



Year 7
Amazing Adventures
Home Learning Booklet



Week One:

What is meant by 'adventure writing'?



Adventure = An exciting experience that is typically bold, exciting, and sometimes dangerous. **Adventures** may be activities with some potential for physical danger such as travelling, exploring, skydiving, mountain climbing, scuba diving, etc.

Adventure fiction = Any writing (e.g. short stories or novels) based on imaginary events or people. Typically, characters will embark on a quest, journey or mission.

Adventure non-fiction = Any writing (e.g. autobiographies, travel writing) based on facts, real events, and real people's adventures, e.g. expeditions or missions.

Examples:

Can you think of any books, films or TV shows that are based on an adventure?

Books:

- Lord of the Flies
- Treasure Island

Films / TV Shows:

- Jumanji
- Avengers

Key Features of Adventure Writing:

- Adventure writing can take the form of **fiction** (stories about an imaginary place or people) or **non-fiction** (writing based on real-life events and people).
- Adventure writing often include:
 - Something exciting and extraordinary, often a quest or a mission.
 - Escaping danger, going on a quest, or experiencing something out of the ordinary.
- **Watch this short video called ['Adventure Novel Genre Introduction'](#) and make notes.**
 - what are the key features of adventure writing?
 - what type of characters are typically included in an adventure story?
 - can you think of any settings where adventure stories might be set?
 - do you recognise any of the adventure stories in the video?

TASKS:

1. Think of an adventure novel or film that you know of.

Which key features / characteristics of adventure writing do they show?

If you don't know any adventure novels or films, try researching them online or look at the pictures below to give you inspiration.

Novel or film name: _____

Which key features of the adventure genre does it show? _____

Characteristics of Adventure Fiction

Further Reading

Overview:

Adventure stories feature physical action and courageous heroes who save others from danger or impending doom. The adventure genre of fiction is fast-paced and usually centres on a **protagonist** (main character) in a dangerous or risky situation. Adventure fiction overlaps other genres, such as romance, thrillers, and science fiction.

Action and Excitement:

Adventure novels typically have fast-paced, action-packed plot lines. Stories about epic journeys or epic tales - often involving a mixture of adventure and fantasy - culminate with a thrilling climax or a series of climactic events. Examples include *The Odyssey* by Homer and *Lord of the Rings* by J.R.R. Tolkien. The setting of an adventure story often takes place in other worlds, places not yet discovered, or treacherous terrains (e.g. rainforests or Antarctica).

Courageous Protagonists:

Adventure-genre protagonists (main characters) are usually brave and logical. Examples include Katniss Everdeen in *The Hunger Games* series by Suzanne Collins and Beatrice Prior in the *Divergent* series by Veronica Roth. Heroes in adventure stories often face life or death scenarios that test their willingness to sacrifice their own lives for the sake of the greater good. Adventure stories contain a sense of urgency, so protagonists must accomplish their goals or missions in a short period of time.

Evil Adversaries:

Antagonists (the main character's enemy or rival) in adventure novels tend to be extremely evil, so readers desperately want the hero or heroine to defeat them. Villains in superhero adventure stories show little regard for human life and have self-serving interests, such as the unquenchable desire for power, fame, or wealth. Even though heroes in adventure fiction have character flaws and often evolve during the story, the genre contains clearly defined 'good' and 'bad' characters.

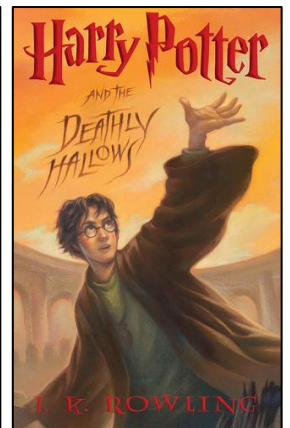
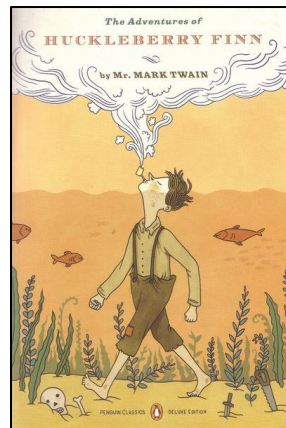
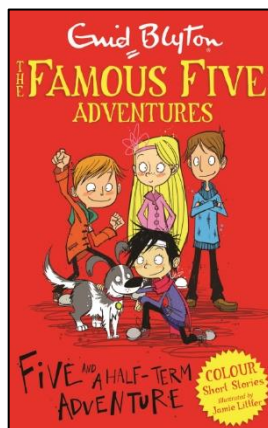
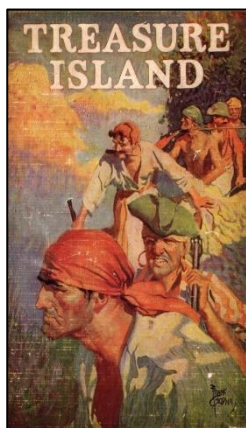
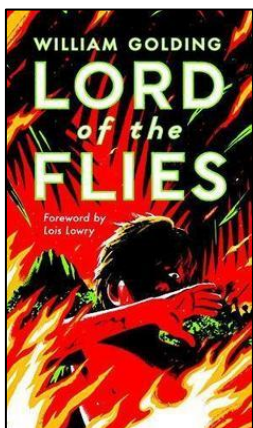
Read the text above and add key information to your notes.

