

# Year 7 Homework Booklet

## English Support – Term 1

Name: \_\_\_\_\_

Form: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Homework due on: \_\_\_\_\_

Each week your English teacher will set one activity from this booklet for you to complete.

**These activities won't necessarily be set in order** so it is important that you write your homework in your homework diary and check with your teacher if you aren't sure which activity you have been asked to complete.

The homework set is designed to complement and consolidate your in class learning.

# Term 1 – Coming of Age - Contents

Task	Page Number	Date Due	Completed	On Time?	Effort
Getting to Know you					
Graveyard book – Context					
Graveyard book – Character Creation					
Graveyard book – Inferences					
Graveyard book – Review of the book					
Gothic Characters					
Gothic Settings					
Great Expectations					
Jungle book					
Dracula					
Revision for End of Term Test - Literary Terms					
Revision for End of Term Test – Nouns					
Revision for End of Term Test – Tenses					

# Term 1 – Coming of Age – Getting to Know You

**In English we enjoy reading and we encourage all of our students to enjoy reading too! We want to know some things about you:**

What is your favourite book? .....

Who did you read the book with?.....

Why do you like this book?

.....  
.....  
.....

If you could be any character from any book, which character would it be and why?

.....  
.....  
.....

# Term 1 – Coming of Age - The Graveyard Book (Activity 1)

**Create a fact file for Neil Gaiman, including key details and information about his life. Your fact file can include:**

- Any interesting facts you discover about him
- Other books he has written
- Key events in his life
- Any awards that he has won and what they were for.

**You could use these websites to help you:**

**<https://www.britannica.com/biography/Neil-Gaiman>**

**[https://www.neilgaiman.com/About\\_Neil/Biography](https://www.neilgaiman.com/About_Neil/Biography)**

# Term 1 – Coming of Age – The Graveyard Book (Activity 1)

## Neil Gaiman Fact File

<b>Key Facts</b> Name: Date of Birth: Place of Birth: Education:	<b>Image:</b>
<b>Important events in Neil Gaiman's life:</b>	
<b>Books by Neil Gaiman:</b>	<b>Awards:</b>

## Term 1 – Coming of Age – The Graveyard Book (Activity 2)

Create your own character that could help to protect ancient treasure.

Include:

- what they would be like and why
- what skills they would have to help them and why
- who they would depend on to help protect the treasure and why
- what other characters they want to be like and why.

# Term 1 – Coming of Age – The Graveyard Book (Activity 2)

Draw your character in this box:



**Adjectives to help  
you describe your  
character:**

Brave  
Loyal  
Resourceful  
Stubborn

Honest  
Daring  
Lucky  
Trustworthy  
Shy  
Powerful

What is your character's **personality** like?

What **skills** does your character have?

**How** would your character protect the treasure?

# Term 1 – Coming of Age – The Graveyard Book (Activity 3)

A huge white horse, of the kind that the people who know horses would call a “grey,” came ambling up the side of the hill. **The pounding of its hooves could be heard before it was seen**, along with the crashing it made as it pushed through the little bushes and thickets, through the brambles and the ivy and the gorse that had grown up on the side of the hill. The size of a Shire horse it was, a full nineteen hands or more. It **was a horse that could have carried a knight in full armour into combat**, but all it carried on its naked back was a woman, clothed from head to foot in grey. Her long skirt and her shawl might have been spun out of old cobwebs.

**Her face was serene, and peaceful.**

They knew her, the graveyard folk, for each of us encounters the Lady on the Grey at the end of our days, and there is no forgetting her.

In this extract the graveyard folk meet the Lady on the Grey.





# Term 1 – Coming of Age – The Graveyard Book (Activity 3)

When we read we look for clues in the text which link to things we already know. We can then make guesses about what is happening or predict what might happen later in the text. We call this **inference**.

Look at the three quotes in the table. What can you **infer** about the characters being described? Which words helped you to make this **inference**? Write your ideas in the table.

