Y7 English  
  
  
  
  
William Shakespeare’s  
The Tempest  
  
Week 1

Hello Y7,

Over the next six weeks, your English lessons will be focused around the study of *The Tempest* by William Shakespeare.

Each week, you will be given a booklet to complete. These booklets will be divided into four different lessons. You can spread these out any way you like but aim to get all the lessons completed by the end of the week –don’t leave them all until Friday!

Each lesson will have **four different tasks**. You should aim to complete at least two of the tasks. Some of the tasks will be an extension task that you can choose to complete if you want to challenge yourself.

The following symbols will be used to indicate what each task requires:



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**READ**



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**WRITE**



**DISCUSS**



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**DO/CREATE**



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**WATCH**



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**EXTENSION**

Your class teachers will set you work via Show My Homework and work completed should, where possible, be submitted onto Show My Homework too. If you have any problems, you can get in touch with your English teacher via email.

You will find the answers to the tasks at the end of this booklet. Use these to check your answers.

**Week 1 Lesson 1 – Shakespeare and The Globe**



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**Task 1:** Match the words to the definitions

|  |  |
| --- | --- |
|  | 1) The theatre that Shakespeare performed his plays in |
|  | 2) A person in a play |
|  | 3) The basic story |
|  | 4)The raised platform in a theatre that actors would perform on |
|  | 5) People who watch plays |
|  | 6) Different sections of a play – there are traditionally five |
|  | 7) A sequence in a play in which the action is continuous and stays in one place |
|  | 8) The people that performed in a play. |
|  | 9) The period or situation in which a text is set or written in |
|  | 10) Places where plays are performed generally |

character plot stage audience

act scene theatre context

**[](https://www.youtube.com/watch?v=xgnInT4x8kA)**The Globe actors



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**TASK 2:** Watch these videos about the Globe theatre

[*https://www.youtube.com/watch?v=m3VGa6Fp3zI*](https://www.youtube.com/watch?v=m3VGa6Fp3zI)

[*https://www.youtube.com/watch?v=D1rbtHchv1g*](https://www.youtube.com/watch?v=D1rbtHchv1g)

Once you have watched these videos, make a **spider diagram** based on everything that you have learnt about **The Globe**

**TASK 3:** Answer the questions on The Globe – the answers should be found in the YouTube videos



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1. Where is Shakespeare’s Globe theatre? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. In Shakespeare’s time, how many people would go to the theatre in a week?

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

3. Where were the most expensive seats in the theatre?   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. What was different about actors in Shakespeare’s time?   
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5. What were Shakespeare’s actors called?  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. What were the people that stood at the bottom of the theatre called?   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. What institution was very critical of the theatre calling it ‘the nest of the Devil’?  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. Name one of the King or Queens that ruled during Shakespeare’s time.   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. What did the bottom of the stage represent?  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. In what year was the Globe theatre built?   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TASK 4:** Choose one of the following tasks



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* Imagine you are going to the Globe in Shakespeare’s day. Write a detailed account describing your experience. Aim to include some of the words from today’s lesson
* Research Shakespeare’s Globe further using the website <https://www.shakespearesglobe.com/discover/shakespeares-world/>

Explain what you learn about Shakespeare and the Globe theatre

**Week 1 Lesson 2 – Key Vocabulary**



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Today we want to look at 10 key words that will aid your understanding of some of the ideas explored in The Tempest.

**TASK 1:** Match the definitions with the words

|  |  |
| --- | --- |
|  | 1) A character with evil actions |
|  | 2) A person who is helpless or passive in the face of mistreatment or misfortune |
|  | 3) The policy of gaining control of another country by occupying it and using it for your own economy |
|  | 4) The unfair or unjust treatment of different categories f people especially on grounds of race, age or gender |
|  | 5) The ability to have influence or control overs: to be in a position of authority |
|  | 6) The power to influence or direct people’s behaviour without their own freewill |
|  | 7) To take power from somebody illegally or by force |
|  | 8) The basic or inherent characteristics or features of someone’s personality |
|  | 9) What somebody is like as a result of their upbringing or environment (opposite of nature) |
|  | 10) To keep someone subject to hardship or difficulties e.g. control someone through unjust authority |

usurp control nurture discrimination

nature power colonialism oppressed

victim villain

**TASK 2:** Complete the sentences by using one of the key words from above.

a) The evil King had planned along to \_\_\_\_\_\_\_\_\_the previous king and overthrow him.

