

Year 9 Home Learning – English – Frankenstein – Autumn 1

- You are expected to spend between 15-30 minutes per week to complete your home learning tasks.
- Your English teacher will set your due date each week.
- Home Learning must be bought in on the due date to be checked by your teacher.

Page	Week	Task	Due	Completed
2	1	Capital letters and homophones		
3-4	2	Context		
5-6	3	Apostrophes		
7	4	Vocabulary		
8-9	5	Commas		
10	6	Plot		

Week 1 – SPAG Skills

Task 1 – Capital Letters – Correct the capital letters

1. captain robert walton wrote letters to his sister, margaret saville, from st petersburg.
2. walton hoped to sail through the arctic ocean and reach the north pole.
3. in july, the ship travelled towards the icy seas north of russia.
4. mary shelley begins the novel frankenstein with walton's letters.
5. victor frankenstein was rescued near the frozen waters of the arctic.
6. walton listened carefully as victor told his story aboard the ship.

/6

Task 2 – Homophones: There/Their/They're

1. Walton and his crew continued _____ journey through the Arctic.
2. _____ was thick ice surrounding the ship.
3. _____ determined to reach the North Pole despite the dangers.
4. Victor warned Walton about _____ ambitious dreams.
5. _____ are many challenges facing the explorers.
6. _____ excited to discover new lands and knowledge.
7. The crew feared for _____ safety during the storm.
8. _____ was little hope of escaping the ice at first.

/8

Task 3 – Homophones: Your/you're

1. _____ reading the opening letters of *Frankenstein* this week.
2. Make sure _____ notes include quotations from Chapter 1.
3. If _____ analysing Victor's character, look carefully at his childhood.
4. _____ understanding of Walton's ambitions will help with later chapters.
5. I think _____ going to find similarities between Walton and Victor.

/5

Week 2 - Context

Task 1 – Read the following information about the historical/social context of the novel.

Frankenstein was written by **Mary Shelley** and first published in **1818**. Shelley began writing the novel when she was just eighteen years old after taking part in a ghost story competition with friends during a holiday in Switzerland. The novel became one of the most famous examples of **Gothic literature**.

The story was influenced by the **Romantic period**, a movement that celebrated emotion, imagination and the power of nature. In *Frankenstein*, nature is often presented as both beautiful and powerful, reflecting the feelings of the characters.

Shelley was also influenced by growing interest in **science and discovery**. During the early nineteenth century, scientists were experimenting with electricity and the human body. These developments led people to question whether it might be possible to create life. Victor Frankenstein's experiment reflects these scientific ideas and society's fascination with pushing the boundaries of knowledge.

One of the novel's key messages is about **ambition and responsibility**. Victor becomes obsessed with achieving something remarkable but fails to think about the consequences of his actions. Through his story, Shelley warns readers about the dangers of uncontrolled ambition.

The novel explores important themes including **isolation, prejudice, knowledge, power and humanity**, making it a text that remains relevant to modern readers.

Task 2: Writing in full sentences and using correct capital letters and full stops, answer the following comprehension questions:

1. Who wrote *Frankenstein* and when was it first published?
2. What event inspired Mary Shelley to write *Frankenstein*?
3. What was the Romantic period, and how did it influence the novel?
4. Why were people becoming interested in science during the early nineteenth century?
5. What warning does Mary Shelley give through Victor Frankenstein's story?
6. Identify three themes explored in *Frankenstein*.

Challenge Questions

1. Why do you think Shelley chose a scientist as her main character?
2. Do you think scientific discoveries should have limits? Explain your opinion using evidence from the summary.

Task 3 – Read the following information about the author

Mary Shelley: A Short Biography

Mary Shelley was born on **30 August 1797** in London, England. She was the daughter of two famous writers and thinkers: **Mary Wollstonecraft**, who argued for women's rights, and **William Godwin**, a political philosopher. Sadly, Shelley's mother died shortly after she was born, and Mary grew up surrounded by books and ideas.