Use your notes to help you complete the task on the next page.

2. Create an **adventure fact-file** outlining how and why your chosen book / film is a good exemplar of this genre.

Include:

- plot summary
- main characters
- key features and characteristics of the adventure genre
- reviews from readers and commentaries from experts
- your personal opinion



Reading an example of adventure fiction

Extract from Chapter One of *Alice's Adventures in Wonderland* by Lewis Carroll

Overview and extra reading available [here](#).

Summary of the entire novel is available [here](#).

Watch a clip of the film [here](#).



Extract summary:

In this extract Alice is sitting drowsily by a riverbank, bored by the book her older sister reads to her. Out of nowhere, a white rabbit runs past her, fretting as is it will be late. The Rabbit pulls a watch out of his waistcoat pocket and runs across the field and down a hole. Alice impulsively follows the rabbit and tumbles down the deep hole that resembles a well, falling slowly for a long time.

Extract 1: Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, "and what is the use of a book," thought Alice, "without pictures or conversations?" So she was considering, in her own mind, whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

There was nothing so very remarkable in that; nor did Alice think it so very much out of the way to hear the Rabbit say to itself "Oh dear! Oh dear! I shall be too late!" but, when the Rabbit actually took a watch out of its waistcoat-pocket, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and, burning with curiosity, she ran across the field after it, and was just in time to see it pop down a large rabbit-hole under the hedge.

TASKS:

1. Read the extract from *Alice's Adventures in Wonderland* (above).
2. Highlight / underline any parts that show you this novel could be considered an adventure story.
3. Write one of the quotes you have highlighted here and explain how it shows the idea of 'adventure'.

QUOTE: _____

This shows the idea of adventure because: _____

Extract 2: In another moment down went Alice after it, never once considering how in the world she was to get out again. The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down, so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down a very deep well.



Either the well was very deep, or she fell very slowly, for she had plenty of time as she went down to look about her and to wonder what was going to happen next. First, she tried to look down and make out what she was coming to, but it was too dark to see anything; then she looked at the sides of the well, and noticed that they were filled with cupboards and book-shelves; here and there she saw maps and pictures hung upon pegs. She took down a jar from one of the shelves as she passed; it was labelled 'ORANGE MARMALADE', but to her great disappointment it was empty: she did not like to drop the jar for fear of killing somebody, so managed to put it into one of the cupboards as she fell past it.

'Well!' thought Alice to herself, 'after such a fall as this, I shall think nothing of tumbling downstairs! How brave they'll all think me at home! Why, I wouldn't say anything about it, even if I fell off the top of the house!'

Down, down, down...When suddenly, thump! thump! down she came upon a heap of sticks and dry leaves, and the fall was over.

Alice was not a bit hurt, and she jumped up on to her feet in a moment: she looked up, but it was all dark overhead; before her was another long passage, and the White Rabbit was still in sight, hurrying down it. There was not a moment to be lost: away went Alice like the wind, and was just in time to hear it say, as it turned a corner, 'Oh my ears and whiskers, how late it's getting!' She was close behind it when she turned the corner, but the Rabbit was no longer to be seen.

4. A student read the extract from *Alice's Adventures in Wonderland* and said: '*The writer makes me think that Alice is about to have an amazing adventure.*' To what extent do you agree?

In your answer, you should:

- state whether you agree or disagree with the statement and explain why
- include evidence (quotes) from the extract to support your opinion
- explain what each quote tells the reader about Alice's fantasy land / adventure
- pick out some individual words or techniques used by the writer and explain their effect
- include your personal opinion – are you interested in Alice's fantasy land? Why, or why not?

AIM TO WRITE AT LEAST ONE PEE PARAGRAPH (you may need to use extra paper).

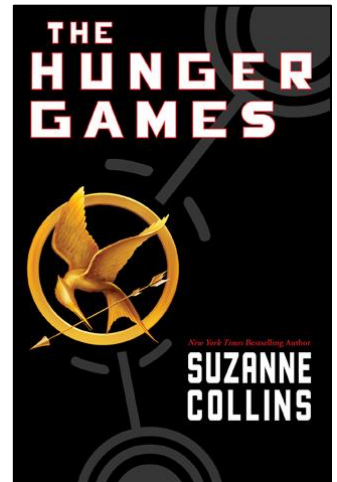
Week Two: Setting in Adventure Writing

- The choice of setting is extremely important when writing a story. The great thing about an adventure story is that you can let your imagination run wild!
- A writer's choice of setting helps create an expectation or impression for the reader of what might happen to the protagonist (main character), or helps them to sympathise with the characters' suffering.
- Your story could be set on Earth, maybe after an apocalypse, nuclear war, a world-wide pandemic/disease, or an alien invasion. Or it could be set in a remote part of the planet, such as a tropical island, in the middle of the ocean or the Antarctic. Or, it could be set somewhere completely ordinary and familiar!
- However, your story could be set 'elsewhere': another planet or somewhere not yet discovered by humans. This would allow you to really use your imagination!
- This week, you are going to look at some examples of adventure settings in fiction. This will help you prepare for creating your **own** adventure setting next week. Look at the pictures below to give you an idea:



Setting: *The Hunger Games* – Suzanne Collins

Our house is almost at the edge of the seam. I only have to pass a few gates to reach the scruffy field called the Meadow. Separating the meadow from the woods, in fact enclosing all of District 12, is a high chain-link fence topped with barbed wire loops. In theory, it's supposed to be electrified twenty-four hours a day as a deterrent to the predators that live in the woods – packs of wild dogs, lone cougars, bears – that used to threaten our streets. But since we're lucky to get two or three hours of electricity in the evenings, it's usually safe to touch. Even so, I always take a moment to listen carefully for the hum that means the fence is live. Right now, it's silent as a stone. Concealed by a clump of bushes, I flatten out on my belly and slide under a meter-long stretch that's been loose for years. There are several other weak spots in the fence, but this one is so close to home I almost always enter the woods here.



