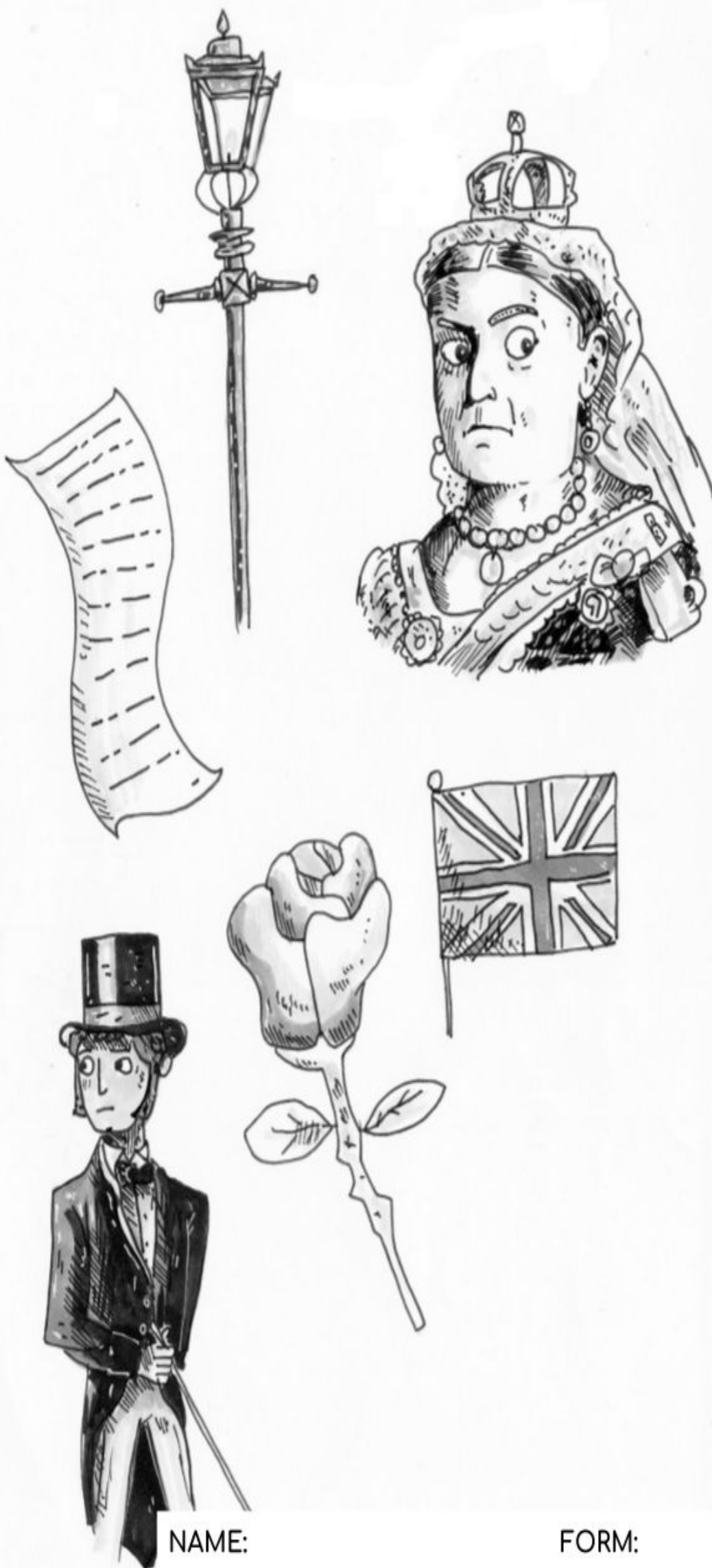


ENGLISH

YEAR 8 Independent Learning Booklet 2021-2022



NAME:

FORM:

The Graveyard Book

Neil Gaiman

Independent Learning
Booklet



For more information or guidance on completing your Independent Learning Booklet, speak to or email your English teacher:

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This term we are studying two units: *Introduction to Creative Writing* and *The Graveyard Book*. We will be exploring creative writing methods after the October half term. Before then in class we will be studying *The Graveyard Book* by Neil Gaiman.

For these two units, you will be assessed on:

Reading: You will be given a topic to respond to creatively and an extract from *The Graveyard Book*. You will be given some shorter 'warm up' questions and then a longer essay style question.

You will be assessed on your ability to demonstrate the following skills:

Skill 1: To understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

2: To deduce, infer or interpret information, events or ideas from texts

Skill 3: To identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

Skill 4: To explain and comment on writers' use of language, including grammatical and literary features at word and sentence level

Skill 5: To identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader

Skill 6: To relate texts to their social, cultural and historical traditions

If you complete your class work to a good standard, your best revision resource is your exercise book. These web pages also have helpful summaries and tests:

The Graveyard Book:

<https://www.goodreads.com/quizzes/7696-the-graveyard-book>

Creative Writing:

<https://thinkwritten.com/365-creative-writing-prompts/>

Writing: You will be given a range of persuasive and creative tasks inspired by the themes studied within your creative writing and gothic units.

You will be assessed on your ability to demonstrate the following skills:

Skill 1: To write imaginative, interesting and thoughtful texts

Skill 2: To produce texts which are appropriate to task, reader and purpose

Skill 3: To organise and present whole texts effectively

Skill 4: To construct paragraphs and cohesion within and between paragraphs

Skill 5: To vary sentences for clarity, purpose and effect, whilst writing with technical accuracy of syntax and punctuation

Skill 6: To select appropriate and effective vocabulary, using the correct spelling

Here are some helpful revision resources:

Creative and Persuasive Writing:

<https://www.bbc.co.uk/bitesize/topics/zywfbk7>

<https://www.bbc.co.uk/bitesize/topics/zn8tkmn>

<https://www.educationquizzes.com/ks3/english/>

SPAG: <https://www.bbc.co.uk/bitesize/topics/z7vdy9q>

The Graveyard Book - Year 7 - Personal Learning Checklist

Key Content Knowledge	Not Confident	Developing	Confident
Characters			
Bod			
Jack			
Silas			
Scarlett			
Mr & Mrs Owens			
Miss Lupescu			
The Sleer			
Liza Hempstock			
Themes			
The Gothic			
Childhood			
Family			
Friendship			
Education			
Context			
Mythology			
Superstitions			
The Jungle Book			
Key Skills			
Creative writing and plot arcs			
Setting			
Tier 2/3 vocabulary			
Key Vocabulary			
Enigma			
Macabre			
Avarice			
Paternal			
Facade			
Pseudo			
Melancholy			
Secluded			
Trepidation			
Uncanny			

This PLC is designed to help you to monitor your understanding of the text, characters, themes and the key skills needed to succeed in this module. Use this to monitor your progress as we go through the novel!

