



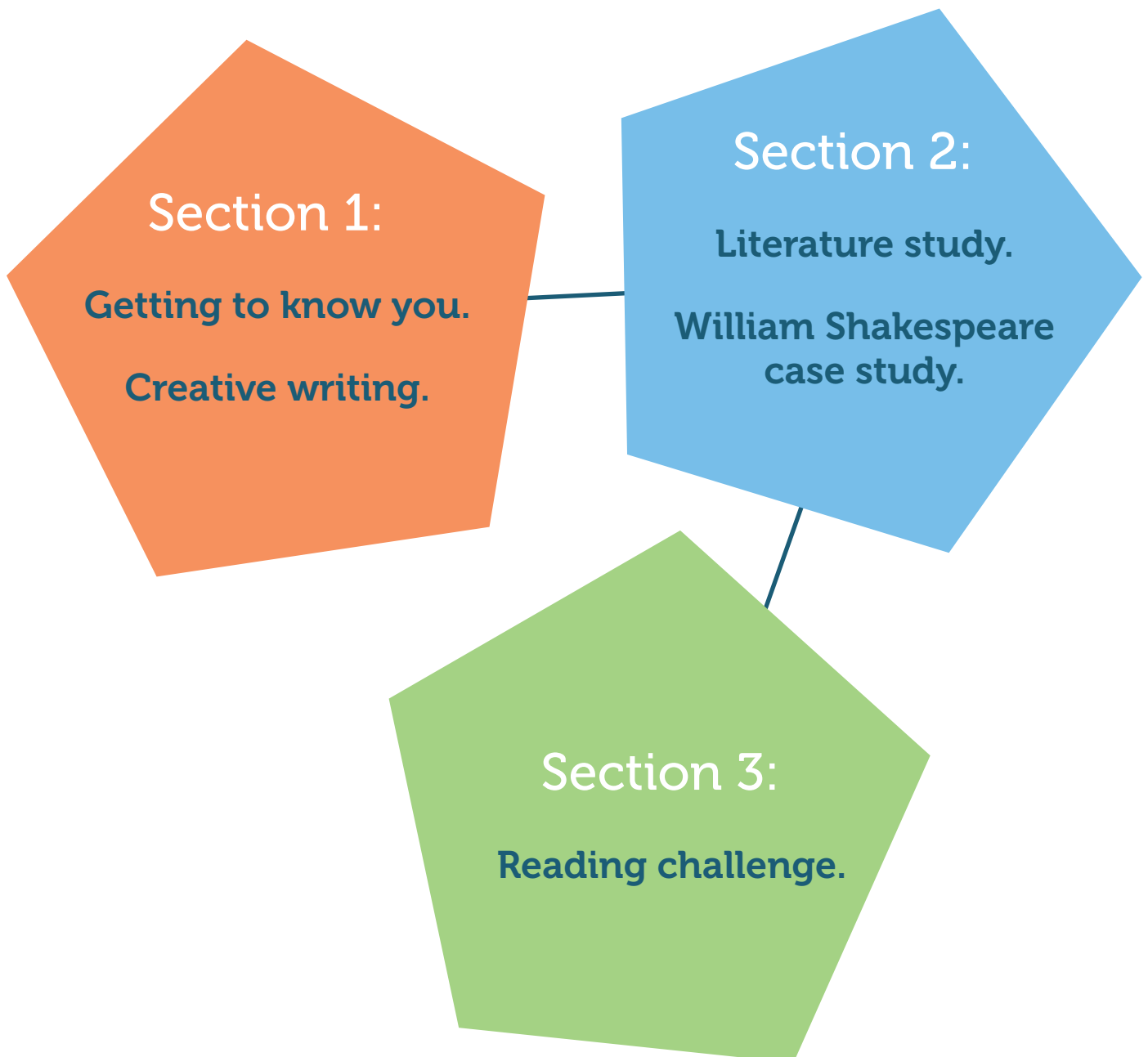
Year 7
English Studies



**Chesterfield
High School**

Your Introduction to **English Studies** at Chesterfield High School.

