

Year 7 Homework Booklet

English – 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

1. Getting to Know you
2. Graveyard book – Context
3. Graveyard book – Character Creation
4. Graveyard book – Answer sentences
5. Graveyard book – Review of the book
6. Gothic Characters
7. Gothic Settings
8. Great Expectations
9. The Raven
10. Dracula
11. Bildungsroman
12. Revision for End of Term Test
13. Revision for End of Term Test

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?

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.

Challenge: If you have already read a story by Neil Gaiman, tell us whether you enjoyed it or not and why?

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

- **Create a mind map on the next page that covers everything you have learnt about the main character (protagonist) Bod so far.**
- **Include facts we learn about him and inferences about his character.**

Quotes to help you:

**'He looks like nobody but himself,' said Mrs. Owens, firmly.
'He looks like nobody. Chapter 1**

**Silas said, "Out there, the man who killed your family is, I believe, still looking for you, still intends to kill you."
Bod shrugged. "So?" he said. "It's only death. I mean, all of my best friends are dead." Chapter 1**

Scarlett said to Bod, 'You're brave. You are the bravest person I know, and you're my friend.' Chapter 2

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



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.

Create three answer sentences you could use to answer the question “How is the Lady on the Grey presented in the extract?”

Challenge: Pick out three quotes that you would use as evidence for each answer sentence you have given.

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 was 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)

If you want to use the next page in this booklet you can, or you can use lined paper.

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

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 is often portrayed as a flawed, lonesome, isolated, or outcast figure who has to overcome obstacles 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 Settings

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

Think of two places you could set a gothic story. For each setting, make notes on the five senses (what you can see, hear, taste, touch, smell).

Extra Challenge: Write short descriptions of your two settings. Try to include a range of descriptive techniques such as adjectives and sensory language.

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.

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 Pip meets an escaped convict in a graveyard.

Find 3 quotes that you might use to answer the question "How does the writer create a frightening atmosphere?"

For each quote, give clear inference. We have highlighted one quote to help you get started.

Challenge: Is there a specific word or technique in the quote that you can explore further?

Term 1 – Coming of Age – The Raven

thnidimg

praginp

rrdeya

ahrmcbe

enetrgaint

eelorn

talteic

ysttela

egbugilni

wolf

morenreev

phimreas

theprop

mespett

monde

Task:

1. Unscramble these words taken from the poem The Raven by Edgar Allan Poe.

2. Give a definition for each word and use it in a sentence.

If you need more space for the definition you can use the next two pages in this booklet

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.

"Take care," he said, "take care how you cut yourself. It is more dangerous than you think in this country." Then seizing the shaving mirror, he continued, "And this is the wretched thing that has done the mischief. Away with it!" And, opening the window with one wrench of his terrible hand, he flung out the mirror, which shattered into a thousand pieces on the stones of the courtyard far below. Then he left the room without a word. It is very annoying, for I do not see how I am to shave, unless in my watch-case or the bottom of the shaving pot, which is fortunately made out of metal.

Term 1 – Coming of Age - Bildungsroman

A **bildungsroman** is a genre of novel that shows a protagonist's journey from childhood to adulthood (or from immaturity to maturity). It focus on the difficulties and challenges that the character faces as they grow up.

Research your own example of a bildungsroman and explain why it fits into this genre.

Examples of a bildungsroman include:

- The Hobbit
- Harry Potter
- Life of Pi
- Adventures of Huckleberry Finn
- Treasure Island
- Hunger Games

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

Create a revision resource covering all of the grammar you have learned this term. You can either create a mind map using the spare sheet on the next page **or** you can create flash cards.

You must know the **definition** for each term as well as some **examples**.

The grammar terms you need to know this term are:

Noun types – Abstract, concrete, proper, collective

Subject

Verb types – stative, dynamic, modal, imperative

Tenses – past and present

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

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

Create a revision resource covering all of the knowledge that you have learned this term.

You can either create a mind map using the spare sheets on the next page **or** you can create flash cards.

Use the Knowledge Organiser on the next page to help you.

Year 7 Term 1: Coming of Age

Everybody, young or old, 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 aspects of 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 unfair nature of the world.

BILDUNGSROMAN - The combination of two German words: Bildung, meaning "education," and Roman, meaning "novel." A bildungsroman is a novel that deals with the formative years of the main character, and in particular, with the character's personal development and moral education.

The Graveyard Book - Neil Gaiman

Neil Gaiman is a modern writer who is influenced by gothic authors including Mary Shelley and Edgar Allan Poe.

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
- Community
- Identity
- Coming of Age
- Family
- Good and Evil

Gothic Genre & Conventions

Gothic fiction was a very popular genre in the 19th century. It explored the darker side of human nature & the theme of the supernatural.

Conventions include:

- Strange places
- Scientific Progression
- Doppelganger (someone's double)
- The Uncanny (something strangely familiar)
- Characters in moral or ethical turmoil (huge confusion/doubt)

Influential gothic writers include: Mary Shelley, Bram Stoker, Edgar Allan Poe and the Bronte Sisters.

The Graveyard Book - Characters

Nobody 'Bod' Owens - The novel's protagonist 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.

Coming of Age Extracts

Great Expectations - Pip learns to accept others and forgive people. He shows maturity in facing his fears and learning to deal with complex relationships.

Jane Eyre - Jane learns to stand up for herself and to deal with injustice - she is changing from child to adult and learning to deal with relationship problems. Moving away from Mrs Reed is a life-changing moment for her, and part of her coming of age.

Little Women - Jo is realising what it is to be a woman growing up in a male society with all the expectations of her gender, and the difficulties of gaining female independence in a 19th century society geared towards men.

White Teeth - Magid is realising what it is to be a Bangladeshi son of immigrants, living in London. As he comes of age, he is dealing with the conflict between following his parents' wishes, and finding his own identity.

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.

Narrative voice - Narrative voice is the perspective the story is told from. Can be First person, Second person or third person.

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

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

Protagonist - The main character. The **story** circles around this character's experiences, and the audience is invited to see the world from his or her perspective.

Antagonist - The opposite of the protagonist. Typically, this is a **villain** of some kind, but not always! It's just the opponent of the main character, or someone who gets in their way.

Confidant - A secondary character in the story, often a friend or authority figure, whose role is to listen to the protagonist's secrets and advise them on their actions.

Third Person Omniscient Narrator - The narrator of *The Graveyard Book* is a third-person narrator, meaning that it never talks about itself, but just tells us the story. Although the narrator is most closely tied to Bod and his story, this narrator can go into the mind of any character it chooses. It's omniscient, meaning that it knows just about everything that's going on.

Narrative Structure

Exposition - The start of the story where the **characters**, setting and basic information are introduced. Allows the reader to understand where the story is taking place and who's in it.

Conflict - A clash between two opposing forces in the story. Conflict occurs when the main character struggles with either an external conflict or an internal conflict.

Rising Action - The conflict begins to affect the characters, complicating their lives.

Climax - The highest point of tension or **drama** in a **narrative**'s plot. Often, the climax is also when the main problem of the **story** is faced by the protagonist.

Falling action - The story begins to slow down, showing the results of the climax.

Resolution / denouement - The very end of a story, where all the plotlines are finally tied up and all remaining questions are answered.

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

Verb types:

Dynamic – A verb that we can see/hear being completed – a deliberate action e.g. I kick, I speak

Stative – A verb that we cannot see being completed e.g. I think, I believe

Imperative – A commanding verb e.g. Do this work, sit down, let's go

Modal – A verb expressing possibility or probability e.g. will, should, could, can, must

Subject: Does the action in a sentence or clause

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.

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

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