As soon as I'm in the trees, I retrieve a bow and sheath of arrows from a hollow log. Electrified or not, the fence has been successful at keeping the flesh-eaters out of District 12. Inside the woods they roam freely, and there are added concerns like venomous snakes, rabid animals, and no real paths to follow. But there's also food if you know how to find it. My father knew and he taught me some ways before he was blown to bits in a mine explosion. There was nothing left of him to bury. I was eleven then. Five years later, I still wake up screaming for him to run.

In the woods waits the only person with whom I can be myself. Gale. I can feel the muscles in my face relaxing, my pace quickening as I climb the hills to our place, a rock ledge overlooking a valley. A thicket of berry bushes protect it from unwanted eyes. The sight of him waiting there brings on a smile. Gale says I never smile except in the woods.

TASKS:

- Read *The Hunger Games* extract (above).
The film trailer is available [here](#) to help you visualise the setting.
- Look for and highlight these language features used by the author to describe the setting:
 - Simile
 - 3-part lists (there are two to find!)
 - Alliteration
 - Onomatopoeia (a word that sounds like the noise it makes, e.g. Bang!)
 - Imagery
 - Personification (giving human characteristics to something non-human)
- **CHALLENGE: How does the narrator (Katniss Everdeen) feel about the setting? Explain your answer and include quotes in your response.**

Setting: *The Chronicles of Narnia – C.S. Lewis*

Every moment the patches of green grew bigger and the patches of snow grew smaller. Every moment more and more of the trees shook off their robes of snow. Soon, wherever you looked, instead of white shapes you saw the dark green of firs or the black prickly branches of bare oaks and beeches and elms.

Then the mist turned from white to gold and presently cleared away altogether. Shafts of delicious sunlight struck down on to the forest floor and overhead you could see a blue sky between the treetops. Soon there were more wonderful things happening.

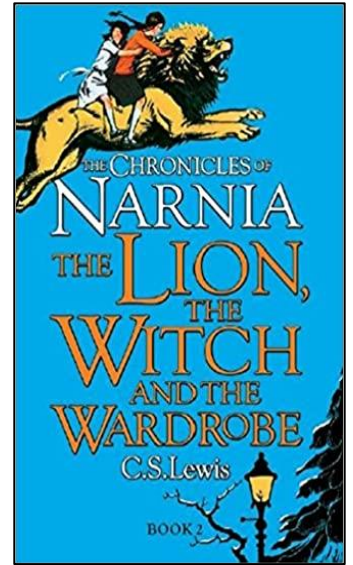
Coming suddenly round a corner into a glade of silver birch trees, Edmund saw the ground covered in all directions with little yellow flowers. The noise of water grew louder. Presently they crossed a stream. Beyond it they found snowdrops growing.

Only five minutes later, Edmund noticed a dozen crocuses growing round the foot of an old tree - gold and purple and white.

Then came a sound even more delicious than the sound of the water. Close beside the path they were following, a bird suddenly chirped from the branch of a tree. It was answered by the chuckle of another bird a little further off. And then, as if that had been a signal, there was chattering and chirruping in every direction, and then a moment of full song, and within five minutes the whole wood was ringing with birds' music, and wherever Edmund's eyes turned he saw birds alighting on branches, or sailing overhead or chasing one another or having their little quarrels or tidying up their feathers with their beaks.

There was no trace of the fog now. The sky became bluer and bluer, and now there were white clouds hurrying across it from time to time. In the wide glades there were primroses. A light breeze sprang up which scattered drops of moisture from the swaying branches and carried cool, delicious scents against the faces of the travellers.

The trees began to come fully alive. The larches and birches were covered with green, the laburnums with gold. Soon the beech trees had put forth their delicate, transparent leaves. As the travellers walked under them the light also became green. A bee buzzed across their path. "This is no thaw," said the dwarf, suddenly stopping. "This is Spring."




TASKS:

- Read the *Chronicles of Narnia* extract (above).
The film trailer is available [here](#) to help you visualise the setting.
- Look for and highlight these language features used by the author to describe the setting:
 - Imagery
 - Personification (giving human characteristics to something non-human)
 - Onomatopoeia (a word that sounds like the noise it makes, e.g. Bang!)
 - Alliteration
- **CHALLENGE: How does the writer make you feel about this setting?**
Explain your answer and include quotes in your response.