Firstly, it is excellent news that you have chosen to study at Chesterfield High School from September 2020. As an English department, we pride ourselves on delivering a high quality English curriculum that will challenge and engage students from years 7-11. Year 6 has been a year of hard-work and dedication from students and it is important these values continue into year 7. These study tasks are designed to ensure that you begin your English studies at Chesterfield High School with a flying start.



Section 1 A: Getting to know you

Name: _____

Primary School: _____

Birthday: _____

At high school, I am most looking forward to:

Favourite book: _____

Favourite film: _____

3 words that best describe me:

3 things I would take with me to a desert island:



What piece of writing did you complete in primary school that you are most proud of?

Section 1B: Creative writing

Quick quiz:

What is a **simile**?

What is a **metaphor**?

What is **personification**?

List 5 **verbs**:

List 5 **adverbs**:

List 5 **adjectives**:

What are the 5 **senses**?

Why might a writer use the senses in their work?

Section 2: Literature study

Welcome to Stratford-Upon-Avon, birthplace of the most well-known British playwright: **William Shakespeare**. You will need to know lots about William Shakespeare as his plays will be key texts you read during years 7, 8 and 9 at Chesterfield High School.

It is time to get to know William Shakespeare a little better, via his father: John Shakespeare.



An Interview With John Shakespeare

- Interviewer: Good evening Mr Shakespeare. Will you forgive me if I begin with one of the oldest questions in the book? What was it like to be the father of the world's most famous playwright?
- John: If you must know, it was much like being the father of any normal, healthy, intelligent boy, who often got into trouble and took his beatings like anyone else.
- Interviewer: But he must have had a special place in your affections when he was very young – not because he was clever, but because your first two children had died in infancy, I believe.
- John: Yes, Joan and Margaret. Will was our third, born in April of 1594 when the plague was at its height. There were over two hundred deaths in Stratford alone between the July and December – many of them children. We thanked the Lord that Will was spared.
- Interviewer: And after Will?
- John: Will was our first, you might say. Then came Gilbert, Joan – the second Joan, that is – Anne, Richard and Edmund. Edmund was a full sixteen years younger than Will.
- Interviewer: Eldest sons used to follow in their father's footsteps in your day, I think. Did William help you in your business and your other duties?
- John: He grew up knowing all about my trade as a glover, but I didn't insist that he followed me in it. And he learned a lot about constables and bailiffs too when he was at home; but Will had a mind of his own – and a better one than mine! He wasn't going to follow in his father's footsteps.

Interviewer: Well, I suppose he had already started off in a new direction by going to King's New School, the grammar school in Stratford upon Avon. Did he like it? Or was he like the schoolboy in one of his speeches – 'creeping the snail unwillingly to school?

John: Like all the boys, he was glad when home-time came! Yes, they worked them hard at that school, especially at their Latin and Greek.

Interviewer: We know that students in Elizabethan times used to read the Bible in Greek. Do you remember Will doing that?

John: Yes, I do. And those Roman dramatists in Latin. What were their names now?

Interviewer: Seneca and Plautus?

John: Aye, that sounds something like ... Seneca ... and ... Plautus ... yes...

Interviewer: He obviously had a good grounding in classical authors, as we can see from his frequent references to them in his plays. But what about the school day itself? What time did school begin?

John: He had to be up at half-past five in the morning in summer to be at school by six o'clock. Though it became seven in winter. They had a break for breakfast, then lessons till eleven. Will's school was only a quarter of a mile from our house in Henley Street and he used to come home to dinner. Afternoon school began at one o'clock and went on till five. Six days a week that was, with two afternoons off.

Interviewer: Hm! We've eased up a little since then. Perhaps that's why we aren't producing as many Shakespeares!

John: One is enough!

Interviewer: Yet many people have argued that because your son left school when he was fifteen and grew up in such a quiet, remote town in rural England, he couldn't possibly have written the remarkable plays we call Shakespeare's.

John: Well I can't say I'm surprised! We found it hard to believe ourselves at first, but then we got used to the idea of Will being famous and successful. Mind you, it was London that developed his talents, not Stratford, though he was slow to mature, even in rural England!

