

# Year 7 Homework Booklet

## English – Term 1: Coming of Age

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.

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# 1. Getting to Know You

In English we enjoy reading and we encourage all of our students to enjoy reading too! Create a book review of your favourite book.

## 1. Briefly Summarise the Book

Introduce the book by giving an overview of the plot (but don't give away the best bits!) and telling us a bit about your favourite characters.

## 2. Evaluate the Book's Qualities

What are the strengths of the book. What do you want other readers to know about this book? Was it easy to read? Why was it so engaging?

## 3. Include Quotes from the Book

You can include a short well-written passage to showcase the author's talent or an example of some descriptive writing you enjoyed.

## 4. Rate the Book

You could simply rate your book out of five stars or, like some reviewers, break down ratings into multiple categories. For example, you might give a book five stars for its characters, but only three stars for its plot.

## 5. Give Your Recommendation

Finish your book review by stating whether or not you would recommend this book to others. That's the main purpose of a book review, after all—to convince readers to read the book. It can be helpful to say exactly what kinds of readers you'd recommend it to. You can also recommend other books in the same genre that you think fellow readers will enjoy if they liked this one.

## 2. The Graveyard Book – Neil Gaiman

**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?

# 3. Great expectations

She was dressed in rich materials - satins, and lace, and silks - all of white. Her shoes were white. And she had a long white veil dependent from her hair, and she had bridal flowers in her hair, but her hair was white. Some bright jewels sparkled on her neck and on her hands, and some other jewels lay sparkling on the table. Dresses, less splendid than the dress she wore, and half-packed trunks, were scattered about. She had not quite finished dressing, for she had but one shoe on - the other was on the table near her hand - her veil was but half arranged, her watch and chain were not put on, and some lace for her bosom lay with those trinkets, and with her handkerchief, and gloves, and some flowers, and a prayer-book, all confusedly heaped about the looking-glass.

**Draw a picture of Miss Havisham. Label her using quotations from the extract. Highlight the important words that offer the most information.**

**CHALLENGE: Can you name any language devices used in your chosen quotations?**



# 4. The Undead

Find out about and create mini fact files on the following:

- witches
- werewolves
- vampires
- ghosts

(They can be related to the texts we have read in class or unrelated).

For each of the **undead**, your fact file should include:

- characteristics, what they look like
- their history, where they originated from
- their powers
- beliefs about them;
- names they are called around the world
- any other interesting information



# 5. 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

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.

Make sure to include the following writing features:

- Punctuation including . , ; ( )
- Adjectives and adverbs
- Figurative language including a simile and a metaphor
- Alliteration and/or sibilance

## Gothic Character Word Bank

austere, determined, drawn, helpless, hideous, intimidating, looming, menacing, murderous, pallid, sinister, sleepless, surprised, terrifying, treacherous, villainous, vulnerable.

# 6. Gothic Settings

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

Think of a place you could set a gothic story. For your setting, describe the atmosphere by using your five senses (sight, sound, smell, touch, taste).

Use pathetic fallacy and colour imagery in your writing.

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 Setting Word Bank

### ➤ Feelings

Anxious, claustrophobic, courageous, curiosity, despair, determination, fear, frightened, hatred, horror, nervous, ominous, passion, tension, terror, trapped, worried.

### ➤ Weather

Clouds, fog, gale, lightning, mist, rain, shadow, storm, thunder, torrential.

### ➤ Sounds

Announce, cackle, clatter, creak, gasp, howl, scream, shout, shriek, silence, whisper.

### ➤ Adjectives

Ancient, antique, creepy, desolated, distant, dusty, elaborate, eerie, empty, gruesome, isolated, macabre, neglected, ornate, overgrown, peculiar, solitary, untouched, unusual.