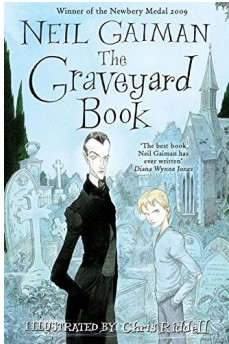
Quote	I can infer that...	The words which made me think this are...
<b>The pounding of its hooves could be heard before it was seen</b>		
<b>was a horse that could have carried a knight in full armour into combat</b>		
<b>face was serene, and peaceful.</b>		

## Term 1 – Coming of Age – The Graveyard Book (Activity 4)

Complete a short book review on The Graveyard book. Include:

- What you enjoyed about it and why
- Who your favourite character is and why
- What the best moment is and why
- If there were any moments you did not like, why? (Do not say “it was boring”)
- Rate it out of 5 (5 being AMAZING)

# Term 1 – Coming of Age – The Graveyard Book (Activity 4)



## Book Review

Title: \_\_\_\_\_

Author: \_\_\_\_\_

What was your favourite part of the book? \_\_\_\_\_

\_\_\_\_\_

Who was your favourite character and why? \_\_\_\_\_

\_\_\_\_\_

Were there any parts of the text you didn't like? Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is your 5 star rating? ☆ ☆ ☆ ☆ ☆

# Term 1 – Coming of Age – Gothic Characters

1. Draw your own gothic character.

2. Write a paragraph describing your character.  
Consider:

- What they look like (use adjectives to be specific)
- What their personality is like
- Using high-level vocabulary to describe them

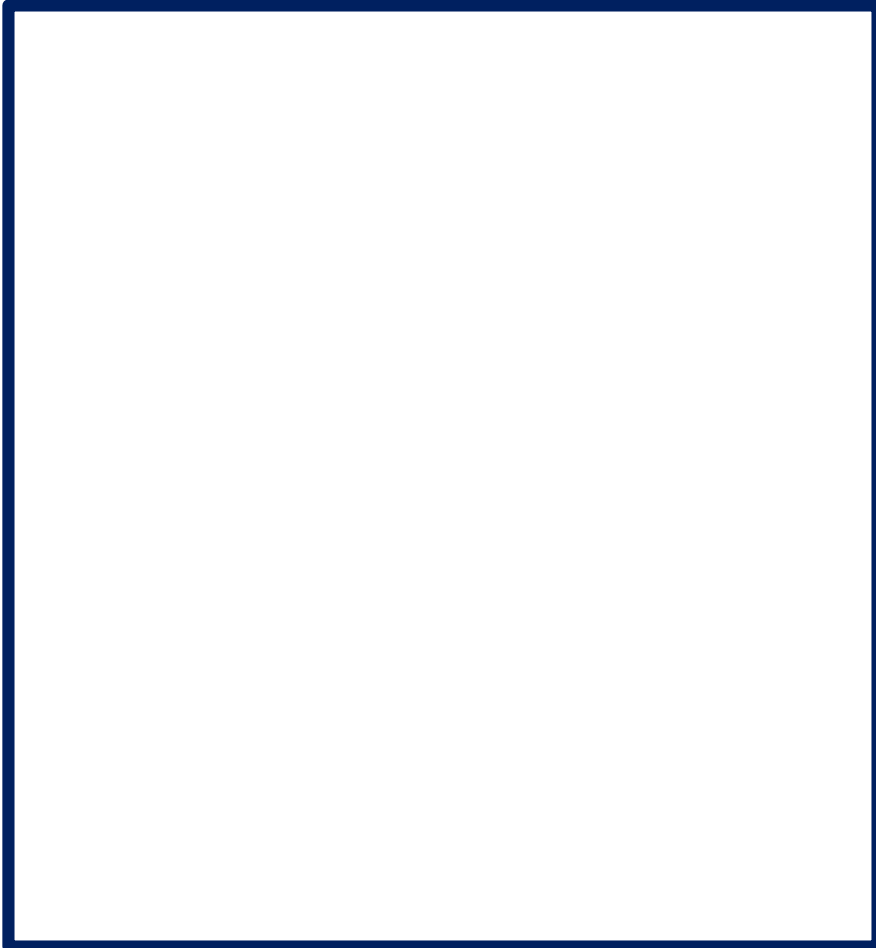
You can either use the space on the next page to complete this OR you can complete it on a separate sheet of paper.

Here are a list of common characters within the gothic genre:

- **Supernatural Beings**  
Monsters, demons, witches, ghosts, banshees, vampires, etc.
- **Anti-Heroes**  
The Gothic protagonist (main character) is often portrayed as a flawed, lonesome, isolated, or outcast figure who has to overcome obstacles (problems) in order to rejoin society.
- **Damsels in distress**  
(usually) a female character that finds herself in a frightening or perilous situation

# Term 1 – Coming of Age – Gothic Characters

Draw your character in this box:



What does your character **look** like? How is this Gothic?

