



English Department Homework Booklet

Gothic Writing

Student Name:

How to use:

1. Keep your booklet neat and tidy. The presentation of your work reveals your attitude towards your work.
2. You must only complete each task, one week at a time. Do not rush ahead!
3. Your teacher will tell you which day of the week your homework is due in. Write it here:

Term 4 | Week One:

Below is an extract from the Sherlock Holmes story *'The Hound of the Baskervilles'* by Sir Arthur Conan Doyle.

Read the extract and annotate (add notes) for:

- Main ideas / What happens in the narrative? / What stands out to you personally?
- How is the tense atmosphere created? How does it make you feel?
- Highlight and label language and structural features (eg simile, repetition, personification etc)

You can use the next blank page for additional notes and ideas.

ST&CH: Research into the character of Sherlock Holmes and how these stories fit into the gothic genre.

A terrible scream — a **prolonged** yell of horror and **anguish** — burst out of the silence of the moor. That frightful cry turned the blood to ice in my veins.

"Oh, my God!" I gasped. "What is it? What does it mean?"

Holmes had sprung to his feet, and I saw his dark, athletic outline at the door of the hut, his shoulders stooping, his head thrust forward, his face peering into the darkness.

"Hush!" he whispered. "Hush!"

The cry had been loud on account of its **vehemence**, but it had pealed out from somewhere far off on the shadowy plain. Now it burst upon our ears, nearer, louder, more urgent than before.

"Where is it?" Holmes whispered; and I knew from the thrill of his voice that he, the man of iron, was shaken to the soul. "Where is it, Watson?"

"There, I think." I pointed into the darkness.

"No, there!"

Again the agonised cry swept through the silent night, louder and much nearer than ever. And a new sound mingled with it, a deep, muttered rumble, musical and yet menacing, rising and falling like the low, constant murmur of the sea.

"The hound!" cried Holmes. "Come, Watson, come! Great heavens, if we are too late!"

He had started running swiftly over the moor, and I had followed at his heels. But now from somewhere among the broken ground immediately in front of us there came one last despairing yell, and then a dull, heavy thud. We halted and listened. Not another sound broke the heavy silence of the windless night.

I saw Holmes put his hand to his forehead like a man distracted. He stamped his feet upon the ground.

"He has beaten us, Watson. We are too late."

"No, no, surely not!"

"Fool that I was to hold my hand. And you, Watson, see what comes of abandoning your charge! But, by Heaven, if the worst has happened, we'll avenge him!"

Blindly we ran through the gloom, blundering against boulders, forcing our way through gorse bushes, panting up hills and rushing down slopes, heading always in the direction **whence** those dreadful sounds had come. At every rise Holmes looked eagerly round him, but the shadows were thick upon the moor, and nothing moved upon its dreary face.

"Can you see anything?"

"Nothing."

"But, hark, what is that?"

A low moan had fallen upon our ears. There it was again upon our left! On that side a ridge of rocks ended in a sheer cliff which overlooked a stone-strewn slope. On its jagged face was spread-eagled some dark, irregular object. As we ran towards it the vague outline hardened into a definite shape. It was a **prostrate** man face downward upon the ground, the head doubled under him at a horrible angle, the shoulders rounded and the body hunched together as if in the act of throwing a somersault. So **grotesque** was the attitude that I could not for the instant realize that that moan had been the passing of his soul. Not a whisper, not a rustle, rose now from the dark figure over which we stooped. Holmes laid his hand upon him, and held it up again, with an exclamation of horror. The gleam of the match which he struck shone upon his **clotted** fingers and upon the ghastly pool which widened slowly from the crushed skull of the victim. And it shone upon something else which turned our hearts sick and faint within us — the body of Sir Henry Baskerville!

Glossary:

prolonged: continuing for a long time

anguish: severe pain or suffering

vehemence: powerful feeling

whence: from where

prostrate: lying flat

grotesque: repulsively ugly

clotted: covered with clots of blood

Week One | Group Peer Assessment

1. As a group, **share annotations** with each other.
2. In **green pen**, add other people's ideas to your own annotations.
3. Write down in the boxes below **three new things** you've learnt from other people in your group about the extract from 'The Hound of the Baskervilles'.

