YEAR 10

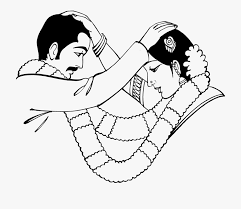
REMOTE LEARNING ACTIVITIES

LOVE AND RELATIONSHIPS POETRY

**Name:**

**Class:**

**Teacher:**



*This booklet has been designed to help you learn the poems in the AQA Love and Relationships cluster from your poetry anthology at home. Work your way through the activities in the booklet. You can fill these out on the computer or print the booklet off and hand write your answers. On various pages there will be directions to other resources you can find online to help you with your studies. If you do not have access to a computer, please do not worry! The most important things you need to know have been set out for you here.*

‘SINGH SONG!’

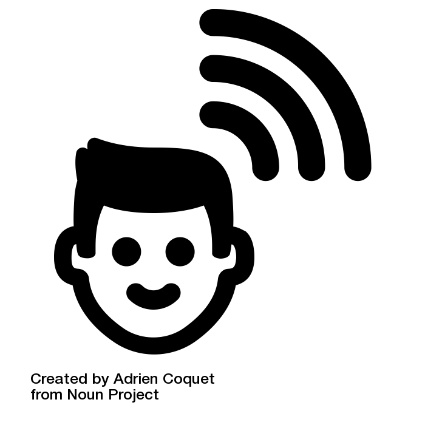
*Some of the activities will require you to make notes in this booklet or on a different piece of paper. When you begin to annotate the poem, you can do this in your copies of the poetry anthology if you wish. We will go through these poems again in class when you return, to address any misconceptions you might have made. If you have any questions, email your teacher who will get back to you as soon as they can. This is a long poem, so take your time.*

*Spend no more than five minutes on this activity. Consider the title of the poem. Predict what big ideas the poem will explore by completing the following activities. Write your answers as annotations around the title:*

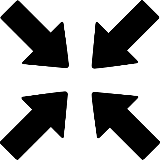
1. What does ‘Singh!’ imply about the speaker of the poem?
2. What images does the word ‘Song’ conjure into your mind?
3. What might the exclamation mark suggest?

MAKE PREDICTIONS

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| Activity #1 – Pre-reading activities |



**Singh Song!**



Daljit Nagra, born in Britain in 1966, claimed to be "fed up with grim, English love poetry". He grew up in London but also lived in Sheffield for a time in the 1980s. He was a second generation Indian immigrant; this poem is originally from an anthology that expresses the fear of other cultures. When he has spoken about this poem, he claims that the speaker in this poem is not him, and that the main themes are change, culture, love and acceptance.

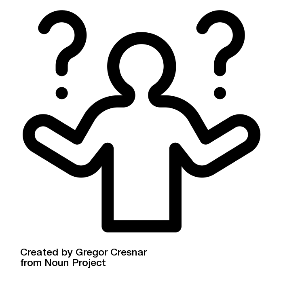
Nagra often explores the conflict between 1st generation Indians, (like his parents who moved to England in the 1950s and owned a shop) with a strong devotion to their home culture, and 2nd generation Indians, (like himself) who also enjoy British culture. This poem pokes fun at his own culture as well as the stereotypes of Indian people living in Britain.

SUMMARISE THE INFORMATION

*Spend no more than five minutes on this activity. Read the contextual information below. When you have finished, write down four things you learn about Nagra and the poem from the text in full sentences.*



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| Activity #2 – Read the poem |

*Spend no longer than ten minutes on this activity. Read the poem and answer the questions that follow in full sentences. If you need help understanding the poem, try the link. Do your best to answer the questions without extra help first before you look elsewhere for information:* [*https://www.youtube.com/watch?v=nYIDS4Ka7CE*](https://www.youtube.com/watch?v=nYIDS4Ka7CE)

HUH?

1.What time does Singh work from/to?

2. What does Singh do when no-one is in?

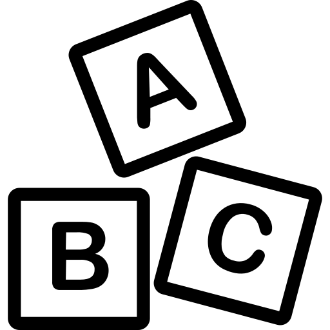
3. What do he and his ‘bride’ do together?

4. What do Singh’s customers say about the shop?

5. What does Singh’s wife do whilst he is working?

6. What is Singh’s wife’s relationship with his family like?

7. What does Singh’s wife look like?

8. How do Singh and his wife spend their evenings?

CLARIFY TRICKY VOCABULARY

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| Activity #3 – Clarifying tricky vocabulary |