Compare the two settings:

How do the authors present the setting in these extracts?		
The Hunger Games	Both	The Chronicles of Narnia
<p>Idea 1: The setting in this extract is dangerous and threatening.</p> <p>Quote 1: ‘packs of wild dogs, lone cougars, bears’</p> <p>Idea 2:</p> <p>Quote 2:</p> <p>Idea 3:</p> <p>Quote 3:</p>	<p>Idea 1: Both extracts are set in woodland with a focus on nature.</p> <p>Quote 1 (Hunger Games): ‘As soon as I’m in the trees, I retrieve a bow and sheath of arrows from a hollow log.’</p> <p>Quote 1 (Narnia): ‘the dark green of firs or the black prickly branches of bare oaks and beeches and elms.’</p>	<p>Idea 1: The setting in this extract is calm, tranquil and peaceful.</p> <p>Quote 1: ‘The sky became bluer and bluer’</p> <p>Idea 2:</p> <p>Quote 2:</p> <p>Idea 3:</p> <p>Quote 3:</p>

EXTENSION HINT: Try to think of examples that support big ideas. i.e. the setting is dangerous, the setting is special to the speaker, the setting is isolated from the rest of the population

 Plan for at least 3 areas of comparison.

e.g.

P 1: Both present the setting as dangerous

– ***The Chronicles of Narnia:***

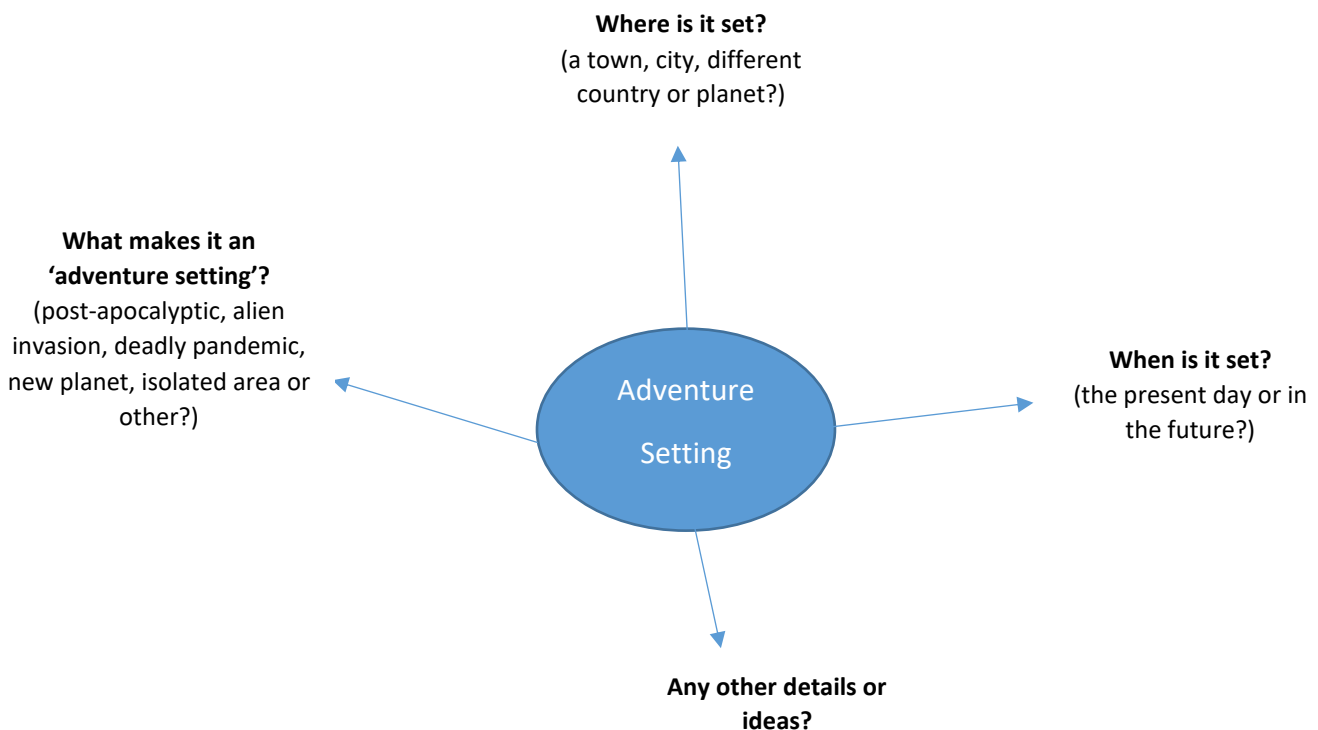
- Imagery (‘there was chattering and chirruping in every direction, and then a moment of full song, and within five minutes the whole wood was ringing with birds' music’)
- Personification (‘The trees began to come fully alive.’)