Year 7 Knowledge Organiser: The Graveyard Book

The story follows the young life of a boy called Nobody Owens who is orphaned as a toddler when a man kills his entire family. Nobody is adopted by ghosts from the local graveyard who raise him as their own.

Context				Characters				
<ul style="list-style-type: none">• Neil Gaiman decided to set the text in a graveyard due to his experience as a father and finding the space to allow a 18-month-old with a tricycle to practice. One day he took his son to a graveyard and thought about how he could write something similar to The Jungle Book.• In The Jungle Book, Mowgli is abandoned in the jungle and adopted by animals and taught the things that animals know. Gaiman replicated this storyline with Bod in The Graveyard Book.• Gaiman's favourite chapter in the book is chapter 5, 'Danse Macabre'. The band consists of four skeletons performing on bagpipe, portative organ, harp, and small drum. The dancers move in a low, stately procession. It is clearly a ritualistic rather than a social dance. All the participants are following their leader—Death.• The Danse Macabre made its first appearance during the plague (Black Death) years of the fourteenth century. In Germany it was the Totentanz, in Italy, danza della morte, and in England, the Dance of Death. In the Danse Macabre, the personified figure of Death led dancers in a slow, stately procession that was clearly a ritualistic rather than a social dance.• Danse Macabre images served several purposes, including to help people express and share their grief, to remind each other that death is not only inevitable, but also the great equalizer, claiming the high and mighty as well as the humble, and to provide the opportunity for indirect mastery.• The theme of the supernatural is also prominent in the book. There was much superstition and ignorance in 17th century England. Witchcraft had been illegal since 1563 and hundreds of women were wrongly accused and punished. 'Proof of being a witch could be a third nipple, an unusual scar or birthmark, a boil, a growth, or even owning a cat or other pet (a 'witch's familiar', or evil spirit). Confessions were often made under torture, and suspects were tied up and thrown into a river or pond. Floating was proof of guilt. After a show trial, the victim was hanged.				<p>Nobody 'Bod' Owens - Bod lives in a graveyard and is raised by ghosts, a vampire, and a werewolf. He has Freedom of the Graveyard, which means he can communicate with the dead, move through walls, and is invisible to most humans</p> <p>Liza Hempstock - Liza is a witch who's buried just outside of the graveyard in "unconsecrated ground," as Liza explains to Bod, she was accused of being a witch, and then burned to death, some 500 years before.</p> <p>The Sleer – the snake-like creature is the oldest in the graveyard and is buried in an ancient underground burial site where it guards the treasure: the brooch, knife and cup.</p> <p>The Indigo Man – It appears that Indigo doesn't seem to be a living being, but an image projected by the Sleer to scare thieves off.</p> <p>The Ghouls – These supernatural creatures have the same basic goals: 1. Eating delicious dead people 2. Turning others into Ghouls 3. Getting to Ghulheim, their city in Hell and avoiding getting eaten by night gaurits.</p>				
Plot								
<p>A man named Jack enters a home in the night. He has a sharp knife and he uses it to kill the mother, the father, and the older sister who live there. Now Jack is ready to finish the job and kill the baby that's sleeping in the crib. But Jack soon discovers the baby is not in fact in his crib (insert sigh of relief). So, to be really thorough in his work, Jack leaves the house and follows the baby's smell up the hill to the graveyard.</p>				<p>The ghosts of the graveyard agree that the eighteen-month-old baby will live in the graveyard with Mr. and Mrs. Owens. He will have Freedom of the Graveyard, which means he can walk through walls and graves, and that he is invisible to most humans when he's in the graveyard. Mrs. Owens names the baby Nobody Owens ('Bod' for short). The mysterious man who made Jack leave the graveyard is named Silas, and he agrees to be Bod's guardian. Unlike the ghosts in the graveyard, Silas isn't dead and he isn't alive, and he can leave the graveyard. This means he can get food for the baby and anything else the kid might need.</p>				
<p>Bod becomes friends with Scarlett (she is alive) and they explore the graveyard and find The Sleer. Soon after, Scarlett tells Bod she is moving to Scotland. When Bod is about 6 years old Silas has to go out of town and Miss Lupescu becomes Bod's temporary Guardian and educator. One night, Bod falls asleep on a grave that's also a ghoul gate, when he wakes three ghouls are with him and they talk him into going with them into Hell (they're planning to kill him and eat him). Miss Lupescu rescues Bod.</p>				<p>Between the age of 6-8 years old, Bod meets Liza Hempstock, a 'witch' in the graveyard and pledges to try and get her a headstone. Bod is then told about his past and his family was murdered. To prepared himself for revenge Bod makes Silas sign him up for regular school. Bod attracts too much attention to himself and gets arrested. Luckily Silas rescues him and brings him back to the graveyard. When Bod is about fourteen years old, Scarlett returns. Scarlett runs into a man called Mr Frost who turns into a friend.</p>				
<p>Mr Frost becomes a key part of Scarlett's like and takes interest in Bod. One day he tells Scarlett he has important information about Bod's family. When Bod is alone with Mr Frost he unravels himself as Jack Frost the man out to kill him. Jack is now with the 'Jack of all Trades' and they chase Bod and Scarlett into the graveyard. Bod ends up with Scarlett and Mr Frost inside the Sleer's Place. The Sleer ends up killing Jack Frost and Scarlett is horrified calling Bod a monster. Silas erases her memories and sends her back to Scotland. At 15, Bod ends up leaving the graveyard.</p>								
Themes								
Death		Community		Memory and The Past		The Supernatural		
Key vocabulary								
Episodic	Omniscient	Gothic	Foreshadowing	Episodic	Allusion	Ghoul	Macabre	Cyclical
Narrative	Foreboding	Antagonise	Protagonist	Antagonist	Supernatural	Analepsis	Prolepsis	Symbolism

Key Terms:

The Graveyard Book is full of interesting and complex vocabulary.
Look up the meaning of the following words and put it into a sentence.

