

Suitable for the New National Curriculum

**KS3 English
(2014)**

***Skellig* by David Almond**

Activity Pack for KS3

Update v1.2, January 2016

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Teacher's Introduction

This booklet has been created as a supplement for any scheme of work on the novel *Skellig*. The worksheets in this resource ensure that every chapter of the novel has its own unique task for pupils to complete, whilst allowing students to develop analytical skills.

The resource features a vast array of tasks, varying from comprehension questions to media activities, and creative writing projects to challenging quizzes. Every chapter's activity concentrates on improving reading skills. There are also many fun tasks in the booklet, which provide exciting and engaging starter activities for students during the reading of the novel, offering a competitive game-like element.

To maintain a level of differentiation the tasks become more challenging in the final questions of each worksheet, thus providing an extension activity for the more able pupils of the class.

An overview of some of the more difficult questions is provided in the *Booklet Guidance* section of the resource, which has been included for teachers who are not so familiar with the novel.

Update v1.3, January 2016 – references to AFs and SATs removed.

Update v1.1 – minor changes to the fonts used and the formatting.

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Using pre-September 2014 National Curriculum with this resource

I recognise that many English teachers will continue to value the Assessment Objectives of the pre-September 2014 KS3 English National Curriculum. As such, the table below links the activities/lessons/worksheets in this resource to these elements. This is to help you use them as guidance for your assessment and to help you choose appropriate activities/lessons.

All AFs in this resource are for reading. Each AF is explained after the table.

Activity	Reading AF	Activity
Hooking the Reader (1)	4	Reading Between the Lines (23)
An Old Garage (2)	5	Wings (24)
“What Do You Want?” (3)	2	Analysing Viewpoints (25)
Back to School (4&5)	3	Flowcharting (27)
Creating Tension (6)	6	Social Clashes (28)
Talking to the Stranger (7)	7	Making Peace (30)
Analysing Characters (8&9)	3	Magical Language (31)
27 and 53 (10)	2	Doctor Death (32)
A Day at School (11)	4	Back to School (33)
Anxiety at Home (12)	6	Scripting a Novel (34)
The Secret Place (13)	5	Signs of Tension (35)
A Day’s Absence (14)	7	The Argument (37)
William Blake	7	Mythological Connections (38)
Home Schooling (15)	5	A Missing Heartbeat (39)
A Morose Character (16)	2	The Dream (41)
Getting to Know Mina (17)	3	The Farewell (42)
Doctor’s Orders (18)	4	Tying Up Loose Ends (43)
Angel References (19&20)	6	Mr Batley & Sons (44)
Researching Angels	7	The Return (46)
Skellig (21&22)	5	

Reading AFs:
 AF2 - Understand, describe, select or retrieve information, events or ideas from the text | AF3 - Deduce, infer or interpret information from the text | AF4 - Identify and comment on the structure and organisation of the text | AF5 - Comment on the language features of the text including grammatical and literary features at word and sentence level | AF6 - Comment on writers’ purposes and viewpoints and the overall effect of the text on the reader | AF7 - Comment on the texts to their social, cultural and historical traditions

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Booklet Guidance

Teachers can find guidance here on the more challenging questions in the booklet. The title and chapter number of each task has been included for the teacher:

An Old Garage

Chapter 2

5. Students will need to identify the language which reveals the father's concern for Michael's family, due to the loss of the baby. Such examples are the imperative "be careful!" and Michael's bad-tempered "flaming idiot" and "be careful!"



Back to School

Chapters 4 and 5

- 1 & 3. Pupils will need to understand Michael's anxiety for his son's safety and concerns about the stranger in the garage.
4. Perceptive students will identify the father's shrewd tactic to get his son to go to school, by offering his son a very unpleasant job.
6. Michael's mature and proud character can be identified by his refusal to accept a sweet from Mrs Dando.

Talking to the Stranger

Chapter 7

5. A discussion of similar storylines is advisable here. An extract from *Whistle Down the Wind*, where three children discover a stranger claiming to be Jesus Christ, could be used in a comparison activity. This could range from the fairy story *Rumpelstiltskin*, Pip's encounter with the Magistrate in *Great Expectations* and the discovery of a mysterious creature in *Five Children and the Secret of the Dragon*.

27 and 53

Chapter 10

An engaging starter activity, prior to reading this chapter, would be to suggest ideas for what 27 and 53 could be.

4. A discussion of arthritis will be useful here, explaining to students the condition experienced by sufferers of the condition.



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The Secret Place

Chapter 13

4. The repetition of “hope to die” re-emphasises the theme of death in this chapter, as well as stressing the impression of secrecy created in this chapter, which is also demonstrated with the repetition of “L”.

A Day's Absence

Chapter 14

1. Pupils will need to understand Michael's emotional state, and how this affects his interactions with non-family members at school during the family crisis.
3. This question can be used to explore the subject, which may need to be linked to a specific activity, depending on the individual history of pupils.

William Blake

(Cloze Exercise)

- | | |
|-------------|-----------------|
| 1. November | 8. married |
| 2. Sussex | 9. happily |
| 3. began | 10. published |
| 4. age | 11. business |
| 5. engraver | 12. poems |
| 6. pictures | 13. nature |
| 7. Royal | 14. pessimistic |

Home Schooling

Chapter 15

A discussion of home schooling, and its advantages and disadvantages, is a key point in the novel.