Idea One:

Idea Two:

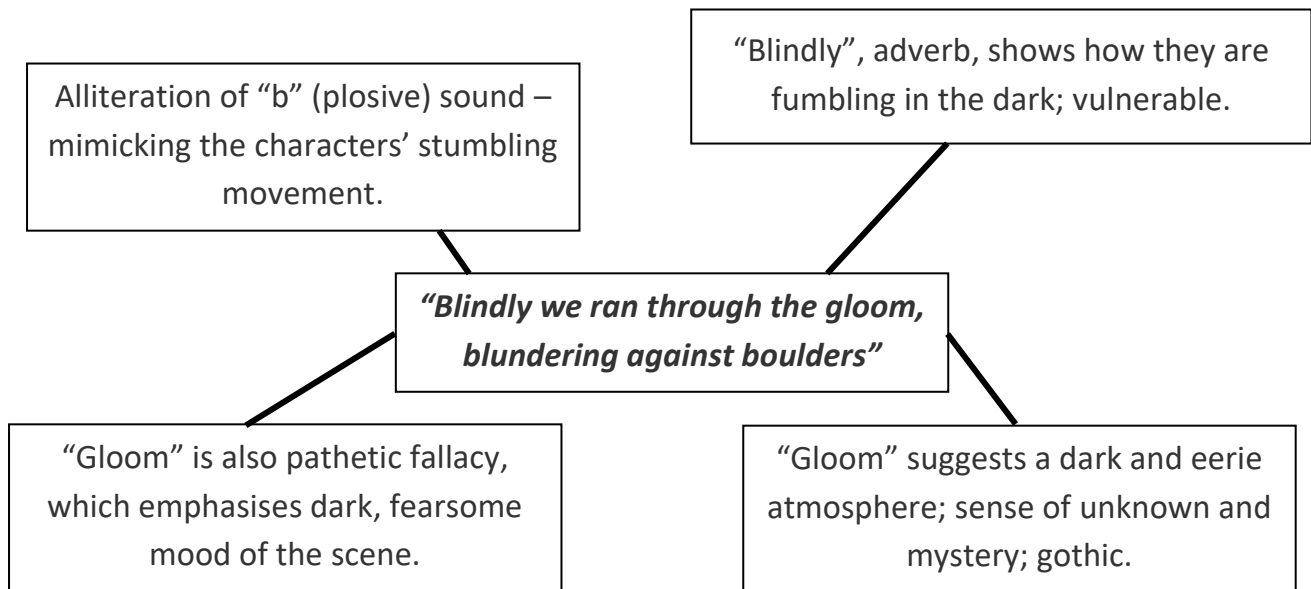
Idea Three:

Term 4 | Week Two:

You are going to plan an answer to the question: **How does Conan Doyle use language to create tension in the extract?**

To do this, you need to zoom in on individual words in selected quotations (evidence).

Here is an example:



TASK: You now need to find three more quotations to help answer the question on tension (above). You need to then ‘explode’ the quotation following the example above, zooming in on specific word choices and techniques.

You may like to use these quotations:


- *"Where is it?" Holmes whispered... "Where is it, Watson?"* [repetition]
- *"That frightful cry turned the blood to ice in my veins."* [metaphor]

Quotation 1:

Quotation 2:



Quotation 3:



Week Two | Peer Assessment

Swap homework with a partner.

Look at their zooming in ideas. In green pen, add more ideas about their quotations, for example labelling word types/classes, language techniques, or deeper layers of meaning.

Week Four: Peer Assessment:

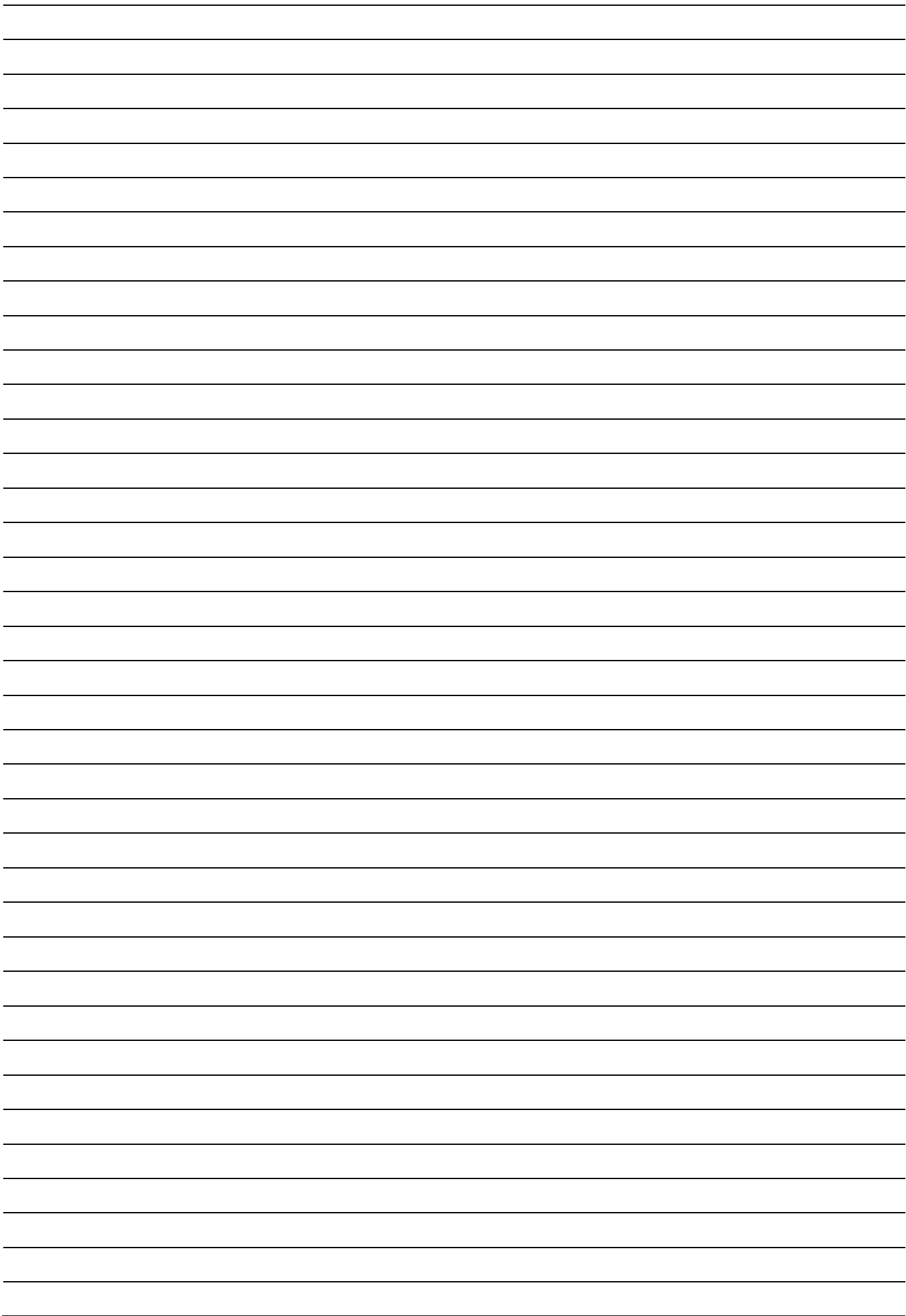
Swap homework **with a different partner.**

Read their new paragraph above.

WWW: why is your partner's new paragraph effective? Refer to the success criteria.

EBI: what else could your partner do to improve their paragraph even further?

Your signature:



Week 5 | Self-Assessment:

Compare your first answer with your final answer.

Write down three things that you have improved since you started work on this question.

Set yourself an improvement target for next time.

1)

2)

3)

Target:

Teacher feedback



GOTHIC CONVENTIONS

Setting and Locations

- Wild and remote places
- Dark and gloomy settings
- Graveyards, tombs, mausoleums
- Old, ruined, isolated places
- Castles and mansions with secret passages or locked towers

Characters

- Tormented and anguished
- Supernatural powers
- Mysterious frightening people
- Terrifying creatures and ghosts
- Family curses and dark secrets
- Nightmares, madness, insomnia

Events

- Worrying, unnatural events
- Science used for evil purpose
- Violence, crime, catastrophe



Struggling with your homework?

Have you tried:

- Asking another student or your family?
- Using the information on the previous page and below?
- Researching ideas online?
- Looking at your exercise book for other model PEA answers?
- Speaking to your teacher (out of lesson time, before the deadline)?

Language devices to consider analysing	
G roup of three	Definition: three words or phrases used to describe something Example: <u>The wooded forest seemed dangerous, vast and unexplored.</u>
O nomatopoeia	Definition: a word that sounds like its meaning Example: <u>The windows creaked in the storm</u>
M etaphor	Definition: comparing two things by saying one thing is the other thing Example: <u>The castle gates were hungry jaws, waiting for them to enter</u>
A lliteration	Definition: the same sound being used at the start of successive words Example: <u>The towering trees appeared to tremble in the turbulent weather</u>
S enses	Definition: language that evokes the 5 senses – sight, sound, smell, touch and taste Example: <u>The air smelt like smoke and he could taste the bitter fumes as he walked</u>
S imile	Definition: comparing two things using like or as Example: <u>Her old, pale skin was like tissue paper</u>
I magery	Definition: words that put a clear picture in the reader's mind. Example: <u>His eyes narrowed with suspicion, their grey-green colour was flecked with amber and a shadowy darkness encircled his lashes.</u>
V ocabulary	Definition: words and phrases that are ambitious and exciting Example: <u>Two fearless travellers, traversed the abandoned cemetery</u>
E motive language	Definition: words that make the reader feel a strong emotion Example: <u>His fangs were dripping with spittle. The bloodthirsty wolf snarled and lept into the air, towards me. My heart stopped with fear.</u>