Interviewer: Which brings us to his marriage. William, aged eighteen, married Anne Hathaway, aged twenty-six, and six months later their first child was born. All the world knows the story One half says 'tut, tut!' and the other half says 'he must have been quite a lad, this Shakespeare!' What did you say?

John: I'd better not repeat what I said! But he did the honourable thing, he

married her, and when Susanna was born, she became a playmate for Will's youngest brother Edmund, who was no more than three at the time! Then, less than two years later, Anne gave birth to twins, Hamnet and Judith.

Interviewer: So by the time he was twenty, Will was the father of three children! Living with you in Henley Street?

John: Yes, living at home, but longing to get away.

Interviewer: You mean Stratford was too small for a man of his talents?

John: Yes, he was restless. London was the place. Everything was happening there and the acting companies that came to Stratford in the summer months gave Will a taste of what it would be like to perform in London. There was no holding him. Wife and children or no – he was away – joined one of the companies and began a new life! Cause problems that did! But you must remember he didn't desert us altogether. He came back often. Never lost his ties with his family or Stratford.

Interviewer: One more question, Mr Shakespeare, if I may. It's about his reasons for leaving Stratford. One story – or rumour, or tradition – has it that he fled Stratford because he was charged with stealing deer from the park of Sir Thomas Lucy. It sounds very unlikely, I know, but how much truth is there in it?

John: None at all! Mind you, I wouldn't have put it past Will – but the fact is that Sir Thomas Lucy didn't have a licence to keep deer, so there were none to steal! That story's a rumour. No, Will left Stratford for mightier reasons than stealing deer!

Interviewer: And when we next hear of him, he was an actor, a poet and a dramatist. But what happened to him in the intervening years has remained a mystery. They are sometimes called 'the lost years' and I would dearly like to ask you about them, Mr Shakespeare.

John: And I would dearly love to tell you, but that would be breaking the rules, wouldn't it? And we can't do that!

Interviewer: No, I suppose we can't. They will just have to remain 'the lost years' and we'll have to draw our interview to a close. But for all you have told us about William, thank you very much, Mr Shakespeare.

John: Thank you. Now I can go back to my quiet little corner of history. Besides, why bother with what I have to say when you have Will's plays themselves!

Comprehension Checkpoint

Have You Been Reading Carefully?

These questions are sequenced according to the order of the information in the text.

You must **answer in full sentences** that make sense on their own.

1. In what year was William Shakespeare born?

2. Name William Shakespeare's brothers and sisters.

3. What was John Shakespeare's job?

4. Which school did William go to?

5. Which languages did he study at school?

6. What time did the school begin in the summer?

7. How long was the school day?

8. How old was William when he got married?

9. How old was Anne Hathaway at the time?

10. What was the name of their first child?



Sonnet 18

William Shakespeare.

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date:
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimmed,
And every fair from fair sometime declines,
By chance, or nature's changing course untrimmed:
But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st,
Nor shall death brag thou wander'st in his shade,
When in eternal lines to time thou grow'st,
So long as men can breathe, or eyes can see,
So long lives this, and this gives life to thee.

As well as writing plays, Shakespeare was famous for writing many sonnets. A sonnet is a poem of an expressive piece of writing made up of 14 lines, each having 10 syllables. It has an organised rhyme scheme.

Challenge:

1. Learn **Sonnet 18** 'by heart.' You should be able to read it without having the sonnet in front of you. It will take practice but you can do it!
2. Can you work out and label the rhyme scheme of this poem? Clue: look for the words at the end of the line that rhyme and sound the same.

Shakespeare spellings:

Being an accurate speller is an important skill in English. Learn these spellings.



Playwright

Writer

Character

Soliloquy

(a speech given alone to the audience)

Tragedy

Relationship

Sonnet

Shakespeare

History

Audience

Performance

Language

Rivalry

Deceit

Travelled

Devastated

Ambition

Jealousy

Actor

Tension

Section 3: Reading for Pleasure

Reading is a life-long skill that we value highly at Chesterfield High School. Your ability to read confidently and fluently is important for all your subjects.

