

# YEAR 7 PHASE 2: ALTERNATIVE English Home-Learning (20th April – 4th May)

## Recap: Phase 1

1. In phase one, you needed to complete a quiz about Shakespeare then create your own. Use the internet to correct your answers and use a green pen. Ensure you have answers written for your own quiz.
2. Ensure you are continuing to read every day. Read a novel that is appropriate for your Accelerated Reader Level. If you do not have books at home, you could read novels online at [www.bibliomania.com](http://www.bibliomania.com). Audible (<https://stories.audible.com/start-listen>) has free audio books at the moment so have a look and listen/read something new! There are also lots of places online to access free books and plays. A list of where to find these is on: <https://nothingintherulebook.com/2017/01/10/55-places-you-can-download-tens-of-thousands-books-plays-and-other-literary-texts-completely-legally-for-free/>

## Phase 2: Reading Tasks

Complete one task per English lesson you would have had each day (four a week including your SPaG lessons). You can complete them in any order and email your English teacher if you are unsure.

### Task 1 – King Claudius:

1. What do you think makes a good king or a leader? Write 5 bullet points.
2. *When Claudius gives his speech in Act 1: Scene 2, Hamlet is the only person who wears mourning (funeral) dress in the court. In Shakespeare's time it would be worn for at least a year following the death of a king.*  
With this in mind, what does this show about the other characters? How do you think a Shakespearean audience would feel about them if they weren't sad about the death of their king?
3. Claudius' Speech:  
*'Taken to wife: nor have we herein barr'd/ your better wisdoms, which have freely gone/With this affair all along'.  
(I know that in marrying Gertrude I'm only doing/ what all of you have wisely /advised all along)*  
What does this quote tell you about Claudius' choice to marry Queen Gertrude?
4. Create a poster on Claudius:
  - a. Draw a crown and a picture to represent him.
  - b. **Headings are in bold:**
  - c. **Who is he?** Background etc. Use last week's notes and the homework for ideas as well as today's work. **Write sentences/a short paragraph.**
  - d. **Is he a good/bad king?** Give 4-6 reasons for your answer. You may write about both sides. **Write sentences/a short paragraph.**
  - e. Words (3-8) to **describe his character** (with a reason for each opinion. Write bullet points.

### Task 2 – P.E.A.C.E:

*How would a Shakespearean audience have responded to King Claudius based on the previous task?*

Write 2-3 P.E.A.C.E paragraphs to answer the above question (see back of this pack for the structure strip).

### Sentence Starters:

In 'Hamlet,' Shakespeare presents King Claudius as (mean/rude/disrespectful). This is seen when Claudius said "....." (put part of the quotation above, or another one of your choice here). This shows that King Claudius is (mean/rude/disrespectful) because...The word "...". Really shows this because...

### Task 3 – ‘Hamlet’ – Contrast and Context:

1. What does contrast mean?
2. Why do you think including contrast in characters and plot helps to keep an audience interested?
3. Read the below information about madness in the 17<sup>th</sup> century and answer the following questions:

#### Context - Madness in the 17<sup>th</sup> Century

- It was only the handful of people living in the London who received any sort of institutional care in the 16th and early 17th centuries. In a population of five million, this meant that large numbers of mentally ill people lived in their communities, usually cared for by their family. Some were on the streets - mentally ill beggars were nicknamed 'Tom o' Bedlams'.
- In the eyes of the law, mentally ill people lacked the capacity to reason (think for themselves), so a Court of Wards would hand the responsibility for their affairs to someone else. King James I (1603-1625) instructed the court that 'lunatics be freely committed to their best and nearest friends that can receive no benefit by their death.' The care of the mentally ill was therefore done at home.
- Mental illness could be seen as both a natural and a supernatural event - a sickness or something caused by devils or astronomical events. People had no difficulty accepting both these explanations at the same time.
- Most could not afford to pay a physician or surgeon, but Tudor England had a medical marketplace from which all sorts of illnesses, including mental illness, could be treated with alternative medicines. There was an array of other practitioners - bone setters, 'wise women', 'cunning men', herbalists, astrologers - who offered treatments.