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| **Word** | **Read the word in context** | **Add the Standard English** |
| **ov** | ‘I run .. **ov** my daddy’s shops’ | of |
| **vunt** | ‘and he **vunt** me not…’ |  |
| **hav** | ‘…to **hav** a break’ |  |
| **ven** | ‘but **ven** nobody in…’ |  |
| **di** | ‘…I do **di** lock’ |  |
| **cos** | ‘**cos** up di stairs’ |  |
| **vee** | ‘**vee** share in…’ |  |
| **ver** | ‘**ver** yoo bin’ |  |
| **yoo** | ‘ver **yoo** bin’ |  |
| **bin** | ‘ver yoo **bin**’ |  |
| **yor** | ‘**yor** lemons are limes’ |  |
| **vife** | ‘my **vife** on di net’ |  |
| **ven** | ‘**ven** she netting..,’ |  |
| **dem** | ‘she book **dem**’ |  |
| **dat** | ‘how much **dat** come to’ |  |

*Spend no longer than twenty minutes on this activity. Some of the words from the poem are quite complex as they are written phonetically to reflect the Indian accent of the speaker. Write the definitions for each word and explain what they mean in the poem’s context. Look at the example below to help you.*

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| Activity #4 – Annotate the poem |

*Spend no longer than forty minutes on this activity. You may complete this activity by annotating each part of the poem below OR* ***IN YOUR POETRY ANTHOLOGY if you have it with you****. If you run out of space, feel free to print another copy of the poem off OR write on a different piece of paper. We will go through this again in class so please do not worry about missing anything. I have split the poem up into a certain number of lines. Annotate each section by answering the questions to do with those lines.*

**The poem begins with some brief information about Singh’s working life and how he feels about it.**

*I run just one ov my daddy’s shops*

*from 9 o’clock to 9 o’clock*

*and he vunt me not to hav a break*

*but ven nobody in, i do di lock —*

1. What does the amount of time Singh spends at work tell you about his family expectations?
2. What does Singh locking the doors tell you about his work ethic / personality?

**Then there is some detail about his romantic situation.**

*cos up di stairs is my newly bride*

*vee share in chapatti*

*vee share in di chutney*

*after vee hav made luv*

*like vee rowing through Putney —*

1. What does the word ‘newly’ suggest? What do people say about ‘newly weds’?
2. What do they share their time doing?
3. (Putney Is a place in London where there is a rowing boat race on the Thames river) What does the simile tell you about their feelings for one another?

**After this there is the consequences he faces when he returns to the shop**

*ven i return vid my pinnie untied*

*di shoppers always point and cry:*

*hey Singh, ver yoo bin?*

*yor lemons are limes*

*yor bananas are plantain*

*dis dirty little floor need a little bit of mop*

*in di worst Indian shop*

*on di whole Indian road —*

1. Plantains are like the vegetable equivalent of a banana – similar in appearance and taste but not exactly. They are typically eaten in exotic cuisine. Annotate this on the poem.
2. What might the fruits/vegetables not quite being in the right place be symbolic of?
3. Why do you think these parts are in italics?

**This part gives an insight into the way Singh’s wife passes her time whilst he works in the shop**

*above my head high heels tap di ground*

*as my vife on di net is playing wid di mouse*

*ven she netting two cat on her Sikh lover site*

*she book dem for di meat at di cheese ov her price —*

1. She wears ‘high heels’ in the house. What might this suggest about her?
2. She is spending time on a dating site – she is the ‘mouse’ here and the men are the ‘cats’, but she is the one who ‘nets’ them. What does this metaphor tell you about her personality?
3. Singh knows what she is doing. What does this tell you about their relationship?

**Singh reveals a bit about his wife’s relationship with his family.**

*my bride*

*she effing at my mum*

*in all di colours of Punjabi*

*den stumble like a drunk*

*making fun at my daddy*

1. ‘effing’ = swearing. What does this tell you about the relationship?
2. Indian clothing and designs are (stereotypically) bright and vivid. If the wife is swearing in ‘all the colours of Punjabi’ (Punjab = region in India/Pakistan), what does this suggest about her language?
3. The simile reveals information about both the wife and the father. What do you learn about both of them?

**The poem zooms into information about Singh’s wife and her appearance.**

*my bride*

*tiny eyes ov a gun*

*and di tummy ov a teddy*

*my bride*

*she hav a red crew cut*

*and she wear a Tartan sari*

*a donkey jacket and some pumps*

*on di squeak ov di girls that are pinching my sweeties*

1. Highlight the metaphors about her physical appearance. What do they tell you about her?
2. What is a ‘crew cut’? What does this tell you about her?
3. What is tartan? What is a sari? What do these two images together tell you about the wife’s identity?

**There is then a ‘chorus’ like return to the customers**

*Ven i return from di tickle ov my bride*

*di shoppers always point and cry:*

*hey Singh, ver yoo bin?*

*di milk is out ov date*

*and di bread is alvays stale*

*di tings yoo hav on offer yoo hav never got in stock*

*in di worst Indian shop*

*on di whole Indian road —*

1. The customers complain, but keep coming back? What does this tell you?

**The night draws in, and there is a change to Singh being alone with his wife**

*Late in di midnight hour*

*ven yoo shoppers are wrap up quiet*

*ven di precinct is concrete-cool*

*vee cum down whispering stairs*

*and sit on my silver stool,*

*from behind di chocolate bars*

*vee stare past di half-price window signs*

*at di beaches ov di UK in di brightey moon* —

1. Highlight all of the images that are stereotypically romantic from this stanza.
2. What is the effect of the personification ‘whispering stairs’?
3. What might them ‘looking past the window signs’ suggest about their feelings about work in opposition to their feelings about their relationship?
4. Brightey = bright, but also sounds like ‘blighty’ which is a slang word for ‘Britain’. He is poking fun at British language as well as Indian. Make a note of this on your poem.