- b. It is important to identify that the bird in the cage represents a dreary classroom.
3. Students will require an understanding of rhyme schemes when answering this question.
6. The comparison of bright and joyful language compared to the dull and dreary school will allow pupils a greater understanding of the poet's perspective on education.

A More Complex Character

Chapter 16

2. An explanation of ambrosia and nectar being the food of the gods will be helpful in answering this question.
5. The stranger's wish to be nice to Michael, hinting at his ultimate role as a villain, can be seen when he finally concedes “Yes...Yes I”.

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Doctor's Orders

Chapter 18

- 1 - 6. Pupils will need to develop an understanding of how the importance of Michael's search in this chapter. The 'prescription' for the Oil capsules is emphasised many times by different characters, giving it more credence by the structure of events that pass, suggesting that Michael has obtained a plausible remedy to assist the ailing child.

Angel References

Chapters 19 and 20

Almond's use of angel references continues to produce a magical atmosphere, preparing the reader for the upcoming mystical events.

Skellig

Chapters 21 and 22

Pupils will be interested to learn that the names Skellig and Michael are derived from Skellig Michael Island in County Kerry, Ireland.

In answering these questions, some students may need to be reminded of the terms 'metaphor', 'alliteration', 'repetition' and 'adjective'.

Reading Between the Lines

Chapter 23

1. Mrs Dando is trying to encourage Michael to return to school, despite how much his friends have missed him.
2. Despite using a "singsong voice", Mina is expressing her disappointment at Michael's schooling, which she views as dreary or "blank".
3. Michael is upset following Mina's jibes; wishing she will not tell him to read his book. Perceptive students will comment on the contrast between the back garden, with the use of "Wilderness" in the fictitious book.

Wings

Chapter 24

- | | |
|-------|-------|
| 1 - f | 4 - g |
| 2 - c | 5 - d |
| 3 - a | 6 - e |

Analysing Viewpoint

Chapters 25 and 26

3. Students will need to identify Almond's vivid portrayal of Michael's hospitalisation, and the frightened emotions experienced by the family. Valid examples of language used to create this gloomy and anxious atmosphere are from "wires and tubes", "dead straight" and the "scared quick" family.
6. An understanding of the writer's continual reference to angels here, preparing the reader for the more overt magical happenings.

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Social Clashes

Chapters 28 and 29

An engaging starter activity at this stage would be to ask students to make an argument that they have been involved in, challenging them to consider the result of the altercation.

1. Coot is portrayed as proudly displaying his knowledge of his own experience, demonstrating a common trait in youngsters wishing to appear more mature.
3. Pupils will need to comment on the embarrassment and awkwardness of boys and girls at a certain age. Coot and Leakey are obviously aware of his friendship with a girl which until now has never been a problem in his life.

Skellig Idioms

- | | |
|--------------------|-----------------|
| 1. WILLIAM BLAKE | 6. RASPUTIN |
| 2. HOME SCHOOLING | 7. MRS DANDO |
| 3. COOT AND LEAKEY | 8. ANGEL WINGS |
| 4. DOCTOR DEATH | 9. TWENTY SEVEN |
| 5. ERNIE MYERS | THREE |

Doctor Death

Chapter 32

3. A discussion of the typical portrayal of the Grim Reaper as a harbinger of death is advisable here in explaining how the writer uses the ominous harbinger for the tense operation episode of the novel. Pupils will need to comment on how the alliteration of the epithet emphasises a sense of foreboding.
5. Doctor Dan's somewhat disturbing comment that "Mr Myers is a little closer to the Reaper's power over humans, once again invoking the idea of death."
6. Students will need to appreciate how the vivid portrayal of Doctor Dan creates apprehension in the reader, inducing us to care for Michael by vicariously sharing the concerns of his family.

Who Said What?

- A. The Angel (Skellig) demands the reason for Michael's intrusion, Chapter 17.
- B. Dr. Dan's advice for Skellig's arthritis, Chapter 18.
- C. Mina instructs Michael not to pull away during their magical flight with Skellig, Chapter 31.
- D. Coot and Leakey repeatedly asking Michael why he is playing football, Chapter 27.
- E. Mrs Dando's wish for Michael to make his parents aware of his condition, Chapter 5.

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The Argument

Chapter 37

3 & 5. Pupils will need to understand how the section of the chapter about the fledglings allows the dramatic tension of the argument to move towards the peacemaking between father and son. It is important to stress the symbolism of the fledglings, which represents the sister's vulnerability and need to survive, despite the difficulties of Almond's structuring of the chapter - with the argument about the fledglings and the reunion of father and son - providing a realistic and emotive understanding of the tension felt by the characters in the novel.

Skellig Quiz

- | | |
|------------------------------|-------------|
| 1. Ernie Myers | 4. Football |
| 2. Mina | 5. McKee |
| 3. A treatment for Arthritis | |

Mythological Comparisons

Chapter 38

An ideal starter activity for this worksheet would be to challenge pupils to identify common features and traits of myths. How are they different to modern stories? How are they so different to modern stories?

