?
- 9) What does the pronoun shift from 'he' to 'you' suggest about the relationship?
- 10) List three poetic language devices used in the poem.

EXTENSION QUESTION:

How does the relationship change throughout the poem?

EXAM QUESTION:

Compare how poets present difficult relationships in 'Letters from Yorkshire' and in **one** other poem from the Love and Relationships cluster.

Owen Sheers: 'Winter Swans'

To be completed whilst watching Mr Bruff's

YouTube analysis video:

<https://youtu.be/i89Q4FQLNho>

Alternatively, on YouTube, search for: Owen Sheers:
'Winter Swans' Mr Bruff Analysis.



Questions:

- 1) List three facts about the poet Owen Sheers.
- 2) Using the literal translation section of the video, write a brief summary of the poem.
- 3) What does the poem tell us about relationships?
- 4) Why does the poem compare well with 'Neutral Tones'?
- 5) What is a tercet? What does the use of tercets suggest about the nature of the relationship?
- 6) How does the final stanza differ from the rest of the poem? Why?
- 7) What is suggested by the poet's use of personification and pathetic fallacy in the opening lines of the poem?
- 8) What is suggested by the poet's use of enjambment after the word 'break'?
- 9) What is suggested by the poet's use of caesura?
- 10) Give three examples of half-rhyme in the poem.

EXTENSION QUESTIONS:

- 1) How does the imagery of nature reflect the relationship in the poem?
- 2) How does the poet use rhyme to reflect the relationship in the poem?

EXAM QUESTION:

Compare how poets present changing relationships in 'Winter Swans' and in **one** other poem from the Love and Relationships cluster.

C. Day Lewis: 'Walking Away'

To be completed whilst watching Mr Bruff's
YouTube analysis video:

https://youtu.be/oBHX_j8usNI

Alternatively, on YouTube, search for: C. Day Lewis:
'Walking Away' Mr Bruff Analysis.



Questions:

- 1) List three facts about the poet C. Day Lewis.
- 2) Using the literal translation section of the video, write a brief summary of the poem.
- 3) Which poems compare well with 'Walking Away'?
- 4) What does the poem tell us about parental love?
- 5) What is a quintet? How does the poet's use of quintets and a tightly controlled rhyme scheme reflect the nature of the parent-child relationship?
- 6) What is reflected by the poet's use of enjambment?
- 7) What is suggested by the 'satellite' imagery in the poem?
- 8) What is suggested by the image of 'touch-lines new-ruled'?
- 9) How does the use of bird imagery suggest that the child is not ready to grow up?
- 10) What is suggested by the clay image in the poem?

EXTENSION QUESTIONS:

- 1) How does the poet's use of structure reflect the changing nature of the relationship?
- 2) How does the poet use the imagery of nature to reflect the changing nature of the relationship?

EXAM QUESTION:

Compare how poets present parent-child relationships in 'Walking Away' and in **one** other poem from the Love and Relationships cluster.

Daljit Nagra: 'Singh Song!'

To be completed whilst watching Mr Bruff's
YouTube analysis video:

<https://youtu.be/sYzge7Ut1js>

Alternatively, on YouTube, search for: 'Singh
Song!' Mr Bruff Analysis.



Questions:

- 1) List three facts about the poet Daljit Nagra.
- 2) What does the poem tell us about relationships?
- 3) Using the literal translation section of the video, write a brief summary of the poem.
- 4) What is a dramatic monologue? Why is this form used?
- 5) List two different relationships that are explored in the poem.
- 6) What is suggested by the use of the word 'daddy'?
- 7) How does the image of the 'tartan sari' reflect the love for different cultures in the poem?
- 8) How does the poet's use of phonetic spelling force the reader to engage with the Indian accent? How does this link to love and relationships?
- 9) How does the poet's use of structure reflect the conflict between love and work?
- 10) How does the poet's use of half-rhyme and rhyme reflect the relationship in the poem?

EXTENSION QUESTIONS:

- 1) What is significant about the poet's use of half-rhyme and full rhyme?
- 2) What is the significance of the poem's title?

EXAM QUESTION:

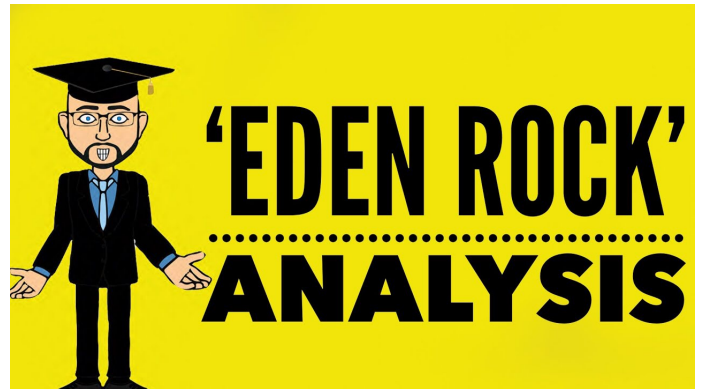
Compare how poets present romantic love in 'Singh Song!' and in **one** other poem from the Love and Relationships cluster.

Charles Causley: 'Eden Rock'

To be completed whilst watching Mr Bruff's
YouTube analysis video:

<https://youtu.be/SLZckP74OMs>

Alternatively, on YouTube, search for: 'Eden Rock'
by Charles Causley - Mr Bruff Analysis.



Questions:

- 1) List three facts about the poet Charles Causley.
- 2) Using the literal translation section of the video, write a brief summary of the poem.
- 3) How is the structure of the poem tightly controlled? What does this tell us about the parent-child relationship?
- 4) How does the poet use half-rhyme in the poem?
- 5) What is the significance of the poem's title 'Eden Rock'?
- 6) How does the poet use colour imagery for effect?
- 7) How does the poet use positive religious imagery to reflect the parent-child relationship?
- 8) List three examples of natural imagery in the poem.
- 9) What are monosyllabic words? Why are they used in the final line of the poem?
- 10) Why is the final line of the poem presented as a one-line stanza?

EXTENSION QUESTION:

How does the poet use structure for effect in the poem?

EXAM QUESTION:

Compare how poets present parent-child relationships in 'Eden Rock' and in **one** other poem from the Love and Relationships cluster.

Andrew Waterhouse: 'Climbing My Grandfather'

To be completed whilst watching Mr Bruff's
YouTube analysis video:

<https://youtu.be/GGOwdAxinJY>

Alternatively, on YouTube, search for: 'Climbing
my Grandfather': Mr Bruff Analysis.



Questions:

- 1) List three facts about the poet Andrew Waterhouse.
- 2) Using the literal translation section of the video, write a brief summary of the poem.
- 3) What does the extended metaphor of the mountain suggest about the grandfather?
- 4) What positive image is used to end the poem?
- 5) Why is the poem structured as one single stanza?
- 6) What is suggested by the lexical field of climbing?
- 7) How does this poem compare to 'Follower' by Seamus Heaney?
- 8) What is the significance of the image of 'warm ice'?
- 9) What are monosyllabic words? Why are they used in the final line of the poem?
- 10) How does the pace slow at the end of the poem? What might this suggest?

EXTENSION QUESTION:

How does the poet present respect and admiration in the poem?

EXAM QUESTION:

Compare how poets present relationships in 'Climbing my Grandfather' and in **one** other poem from 'Love and Relationships'.