1. **Diffuse** Meaning: _____
Put it in a sentence: _____

2. **Insinuate** Meaning: _____
Put it in a sentence: _____

3. **Spire** Meaning: _____
Put it in a sentence: _____

4. **Insubstantial** Meaning: _____
Put it in a sentence: _____

5. **Clamber** Meaning: _____
Put it in a sentence: _____

6. **Flourish** Meaning: _____
Put it in a sentence: _____

7. **Obelisk** Meaning: _____
Put it in a sentence: _____

8. **Perpetuity** Meaning: _____
Put it in a sentence: _____

9. **Revenant** Meaning: _____
Put it in a sentence: _____

10. **Crypt** Meaning: _____
Put it in a sentence: _____

11. Dubiously Meaning: _____
Put it in a sentence: _____

12. Parish Meaning: _____
Put it in a sentence: _____

13. Wistful Meaning: _____
Put it in a sentence: _____

14. Unprecedented Meaning: _____
Put it in a sentence: _____

15. Masticate Meaning: _____
Put it in a sentence: _____

16. Convocation Meaning: _____
Put it in a sentence: _____

17. Touse Meaning: _____
Put it in a sentence: _____

18. Lucid Meaning: _____
Put it in a sentence: _____

19. Abode Meaning: _____
Put it in a sentence: _____

20. Ululation Meaning: _____
Put it in a sentence: _____

Vocabulary Tasks

Learn how to spell these words and ask your parents or carers to test you.

See how many of these words you can use in a sentence – it must make sense!

Challenge yourself –can you use at least one of these words every day in conversation?

Write 10 sentences each containing at least two of these words.

a)

b)

c)

d)

e)

f)

g)

h)

i)

j)

Major challenge – can you write a summary of the plot of *The Graveyard Book* using all of these words?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

Meet the author!

Read through this interview with Neil Gaiman and answer the questions at the end



Neil Gaiman is the author of many bestselling works, including the novels *Coraline* and *The Graveyard Book*. In *The Graveyard Book*, Gaiman tells the story of a boy, Nobody Owens, who grows up in the tender care of ghosts and other ghoulish creatures in a graveyard. Inspired by Rudyard Kipling's *The Jungle Book*, the graveyard and its inhabitants are to Nobody (Bod, for short) what the jungle and its animals were to Mowgli.

How did you decide to set Bod's story in, of all places, a graveyard?

Twenty-three and a half years ago I was living in Sussex in a very, very narrow house. It was tall, thin and practically every room was on a different floor. I had an 18-month-old son and he had a little tricycle. You can't really let an 18-month-old with a tricycle ride around in a house with all these stairs because he would just go tumbling down. We didn't have a garden, either. But just across the lane we had a country graveyard. I would take my son and his tricycle down all the stairs and across the lane where he would go tricycling around the graveyard very happily. And I would sit on the steps outside watching him in the graveyard. One day I thought, I could do something just like *The Jungle Book*!

Why *The Jungle Book*?

In *The Jungle Book*, Mowgli is abandoned in the jungle and adopted by animals and taught the things that animals know. I thought, “I could have a boy abandoned in a graveyard who is taught the things that whoever lives in the graveyard knows!”

That’s quite a long while to have been thinking about writing a book, isn’t it?

Well, I started it right away and thought, “This is such a good idea, but I need to be a better writer.” Every now and again I’d pick it up. In 2003, *Coraline* had been published and also *The Wolves in the Walls*. I’d had this idea for *The Graveyard Book* and I thought, “I’m not going to be any better a writer so I may as well go ahead and write it.”

About two years ago I was on holiday. We’d fled the Minneapolis cold and I’d gone off to Antigua. I don’t do holidays very well. I’m great for the first two days doing things like sleeping and swimming and being in deck chairs. But by day three I was sitting in a deck chair and I started writing chapter four, “The Witch’s Headstone.” My daughter had been off swimming and she got back and she said, “What are you writing.” Then she asked, “Would you read it to me,” and so I did. And when I finished she asked, “What happens next?” That’s when I knew I *had* to keep going.

Once I had chapter four in place, everything else was easy and I knew what I was doing. I knew that I was going to try and build this mad structure of a novel that would look like a short story collection but was also a novel. And I really wanted to do something where you get a story every two years of the protagonist’s life. In the first story, Bod is 18 months and in the last he is 16.



Do you have a favourite story among them?

Of all the stories in *The Graveyard Book* my favourite is chapter five, “Danse Macabre,” partly because it’s not quite like the others. And that story is this strange little thing where the dead and the living get together in the middle of the night in this odd, wonderful dance, and then all the living are confused and sort of forget about [it] afterwards. There are two touchstones in terms of authors I’ve loved for *The Graveyard Book*. The obvious one is Rudyard Kipling, but the less obvious one is P.L. Travers’s *Mary Poppins* stories. This chapter is just the sort of thing that would happen in *Mary Poppins*, where everyone in town would be off flying about and then not remember it afterward.

In the very first pages and before Bod enters the graveyard, you talk about both the “despair and delight” Bod’s parents experience watching their little toddler discover the world. Do those conflicting feelings come from being a parent yourself?