#### Questions - Madness in the 17<sup>th</sup> Century:

1. What did people think about the mentally ill in 17<sup>th</sup> Century England?
2. What treatments were available for those who were mentally ill?
3. Were there any specialist doctors in those times to treat mental health like we have today?

#### Challenge Questions (if you want to):

4. How do you think this effected treatments, medicine and understanding of the illness?
5. How do you think a Shakespearean audience may have reacted to the protagonist being mentally ill?
6. Why do you think Shakespeare may have done this? Do you think people were fascinated by mental illness at that time?

**Answer these questions in full sentences.**

#### Task 4 - Revision:

1. Look back through your work from this phase and create a revision resource to help to remember any important information and the quotation from Claudius in task 1.
2. Create a leaflet about madness in the 17<sup>th</sup> century.

### Book Review

- Read a book and create a 100 word review. Comment on: the story and why you liked it or did not; the characters and their personality and the challenges they face; what made the story interesting and who you would recommend it to.
- Create a new character to introduce to your book.

## Phase 2: Writing Tasks

### Task 1 – Diary of Home Learning:

You have now been away from school for two and a half weeks. One of your ongoing writing tasks is to keep a diary of how you are finding the experience. Ensure you are using exciting vocabulary, thinking about paragraphs and sentence types.

You should write at least **one entry** a week of **at least one A4 page** (normal book size).

Questions to consider:

1. What have you learnt?
2. What do you need more help with?
3. What have you enjoyed? Not Enjoyed?
4. What new skills/hobbies/activities have you done?
5. Anything that has worked well to help you to manage your time?
6. Anything that you miss?

### Task 2 – ‘Romeo and Juliet’ Newspaper Article:

‘Romeo and Juliet’ starts with a street fight. Read the prologue below, then write a **newspaper article** about this fight. You can make up details that will help you to be creative. You can also watch any videos of the fight scene on YouTube or read more of the play on:

<https://www.sparknotes.com/nofear/shakespeare/romeojuliet/>

#### THE PROLOGUE WRITTEN IN MODERN ENGLISH

##### The Prologue

Two households, both alike in dignity,  
In fair Verona (where we lay our scene),  
From ancient grudge break to new mutiny,  
Where civil blood makes civil hands unclean.  
From forth the fatal loins of these two foes  
A pair of star-crossed lovers take their life;  
Whose misadventured piteous overthrows  
Doth with their death bury their parents' strife.  
The fearful passage of their death-marked love,  
And the continuance of their parents' rage,  
Which but their childrens' end nought could remove,  
Is now the two hours' traffic of our stage;  
The which if you with patient ears attend,  
What here shall miss, our toil shall strive to mend.

##### The Prologue

Two dignified families  
Live in beautiful Verona (where the play is set);  
But out of an old grudge comes new feuding  
And blood is shed by the families.  
Born of these murderous enemies  
Two unlucky lovers will die,  
Whose sad misfortunes  
Will join the families through their deaths.  
Thus, the fearful journey of their doomed love,  
And the continuing anger of their parents,  
Which only their deaths can remove,  
Is the two hour story of this play.  
And if you listen carefully,  
We will work hard so that you don't miss any of  
the detail.

### Task 3 – Ghost Story:

Hamlet's father keeps appearing as a ghost throughout the play.

- **Write ghost story**, where you need to build up a spooky and terrifying atmosphere.
- Include some of the following words:



#### Task 4 – Shakespearean Insults:

1. Read the list of Shakespearean insults from the list below then create 10 of your own, using words from the list.
2. Write a short scene that is mainly in modern English, but includes characters speaking these insults to each other.
3. Find some more famous sayings from Shakespeare and jot them down. Write underneath what you think the saying means.