Lets not also forget that reading is also about enjoyment. At Chesterfield, we do everything we can to make sure reading is made enjoyable and challenging, so you get something out of it.



Your summer reading challenge:

On the following is a list of recommended titles that we would like you to read. They are ranked in terms of difficulty but all titles are designed to be stories you can read for enjoyment, as well as challenge. If you don't have these titles at home, local libraries will. If needed you can read your own stories that don't appear on the lists below. However, the expectation is that at least 3 books are read over the summer period.

Challenge:

Read one book from each category.
Can you get your hands on all the medals?





Gold

Oliver Twist

by Charles Dickens

Jane Eyre

by Charlotte Bronte.

The Jungle Book

by Rudyard Kipling.

Good Night Mr Tom

by Michelle Magorian.

The Secret Garden

by Frances Hodgson
Burnett.

The Lion, the Witch and the Wardrobe

by C. S. Lewis.

I am Malala

by Malala Yousafzai



Silver

Wonder

by R.J. Palacio

Darkside

by Tom Becker.

The Hobbit

by J. R. R. Tolkien.

Anne Frank, the diary of a young girl

by Anne Frank.

My Side of the Mountain

by Jean Craighead
George.

Walk Two Moons

by Sharon Creech.

Street Child

by Burlie Doherty.

Journey to the River Sea

by Eva Ibbotson



Bronze

Charlotte's Web

by E. B. White.

Grandpa's Great Escape

by David Walliams.

The Goldfish Boy

by Lisa Thompson.

Tom's Midnight Garden

by Philippa Pierce.

Charlie and the Chocolate Factory

by Roald Dahl.

Katy

by Jacqueline Wilson.

Survivor: Titanic

by Stephen Davies.

After you have read the 3 books:

To celebrate your achievement and also keep the book fresh in your mind, we ask that once you have read the book, you complete one of the creative challenges below. (3 in total.)

Write a review of the book giving your thoughts on what you have read but also keeping us informed on all the key facts of the story. But remember... don't give the ending away. Keep us guessing!

Write an interview with the main character of the story reflecting on the events of the story. Your interview should be lively and engaging, featuring at least 5 questions and answers.