Oh, being a parent is absolutely both despair and delight. The glory of every parent is when they render themselves redundant. The best thing about being a parent is when you’ve done your job and you’re not needed anymore. Which is the best and also the hardest thing. I’ve had three kids now, it’s been really fun, and two of them have left home and one hasn’t. Once they leave home, you know you’ve done your job right.

And speaking of children, on your blog at one point you say of *The Graveyard Book*, “It’s not a children’s book, but a book that children will enjoy.” How do you feel about your audience extending now to children?

I feel like I am a very lucky boy! With something like *The Graveyard Book*, it’s in a very strange kind of place. Bloomsbury, my U.K. publisher, said, “We’re not sure if it’s a children’s book,” so they published it as both adult and as children’s. So in the U.K. it has two ISBNs and it has two different covers. The cover on the American one is also the adult cover in the U.K.

When I wrote *Coraline* and handed it in, my publisher said, “This is an adult book.” I said, “Well, try it out on kids,” and kids loved it. And at least in contemporary terms, *Coraline* has become one of those classic-y things with awards and all. The film of it comes next year and Stephin Merritt—of *The Magnetic Fields* and *The Gothic Archies*—is doing a play. He’s turned *Coraline* into a musical.

So *Coraline* is whatever *Coraline* is and *The Graveyard Book* is whatever *The Graveyard Book* is. I love the idea of children reading it, because they pay so much attention to whatever they read. And also because it’s nice that you are probably changing the way people think about things, and children’s books are incredibly important in this way. With *Coraline* I may have gotten kids scared of buttons, and with *The Graveyard Book* I hope they are no longer scared of graveyards and such.

Since much of your story is about Bod—short for Nobody—*becoming* somebody who is ready to leave the graveyard and go out into the world, is Bod also short for

About the name: I love that Bod is contained in the word *body*. And bodies are something you’d expect to find in a graveyard. His full name may be Nobody, but he’s really Bod, and he’s definitely not nobody. With computers, you can look at every instance that the word nobody is being used, so I could go through the entire book and see how and where I used the word nobody. And so when the word nobody came up and it wasn’t referring to Bod, I changed it instead to no one. “Nobody” in the book then only and always refers to Bod.

Throughout your career, you've been fascinated with mythologies of all sorts. Where does *The Graveyard Book* fall within this interest of yours?

I think *The Graveyard Book*, if it is a mythology, is pretty close to *Sandman* in that it's me making up a mythology. It's not like I'm taking the mythology of graveyards and exploring it. It's more like me asking, "What would be a great mythology of graveyard? What would I like people to believe?" What's fun about this, I think, is that I make it so that nobody dead is the bad guy in this story. There is nothing to be scared about from anyone who is dead. In our world, walking through the graveyard is never a bad thing to do because of the dead. It's only potentially a bad thing to do if there is somebody alive that will give you trouble when you are there.

What do you think would be written on Bod's tombstone?

I don't think I want to come up with what's on Bod's tombstone. That would mean it's his last story and I don't know that I'm done with Bod yet, so I don't want to imagine that yet.

How about on your own tombstone?

I think right now I'd go with: *Missing! Believed Under Here.*

After you have read the interview with Neil Gaiman, answer these questions:

1. What is the name of another book that Neil Gaiman has written?

2. What inspired Gaiman to write The Graveyard Book?

3. What made Gaiman continue writing The Graveyard Book?

4. How old is Bod at the start of the story and at the end?

5. What's Gaiman's favourite chapter in the book?

6. Why is this his favourite?

7. What two authors inspired The Graveyard Book?

8. How many children does Gaiman have?

9. How many versions of The Graveyard Book are there in the UK and why?

10. What does Gaiman hope children will not be scared of after reading the novel?

11. Why does Gaiman like Bod's name so much?

Meet the author!



Joseph Rudyard Kipling was born in India in 1865. He travelled widely during his life, living in England, India, the United States and South Africa.

During his second visit to India, from 1882-1889, he worked as a journalist, keeping exhaustive notes about life in the country. These notes became the basis of many books including the children's story *The Jungle Book*.

Kipling was an immensely popular author during his lifetime, producing a vast amount of novels, poems, a semi-autobiographical story and several collections of short stories. The Disney version of *The Jungle Book* became one of the most popular children's films of all time. He received the Nobel Prize for Literature in 1907.



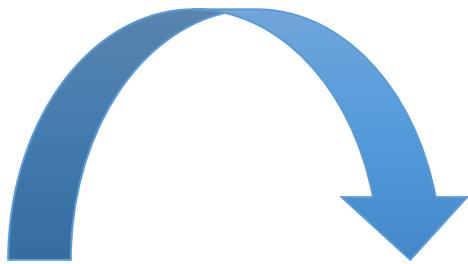
Summary

A very young boy, called Mowgli lives in the jungle. Shere Khan, the tiger, wants to look after him, and so do the wolves. Akela, the wolf leader, decides that Mowgli will stay with the wolves. Baloo the bear and Bagheera the panther also look after him. Mowgli stays in the jungle for ten years. When Akela becomes old, Shere Khan thinks he might now get Mowgli with the help of the young wolves who don't like him. Mowgli defends himself by throwing fire at his enemies, but he must leave the jungle. He says goodbye sadly to his friends and family and goes to live in the village.

How many similarities or differences to The Graveyard Book can you find in the Jungle Book summary?

SIMILARITIES TO THE GRAVEYARD BOOK	DIFFERENCES TO THE GRAVEYARD BOOK

Here are some quotes from The Jungle Book, they all link directly to The Graveyard Book! Next to them write about what you think they link to in Gaiman's book. Look at the example below.



"Thou art of the Jungle and not of the Jungle. And I am only a black panther. But I love thee, Little Brother."

Bod was always told that he was part of the graveyard but also of the human world – this sounds like Silas who helps Bod.