– ***The Hunger Games:***

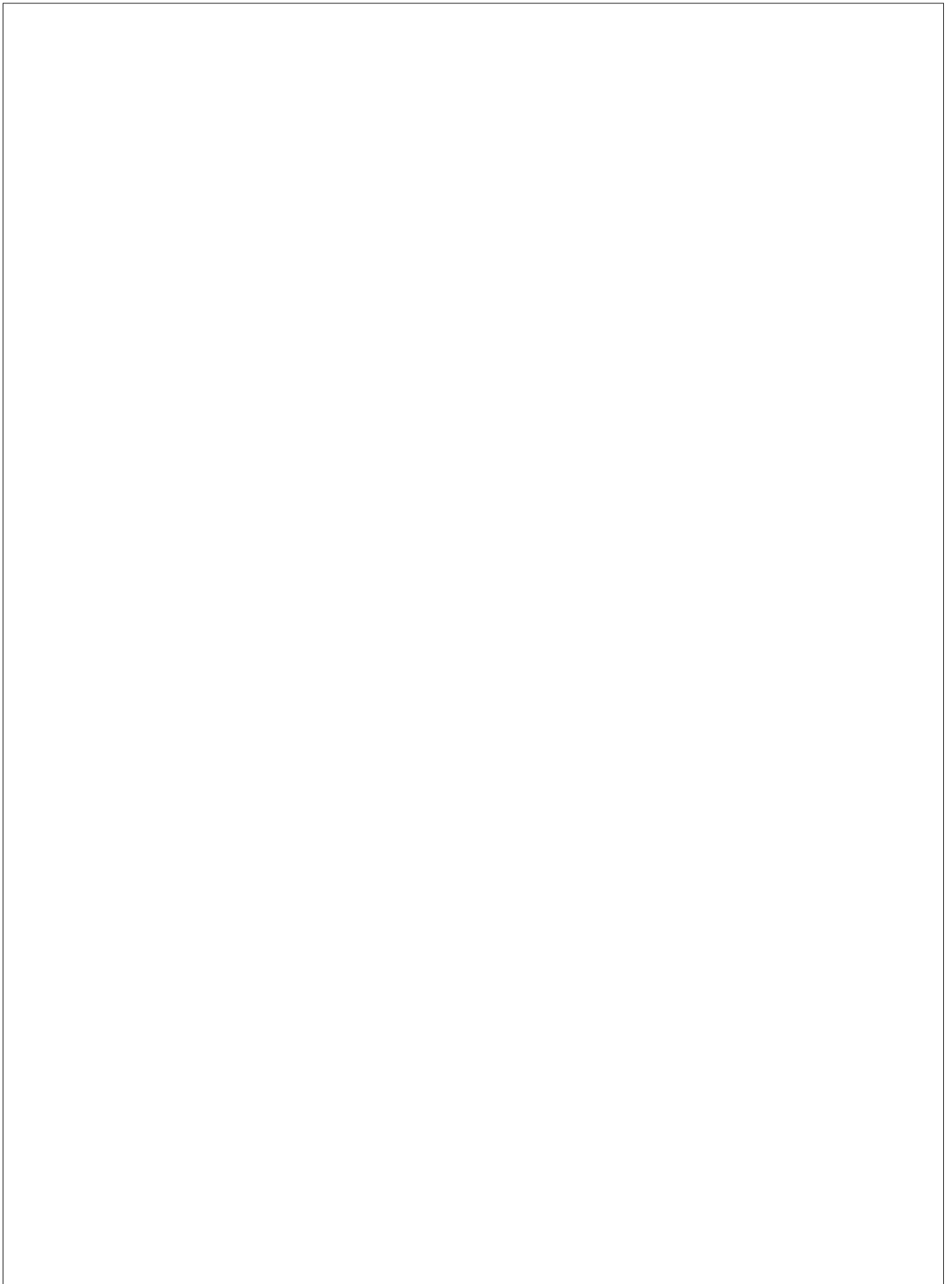
- 3 part list (x2!): (‘packs of wild dogs, lone cougars, bears’; ‘venomous snakes, rabid animals, and no real paths to follow’)
- Onomatopoeia / Personification: (‘I always take a moment to listen carefully for the hum that means the fence is live’)

Creating Your Own Setting

- By now, you should have an idea of what adventure writing is, some key characteristics of adventure writing, and what an adventure setting **could** look like.
- This week, you are going to create your **own** adventure setting. Look back at Week Three if you need reminding.
- You will eventually write your own adventure story, so this setting could be the basis for your story when we come to plan it next week!
- Use the space below to **plan** some ideas before drawing your setting on the next page.



 Begin by drawing your setting below:



Week Three: Character

If you read adventure books, or you have watched some adventure films, you may already know what type of characters to expect.

Below is a list of 'typical' characters you might find in a dystopian novel:

- the **protagonist** (main character) may go on a dangerous journey in order to solve a problem or reach a goal.
- the **antagonist** (villain or enemy) may present obstacles that complicate the protagonist's situation, making it harder for them to solve the problem or reach the goal.



Extracts from *Harry Potter* by J.K. Rowling

Description of Harry (protagonist):

'Perhaps it had something to do with living in a dark cupboard, but Harry had always been small and skinny for his age. He looked even smaller and skinnier than he really was because all he had to wear were old clothes of Dudley's, and Dudley was about four times bigger than he was. Harry had a thin face, knobby knees, black hair, and bright green eyes. He wore round glasses held together with a lot of Scotch tape because of all the times Dudley had punched him on the nose. The only thing Harry liked about his own appearance was a very thin scar on his forehead that was shaped like a bolt of lightning. He had had it as long as he could remember, and the first question he could ever remember asking his Aunt Petunia was how he had gotten it.'



Description of Voldemort (antagonist):

'His face shone through the gloom, hairless, snake-like, with slits for nostrils and gleaming red eyes whose pupils were vertical. He was so pale that he seemed to emit a pearly glow...His red eyes fastened upon Snape's black ones with such intensity that some of the watchers looked away, apparently fearful that they themselves would be scorched by the ferocity of the gaze. After a moment or two, Voldemort's lipless mouth curved into something like a smile.'