What is your character's **personality** like? How are they like a typical Gothic character?

**GOTHIC WOW WORDS:**

Gaunt	Morose	
Defenceless	Helpless	Pallid
Exposed	Intimidating	Suspicious
Fearful	Looming	Vulnerable

# Term 1 – Coming of Age – Gothic Settings

**Settings are vital for helping to establish tone and atmosphere in any story.**

Task 1: Look at the image on the next page and mind-map the things you could see, hear and feel if you were there.

Task 2: Write a paragraph to describe the setting, using your mind-map to help you.

**Challenge: Use a simile in your description**

Common gothic settings include:

- Castles
- Graveyards
- Caves
- Dungeons
- Churches and chapels

They are often old, decaying buildings, usually set in remote, hidden places such as the wilderness of a forest or in the isolation of the mountains.

**GOTHIC WOW**

**WORDS**

Claustrophobic

Deserted

Dismal

Extinguished

Ghostly

Isolated

Macabre

Melancholy

Obscured

Ominous

Secluded

Shadowy



# Term 1 – Coming of Age – Great Expectations

"Hold your noise!" cried a terrible voice, as a man started up from among the graves at the side of the church porch. "Keep still, you little devil, or I'll cut your throat!"

A fearful man, all in coarse grey, with a great iron on his leg. **A man with no hat, and with broken shoes, and with an old rag tied round his head.** A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; **who limped, and shivered, and glared and growled;** and whose teeth chattered in his head as he seized me by the chin.

"O! Don't cut my throat, sir," I pleaded in terror. "Pray don't do it, sir."

"Tell us your name!" said the man. "Quick!"

"Pip, sir."

"Once more," said the man, staring at me. "Give it mouth!"

"Pip. Pip, sir."

"Show us where you live," said the man. "Pint out the place!"

I pointed to where our village lay, on the flat in-shore among the alder-trees and pollards, a mile or more from the church.

**The man, after looking at me for a moment, turned me upside down, and emptied my pockets.** There was nothing in them but a piece of bread. When the church came to itself - for he was so sudden and strong that he made it go head over heels before me, and I saw the steeple under my feet - when the church came to itself, I say, I was seated on a high tombstone, trembling, while he ate the bread ravenously.

In this extract a boy called Pip meets an escaped convict in a graveyard.

## Glossary

A great iron: a metal cuff, like a handcuff

Smothered: covered totally

Flints: sharp stones

Seized: grabbed roughly

Pollard: a type of tree

Steeple: a tower in a church

Ravenously: very hungrily



# Term 1 – Coming of Age – Great Expectations

When we read we look for clues in the text which link to things we already know. We can then make guesses about what is happening or predict what might happen later in the text. We call this **inference**.

Look at the three quotes in the table. What can you **infer** about the characters being described? Which words helped you to make this **inference**? Write your ideas in the table.

Quote	I can infer that...	The words which made me think this are...
<b>A man with no hat, and with broken shoes, and with an old rag tied round his head</b>		
<b>who limped, and shivered, and glared and growled</b>		
<b>The man, after looking at me for a moment, turned me upside down, and emptied my pockets.</b>		

# Term 1 – Coming of Age – Jungle Book

Read this extract and complete the activity on the next page.

*In this extract from the jungle book, we see the home of the Monkey People.*

A great roofless palace crowned the hill, and the marble of the courtyards and the fountains was split, and stained with red and green, and the very cobblestones in the courtyard where the king's elephants used to live had been thrust up and apart by grasses and young trees. From the palace **you could see the rows and rows of roofless houses that made up the city looking like empty honeycombs filled with blackness**; the shapeless block of stone that had been an idol in the square where four roads met; the pits and dimples at street corners where the public wells once stood, and the shattered domes of temples with wild figs sprouting on their sides. The monkeys called the place their city, and pretended to despise the Jungle-People because they lived in the forest. And yet **they never knew what the buildings were made for nor how to use them**. They would sit in circles on the hall of the king's council chamber, and scratch for fleas and pretend to be men; or they would run in and out of the roofless houses and collect pieces of plaster and old bricks in a corner, and forget where they had hidden them, and fight and cry in scuffling crowds, and then break off to play up and down the terraces of the king's garden, where they would shake the rose trees and the oranges in sport to see the fruit and flowers fall. They explored all the passages and dark tunnels in the palace and the hundreds of little dark rooms, but they never remembered what they had seen and what they had not; and so drifted about in ones and twos or crowds telling each other that they were doing as men did. They drank at the tanks and made the water all muddy, and then **they fought over it, and then they would all rush together in mobs and shout**: "There is no one in the jungle so wise and good and clever and strong and gentle as the Bandar-log." Then all would begin again till they grew tired of the city and went back to the tree-tops, hoping the Jungle-People would notice them.