An interesting research/homework task could focus on the *Homage to the Ancient Greek poet Hesiod*. This hymn is spuriously ascribed to the Ancient Greek poet Hesiod. This hymn is a surviving account of the Persephone myth, which will offer students a chance to explore this theme in greater detail. A copy of the text can be found on the Gutenberg website: [http:// www.gutenberg.org/dirs/etext95/homer](http://www.gutenberg.org/dirs/etext95/homer)

Who am I?

- | | |
|------------|-----------------|
| 1. Skellig | 3. Mrs Dando |
| 2. Leakey | 4. The old lady |

A Missing Heartbeat

Chapters 39 and 40

5. Pupils could comment on Mina's protective support of Michael and his dislike of any mention of Coot and Leakey and her obvious connection to the schools and anyone associated with them.

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The Dream

Chapter 41

- Michael's mother's comment could demonstrate sentiments of surprise and joy.
- Michael's father demonstrates confusion or frustration, while giving an unusual account.
- Pupils could refer to Michael's mixture of both surprise and joy when realising that his sister had had an encounter with Skellig.
- Dr MacNobola's facetious comment, aimed to humour a student whilst teasing the young Michael.
- Michael's father's elation following the baby's successful operation.

The Fledgling

Chapter 42

- Michael's simile effectively recalls the fledgling symbolism from Chapter 41, once again emphasising the determined growth of youth.
- In responding to this question, pupils will have to describe how Mina supports her interlocutor; for example, Mina supports Michael by stating that his sister is safe, which she achieves by repeating his words and being confident about his own opinion.
- Almond's ambiguous and unclear depiction of Skellig needs to be explored, particularly highlighting the contradicting images that we are given of the character throughout the novel.

Tying Up Loose Ends

Chapters 43 and 44

"I was brilliant at school the next day" - the writer shows how Michael returns to school, having recovered from his worrying ordeals.

"We lay there laughing" reveals that Michael is now able to function normally when reforming his close relationship with 'best mate' Leakey.

"The bandages on her chest were smaller and fewer" allows the reader to know that his sister is returning to health, thus concluding the hospital section of the novel. *"I'll have... 19 and 42"* signifies the departure of Skellig, as Michael is able to let go of his relationship with the bird.

"Goodnight little chicks" once again emphasises a farewell to Skellig, as well as Michael and Mina's relationship.

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Skellig Crossword

ACROSS

1. BLUEBOTTLES
3. FOOD
5. WILLIAM BLAKE
6. ERNIE MYERS
9. HOSPITAL
13. ARCHAEOPTERYX

14. MRS
16. GARA
17. COD
20. HYEN
21. WILD
22. CHIN

DOWN

2. EXTRAORDINARY
4. O
7. AN
8. CLAY MODELS
10. LEAKEY
11. MACNOBOLA

12. DOCTOR D
15. MRS DAND
17. CROW RO
18. DANGER
19. ASPIRIN
20. HOME SCH

Mr Batley & Sons

Chapter 45

- 2 & 3. Students should comment on how Almond has structured Michael to gradually accept the demolition of Skellig's garden. It includes the arrival of the builders, the reasoned decision to demolish, an emotive farewell and the poignant builders' ignorance, of the emotional meaning caused by their destruction.

The Return

Chapter 46

2. This question may need to be avoided for personal reasons, due to school experiences of individual students.
3. Mina's character offers many positives in Michael's family through her. She acted as Michael's best friend, as well as a sister figure. She is an uncorrupted character during Michael and his father's argument. It is possible that Mina could represent a future daughter-in-law to the parents.
5. An effective starter activity would be to challenge students to think of their own known fairy stories and their common conventions.

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Hooking the Reader

Chapter 1

Complete the table with quotations that show how the writer hooks the reader by creating suspense in the first chapter. Explain in the right hand column how these quotations engage the reader, as in the example. Three quotations have been provided to help you with the task.

Quotation	How the reader is hooked
"I found him in the garage on a Sunday afternoon"	The writer encourages the reader to wonder who was found? And why was he found? This puzzling sentence interests the reader from the very start.
"Nobody else was there. Just me."	
"The others were inside the house with Doctor Death"	

Now summarise all the information we learn about the novel in the first chapter. Create five questions that you would most like to ask the writer.

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An Old Garage

Chapter 2

1. How does the writer portray the appearance of the garage?
2. Find three quotations that show how old and dilapidated the garage is.
3. Explain the effect caused by the writer's descriptions.
4. Personification is when writers describe inanimate actions (giving them a 'person'). Find an example.
5. How can we tell by the writer's use of language that mother are experiencing difficulties at home?



"What Do You Want?"

Chapter 3

Fill in each empty cell of the table with a quote from the text that describes the Event described on the left side. The first cell has already been provided to help you with the task.

Event	Quote
Michael's family is experiencing problems.	"The garden was another world. It should be wonderful"
Michael's mother is concerned about her son.	
Michael misses his old home.	
Doctor Dan is portrayed as a sinister character.	
The garage is described as being very old and mysterious.	
A description of the stranger.	
Michael is stunned by his discovery.	
Michael's father is concerned about his son.	