"And it is I, Raksha [The Demon], who answers. The man's cub is mine, Lungri—mine to me! He shall not be killed. He shall live to run with the Pack and to hunt with the Pack; and in the end, look you, hunter of little naked cubs—frog-eater—fish-killer—he shall hunt thee!"

“NOW this is the Law of the Jungle — as old and as true as the sky;
And the Wolf that shall keep it may prosper, but the Wolf that shall break it must die.”

“The air was full of all the night noises that, taken together, make one big silence...”

“Even the tiger runs and hides when little Tabaqui goes mad, for madness is the most disgraceful thing that can overtake a wild creature.”

What do you know about Mowgli?



What are their similarities and differences?
Why did Gaiman base Bod on Mowgli?

What do you know about Nobody Owens?



NOBODY OWENS

How to write a book review in five easy steps!

Here are some tips and hints for writing your own book review – write one for *The Graveyard Book*!



1. Start with a couple of sentences describing what the book is about

But without giving any spoilers or revealing plot twists! As a general rule, try to avoid writing in detail about anything that happens from about the middle of the book onwards. If the book is part of a series, it can be useful to mention this, and whether you think you'd need to have read other books in the series to enjoy this one.

2. Discuss what you particularly liked about the book

Focus on your thoughts and feelings about the story and the way it was told. You could try answering a couple of the following questions:

- Who was your favourite character and why?
- Did the characters feel real to you?
- What was your favourite part of the book and why?
- Did the story keep you guessing?
- Were certain types of scene written particularly well – for example sad scenes, tense scenes, mysterious ones...?
- Did the book make you laugh or cry?
- Did the story grip you and keep you turning the pages?

3. Mention anything you disliked about the book

Talk about why you think it didn't work for you. For example:

- Did you wish the ending hadn't been a cliffhanger because you found it frustrating?
- Did you find it difficult to care about a main character, and could you work out why?
- Was the story too scary for your liking, or did it focus on a theme you didn't find interesting?

4. Round up your review

Summarise some of your thoughts on the book by suggesting the type of reader you'd recommend the book to. For example: younger readers, older readers, fans of relationship drama/mystery stories/comedy. Are there any books or series you would compare it to?

5. You can give the book a rating, for example a mark out of five or ten, if you like!

Here’s a book review for the Guardian by Patrick Ness (he wrote A Monster Calls, which we will be studying later in year 7!) Go through and highlight moments where Ness uses the five book review rules.

Now it's your turn to write a book review for The Graveyard Book!

Are there any ideas you'd like to steal from Patrick Ness' review?

1. Start with a couple of sentences describing what the book is about

[illegible]

2. Discuss what you liked about the book.





[illegible]

3. Mention anything you disliked about the book

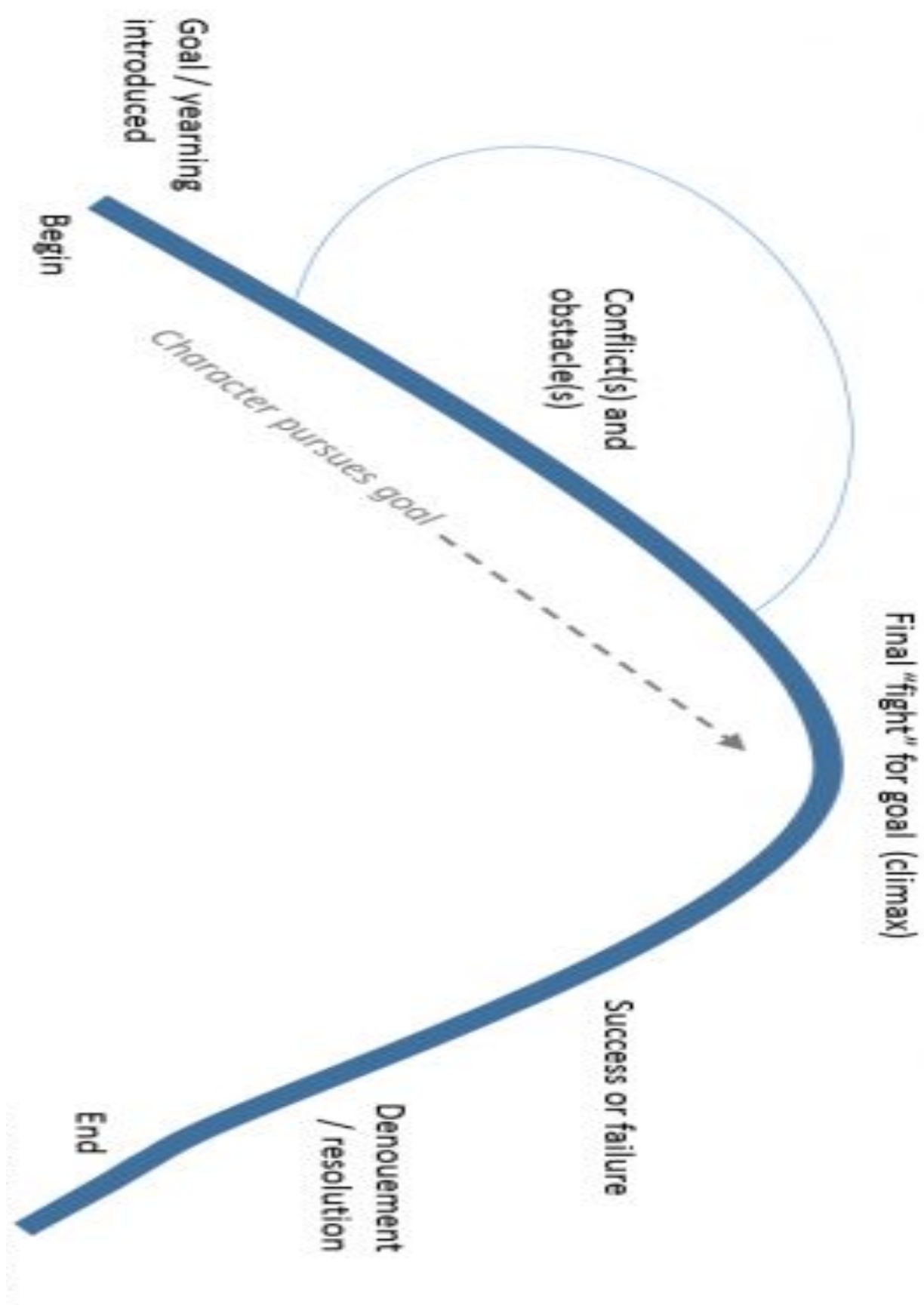
4. Round up your review

5. You can give the book a rating, for example a mark out of five or ten, if you like!

Choose your favourite character from The Graveyard Book and create your own character profile:

<p>Description:</p> 	<p>Actions taken by the character:</p>	<p>Word he/she speaks:</p> 
<p>Character at start of story:</p> 	<div><p>Draw your character here.</p></div> <p>Character traits:</p>	<p>How did the character change over time?</p> 

Plot the major plot points onto the narrative arc for the novel.



Openings

- There are many different ways in which you can open a story. You could use:
- dialogue between characters
- description of a situation
- reflection on an event
- You should use your opening to introduce your character, or characters, and the setting. You can then move on to creating the event which will happen to your character or characters in that setting, as well as helping to form the plot.

What do you think makes a really good story opening? Make a list here:

- 1.
- 2.
- 3.
- 4.
- 5.

EXCITING ADJECTIVES?

CONVERSATION?

CLIFFHANGER?

STARTING IN THE MIDDLE OF THE ACTION?

“They say that just before you die your whole life flashes before your eyes, but that’s not how it happened for me.”
– **Before I Fall**, by Lauren Oliver

“I had just come to accept that my life would be ordinary when extraordinary things began to happen.”
– **Miss Peregrine’s Home for Peculiar Children**, by Ransom Riggs

Read through these book openings.
Which one is your favourite and why?

“I’m a senior at Cesar Chavez High in San Francisco’s sunny Mission district, and that makes me one of the most surveilled people in the world.”
– **Little Brother**, by Cory Doctorow

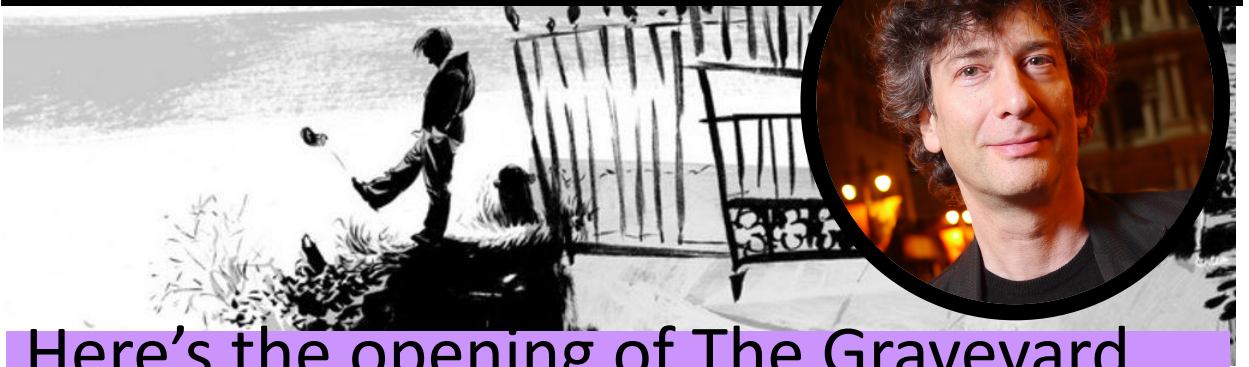
“Blue Sargent had forgotten how many times she’d been told that she would kill her true love.”
– **The Raven Boys**, by Maggie Stiefvater

“We went to the moon to have fun, but the moon turned out to completely suck.”
– **Feed**, by M.T. Anderson

“They say death aims only once and never misses, but I doubt Ty Yorkshire thought it would strike with a scrubbing brush.”
– **Under a Painted Sky**, by Stacey Lee

“The rain poured down on London so hard that it seemed that it was dancing spray, every raindrop contending with its fellows for supremacy in the air and waiting to splash down.”
– **Dodger**, by Terry Pratchett

Can you do a better job than Neil Gaiman?



Here's the opening of *The Graveyard Book*, read through it to remind yourself of it – then, have a go at rewriting it to make it better! You might want to write it from a different perspective, or in the style of another author that you like (how would Terry Pratchett have written this? Or how would Suzanne Collins have written it?)

CHAPTER 1

How Nobody Came to the Graveyard

There was a hand in the darkness, and it held a knife. The knife had a handle of polished black bone, and a blade finer and sharper than any razor. If it sliced you, you might not even know you had been cut, not immediately.

the knife had done almost everything it was brought to that house to do, and both the blade and the handle were wet.

the street door was still open, just a little, where the knife and the man who held it had slipped in, and wisps of night-time mist slithered and twined into the house through the open door.

The man Jack paused on the landing. With his left hand he pulled a large white handkerchief from the pocket of his black coat, and with it he wiped off the knife and his gloved right hand which had been holding it; then he put the handkerchief away. The hunt was almost over.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The Gothic Recommended Reading List

	Read	Star Rating	Review done	
Lord Loss – Darren Shan		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
Killer Camera – Anthony Horowitz		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
Burnt – Anthony Horowitz		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
Cirque du Freak – Darren Shan		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
The Sorceress- Celia Rees		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
Death of a Ghost – Charles Butler		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
<u>Hauntings</u> – Susan Price		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
The Ghost of Thomas Kemp - Susan Hill		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
His Dark Materials Trilogy- Philip Pullman		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>

Guantanamo Boy - Anna <u>Perera</u>	<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
Macbeth Graphic Novel	<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
<u>Seraphina</u> and the Black Cloak- R. Beatty	<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>

Ambitious Reads

	Read	Star Rating	Review done	
The Psychopath Test – John <u>Ronson</u>		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
Bone Collector's Son – Paul Yee		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
The Yellow Wallpaper – C.P. Gilman		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
The Hound of the Baskervilles – A. C. Doyle		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
The Howling Tower – Michael Coleman		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
The Bunker Diaries- Kevin Brooks		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
After the Fire – Will Hill		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
Stags- M.A. Bennett		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
Orange Boy-Patrice Lawrence		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
Wide Sargasso Sea- Jean Rhys		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
Jane Eyre- Charlotte Bronte		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>
Solitaire- Alice <u>Osman</u>		<input type="checkbox"/>	☆☆☆☆☆	<input type="checkbox"/>

Don't forget to write a review and recommend a book which you've enjoyed!