# Term 1 – Coming of Age – Jungle Book

When we read we look for clues in the text which link to things we already know. We can then make guesses about what is happening or predict what might happen later in the text. We call this **inference**.

Look at the three quotes in the table. What can you **infer** about the town the Money People live in? What can you infer about the Monkey People? Which words helped you to make this **inference**? Write your ideas in the table.

Quote	I can infer that...	The words which made me think this are...
<b>you could see the rows and rows of roofless houses that made up the city looking like empty honeycombs filled with blackness</b>		
<b>they never knew what the buildings were made for nor how to use them</b>		
<b>they fought over it, and then they would all rush together in mobs and shout</b>		

# Term 1 – Coming of Age – Dracula

Read this extract and complete the activity on the next page.

I only slept a few hours when I went to bed, and feeling that I could not sleep any more, got up. I had hung my shaving mirror by the window, and was just beginning to shave. Suddenly I felt a hand on my shoulder, and heard the Count's voice saying to me, "Good morning." I started, for it amazed me that I had not seen him, since the reflection of the mirror covered the whole room behind me. Having been startled I had cut myself slightly but I did not notice it at that moment. Having answered the Count's greeting, I turned to the mirror again to see how I had been mistaken. This time there could be no mistake, for the man was behind me, and I could see him over my shoulder. But there was no reflection of him in the mirror! The whole room behind me was displayed, but there was no sign of a man in it, except myself!

This was startling, and coming on the top of so many strange things, was beginning to increase that vague feeling of uneasiness which I always feel when the Count is near. But at that moment I saw the cut had bled a little, and the blood was trickling over my chin. I put down the razor, turning as I did so half round to look for some sticking plaster. When the Count saw my face, his eyes blazed with a sort of demonic fury, and he suddenly made a grab at my throat. I pulled away and his hand touched the rosary beads which held the crucifix. It made an instant change in him, for his anger passed so quickly that I could hardly believe that it was ever there.

# Term 1 – Coming of Age - Dracula

1. Write a **list** of words you could use to describe Dracula after reading this extract.

Example: Scary

2. Use words from your list to make **three** answer sentences.

Example: Dracula is scary when it says "His eyes blaze in a demonic fury"

# Term 1 – Coming of Age - End of Term Revision 1

Match up the key terms with their definitions by drawing lines between the correct pairs

<b>Plot</b>	A person, animal, being, or thing in a story.
<b>Setting</b>	The overall mood of a <b>story</b> or poem, achieved through description.
<b>Character</b>	The central ideas, topics, or points of a story.
<b>Themes</b>	The main events of a novel or play, devised and presented by the writer as an interrelated sequence.
<b>Narrator</b>	The person telling the story, and it determines the <b>point of view</b> that the audience will experience.
<b>Atmosphere</b>	The sense that something ominous (bad) is right around the corner.
<b>Tension</b>	The location and time frame in which the action of a narrative takes place.

# Term 1 – Coming of Age - End of Term Revision 2

**TASK: Sort the nouns into the correct columns.**

**Challenge: Add some of your own to the table**

- fear
- chair
- Bolton
- company
- egg
- Turton School
- anger
- class
- window
- swarm
- Elizabeth
- teacher
- truth
- joy
- Peter
- team

**Noun types:**

**Concrete** – A noun we can see, hear, touch, smell or taste e.g. table

**Abstract** – A noun which we cannot experience with any of the 5 senses e.g. happiness, tension

**Proper** – A noun which is the name or title of something and is capitalised e.g. Bolton, Turton School

**Collective** – A singular word used to group together a plural e.g. a group, a herd, a class

Concrete	Abstract	Proper	Collective

# Term 1 – Coming of Age - End of Term Revision 3

## TASK 1: Which tense are these sentences in?

Label them **Past, Present or Future**. The verbs are in bold to help you.

