

## English Summer Project

### Securing our Year 10 Learning

#### Why have you got this booklet?

If you want to do well in your Year 11 exams, you really can't afford to leave all the revision until the Easter holidays. Instead, you need to begin now. Take the time now to learn the material from Year 10 and create valuable resources. We know that revising is hard – and knowing *how* to revise is even harder – so we've created this pack of revision tasks to help prepare you for your exams. Take the time now to learn the material from Year 10 as everything you've learnt this year will be on your exams.

#### What do you need to complete?

Our glorious summer holiday is six weeks long, and therefore you should aim to complete *at least* six of the tasks suggested. Cross them off when you're done so that your teacher can get a clear sense of what you've accomplished in September. It might be sensible to do one a week, or you could smash it in the first week and spend the remaining five weeks sunbathing.



**We know that our memories can fade over time - take steps to stop this happening over the summer!**

# English Summer Project | 'An Inspector Calls'

## Task One | Random Annotation

Print out or photocopy a key moment from the play – practise annotation, focusing on key characters or ideas. What does Priestley's language at this moment in the play reveal about the characters, theme or context?



TIP: If you've not got a copy at home, search 'An Inspector Calls Full Text' on Google to find an online copy of the play.

## Task Two | Considering Characters

Set up character pages for the major characters in the play, with key quotations and vocabulary to help describe them. It's important to think beyond the characters themselves and instead explain what each of these characters represents and why. You may want to use the stage directions to draw the characters & explain your choices, using lines from the text.

### Task Three | Quotation Quiz

One of the best ways to revise is to quiz yourself and others. Using an online programme or just pen and paper, create a quiz of the key quotes in the play with words blanked out. Test yourself (or your friends) on regular occasions and see yourself start to memorise quotes without even realising it!



## Task Four | Exploring Themes

Create mind-maps for each of the following themes: responsibility, class, the old vs the young and gender. Explain what Priestley shows about that theme and why, gathering key quotations to support your ideas. Make sure you have four ideas on each mind-map.

## Task Five | Essay Practice

Plan an answer to one (or both!) of the following questions. Aim to explore at least four different ideas from across the whole play. If you're feeling particularly focused, why not answer one? Spend 45 minutes writing an essay.

- **How far does Mr Birling change in An Inspector Calls?**  
You could write about:  
How Mr Birling responds to his family & the Inspector  
How Priestley presents Mr Birling through the way he writes
- **How does Priestley explore the idea of blame in An Inspector Calls?**  
You could write about:  
The ideas about blame in An Inspector Calls  
How Priestley presents these ideas through the way he writes

**Tick the tasks you've completed.**

Task One	Task Two	Task Three	Task Four	Task Five

# English Summer Project | 'Poetry Anthology & Unseen Poetry'

## Task One | Blank Annotation

Print out or photocopy a poem from the anthology by searching for it on Google. Without looking at your anthology, annotate as much as you can in the poem. Ask yourself: how does this poet present power and conflict?

## Task Two | Snap Connections

In your poetry essay, you've got to compare two of the poems in the anthology. On 15 pieces of scrap paper, write the names of the poems in the anthology. Use these to play a game of snap. When you come across two poems that can compare, shout SNAP & then explain (or write down if you don't want to talk to yourself) how the poems can connect.

## Task Three | Revise Key Lines

Choose one line from each poem that you think sums up the poet's main message about love. Next, use the Look - Cover - Write - Check method to learn these key quotations efficiently. You could then practise exploding that quotation for its language features. How does the language reveal the poet's message about power and conflict? What would be worth exploring in an essay?



## Task Four | Researching the Poets

A lot of our poets had pretty interesting backstories and lives that didn't just involve them being sat at a desk writing for hours on end. Using the internet, research the lives of the poets in our anthology and what inspired their writing. Next, try and tie their experiences to what they write about in their poetry. Can you find any connections between what they went through and what they think about power and conflict? Record your ideas in your book.

## Task Five | Unseen Poetry Practice

Section C of Literature Paper 2 involves you writing about poems you've never read before. This can be pretty scary but it's quite easy to practise. Turn to the section of the anthology that you haven't studied (Love and Relationships or Power and Conflict) and start reading! For Love and Relationships, read and annotate the following poems and have a go at answering the question.

- Neutral Tones - how does the poet present ideas about love in this poem?
- Letters from Yorkshire - how does the poet present ideas about overcoming challenges in this poem?
- Walking Away - how does the poet present ideas about relationships between parents and children in this poem?