Spelling, Punctuation and Grammar

It's incredibly important to be able to spell and use punctuation effectively and correctly – not just in English, but in all subjects!

Have a go at the following Key Stage 3 SPaG test – the answers are at the end of this booklet. Some of the answers contain tips to help you if you didn't get it right.

SPaG Practice TEST

Grammar, punctuation and spelling

Short answer questions.

This test emulates the current Key Stage 3 SPaG test to help students familiarise themselves with the format and types of questions they might see.

1

Commas can be used to clarify the meaning of a sentence. Put **commas** in the appropriate places in the following sentences.

She however wanted to visit the exhibition.

A large whale which had beached itself in the Thames was rescued and towed out to sea.

2 marks

2

Put a **colon** in the correct place in the sentence.

I have three horses an elderly mare (called Ruby), and two younger horses, Lucas and Sylvie.

1 mark

3

The sentence below uses the active voice. Which is the correct **passive** form of the sentence? Tick the box.

The storm surge smashed the little boats into matchwood.

In the storm surge, the waves smashed the little boats to matchwood.	
The waves of the storm surge smashed the little boats.	
The little boats were smashed into matchwood by the storm surge.	
The storm surge caused the smashing of the little boats.	

1 mark

- 4 Use a connective **or** a connective phrase to complete the second sentence below.

Jess wanted to be an actress. _____, she
was too nervous to go on stage.

1 mark

- 5 Complete the table by adding a synonym **and** an antonym. One has been done for you.

	synonym	antonym
happy	blissful	miserable
clever		
angry		

1 mark

- 6 Choose a preposition to complete each sentence and write it in the space. Use each preposition only once.

to on from with

The decoration must be placed _____ the cake.

This chocolate is different _____ my usual choice.

This hat is dear compared _____ that one.

My coat is similar _____ the one you wear.

1 mark

7 Put a semicolon in the correct place in the sentence below.

I have to write my story with a pen my sister, however, is allowed to use the laptop.

1 mark

8 Write the correct contraction for the underlined words in the space beside them.

You should not have () come home on your own so late. It is () very dangerous, and if I had () known you were going to, I would have () given you the money for a taxi.

2 marks

9 Show which adverb is which by ticking the correct box.

	adverb of time	adverb of manner	adverb of frequency	adverb of place
happily				
inside				
yesterday				
seldom				

1 mark

- 10** Make the noun into an expanded noun phrase by adding information. One has been done for you.

tree the tall pine tree on the long promontory

theatre _____

bird _____

cloud _____

1 mark

- 11** Write the infinitive form of the verb in the table. One has been done for you.

verb	infinitive
running, ran, runs	to run
did, done	
have, had	
was, am	

1 mark

- 12** Re-write the sentence below in the past simple tense.

Whenever I go to the beach to have a holiday, I
always enjoy the time I spend with my relations.

1 mark

13 This sentence is written in the personal form. Tick the box of the correct impersonal form.

I think that it's wrong to waste resources as it's bad for the environment.

I don't like waste, it's wrong and bad.	
Wasting resources seems bad to me.	
The waste of resources is wrong, and bad for the environment.	
I save the environment by not wasting resources.	

1 mark

14 Write an example of each type of noun in the boxes.

abstract noun	
common noun	
collective noun	
proper noun	

2 marks

15 Tick the box to show which pronoun is which.

	relative pronoun	personal pronoun	possessive pronoun
'That's not your ice cream, it's mine! ' shouted Bob.			
Show me the girl who teased you.			
James decided he had had enough to eat.			

1 mark

- 16** This sentence is made up of a main clause (*in italics*) and a subordinate clause (underlined).

The sea at Barfleur, which is always very clean, meets the European Blue Flag standard all year round.

Add a subordinate clause to the main clause below.

London, _____, has many attractions for visitors.

1 mark

- 17** Tick which type of conjunction is being used in each sentence.

	co-ordinating conjunction	subordinating conjunction
I like sitting outside when the weather is warm and sunny.		
Please either wipe your shoes or take them off.		
I've never enjoyed netball despite being quite good at it.		
I don't like coffee but I do like tea.		

1 mark

18 Underline the correct form of the verb in each set of brackets.

My mum and dad (was / were) going on holiday without us for the first time.

Everyone (is / are) entitled to a voucher for 10% off the price of their book.

The government (have / has) made changes to the legislation.

The herd of deer (look / looks) very majestic.

Nobody (want / wants) to see war in their country.

1 mark

ANSWERS

Answers for the TES SPaG KS3 PRACTICE TEST are given below. Where an alternative answer is possible it is flagged. Tips for students who get a question wrong are also included.

1 Commas can be used to clarify the meaning of a sentence. Put commas in the appropriate places in the following sentences.

She, however, wanted to visit the exhibition.

A large whale, which had beached itself in the Thames, was rescued and towed out to sea.

2 Put a colon in the correct place in the sentence.

I have three horses: an elderly mare (called Ruby), and two younger horses, Lucas and Sylvie.

3 The sentence below uses the active voice. Which is the correct passive form of the sentence? Tick the box.

The storm surge smashed the little boats into matchwood.