TASKS:

1. Read the extract from *Harry Potter* (previous page).
A film clip is available [here](#) to help you visualise the characters and the setting.
2. Highlight / underline any quotes that describe:
 - a. Harry
 - b. Voldemort
3. Write one of the quotes you have highlighted / underlined here and explain what it suggests about the character.

QUOTE: _____

This suggests that _____

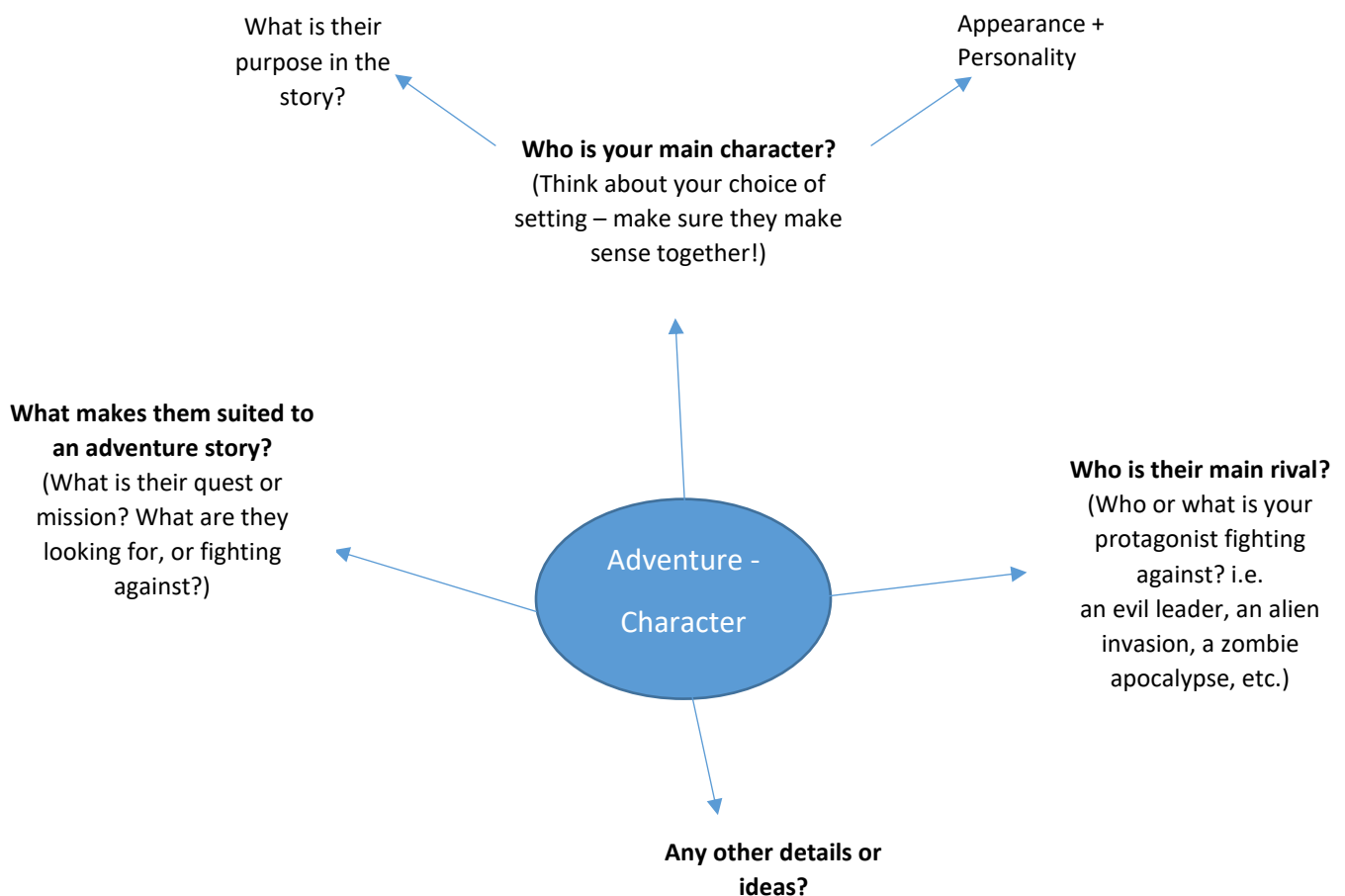
4. CHALLENGE: Write two paragraphs in response to this question:

What impression does Rowling create of each character in the extract?

<p>Sentence starters (if you need them!):</p> <p>The writer presents the character of _____ as...</p> <p>This is seen in the quote...</p> <p>This quote suggests that...</p> <p>The use of the [language feature] creates the impression that...</p> <p>The word '_____' implies...</p> <p>This creates the impression that...</p>	<p>Key words</p> <table><tr><td>dangerous</td><td>adjective</td></tr><tr><td>threatening</td><td>verb</td></tr><tr><td>harmful</td><td>simile</td></tr><tr><td>harmless</td><td>pleasant</td></tr><tr><td>benign</td><td>sympathy</td></tr></table>	dangerous	adjective	threatening	verb	harmful	simile	harmless	pleasant	benign	sympathy
dangerous	adjective										
threatening	verb										
harmful	simile										
harmless	pleasant										
benign	sympathy										

Your own dystopian character

- By now, you should have an idea of what a dystopia is, some typical characters often found in dystopian fiction, and what a dystopian character **could** look like.
- Today, you are going to create your own dystopian character.
- You will be writing your own piece of dystopian fiction in the next couple of weeks, so this character could be the **protagonist** (main character; hero) or **antagonist** (rival / enemy of the protagonist) of your story.
- Use the space below to **plan** some ideas before drawing your character on the next page. You can plan / draw more than one character if you like, but no more than two.

