**30 minute poetry analysis of ‘I am very bothered’:**

The poet tells us that he is “very bothered” by the memory of “branding” his fellow classmate with a pair of heated scissors. We could take this literally, but it is more likely a use of sarcasm showing faked remorse. The probable reason for this would be because he feels a sense of pride/bravado in what he did, which likely masks his inner anguish at disappointment at himself.

He uses sensual imagery, such as “playing with the handles in the naked lilac flame” to highlight to us that this is to do with someone’s first experience of relationships/love/desire – a teenager in a school science lab. This inability to deal with his feelings results in the aforementioned “branding”. The branding/marking is expected to last for life, and the poet confirms this by describing it as lasting “for eternity” – the same amount of time a perfect relationship (joined in marriage) should last for. The poet has humorously subverted/played on this convention/idea through his use of imagery.

As an adult he is clearly more in control of his emotions and feelings and can process the information available to him better. He makes more rational decisions and deals with his thoughts and feelings. He is now able to cathartically release the pent up emotional anxiety that he has held in for years and deal with this issue in a personal way for him – by writing the information down.

Some of the language choices, such as “stench”, “branded” and “burning” are words that directly contrast with the stereotypical images and sensory description to do with love. This contrast is effective because it shows just how confused the poet must have been and how he could not express himself emotionally.

Stylistically, he uses punctuation (subordinate clauses and commas) to highlight the words “marked” and “at thirteen” to the reader, emphasising the permanent nature of what he did and the young age at which he did it to the reader. Such a marking ensures that the reader takes notice of it.

The reader is encouraged to recall any times in their own lives where juvenile mistakes, in love or otherwise, have impacted upon their lives. They are expected to think about their own first “butterfingered” experience with love and how that, whilst extreme, this poet is trying to explain how all teenage experiences with love can be traumatic and live long in the memory.