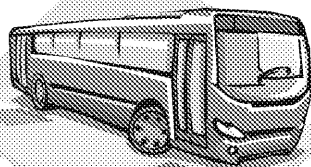
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Back to School

Chapters 4 and 5



1. Explain the various reasons why Michael hardly sleep in chapter four.
2. Find a quotation that demonstrates how Michael's baby is.
3. Why do you think Michael went into the garage to see the baby?
4. What does Michael's fear mean when he says "toilet out and around the floor boards round it"?
5. How would you describe Michael's thoughts on the baby?
6. Explain why Michael didn't accept Mrs Dando's suggestion.
7. Create a diary entry for Michael, from the beginning to the end of chapter five, discussing his thoughts and experiences.

CREATING TENSION

Chapter 6

The writer captivates the reader's attention by creating suspense and mystery. How do the quotations listed below create tension, as Michael enters the garage?

Quotation	How the writer creates tension
He (Dad) looked at me and winked. "Come and see what I found." (page 14)	
My hands were trembling. (page 16)	
I felt the cobwebs and the dust and I imagined that the whole would collapse. (page 16)	
I heard things scuttling and scratching. (page 16)	
My heart was thudding and I was shivering. (page 16)	
I told myself...I told myself...I told myself (page 16)	
But I did. (page 16)	

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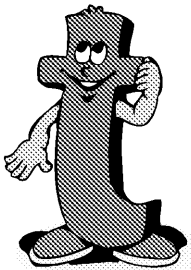
Copy and complete this sentence into your exercise book:

The writer uses these techniques because...

Talking to the Stranger

Chapter 7

1. Make a list of three questions you would ask the stranger if you were in Michael's shoes.
2. How would you describe Michael's character based on his conversation with the stranger? Is he similar or different to you?
3. What would you think of Michael's character if the stranger gave reasons for your answer?
4.  does Mina run away so quickly? What does this tell you about the relationships between children?
5. Do you know any other stories in literature that have a similar storyline to Skellig? How is this story different?



MISSING PUNCTUATION

These two paragraphs have punctuation missing. Copy this extract into your books, inserting the missing capital letters and full stops. All other punctuation has been included.

The book I am reading is called skellig it is written by David Almond he is the author the main character of the novel is a boy who has just moved into a new house with his two parents

michael's parents are very worried about the health of their daughter michael is also afraid, which is shown when he hears the doctor saying being doctor death however, michael discovers a strange man in their old garage he is there for more when mina, the girl next door, suddenly appears

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Analysing Character

Chapters 8 and 9

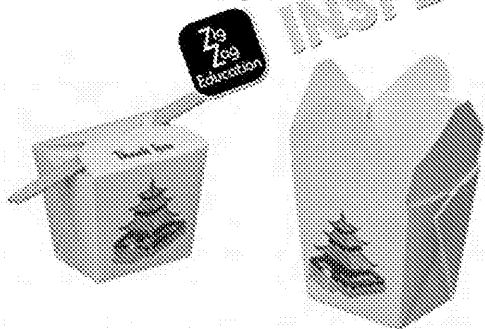
Looking through these two chapters, find a quotation for each of something about their personality. Don't forget to explain what about the characters in the right hand column:

Character	Quotation	Explanation
Michael		
Michael's Dad		
Mina		
The Stranger		
Michael's Mum		

27 AND 53

Chapter 10

1. Explain what 27 and 53 are, and how Michael came into the room.
2. How does the stranger react to eating the food?
3. Describe the appearance of the stranger's face.
4. What do we learn about the motivation of the stranger?
5. Find a quotation that demonstrates Michael's frustration.

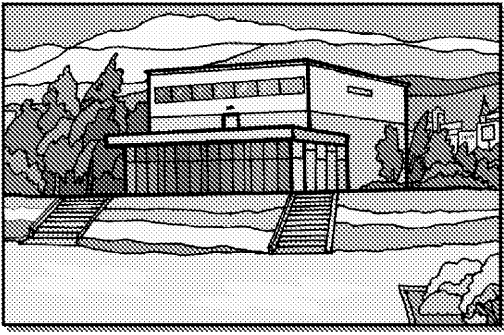


6. Who do you think the stranger is? Give three different suggestions, and where he has been. Be imaginative in your writing and include references from the text.

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- a. Looking at your bullet point list of events, explain in one sentence what occurs in chapter eleven.
- b. Discuss the various ways that the writer creates the impression of a day at school.
- c. Describe the mood/atmosphere at the end of the chapter. How is it different to the beginning?

Complete this bullet point list of chapter 11's events ...

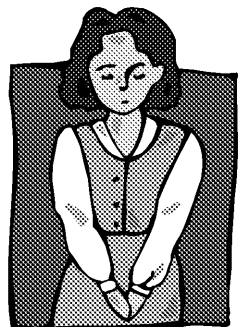
- Michael's father wakes up sore and asks for aspirin.