# 7. Graveyard description

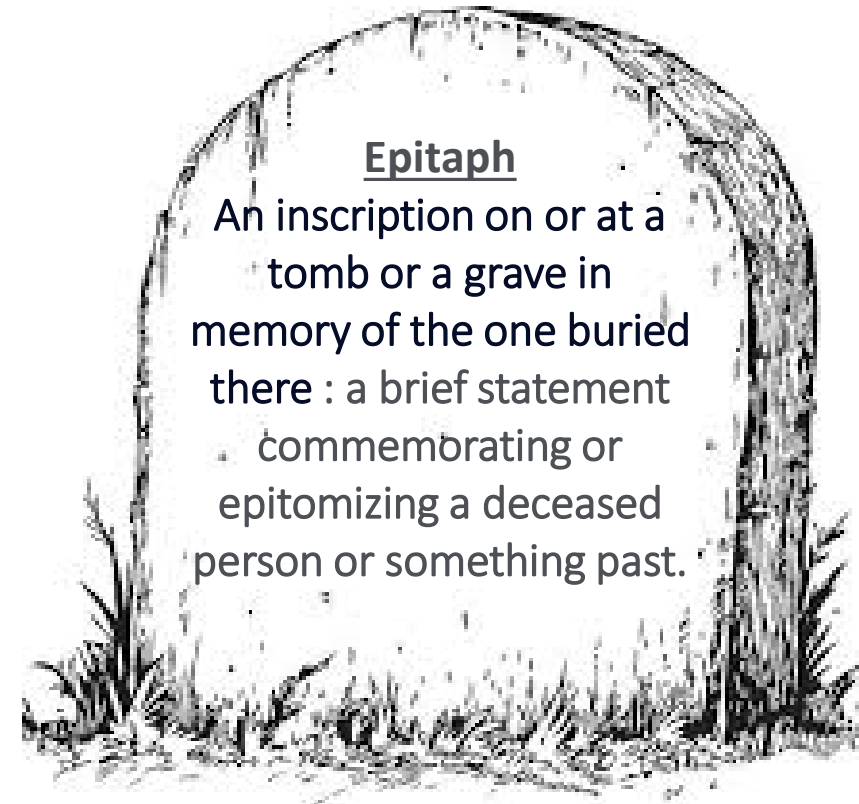
Look at the image of the graveyard on the next page. If you were writing a description of this image, which five parts would you focus on? Circle them.

Pick two of them to describe in detail, using all of your senses, colour imagery, and figurative language. Make sure that you link the two images together effectively.

## CHALLENGE:

### Epitaph Poem

Write a poem for a character's epitaph using what you know about them.