1. I **will go** to Spain in the holidays.
2. My brother **helped** me to do my homework.
3. I **took** my medicine this morning.
4. She **plays** for Manchester City.
5. She **was** very tired after the party.
6. I **got** top marks on my test.
7. It **is** my birthday today.
8. You **will eat** your broccoli!
9. My dad **works** at the hospital.

## TASK 2: Create your own sentences.

a) **Two past tense sentences:**

b) **Two present tense sentences**

c) **Two Future tense sentences**



**Year 7 Term 1: Coming of Age**

Everybody experiences a coming of age as they develop from child to adult. A common coming of age theme revolves around how a teenager finds their own identity.

The literature we will be studying deals with coming of age including: characters discovering their purpose in life, learning to accept themselves and others, experiencing life-changing moments, confronting their fears, taking responsibility for their actions, and coming to terms with the world.

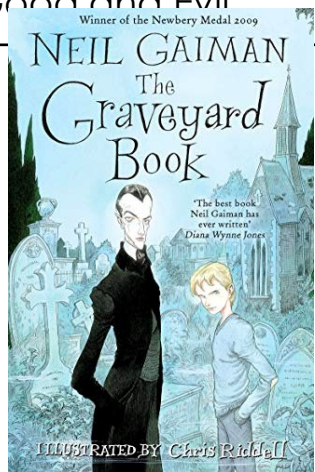
**The Graveyard Book - Neil Gaiman**

Neil Gaiman is an English author of short fiction, novels, comic books, graphic novels and movies. His known works include the comic book series *The Sandman* and novels *Stardust*, *American Gods*, *Coraline*, and *The Graveyard Book*.

The *Graveyard Book* is the coming of age story of Nobody 'Bod' Owens who is adopted and raised by the supernatural occupants of a graveyard after his family is brutally murdered.

**Graveyard Book Themes**

- Life and Death
- Family
- Identity
- Coming of Age
- Good and Evil



**The Graveyard Book - Characters**

**Nobody 'Bod' Owens** - The novel's main character and the adoptive son of the Owens. Bod is fearless and curious, qualities that save his life at the beginning of the novel when he's a toddler.

**Scarlett Amber Perkins** - Bod's only living friend throughout his childhood. Five-year-old Scarlett meets Bod when her parents take her to play in the graveyard, but her parents believe that Bod is just Scarlett's imaginary friend.

**Silas** - Bod's guardian. The novel heavily implies that he's a vampire: he has no reflection in mirrors and he assumes a batlike form when he's not in his tall, pale, human form.

**Jack Frost** - Often referred to as "the man Jack," Jack is the novel's antagonist and the murderer who killed Bod's family and is intent on hunting down Bod. He's a member of the mysterious organization the Jacks of All Trades, an ancient fraternity that harnesses magic by killing people.

**The Sleer** - A mysterious being that resides in the graveyard's barrow grave. Bod only sees the Sleer once. It is huge, has three heads, the body of a snake, and speaks in a hissing voice.

**Miss Lupescu** - A Hound of God—that is, a werewolf—who acts as Bod's guardian whenever Silas is away.

## Narrative Features

**Plot** - The main events of a novel or play, devised and presented by the writer as an interrelated sequence.

**Setting** - The location and time frame in which the action of a narrative takes place.

**Character** - A person, animal, being, or thing in a story. Writers use characters to perform the **actions** and speak dialogue, moving the **story** along a **plot** line.

**Narrator** - A narrator is the person telling the story, and it determines the **point of view** that the audience will experience.

**Atmosphere** - The overall mood of a **story** or poem, achieved through description.

**Themes** - The central ideas, topics, or points of a story.

**Tension** - The sense that something ominous (bad) is right around the corner.

## Grammar

### Noun types:

**Concrete** – A noun we can see, hear, touch, smell or taste e.g. table

**Abstract** – A noun which we cannot experience with any of the 5 senses e.g. happiness, tension

**Proper** – A noun which is the name or title of something and is capitalised e.g. Bolton, Turton School

**Collective** – A singular word used to group together a plural e.g. a group, a herd, a class

### Tense:

**Past tense:** used to describe things that have already happened and usually have an -ed ending e.g. I walked to school yesterday

**Present tense:** used to describe things that are happening now

**Future tense:** describes things that have yet to happen and usually uses 'will' e.g. I will go tomorrow.