Anxiety at Home

Chapter 12

In this chapter the writer vividly portrays the anxiety and concern experienced by Michael's family. Find quotations that support these statements, revealing the writer's purpose:

- 1. The family doctor is given an ominous name.**
- 2. Michael's mum loses her temper.**
- 3. Michael's mum then breaks into tears.**
- 4. Michael's dad tries to convince his son that everything will be well.**
- 5. Angels are referred to, hinting of death.**
- 6. Skeletons are also referred to, yet again suggesting death.**
- 7. Michael's mum tries to be cheerful for Michael.**



Now, explain exactly why the writer has produced this gloomy and anxious atmosphere.



THE SECRET PLACE

Chapter 13

1. How does the writer portray the apple place? What does the reader feel with this description?
2. Find three quotations that show the type of language used to portray the secret place.
3. Find an example of alliteration, which is used to make a phrase more memorable.
4. Find an example of repetition used by the writer. What effect does it have?
5. Using your understanding of the writer's use of language, write a description of a graveyard or haunted house. Remember to use devices like repetition and alliteration, as well as descriptive language.

A Day's Absence

Chapter 14

1. Explain why Michael did not attend school in chapter 14.
2. Do you think that Michael is justified in not going to school that day?
3. Have you ever had to take a day off school for personal reasons? How was your situation similar or different to Michael's?
4. Using the information from chapter 14, write a letter from Michael's dad's perspective, explaining why his son was unable to go to school that day. Remember to include standard letter writing features, as well as explaining Michael's reasons for absence. Consider anything else a parent might wish to tell a teacher in such a situation.

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William Blake

David Almond, the author of *Skellig*, often refers to the power of William Blake, a famous Romantic poet. Therefore it is important to have an understanding of Blake's life and times. Complete this worksheet, filling in the blanks with the correct missing words in the box below.

William Blake was born on 28 _____ 1757, and died on _____ 1809. He spent his life largely in London. He lived for the years 1800 to 1809 in a cottage at Felpham, in the seaside town of Bognor, in _____.

_____ friend Henry Pars's draws school in the Strand. At the age of fifty, Blake was apprenticed to an _____, making _____ for books were printed.

He later went to the _____ Academy, and at 22, he was employed as an engraver to a bookseller and publisher. When he was nearly 25, he married Catherine Boucher. They had no children but were _____.

45 years. In 1784, a year after he _____ his first volume, he set up his own engraving _____.

Many of Blake's best _____ are found in two collections of poems (1789) to which was added, in 1794, the Songs of Experience. His poetry look at human _____ and society in both optimistic and pessimistic terms. Blake believed that we need both _____ to see the world as it is.

Blake had very firm ideas about how his poems should appear. His poetry was not as standardised in print as it is today, Blake was writing for the publication of Dr. Johnson's respected Dictionary of the English Language. Many of Blake's spellings which seem odd or old-fashioned to our modern readers as strange.

In keeping with his _____, Blake did not print his poems on lined paper (like handwriting) on a _____ background. The poems were hand-coloured by _____.

Therefore, Blake was not only an _____ but also a _____.

artist	Sussex	began
Royal	hand	happily
poems	pessimistic	viewpoints
language	profession	nature
pictures	business	November

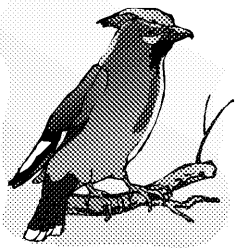
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Home Schooling

Chapter 15



- Explain why Mina's parents have chosen daughter.
- What does the William Blake quotation How is this a suitable metaphor?

Here is the original text of William Blake's poem *The Schoolboy*. Read the poem, before answering the questions below:

THE SCHOOLBOY

I love to rise on a summer morn,
When birds are singing on every tree;
The distant huntsman winds his horn,
And the skylark sings with me:
Oh what sweet company! 5

But to go to school in a summer morn, --
Oh it drives all joy away!
Under a cruel eye outworn,
The little ones spend the day
In sighing and dismay. 10

Ah then at times I drooping sit,
And spend many an anxious hour;
Nor in my book can I take delight,
Nor sit in learning's bower,
Worn through with the dreary shower. 15

How can the bird that is born for joy
Sit in a cage and sing?
How can a child, when fears annoy,
But droop his tender wing,
And forget his youthful spring? 20

Oh father and mother, if buds are not blown,
And blossoms blown away,
And if the tender plants are stripped
Of their leaves in the springing day,
By sorrow and care's dismay, -- 25

How shall the summer arise in joy,
Or the summer fruits appear?
Or how shall we gather what griefs destroy,
Or bless the mellowing year,
When the blasts of winter appear? 30

1. Explain the meaning of the word 'dreary'.

2. Why does the poet describe the school as 'dreary'?

3. What is the rhyme scheme of the poem?

4. Find an example of personification in the poem.

5. What are the feelings of the schoolboy?

6. Compare the school to a cage. How does the poet use this metaphor to describe the effect of school on the child's mind?

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A Morose Character

Chapter 16



1. Explain how the stranger disc
2. When the stranger calls 27 and "nectar", what does he mean?
3. Describe the character of the str and respond to Michael's help?
4. Find two quotations that reveal frustration and unhappiness with his sit
5. Find a quotation that reveals the stranger's wish to be
6. Imagine you are directing a film version of *Skellig*. How would you be playing the stranger's part to speak, behave and dress? Give three directions.