b) People said that Steven was born bad: it was in his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

c) In the Victorian times, Britain had a policy of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and as such had power over a number of countries throughout the world known as the British Empire.

d) People felt sorry for the girl who was beaten by the gang and said that she was the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of a terrible crime.

e) Hitler rose to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in Germany in the 1930s.

f) The group of easily influenced teenagers were said to be puppets as it was so easy for people to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ them.

g) Batman is the hero whereas The Joker is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

h) People that are victims of racial \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_claim to be have unfairly treated on the basis of their skin colour.

i) The child received the benefits of its parents loving \_\_\_\_\_\_\_\_\_\_\_\_\_and as a result grew up to be a balanced and happy person.

j) It is often claimed that women in some parts of the world are victims of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as they are unable to speak freely and enjoy the same rights as men.





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**TASK 3:** Desert Island Take Over

Write a story about a person arriving onto a desert island.   
There is nobody on the desert island except for one other  
creature.

The person claims the island for their own and takes charge   
of it. They teach the creature to speak but also make them

their slave.

Aim to use as many of the words from today’s lesson as possible as well as the following:

* A **simile** to describe the island – *e.g. the golden sand was as fine as a grain of salt*
* Powerful **adjectives** to describe the sea - e.g. *majestic ocean, tempestuous waves, shimmering waters*

**Week 1 Lesson 3- The Plot   
TASK 1:** Re-cap the words from yesterday. Link the images to the word and try to explain what the words mean.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Power Clip Art**a)** | Transparent Growth Clipart - Nurture Transparent Background , Free ...**b)** | Library of colonialism graphic free png files ▻▻▻ Clipart Art 2019**c)** | **d)** | 1,279 Oppression Cliparts, Stock Vector And Royalty Free ...**e)** |
| Stress Computer Icons Clip Art - Stress Person Clipart - Clip Art ...**f)** | Discrimination Illustrations, Royalty-Free Vector Graphics & Clip ...**g)** | Free Villain Cliparts, Download Free Clip Art, Free Clip Art on ...**h)** | Free Victim Cliparts, Download Free Clip Art, Free Clip Art on ...**i)** | Vectores, imágenes y arte vectorial de stock sobre Give Power ...**j)** |

**TASK 2:** Watch the videos summarising the plot to **The Tempest**



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<https://www.youtube.com/watch?v=KVsQjZxLqTY>

<https://www.youtube.com/watch?v=lq2YEqSZo54&t=44s>

**TASK 3:** Complete the gap fill below outlining the opening of The Tempest. Use the words in the box beneath to complete.

The play begins with a terrible 1\_\_\_\_\_\_\_\_\_\_\_. A ship that is carrying a group of 2.\_\_\_\_\_\_\_\_\_\_\_ people back to Italy is struck by the storm. On the ship there is the Duke of Milan 3. \_\_\_\_\_\_\_\_\_\_\_\_along with the King of Naples 4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. They believe that they are going to 5. \_\_\_\_\_\_\_\_\_\_\_\_\_.

In the next scene Prospero a magical 6.\_\_\_\_\_\_\_\_\_\_\_\_ is looking out at the ship with his daughter 7. \_\_\_\_\_\_\_\_\_\_\_\_\_. She begs her father to do anything he can to save the people on the ship. Prospero admits to her that he started he storm and tells her about their past. Prospero used to be the 8.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ until he got usurped by his 9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Antonio. Miranda and Prospero were marooned on an 10.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and left to die. They didn’t die and have been living on the island together for the past twelve years.

Important Alonso wizard brother

Miranda storm Antonio die

Duke of Milan island

**TASK 4 – Basic Plot Questions**



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1. What is the name of the magical wizard?