As a teenager, Mary met the poet **Percy Bysshe Shelley**, and the couple eventually married. They travelled around Europe and became friends with other Romantic writers, including **Lord Byron**. During a holiday in Switzerland in 1816, Byron challenged his guests to write ghost stories. This competition inspired Mary to create *Frankenstein*.

Mary Shelley published *Frankenstein* in **1818** when she was only twenty years old. Many readers were shocked and fascinated by the story's ideas about science, creation and responsibility. The novel is now considered one of the first works of science fiction and remains popular around the world.

Throughout her life, Shelley experienced many personal losses, including the deaths of several of her children and her husband. These experiences influenced her writing, which often explored themes of loneliness, loss and human suffering.

Mary Shelley died in **1851**, but her work continues to be studied and enjoyed today.

Task 4: Writing in full sentences and using correct capital letters and full stops, answer the following comprehension questions:

1. When and where was Mary Shelley born?
2. Who were Mary Shelley's parents, and why were they well known?
3. Which famous poet did Mary Shelley marry?
4. What event inspired Mary Shelley to write *Frankenstein*?
5. How old was Mary Shelley when *Frankenstein* was published?
6. What themes were influenced by the personal losses Mary Shelley experienced during her life?

Challenge Questions

1. How might growing up surrounded by books and intellectual discussions have influenced Mary Shelley's writing?
2. Why do you think *Frankenstein* is still studied and enjoyed more than 200 years after it was published?

Week 3 – SPAG Skills

Task 1 – Apostrophes for omission

An **apostrophe for omission** shows that one or more letters have been left out when two words are shortened and joined together. These shortened words are called **contractions**.

How to use them:

1. Find the missing letter(s).
2. Replace the missing letter(s) with an apostrophe (').
3. Check that the shortened word still makes sense.

Examples:

- do not → **don't**
- cannot → **can't**
- I am → **I'm**

Practice:

Rewrite these contractions correctly.

1. do not → _____
2. she is → _____
3. we are → _____
4. could not → _____
5. it is → _____
6. they have → _____

Rewrite each sentence, adding the apostrophe where it is needed.

1. Victor believes he cant learn enough about the secrets of nature.
2. Elizabeth notices that Victor isnt interested in ordinary subjects.
3. Victors father says Agrippas book isnt worth reading.
4. After seeing the lightning strike the tree, Victor doesnt think about science in the same way.
5. At university, Professor Krempe says Victor hasnt studied the right subjects.
6. Victor works so hard on his experiment that he doesnt see his friends very often.
7. During his studies, Victor cant stop thinking about creating life.
8. By the end of Chapter 4, Victor knows he shouldnt ignore the consequences of his work.

Task 2 – Apostrophes for possession

An **apostrophe for possession** shows that something belongs to someone or something.

How to use them:

For one person or thing, add 's

- Victor laboratory's
- Elizabeth's letters
- the student's book

For more than one person (plural) ending in s, add '

- the students' books
- the scientists' discoveries

Examples:

- The creation belongs to Frankenstein = **Frankenstein's creation**
- The stories belonging to the villagers = **the villagers' stories**

Top Tip:

Ask yourself: "**Who does it belong to?**" If something belongs to a person, place, or thing, you probably need an apostrophe for possession.

Practice

Add the apostrophe in the correct place.

1. Victors ambition drove him to create life.
2. Elizabeths kindness comforted the family.
3. The students essays were about Frankenstein.
4. Henry Clervals friendship was important to Victor.
5. The professors lectures inspired Victor to continue his studies.

Write 2 sentences of your own which use correct apostrophes for possession.

Write 2 sentences of your own which use correct apostrophes for omission.

Week 4 – Vocabulary

Task 1 - Match the correct term with the definition.