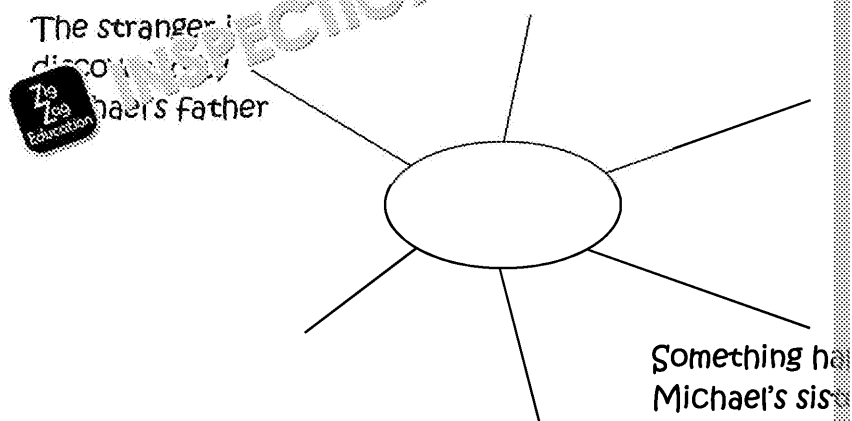
My Own Chapter

Sometimes when we read a novel we can be let down with what happens. We might wish that something different had happened to the characters. Good creative writers can produce their own ideas for what events could occur in a story.

With the person sat next to you, discuss all the different possibilities for what could happen in your next chapter of *Skellig*. Here are some ideas to help you:

- Could you use a character that hasn't appeared in the story yet?
- Maybe you could give a minor character a major role within the story?
- What could be the funniest, scariest, or most interesting thing to happen?

Draw and complete this brainstorm. Can you devise the most original storyline in the class? Once you have finished this you can write your own chapter of the novel!



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Getting to Know Mina

Chapter 17



Below you will find a selection of quotations from Chapter 17. Fill in the connecting blocks with different things we learn about Mina's character that have been provided to help you with the task.



"The mystery man...Hello again"

(page 56)

"See how school shutters you"

(page 56)

"I'm listening to the blackbird's song.
I'm opening my mind"

(page 56)

"The presence of air cavities within the
bone is known as pneumatisation"

(page 58)

"You understand? You've covered
this at school?"

(page 58)

"How's the mystery today?"

(page 59)

"You said you had a mystery.
Something to show me."

(page 60)

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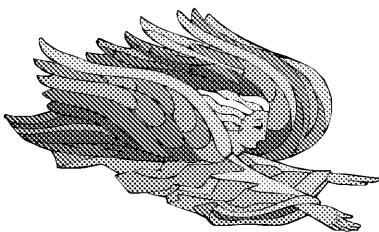
Doctor's Orders

Chapter 18

1. Complete this sentence:
In chapter 18 Michael goes in search of...
2. Explain what happens in the section of the chapter when Michael leaves his parents with their daughter. Why has the writer included this section in the chapter?
3. Summarise the conversation Michael has with the next person he meets.
4. Now summarise the advice he receives from Doctor MacNab.
5. Who is the last person to give Michael the same advice?
6. Why has the writer organised the events of the chapter in this way? How does the structure of Michael's discoveries give to the reader?

Angel Reference

Chapters 19 and 20



In chapter 19 the writer once again refers to the table below with quotations that reveal the angel theme, as well as explaining what is happening in the quotation.

Reference	Quotation	Effect
Chapter 5, page 12		
Chapter 12, page 36		
Chapter 15, page 50		
Chapter 17, page 62		
Chapter 19, page 68		
Chapter 20, page 74		

Why has the writer included these angel references?
What effect is he trying to create?

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Researching Angels

Using your school library and the internet, fill in the research notes on the topic of angels.

Area of Topic	Research Notes
Definition of the word "angel"	
 Origin of the word "angel"	
Different religions which believe in angels	
Different types of angels	
Famous stories of angels	
Purposes of angels	
 Physical appearance of angels	

Now create five multiple choice quiz questions based on your research.

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Skellig

Chapters 21 and 22

These two chapters feature some of David Almond's most emotive and appealing language, creating a feeling of wonder and intrigue for the reader. Explain the effect caused by each of these quotations:

QUOTATION 1

"He's an extraordinary boy."
Chapter 21, page 76



e. What effect does the *extraordinary* give to the quotation 1?

QUOTATION 2

My heart was thundering.
Chapter 21, page 77

f. Explain why the metaphor used in the second quotation is effective.

QUOTATION 3

"They had a table of knives and scissors and saws"
Chapter 22, page 78

g. Describe how the writer creates a nightmare effect in the third quotation.

h. In the third quotation, the word 'table' is used twice instead of a conjunction. What effect does this have?

a. Why is "cracked and crazed" an effective description of the face? What image does it give to the reader?

b. Make a list of the verbs (doing words) used in quotation 5.

c. Why has the writer chosen to use these words?

d. What effect do the emotive words "astonishment" and "joy" create?