In the storm surge, the waves smashed the little boats to matchwood.	
The waves of the storm surge smashed the little boats.	
The little boats were smashed into matchwood by the storm surge.	✓
The storm surge caused the smashing of the little boats.	

TIP:

An active voice sentence is usually constructed 'subject – verb – predicate', and a sentence in the passive voice is constructed 'subject – passive verb – agent'.

4 Use a connective or a connective phrase to complete the sentence below.

Jess wanted to be an actress. **However / Nevertheless / Despite this** she was too nervous to go on stage.

TIP:

A subordinate clause introduced by ‘however’ or ‘despite this’ is known as a clause of concession, where the main clause is modified by a contrasting point of view.

5 Complete the table by adding a synonym and an antonym. One has been done for you.

	synonym	antonym
happy	blissful, content	miserable, unhappy
clever	wise, intelligent	dim, unintelligent
angry	cross, irate	pleased, calm

Examples are given; accept any adjectives that are appropriate.

6 Choose a preposition to complete each sentence and write it in the space. Use each preposition only once.

The decoration must be placed on the cake.
This chocolate is different from my usual choice.
This hat is dear compared with that one.
My coat is similar to the one you wear.

TIP:

The terms ‘similar to’ and ‘different from’ can be used in the same spirit as ‘nearer to’ and ‘further from’. The former case is to do with the degree of likeness between two objects or concepts, and in the latter it is the degree of difference. ‘Compare to’ is also correct, since you can compare something both with and to another thing, but in the above case, ‘to’ can only be used once so ‘compare with’ is the answer here.

7 Put a semicolon in the correct place in the sentence below.

I have to write my story with a pen; my sister, however, is allowed to use the laptop.

TIP:

Semicolons can be used to avoid comma splicing (separating two related main clauses with a comma). An appropriate conjunction could be used instead of a semicolon.

8 Write the correct contraction for the underlined words in the space beside them.

You should not have (shouldn't have) come home on your own so late. It is (It's) very dangerous, and if I had (I'd) known you were going to, I would have (I would've / I'd have) given you the money for a taxi.

TIP:

A common mistake with contractions is to use 'would of', 'could of' and 'should of'.

9 Show which adverb is which by ticking the box.

	adverb of time	adverb of manner	adverb of frequency	adverb of place
happily		✓		
inside				✓
yesterday	✓			
seldom			✓	

TIP:

Adverbs are classified depending on their function in the sentence. The type of adverb can also give its name to the clause it introduces: e.g. an 'adverbial clause of manner', or an 'adverbial clause of time'.

10 Make the noun into an expanded noun phrase by adding information. One has been done for you.

	expanded noun phrase
tree	the tall pine tree on the long promontory
theatre	the old theatre at the corner of High Street
bird	a white-winged bird on the branch
cloud	a fluffy cloud in the azure sky

Examples only are given: look for the use of an adjective or two before the noun, and perhaps a prepositional phrase after it.

11 Write the infinitive form of the verb in the table. One has been done for you.

verb	infinitive
Running, ran, runs	to run
did, done	to do
have, had	to have
was, am	to be

TIP:
The infinitive is the unchanging form of the verb, preceded by 'to'. It is often the root form, from which the verb is conjugated. The verbs 'to be' and 'to have' are also auxiliary verbs which are used to form tenses.

12 Re-write the sentence below in the past simple tense.

Whenever I go to the beach to have a holiday, I always enjoy the time I spend with my relations.
Whenever I go (went) to the beach to have a holiday, I always enjoy (enjoyed) the time I spend (spent) with my relations.

13 This sentence is written in the personal form. Tick the box of the correct impersonal form.

I think that it's wrong to waste resources as it's bad for the environment.

I don't like waste, it's wrong and bad.	
Wasting resources seems bad to me.	
The waste of resources is wrong, and bad for the environment.	✓
I save the environment by not wasting resources.	

TIP:

The impersonal form is often used in science writing, to divorce the writer's personality, views or agency from a scientific fact.

14 Write an example of each type of noun in the boxes below.

abstract noun	goodness, bravery
common noun	silk, book
collective noun	pride, herd
proper noun	Joe, Bristol

Accept any appropriate noun.

15 Tick the box to show which pronoun is which.

	relative pronoun	personal pronoun	possessive pronoun
'That's not your ice cream, it's mine! ' shouted Bob.			✓
Show me the girl who teased you.	✓		
James decided he had had enough to eat.		✓	

TIP:

The word 'my' when used after a noun ('my book') is a possessive pronoun (also called a possessive determiner).

16 This sentence is made up of a main clause (in italics) and a subordinate clause (underlined).

The sea at Barfleur, which is always very clean, meets the European Blue Flag standard all year round.

Add a subordinate clause to the main clause below.

London, although it is rather crowded, has many attractions for visitors.

Accept any appropriate subordinate clause.

17 Tick which type of conjunction is being used in each sentence.

	co-ordinating conjunction	subordinating conjunction
I like sitting outside when the weather is warm and sunny.		✓
Please either wipe your shoes or take them off.	✓	
I've never enjoyed netball despite being quite good at it.		✓
I don't like coffee but I do like tea.	✓	

TIP:

Co-ordinating conjunctions join two main clauses of equal weight. Subordinating conjunctions join a main to a dependent clause, where the meaning of the dependent clause is not complete without referral to the main clause.

18 Underline the correct form of the verb in each set of brackets.

My mum and dad were going on holiday without us for the first time.
Everyone is entitled to a voucher for 10% off the price of their book.
The government has made changes to the legislation.
The herd of deer looks very majestic.
Nobody wants to see war in their country.

TIP:

Collective and group nouns can cause confusion when it comes to deciding the number of the verb and whether it should be singular or plural. In example four above, 'The herd of deer run' would be incorrect because the collective noun 'herd' (meaning one herd) takes the singular verb 'runs'. You can show this by putting 'herds' in the plural, which requires the plural verb: The herds of deer run.