	A novel written as a series of documents, usually letters.
	A person or thing that is the direct opposite of someone or something else.
	A seemingly untrue statement, which when investigated, turns out to be true.
	The state of being in a place or situation that is separate from others.
	A preconceived opinion that is not based on reason or actual experience.
	A figure in Greek culture/religion, who made humans out of clay. He also stole the sacred fire of Mount Olympus and gifted it to humanity.
	An act or instance of causing harm or injury in return for a wrongdoing.
	The main character in a story.
	A beautiful but terrifying landscape.
	Contrary to the ordinary course of nature; abnormal

Isolation	Epistolary	Paradox	Sublime setting	Revenge
Unnatural	Protagonist	Antithesis	Prometheus	Prejudice

Task 2 – Write a sentence using each of these key words.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Week 5 – Commas

Using Commas in a List

A **comma** is used to separate items in a list so that your writing is clear and easy to read.

How to use them:

1. Write the items in your list.
2. Put a comma after each item.
3. Do **not** put a comma before the final item if you are using **and**.

Examples:

- Victor studied chemistry, alchemy, and natural philosophy.
- Elizabeth was kind, caring, and supportive.
- Victor collected books, notes, and scientific equipment.

Top Tip: If you are listing **three or more things**, you will usually need commas.

Practice

Add commas where they are needed.

1. Victor collected body parts chemicals and scientific equipment for his experiment.
2. When the creature came to life Victor felt shocked frightened and disgusted.
3. Victor noticed the creature's watery eyes black lips and yellow skin.
4. Victor wandered the streets in fear confusion and despair.
5. We have read chapters 1 2 3 and 4 of the novel.

Write 3 sentences of your own using commas for lists.

- _____

- _____

- _____

Using Commas to Separate Clauses

A **clause** is a group of words that contains a subject and a verb.

Use a **comma** to separate two clauses when:

- the subordinate clause gives extra information, and
- the main clause would still make sense without it.

Examples

- **When Victor arrived at Ingolstadt**, he was eager to begin his studies.
- **After months of hard work**, Victor finally completed his experiment.
- **As the storm raged outside**, Victor worked alone in his laboratory.

Top Tip:

If your sentence starts with words such as **when, after, before, although, because, while** or **if**, you will often need a comma before the main part of the sentence.

Practice

Add the missing commas.

1. After years of study Victor discovered the secret of creating life.
2. While Victor worked in his laboratory he became isolated from his family and friends.
3. When the creature opened its eyes Victor was horrified by what he had made.
4. Although Victor had worked tirelessly on his experiment he could not enjoy his success.
5. As Victor wandered through the streets of Ingolstadt he felt exhausted and afraid.

Write 3 sentences of your own starting with a subordinate clause and using commas correctly.

Start your sentence with: **when, after, before, although, because, while** or **if**.

- _____

- _____

- _____

Week 6 – Plot

Task 1 – Complete the gap fill exercise on Walton’s letter to chapter 6 of the novel.

The novel begins with letters written by _____ to his sister, Margaret Saville. Walton is travelling through the _____ in search of exploration and discovery. While trapped in ice, he _____ Victor Frankenstein.

Victor grows up in Geneva with his adopted sister, _____. As a child, Victor becomes fascinated by _____ and the mysteries of nature. A bolt of _____ destroys a tree near Victor's home and increases his interest in natural philosophy.

After the _____ of his mother, Caroline, Victor leaves for university. Victor travels to _____ to continue his studies.

At university, Victor becomes obsessed with discovering the _____ of creating life and spends months working alone to create a living _____. When the creature comes to life, Victor is _____ and runs away.

Victor is comforted by his friend _____, who arrives in Ingolstadt. The stress of his work causes Victor to become ill with a _____. By Chapter 6, Victor receives a _____ from Elizabeth, who updates him about life at home.

Word Bank

Arctic • Elizabeth • creature • Ingolstadt • Henry Clerval • science • death • lightning • rescues • horrified • fever • Walton • secret • letter

Task 2 – flow map the events of the novel so far.