# 7. Graveyard description



# 8. 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 quotations that you might use to answer the question:

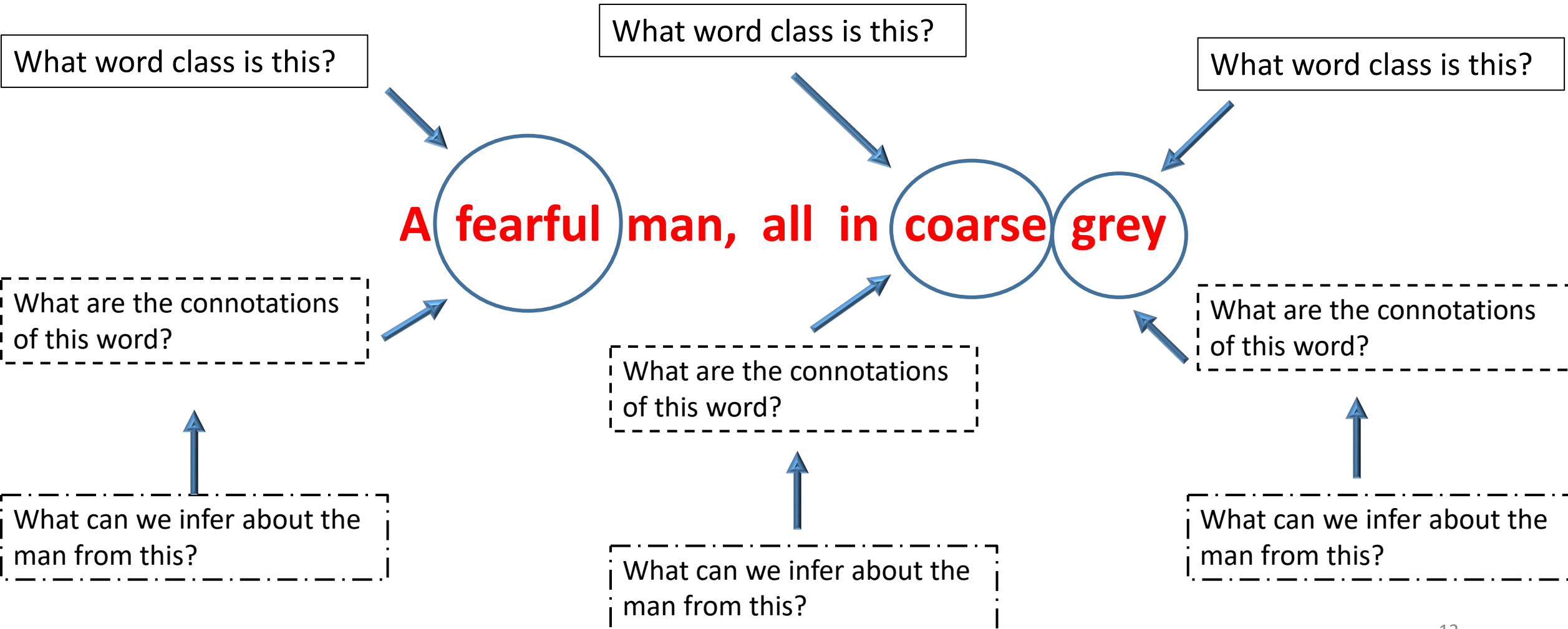
**“How does the writer create a frightening atmosphere?”**

Explode each quotation, providing a clear inference. We have highlighted one quotation and added questions to help you to get started on your annotations.

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

# 8. Great Expectations

How does the writer create a frightening atmosphere?



# 9. The Raven

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

## Extract from *The Raven* (1897) - Edgar Allan Poe

Once upon a midnight dreary, while I pondered, weak and weary,  
Over many a quaint and curious volume of forgotten lore—  
While I nodded, nearly napping, suddenly there came a tapping,  
As of some one gently rapping, rapping at my chamber door—  
"Tis some visitor," I muttered, "tapping at my chamber door—  
Only this and nothing more."

Ah, distinctly I remember it was in the bleak December;  
And each separate dying ember wrought its ghost upon the floor.  
Eagerly I wished the morrow;—vainly I had sought to borrow  
From my books surcease of sorrow—sorrow for the lost Lenore—  
For the rare and radiant maiden whom the angels name Lenore—  
Nameless *here* for evermore.

And the silken, sad, uncertain rustling of each purple curtain  
Thrilled me—filled me with fantastic terrors never felt before;  
So that now, to still the beating of my heart, I stood repeating,  
"Tis some visitor entreating entrance at my chamber door—  
Some late visitor entreating entrance at my chamber door;—  
This it is and nothing more."

Presently my soul grew stronger; hesitating then no longer,  
"Sir," said I, "or Madam, truly your forgiveness I implore;  
But the fact is I was napping, and so gently you came rapping,  
And so faintly you came tapping, tapping at my chamber door,  
That I scarce was sure I heard you"—here I opened wide the door;—  
Darkness there and nothing more.

Deep into that darkness peering, long I stood there wondering, fearing,  
Doubting, dreaming dreams no mortal ever dared to dream before;  
But the silence was unbroken, and the stillness gave no token,  
And the only word there spoken was the whispered word, "Lenore?"  
This I whispered, and an echo murmured back the word, "Lenore!"—  
Merely this and nothing more.