Thou surly, unchin-snouted nut
Thou spongy, ill-breeding joithead
Thou goatish, beetle-headed lewdster
Thou frothy, beef-witted hugger
Thou qualling, ill nurtured maggot
Thou beslobbering, idle-headed pignut
Thou reeky, dread-bolted measles
Thou droning, hedge-born boar-pig
Thou beslobbering, fat-kidneyed vassel
Thou frothy, fat-kidneyed moldwarp
Thou gleeking, dread-bolted fustilarian
Thou spongy, ill breeding joithead
Thou fawning, pottle-deep miscreant
Thou surly, knotty-pated pumpion

Thou pribbling, ill-breeding pigeon
Thou surly, half-faced foot
Thou warped, crook-pated ratsbone
Thou ruttish, hell-hated lout
Thou spleeny, ill-nurtured giglet
Thou puking, tickle-brained bum
Thou dankish, crook-pated giglet
Thou unmuzzled, idle-headed mumble
Thou jarring, full-gorged canker
Thou villainous, fen-sucked varlet
Thou yeasty, onion-eyed horn
Thou surly half-faced foot
Thou bootless, shard-borne flax
Thou mammering, ill breeding haggard

<b>P</b>	<p><b>Point:</b></p> <ol style="list-style-type: none"> <li>1. Rephrase the question</li> <li>2. Use a sophisticated vocabulary word</li> </ol> <p style="text-align: center;"><b>The writer presents...as...</b>  <b>The writer illustrates that...</b>  <b>In the novel/play/poem, ___ depicts ___ as...</b></p>	
<b>E</b>	<p><b>Evidence:</b></p> <ol style="list-style-type: none"> <li>1. Briefly describe what is happening in the novel/play/poem.</li> <li>2. Introduce a quote from the text</li> </ol> <p style="text-align: center;"><b>At the beginning of the text, the characters are...</b>  <b>When we first see ____, we discover...</b>  <b>In act one, ____ is....</b></p>	
<b>A</b>	<p><b>Analysis:</b></p> <ol style="list-style-type: none"> <li>1. Explore why your evidence links to your point.</li> <li>2. Link to a writer's method e.g adjective, simile, imagery.</li> </ol> <p style="text-align: center;"><b>From this, it is clear that _____ because...</b>  <b>This depicts ___ as ___ because...</b>  <b>The writer is showing ___ as ___ because...</b></p>	
<b>C</b>	<p><b>Close textual analysis and relevant context:</b></p> <ol style="list-style-type: none"> <li>1. Make inferences about why the technique is being used.</li> <li>2. Pick out any powerful or important words in the quote and discuss their connotations, focused on linking back to your point.</li> </ol> <p style="text-align: center;"><b>Here, the writer has used...</b>  <b>The writer's choice of the ___ (word type) "___"</b>  <b>suggests ___</b>  <b>Alternatively, we could interpret "___" to mean...</b></p>	
<b>E</b>	<p><b>Effect:</b></p> <ol style="list-style-type: none"> <li>1. Explain why you think the writer has chosen to present a character or theme in a certain way.</li> <li>2. Explore the effect on the audience/ reader.</li> <li>3. Link to context:</li> </ol> <p style="text-align: center;"><b>The writer has chosen to depict ___ in this way because...</b>  <b>This makes the audience feel ___ because...</b>  <b>A ___ audience would think/feel/react because...</b></p>	
<b>Don't repeat yourself: vary your sentence starters in every paragraph!</b>		
<p><u>Shows</u>  Demonstrates  Portrays  Illustrates  Depicts  Expresses  Explains</p>	<p><u>Suggests</u>  Implies  Connotes  Signifies  Symbolises  Represents  Hints</p>	<p><u>Draw attention to</u>  Accentuates  Clarifies  Reveals  Emphasises  Underlines  Highlights</p>