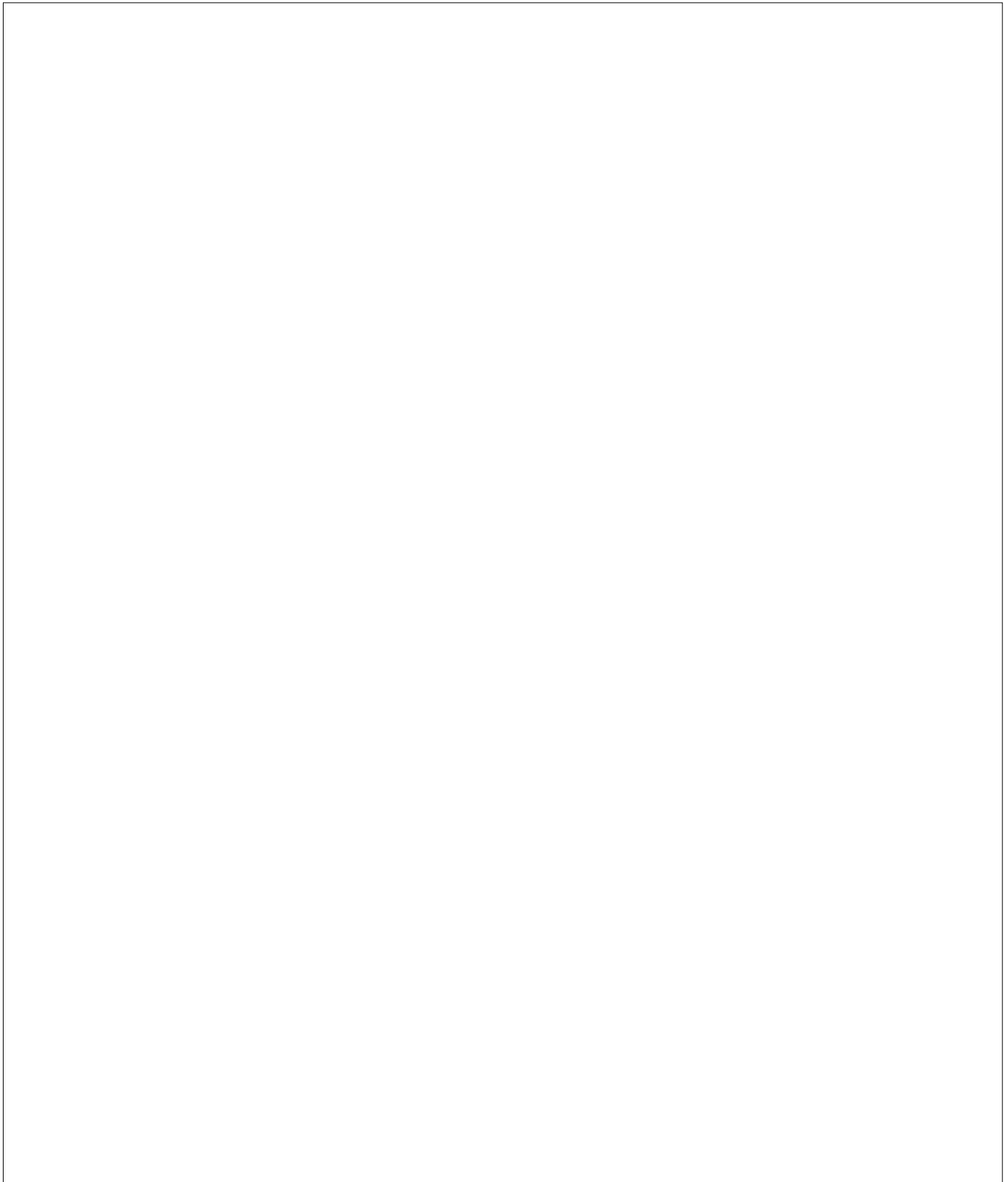


If you would like a challenge, read [this](#) information about improving your characterisation.

If you are unsure, watch this [video](#) for a guide on creating a character.

✎ Begin by drawing your character/s below.

If you have planned more than one character, you may want to split this page up.



Label the key features / characteristics of each of your characters.

E.g.

Explain why you have designed them to look or act a certain way.

Do they have any weapons or special capabilities?

How will they add to the 'adventure' element of your story?

Week Four:

Plot

Over the last few weeks, we have worked on the following:

- ✓ Understanding what adventure writing is
- ✓ Recognising and creating an adventure setting
- ✓ Creating a character (protagonist and / or antagonist)

Next step...**plot!**

To write a successful narrative, or story, you need to have a plan of the plot, or storyline:

- What is your story about? What is the purpose?
- What happens to the main character?
- Does something dramatic happen (the **climax**) – e.g. a major discovery, a fight, a death?
- How does it end?

THE PLAN

Over the next few weeks, your task is to create a piece of adventure fiction.

You can choose either:

- a) An **opening** to an adventure story
- b) A short story about the idea of adventure.