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Reading Between the

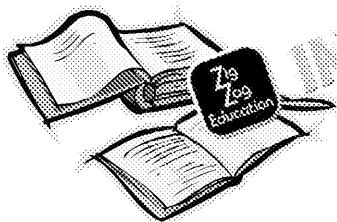
Chapter 23

1, She (Mrs Dando) said my mates were looking forward to getting me back again. (page 83)

2, She said, "Bl
blank," in a sing

3, I pretended to read *Julius and the Wilderness*. (page 85)

4, Go on, then...do
like a good schoolb



Explain what is happening in each of the above extracts. Look closely for any hidden or implied meanings, really being said or thought in the extracts between the lines.

Wings

Chapter 24

Copy each half sentence (1 to 7) into your exercise book, followed by its correct other half in the box below (A to G).

1. In the beginning of the chapter
2. When they look for Skellig,
3. Eventually they discover him exhausted,
4. It is a promising sign that Skellig
5. Skellig wishes to move up "higher",
6. Once they have given Skellig some food,
7. Michael and Mina are amazed to discover

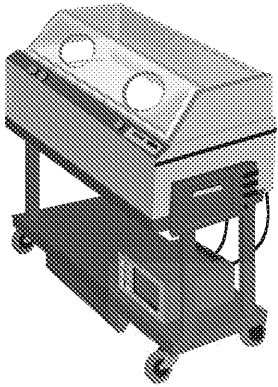


- a) lying halfway up the first floor stairs
- b) that their new friend has the wings
- c) they are unable to find their mysterious friend
- d) and the two children help him up the stairs
- e) Mina removes his jacket to make him more comfortable
- f) Michael and Mina enter the old building
- g) was able to move without help from them

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Analysing Viewpoint

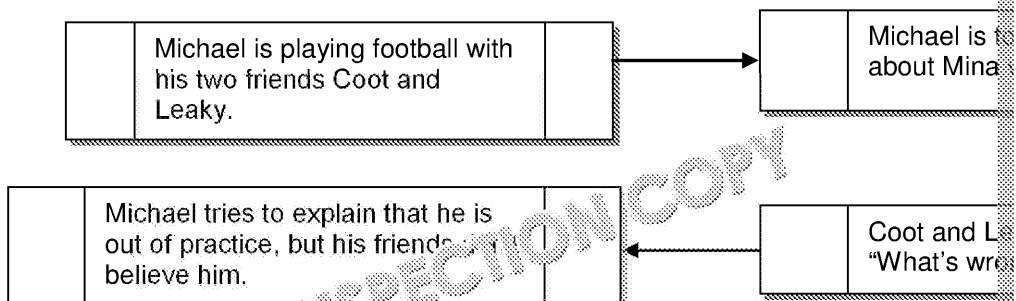
Chapters 25 and 26

1. Discuss the emotions experienced by Michael in chapter 25.
2. Find three quotations that demonstrate the upsetting mood of chapter 25.
3. Why has the writer named the chapter with such a title? What effect does he want to create for the reader?
4. Explain the *flying* and *angel* references made by Michael.
5. Find two quotations that reveal these references.
6. Explain why the writer has used these references to any purpose?

FLOWCHARTING

Chapter 27

In chapter 27 Michael is annoyed and provoked by his two friends Coot and Leaky. At the end of the chapter Michael finally loses his temper, releasing his frustration. A flowchart can be used to represent the **process** of events in a text, showing the structure of the writing with more precision. Here is the beginning of a flowchart that analyses the unpleasant conversation between the three friends:



Complete the flowchart in your exercise books, detailing the flow of events and the results with Michael's outburst. Remember, flow-charts can go left to right or right to left, in the direction you choose, so long as the correct order of events can be seen.

Looking at your flow-chart, describe how the writer effectively builds up Michael's frustration in this chapter.

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SOCIAL CLASHES

Chapters 28 and 29

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1. Explain why you think Coot talks to Michael's dad about his uncle's craftsmanship.
2. Describe Michael's feelings while being teased by Leakey.
3. Why do you think Coot and Leakey tease Michael?
4. Who do you think are the better friends for Michael, Coot and Leakey? Explain the positive and negative aspects between both choices.
5. Explain the cause of Michael and Mina's argument in Chapter 29.
6. Who do you think was more justified in the argument and the reasons in your answer.
7. Fill in the table with the positive aspects of both types of education, ensuring you make realistic and fair comparisons.
8. Which do you believe is the best type of education for Michael, home schooling?

SCHOOL	HOME SCHOOLING

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Making Peace

Chapter 30

Using the text in chapter 30, find relevant quotations that support the statements below. Don't forget to make sure your quotations support the comments.

1. Michael wishes to cure his sister.
2. Mina is upset/anxious following their argument.
3. Michael finds it difficult to make peace.
4. Michael's feelings were hurt.
5. They feel withdrawn from the rest of the world.

Skellig Anagrams

Can you unscramble these anagrams into words from the novel?

1. KLEBA IWLAMIL
2. ISLGCOHON MEOH
3. KLAYEE NAD TOCO
4. HADET TOCRDO
5. YEMSR INERF
6. ISPARUNT
7. ANODD
8. GINSW ELNAG
9. TYIFF REHET DAN YENT

- Now make five of your own anagrams from *Skellig* that no one else can decipher?