Remember to focus on language for this question. Explore 3-4 different ideas & analyse the impression that the writer's language gives.

Tick the tasks you've completed.

Task One	Task Two	Task Three	Task Four	Task Five

# English Summer Project | 'Macbeth'

## Task One | Knowing the Plot

Create a timeline in your book of each act and scene with a short summary of what happens. To extend, include key quotes for the most important lines, explaining how these moments impact the rest of the plot.

## Task Two | Character Development

Create character arrows for Macbeth and Lady Macbeth exploring how their character changes as the play progresses. Provide key quotations which show how their character is at each stage.

Start

Middle

End



## Task Three | Ace-ing Character

Complete thorough character profiles for all of the main characters (Macbeth, Lady Macbeth, Banquo, Macduff, Duncan) providing key quotations, analysis of what they suggest, an explanation of how their character changes and an explanation of whether or not your character was typical for Jacobean England and why.

## Task Four | Annotating Key Moments

Print out a key moment from the play by Googling 'Macbeth full text'. Next, practise annotation, focusing on key characters or ideas. What happens in this point in the play? Why is it important? What does Shakespeare's language reveal?

Suggested Scenes:

Act 1 Scene 5

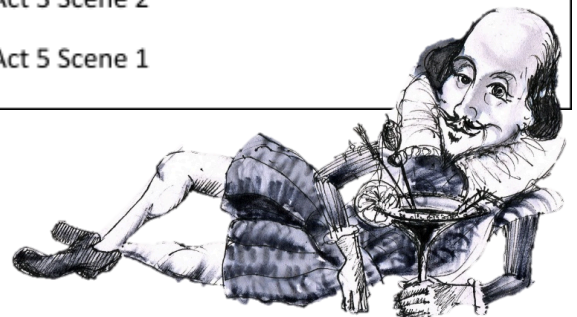
Act 2 Scene 2

Act 3 Scene 2

Act 5 Scene 1

## Task Five | Exploring Theme

Begin some theme pages for Ambition, Masculinity, Power and Control, Appearance vs. Reality and The Supernatural – gather key quotations from the play to help you discuss the theme. At the bottom of the page, you could include a sentence about what Shakespeare wanted his audience to think about this theme.



Tick the tasks you've completed.

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# English Summer Project | 'Language Paper 1: Reading'

## Task One | Importance of Openings

Watch the opening scene of a film or the pilot episode of a TV show. Bullet point how the story gets you engaged in its opening. What does the director focus on and WHY? Next, you could read the opening page of a novel and do the same thing.



## Task Three | Read

Spend time this holiday reading some quality fiction. Look online for top books to read for teenagers & challenge yourself to read something you wouldn't normally go for! Be prepared to discuss with your teacher.

## Task Two | Analyse Language

Read the below passage and annotate it, considering the below question:

How does the writer use language to present the man?

After, write two paragraphs to answer it!

*'His face was like the moon, pale and somehow wavering. I could get the gist of his features, but none of it stuck in my mind beyond an impression of astonishing beauty. His long, long hair wafted around him like black smoke, its tendrils curling and moving of their own volition. His cloak — or perhaps that was his hair too — shifted as if in an unfelt wind. I could not recall him wearing a cloak before, on the balcony. The madness still lurked in his face, but it was a quieter madness now, not the rabid-animal savagery of before. Something else — I could not bring myself to call it humanity — stirred underneath the gleam...'*

# English Summer Project | 'Language Paper 1: Writing'

## Task Four | Practice makes Perfect!

The best way to improve your creative writing is to practise! Websites like [www.writingexercises.co.uk](http://www.writingexercises.co.uk) have a whole host of activities you could try, including a random image generator to inspire your writing. [www.window-swap.com](http://www.window-swap.com) is also great for this! Grab a cup of tea, pen and paper and spend an afternoon doing some writing: it can be a description or a whole story – it's up to you.

Think carefully about the mood and atmosphere you create and remember to proofread your work for spelling and grammar mistakes once you're done.

## Task Five | Capture the Moment

In your exam, you'll get an image to inspire your creative writing. Capture some moments yourself. Take photos of things you see on your holidays and then write some description based on this. Why not share your image with friends and write about their image instead?



Tick the tasks you've completed.

Task One	Task Two	Task Three	Task Four	Task Five