TODAY'S TASK:

Decide what your short-story or story opening is going to be about and create a detailed plan.

Some adventure writing prompts can be found [here](#) or on the next page.

There are some adventure film clips [here](#) and [here](#) which might help give you ideas for your story.

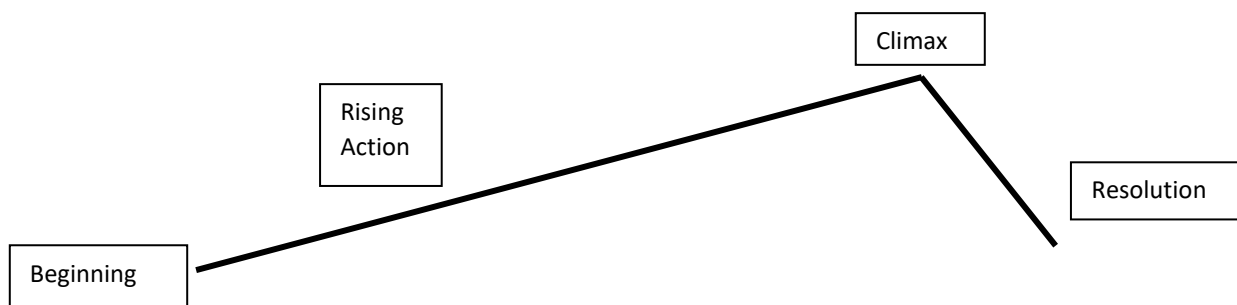
A plot generator is available [here](#) if you need further support.

Your plan should include IDEAS for the following (we don't want the full story yet):

- **Beginning:** Outline the setting and your main character/s. Include thorough and detailed description. What kind of world are they living in? Reveal how or why this could be considered an adventure story – think about how you will reveal this slowly and subtly.
- **Rising Action:** Introduce a problem – what is your protagonist unhappy with, or trying to achieve? How will they get there? What could stand in their way?
- **Climax:** The highest point of action or suspense – does your protagonist meet the antagonist? Do they discover something shocking? Is there a struggle, a fight, or a death?
- **Falling Action / Resolution:** Is there a resolution? Remember – there does not need to be a 'happily ever after'. What happens to your characters? Has anything changed?

Plan your short story using the prompts below:

<p>First Sentence: direct speech, exclamation, question? Story starters available here.</p>	
<p>Beginning: Look at this lesson by BBC Bitesize: 'Creating a Strong Story Opening'. You might get some ideas for your own story!</p>	
<p>Rising Action: Introduce a problem – what is your protagonist unhappy with, or trying to achieve? How will they get there? What could stand in their way?</p>	
<p>Climax: The highest point of action or suspense – does your protagonist meet the antagonist? Do they discover something shocking? Is there a struggle, a fight, or a death?</p>	
<p>Falling Action / Resolution: Is there a resolution? Remember – there does not need to be a 'happily ever after'. What happens to your characters? Has anything changed?</p>	



A large rectangular area containing 25 horizontal lines, intended for writing or drawing.

A large rectangular area containing 25 horizontal lines, intended for writing or drawing.

Self-Assessment and Editing

Firstly, a HUGE well done to you all for completing this unit of home-learning. 😊
Hopefully you are proud of the work you have created.

This week, I want you to focus on self-assessing and improving your writing.

TASK 1:

- Identify any features of **adventure fiction** you have included in your story – highlight, underline or draw a box around them. These could be anything from the list below:
 - the **setting** could be imaginary, set on a different planet, or in a futuristic version of our hometown
 - a **protagonist** – a hero trying to save or change something
 - an **antagonist** – the enemy or rival; the person preventing the protagonist’s success
 - elements of **danger** or **risk**
 - any other features of adventure fiction you have studied and included.
- Highlight or underline all **language devices** (e.g. simile, metaphor, personification) you have used and label which device it is next to it.
- Highlight or circle any **ambitious** word choices you think you have made.

TASK 2:

Read each statement and put a tick in the correct box.	YES	NO
I have included some features of adventure fiction in my writing.		
I spent time planning before writing.		
There is a clear structure to my writing – e.g. a definite beginning, middle and end.		
My paragraphs link together in a logical sequence to create cohesion.		
I have included some detailed description of the setting and each character.		
I have tried to use a range of language devices to make my ideas interesting.		
I have tried to use a range of structural devices to make my ideas interesting.		
I have used some ambitious word choices.		
I have used a range of punctuation – e.g. a semi-colon, colon, ellipsis, speech punctuation.		
I have used a range of sentence types – e.g. simple, compound, complex, one-word.		
My verb tenses are consistent – I do not skip between different tenses.		
My spelling is accurate.		
What are your keys areas for improvement?		

Self-Assessment and Editing

Complete [this](#) quick quiz about editing writing (only if you have internet access).

Using the self-assessment tasks on the previous page, set yourself **three** targets to improve your adventure story.

E.g. *'To improve my work, I need to add more adjectives and a simile to my description of the setting.'*

To improve my work, I need to:

- 1.
- 2.
- 3.

**Now, go back and improve your work by aiming to achieve each target.
You could do this in a different colour pen or font.**

CONGRATULATIONS! 😊

**You have completed the 'Amazing Adventures' home-learning unit.
Please feel free to share your work with your English teacher via Teams, email or hand in
your paper copies when we return to school.**