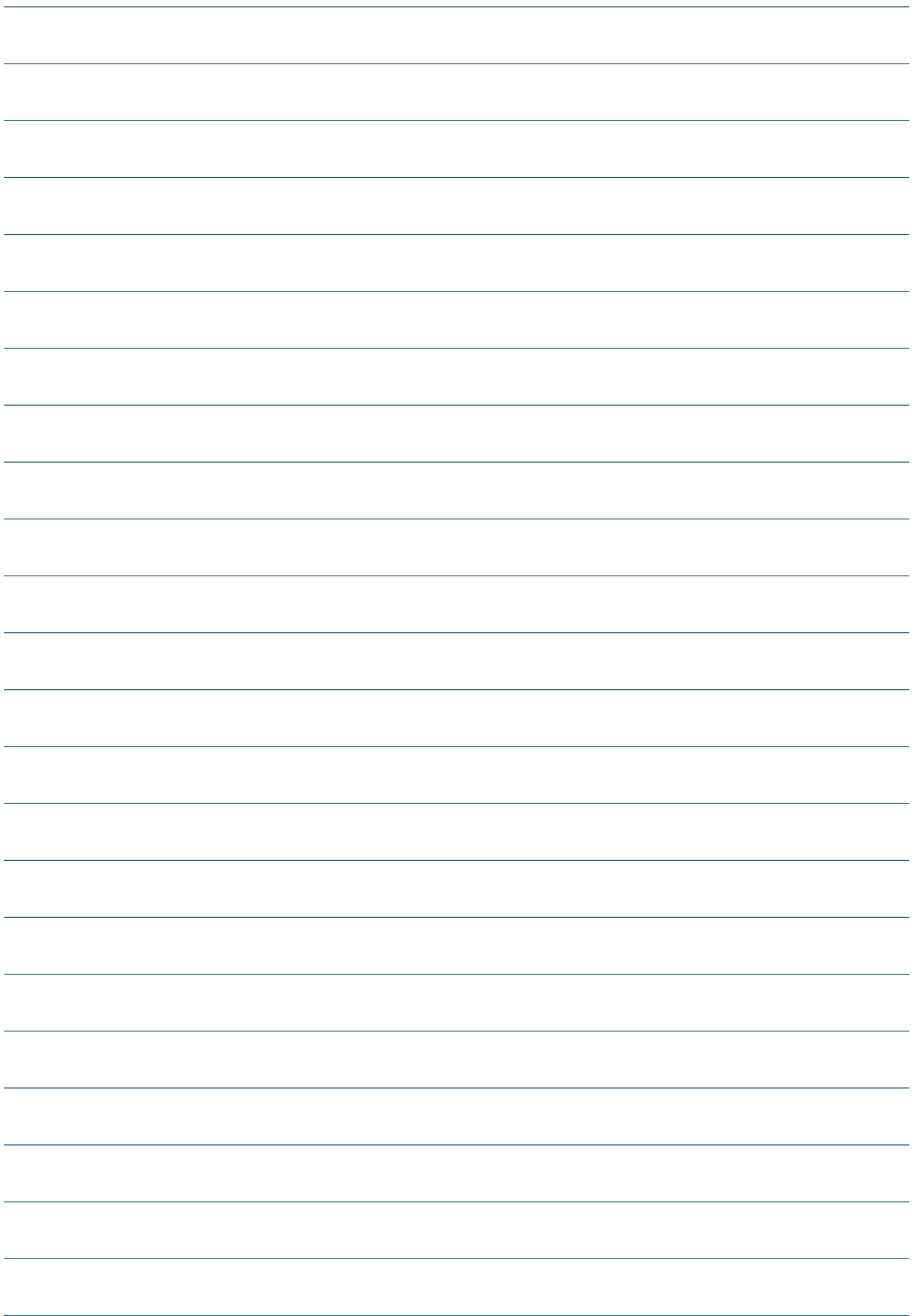
Write an alternative ending to the story. How else could it have ended so that it was exciting to read? You should complete at least 2 paragraphs of writing.