2. Who was originally on the island?

3. What is the name of the wizard’s daughter?

4. What had Antonio done to his brother Prospero?

5. Who does Ferdinand (Alonso’s son) fall in love with?

6. What does Prospero begin at the start of the play?

7. Where had Duke Antonio and King Alonso been? (when they are in a ship at the start)

8. Who had helped Prospero when he was exiled and how?

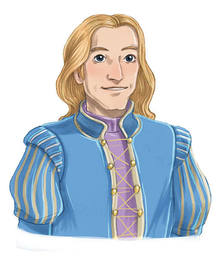
9. What is the name of Prospero’s magical helper spirit?

10. What are the name of the two drunken servants that land on the island?

**TASK 5 – Character Profiles**



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 King Alonso Duke Antonio Prospero Ferdinand

****  
  
  
Miranda Ariel Caliban Gonzalo

**Write as much as you can remember about each of the main characters from The Tempest.**

**If you need help, you can go to this website:**

[**https://www.bbc.co.uk/bitesize/guides/zcgqtfr/revision/1**](https://www.bbc.co.uk/bitesize/guides/zcgqtfr/revision/1)

**Week 1- Lesson 4 The Big Storm**



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**TASK 1:** Read the scene Act 1 scene 1

There are the following characters

* Boatswain: You are in charge of keeping the boat afloat
* Master: In charge of the ship
* Alonso: The King of Naples
* Gonzalo: old and wise man
* Antonio: Duke of Milan, Prospero’s brother
* Sebastian: King Alonso’s brother
* Mariners: workers on the ship

**TASK 2:** Answer the questions

1. What does Alonso come in and tell the Boatswain on line 18? What does this immediately establish about his character?

2. What does the Boatswain say about the King and the storm on line 25? What point might Shakespeare be making here?

3. What does Antonio call the mariners on line 49? What impression is created of Antonio’s character?

4. What does Gonzalo say when they are told that they are all going to die? Look at line 57- what does it suggest about Gonzalo as a person?



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**TASK 3:** Answer this longer question and try to give a more detailed answer.

**How does Shakespeare make the opening scene exciting for his audience?**

Include quotations and the following ideas: chaos, conflict, suspense, dramatic

**TASK 4:** Imagine you are on a ship and there is a wild, tempestuous storm. Write a description of your experience

**WORD BANK**

**tempestuous**

**wild**

**tumultuous**

**roaring**

**stormy**

**frenzied**

**feverish**

**rough**

**Answers**

**LESSON 1: TASK 1 matching the words to the definitions**

1) The Globe 2) character 3) plot 4) stage 5) audience

6) act 7) scene 8) actors 9) context 10) theatre

**LESSON 1: TASK 3 Answers**

1) London 2) 20,000 3) The Lords’ Rooms 4) all men/no women  
5) Lord Chamberlain’s men/King’s Men 6) groundlings  
7) the church 8) Queen Elizabeth I/King James I 9) hell 10) 1599

**LESSON 2 TASK 1**matching the words to the definitions

1) villain 2) victim 3) colonialism 4) discrimination 5) power  
6) control 7) usurp 8) nature 9) nurture 10) oppressed

**LESSON 2 TASK 2 fill in the missing word to the sentences**

a) usurp b) nature c) colonialism d) victim e) power

f) control g) villain h) discrimination i) nuture j) oppression

LESSON 3 TASK 1 KEY WORD IMAGES

a) power b) nuture c) colonialism d) control e)oppression

f) nature g)discrimination h) villain i) victim j) usurp

**LESSON 3 TASK 3**

1) storm 2) important 3) Antonio 4) Alonso 5) die

6) wizard 7)Miranda 8) Duke of Milan 9) brother 10) island

**LESSON 3 TASK 4**

1) Prospero 2) Caliban and Ariel 3) Miranda 4) usurped him

5) Miranda 6) a storm 7) Africa for a wedding 8) Gonzalo- gave him books

9) Ariel 10) Stefano and Trinculo

**LESSON 4 TASK 2– ANSWERS TO THE QUESTIONS**

1. To work the men. It shows that he is in a position of authority and has power

2. The storm does not care for the cries of the king. It does not care about authority.

3. drunkards. It shows that he is an angry and unkind character

4. What’s destined to happen will happen. It shows that he is thoughtful and accepting and wise.