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Originally

Past tense.

Plural pronouns suggest shared experience.

**We** **came** from **our** own country in a **red room** which **fell** through the fields, our mother singing **our father's name** to the turn of the wheels.

Childlike impression of a train carriage - suggests anger at the move.

The idea of speed is personified to show that everything is happening too quickly for her.

My brothers cried, one of them **bawling** **Home**, **Home**, as **the miles rushed back to the city, the street, the house, the vacant rooms** where we didn't live any more. I stared

Ambiguous - is this her own father's name, or is this religious ... as though her mother is praying everything will be alright.

Use of a list emphasises how much she feels she is leaving behind.

**Word Choice**  
**Techniques/Imagery**  
**Sentence**  
blind toy, holding its paw.  
emigration. **Some are slow,**

Effective word choice conveys the strength of the emotion.

Key idea of the poem.  
The idea of a journey - constantly moving forward and leaving parts of yourself behind.

**leaving you standing, resigned, up an avenue** where no one you know stays. Others are sudden. **Your accent wrong.** Corners, which **seem** familiar, leading to **unimagined, pebble-dashed** estates, **big boys** eating worms and shouting words you **don't understand**.

Symbolic of the situation they are in - heading to the unknown.

Short sentences highlight the quick judgement that was made of her.

**My parents' anxiety stirred like a loose tooth in my head. I want our own country, I said.**

Sentence Structure is used to mirror the slow situation she describes.

Simile conveys the idea of something irritating - always there. The whole family has been affected by this move.

**But** then you **forget, or don't recall, or change,** and, **seeing your brother swallow a slug,** feel only a **skelf** of shame. **I remember my tongue shedding its skin like a snake,** my voice

Word choice shows confusion, and the idea of not fitting in.

Conjunction to start the stanza shows a change in opinion.

**in the classroom sounding just like the rest. Do I only think I lost a river, culture, speech, sense of first space and the right place? Now, Where do you come from? strangers ask. Originally? And I hesitate.**

Repetition of opening lines. It emphasises a key idea of the poem - that of belonging, or feeling like an outsider.

Contrast - Initially she was horrified when she saw other boys doing this, but it now shows that her brothers are fitting in.

Similar to the idea of change - leaving part of her behind. The use of snake implies there is something sly in this.

Uncertainty emphasised by enjambment. She now realises that she hasn't lost these things, only changed slightly.

The list emphasises the idea that it could have been any number of things which caused this change, and she's not sure which.

Both imagery and word choice. The use of Scottish dialect shows it is still a part of her, but only a small fleck.

She leaves us with 2 different questions - is where you come from the same as your original home Underline the idea of change and identity.