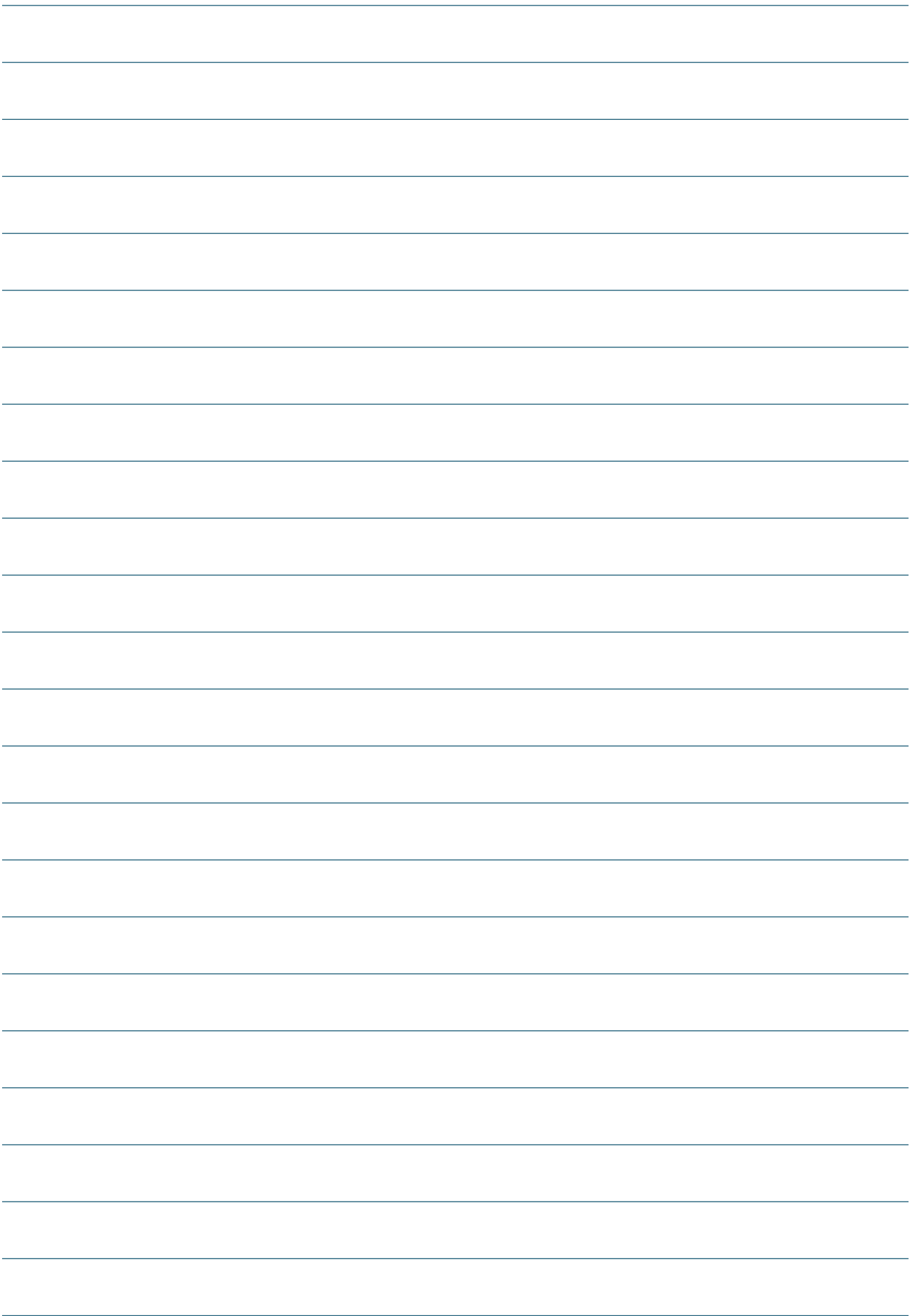
Write a short, persuasive speech on your novel encouraging other students in your year group to read it and give it a chance.

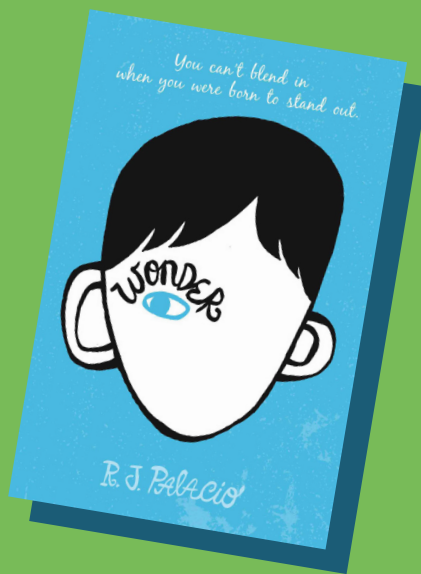
Draw the main character of the story. Label the drawing with 5-10 key facts about them.

The story you have read is set to be turned into a film that the public can go and see at the cinema. Design a film poster for the story. Think of which actors / famous people you would cast to play the main characters.

The tasks above can either be hand-written/hand-drawn or typed up.