Back into the chamber turning, all my soul within me burning,  
Soon again I heard a tapping somewhat louder than before.  
"Surely," said I, "surely that is something at my window lattice;  
Let me see, then, what thereat is, and this mystery explore—  
Let my heart be still a moment and this mystery explore;—  
'Tis the wind and nothing more!"

# 9. The Raven

Read 'The Raven' by Edgar Allan Poe.

Choose either the raven or the man.  
Complete the following three tasks for your  
chosen character:

1. Draw a picture of the character and write key quotations about them around it.
2. Label any techniques in your quotations.
3. What can you infer from the quotation?



# 10. 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.

# 10. Dracula

Answer the question: **How is Dracula presented in this extract?**

Pick out three quotations that you would use as evidence for each answer sentence you have given. Zoom in on a specific word or technique that shows how Dracula is presented and offer connotations/inferences.

You can either present this in a table or in an analysis paragraph.

Take a look on the next page for support.



# 10. Dracula

## How is Dracula presented in this extract?

Answer Sentence	Quotation	Zoom	Word class or technique	Connotations / inference
Dracula is presented as ghostly and sinister.	“But there was no reflection of him in the mirror!”	“no reflection”	“reflection” = noun “no” = modifier	The connotations of “reflection” present an image of reality. As there is “no reflection”, this implies that reality is distorted, implying a sense of danger.

# 11. 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

# 12. Nouns

**TASK 1: Match up the noun type to the definition.**

Noun type	Definition
Concrete Noun	the name of a particular person, place, or thing. Always begins with a capital letter.
Proper Noun	A noun that refers to a physical place, person, or thing.
Abstract Noun	The word given to name a group of things.
Collective Noun	Something that a person's five senses cannot detect.

**TASK 2: Write 2-3 examples of each noun type.**

Noun type	Example
Concrete Noun	
Proper Noun	
Abstract Noun	
Collective Noun	

# 13. Verbs

Complete the mind map using the definitions below. Add your own example of the verb in a sentence. Highlight the verb you have used.

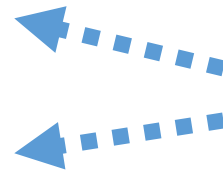
Imperative

Definition: \_\_\_\_\_  
Example: \_\_\_\_\_

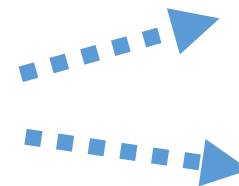
Dynamic

Definition: \_\_\_\_\_  
Example: \_\_\_\_\_

Modal



VERBS



Stative

Definition: \_\_\_\_\_  
Example: \_\_\_\_\_

Definition: \_\_\_\_\_  
Example: \_\_\_\_\_

- A verb that we can see/hear being completed – a deliberate action
- A verb that we cannot see being completed
- A commanding verb
- A verb expressing possibility or probability

# 14. End of Term Revision 1

Create a revision resource covering all of the grammar you have learned this term. You could create a mind map or flashcards.