**At the end the two lovers have a conversation**

*from di stool each night she say,*

*How much do yoo charge for dat moon baby?*

*from di stool each night I say,*

*Is half di cost ov yoo baby,*

*from di stool each night she say,*

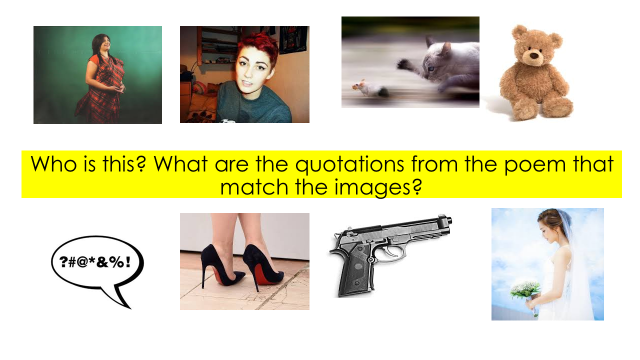
*How much does dat come to baby?*

*from di stool each night I say,*

*Is priceless baby -*

1. Highlight every time the phrase ‘each night’ is said. What method is being used here? What does it tell you about their relationship?
2. What is the effect of the final line?

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| Activity #5 – Quotations and imagery |

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| Activity #6 – Discussion |

**Spend as much time as you like on this activity! Read the poem with a friend / family member and discuss what you think about it.**

**If you struggle to get started, here are some discussion stems to help you:**

* Where are your parents from? Does this impact on your life now in any way?
* Have you ever felt like you didn’t fit in?
* When have you ever not followed the rules?
* Who is your favourite person in the whole world, and why?
* If you had choose love or family, which would you choose and why?
* Do you think it is fair for your parents to tell you what to do? Even as an adult?

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| Activity #7 –Vocabulary |

*Spend no longer than ten minutes on this section. Complete the following activity on vocabulary that will come in useful when writing about ‘Singh Song!’ in an essay*

**The poem is centred around a character who has a strong sense of self, but seems to struggle with his identity within his family and in society**

**Use the term correctly in a sentence:**

**Write a new definition in your own words:**

**identity**

*who or what a person/thing is*

**Think of other words that mean the same thing (synonyms) and make a list below:**

**Write a question where the word is the answer:**

**Draw an icon/symbol to illustrate the key word:**

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| Activity #8 – YouTube Analysis |

*This activity is optional but if you are aiming for a grade 6 or above, you should complete it if you have access to the internet. Follow this link:* <https://www.youtube.com/watch?v=sYzge7Ut1js>

*It will take you to a video by ‘Mr. Bruff’ on YouTube. Make notes in the grid below on each section of the video. To achieve those higher grades, you MUST push yourself!*

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| **Comments about Nagra’s life** | **Comments about the poem content** |
| **Comments about methods (language and structure)** | **Other notes** |

*Summarise your notes from the video into five key points:*

**1.**

**2.**

**3.**

**4.**

**5.**

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| Activity #9 – Themes |

*Spend no longer than ten minutes on this section.*

**Themes:**

Consider the ‘big ideas’ explored in Nagra’s ‘Singh Song!’. Tick which you think apply. Challenge: Write an explanation of your choices.

**Powerful relationships**

**Negative Emotions - Love**

**Family**

**Negative Emotions - Anger**

**Identity**

**Power of Nature**

**Romantic love**

**Loss**

Briefly explain your choices in full sentences:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Activity #10 – Key quotations |

In the shapes below, copy out what you consider to be the three most important quotations in the poem. Explode each quotation with meaning, methods, interpretations, comments, etc.

**Creative writing link**

Think about this image carefully. You can use any part of it to help you come up with a creative response.



**Either:** Write a description suggested by this image

**Or:** Write the opening to a narrative about a beach scene

Spend 45 minutes on this task. Complete in your English Language book/ on paper.

**Plan, write and check your response.**

*Tips: Vary sentence starters (-ly, -ing, -ed, simile, adverbial phrase)*

*Focus on vocabulary*

*Use similes, metaphors, personification, adverbs etc.*

Planning ideas

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| **BIG PICTURE: Description of setting and atmosphere** |  |
| **ZOOM IN: Zoom in to one object / person** |  |
| **ZOOM IN: Zoom in again, give an extreme close up on the object/person** |  |
| **CHANGE: Move onto another object / include some dialogue / flashback** |  |
| **RETURN TO START: Come back to a key line or image from the opening to give a sense of closure** |  |

**VOCAB.**

DRENCHED BEAM

HARMONIOUS SERENE

TRANQUIL SOULFUL

**LANGUAGE DEVICES**

ALLITERATION ADJECTIVES ADVERBS METAPHORS ONOMATOPOEIA PERSONIFICATION SIMILIES SIBILANCE SENSES