You have been given the novel **Wonder** by R.J. Palacio

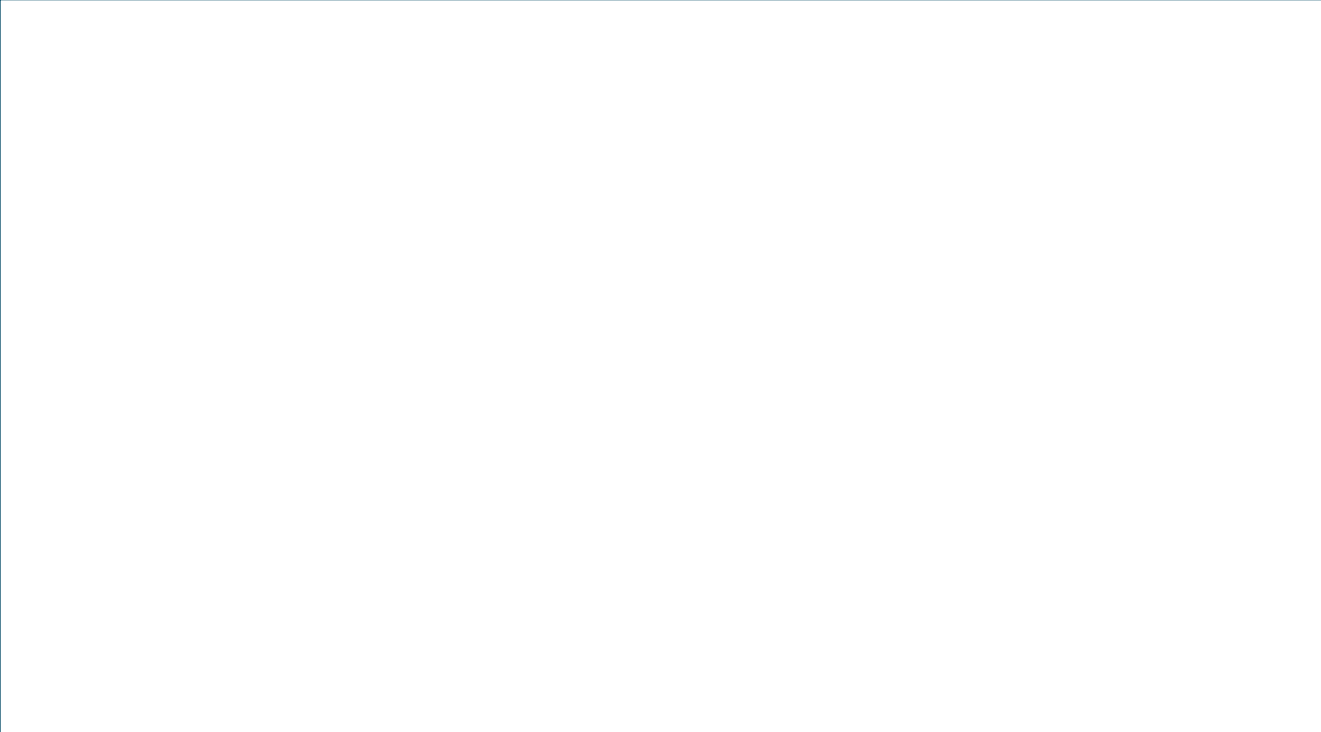
Here are some tasks you may like to complete.

Wonder Vocabulary

Petrified	scared	page 4
Anomalies	differences	page 6
Hysterical	laughing / crying	page 7
Flounder	fish	page 11
Hindsight	looking back	page 11
Slaughter	kill	page 10
Elective	chosen subject	page 16
Baritone	low / deep tone	page 24
Incubation	keep warm	page 24
Obnoxious	unpleasant	page 28
Schlep	long journey	page 32
Pursue	follow	page 41

Draw / Wonder / Predict

Draw about what you read.



Wonder: Ask three questions about what you read.

- 1. _____
- 2. _____
- 3. _____

Predict: What do you think will happen next?



At the beginning of the chapter August is feeling _____ because he says _____. However, at the end of the chapter August is feeling _____ because he says _____.

1. What does August mean by 'shiny smile'?

2. Do you think August likes Mrs Garcia? Why?

3. What does August mean by a 'normal smile'?

4. Do you think August likes Ms. Petosa? Why?

5. How does August expect people to react when they see him for the first time?

6. Describe how you think August feels when he first meets Mrs Petosa. Use quotes in your answer.



Chesterfield High School

Chesterfield Road, Crosby, Liverpool L23 9YB

Tel: 0151 924 6454 | Fax: 0151 931 5089

Email: head@chesterfieldhigh.co.

www.chesterfieldhigh.org.uk