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

# 15. 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.

# Revision Models

## FLASHCARDS

FRONT = QUESTION

*The Graveyard Book is told from what point of view?*

BACK = ANSWER

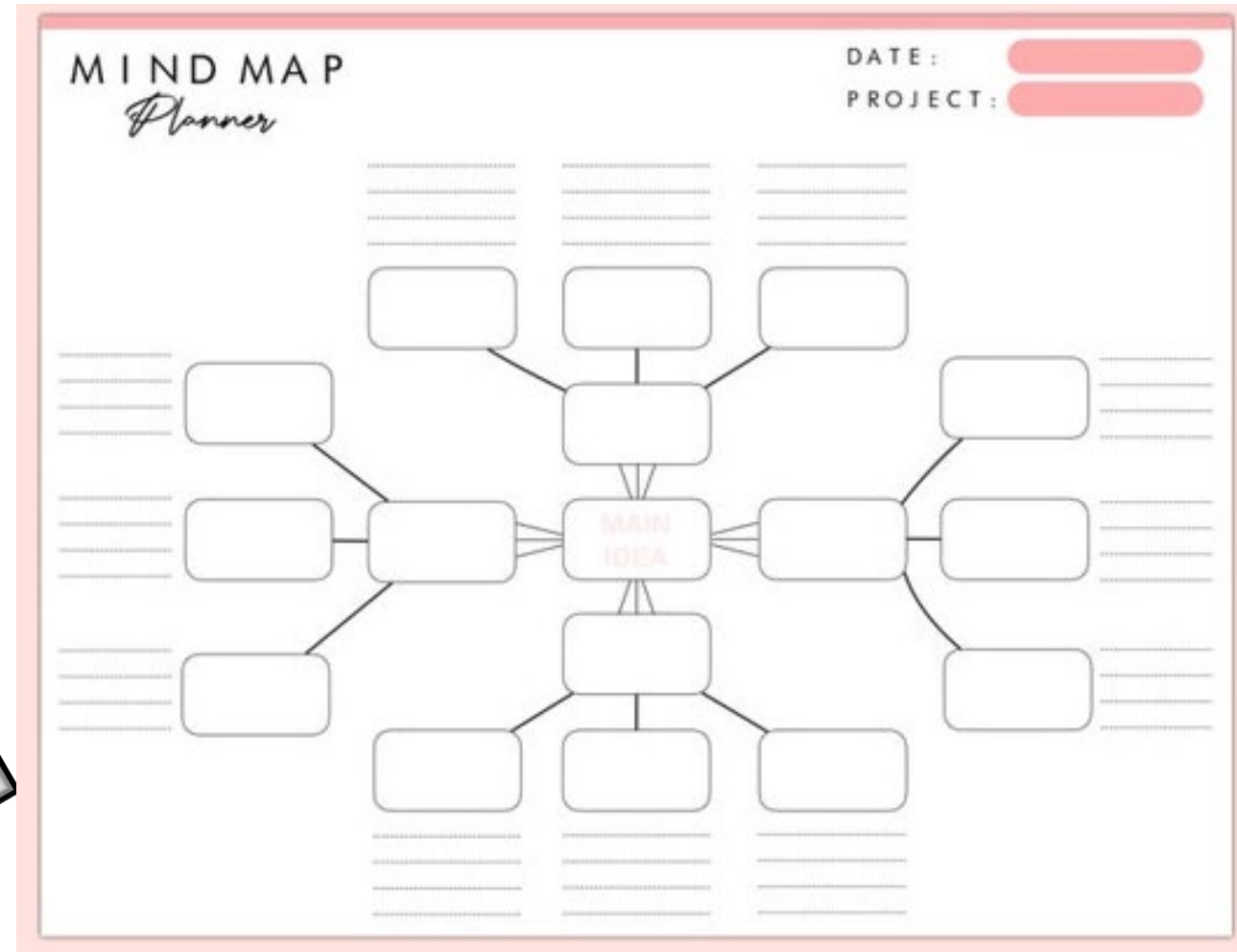
*3rd person where the author tells the story (he, she, it, they).*

FRONT = QUESTION

*Give an example of irony in the story.*

BACK = ANSWER

*Jack wants to stop the prophecy because Jack killed Bod's family and didn't kill Bod, he made the prophecy happen. Bod wouldn't have ended up in the graveyard if it wasn't for Jack.*



# 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.

<b>The Graveyard Book - Neil Gaiman</b>	<b>Graveyard Book Themes</b>
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.	<ul style="list-style-type: none"><li>• Life and Death</li><li>• Community</li><li>• Identity</li><li>• Coming of Age</li><li>• Family</li><li>• Good and Evil</li></ul>

## 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.