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Magical Language

Chapter 31

The language used in chapter 31 creates a magical and dreamlike quality for the reader, emphasising the unusual experience of Michael and Mina.

Fill in each notepad box with quotations relevant to its title, demonstrating the different types of language the writer uses to create a magical impression.

Images of Darkness

"We have seen through the dark"



Flying Images

Images of Isolation and Emptiness

Images of Light

Magical and Dreamlike Language

Using your quotations from above, write two paragraphs explaining how the writer uses language to create a magical dreamlike impression.

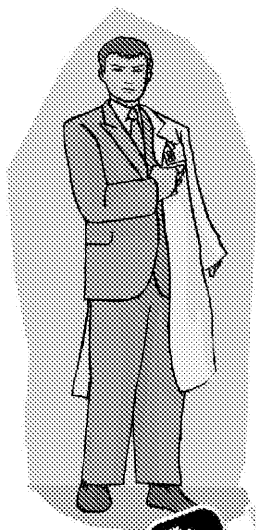
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Doctor Death

Chapter 32



1. Complete this sentence in your exercise book.
In Chapter 32 Michael is visited by Doctor Death.
2. Using the text from chapter 32, write a paragraph about the character of "Doctor Death".
3. What does the writer portray Doctor Death to be like? What effect does he wish to give the reader?
4. Explain how the writer uses language (words) and pictures to create a negative impression of Doctor Death.
5. What does Doctor Death's comment "Mr Myers was a fool" suggest? Why is it so ominous coming from someone like Doctor Death?
6. Explain why the writer wants the reader to dislike Doctor Death. Consider the effect of his gloomy and cold character.

Who Said What?

Can you identify the speaker of each of these quotations? Explain what is happening at each point of the novel that the quotation was spoken?

- A. "I said, what do you want?"
- B. "Most of all, remain calm. Take cod liver oil. Doctor Death wants your joints to grow old and halt."
- C. "I said, Michael... Don't stop."
- D. "What's wrong with you?"
- E. "Tell your parents I was asking."

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BACK TO SCHOOL

Chapter 33

1. Describe Michael's day back at school.
2. Find a quotation that shows how 'Rasputin' is impressed with Michael's out-of-school learning.
3. Explain how Michael's story relates to his actual life.
4. Find a quotation that reveals Miss Clarts' contribution to the story.
5. How does Michael react to the phone call? Use a quotation to answer.
6. Make three story predictions of what might happen. Consider every character that has appeared in the novel.



Scripting a Novel

Chapter 34

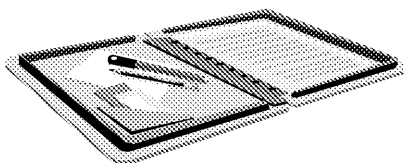
In this activity you will write a play script of the dialogue between Michael and Mrs McKee (Mina's mother) sings in the background. You should place your script in the margin, whilst adding stage directions in square brackets. Copy your exercise book, before continuing the script, working closely with your partner.

MINA: *[looking at Michael's drawing]* That's your friend the demon.

MRS MCKEE: *[singing a song in the background]* I dream of a golden queen. Can it mean? And that I love a golden queen.

MINA: I went to see him today.

- i. Compare the appearance of your script to the original script. How do they look different?
- ii. Which format is easier to read - the play script or the novel?
- iii. Explain why the original text of the novel is easier to read than the play script.



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SIGNS OF TENSION

Chapters 35 and 36

In these two chapters the writer David Almond creates a tone of anxiety, providing the reader with an effective impression of Michael for his sister. Fill in the table below with quotations that demonstrate different techniques used by Almond to create this tense mood.

How the writer creates tension...	
Stating that Michael's dad had just arrived. (Chapter 35)	
 Michael repeatedly draws pictures	
Time passes from day to night.	
Mina's Mum tries to divert attention by singing songs.	
Michael hesitates to speak to his dad on the phone.	
Michael's dad finds it difficult to tell Michael the news.	
Michael vividly imagines the operation. (Chapter 36)	
 Michael finally begins to cry.	
Repetition is used to create the impression of fear.	

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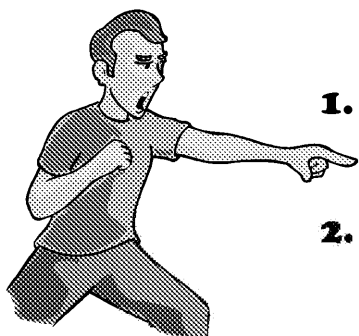
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How do these quotations effectively contribute to the tension?

THE ARGUMENT

Chapter 37



1. Describe the atmosphere at the beginning of the chapter. Use quotations in your answer.
2. What happens half way through the chapter, interrupting Michael and his dad?
3. Explain why the writer introduces the fledgling characters. What purpose do they fulfil in relation to the main characters?
4. Describe the atmosphere/tone at the end of the chapter. Use quotations in your answer.
5. Explain why the writer has structured the events of the chapter in this order. What is he trying to show?

Skellig Quiz

1. Who used to live in Michael's home?
2. Who calls Michael "Mystery Man"?
3. What information did Michael look for at the hospital?
4. What is Michael's favourite sport?
5. What is Skellig's surname?

Now create three of your own quiz questions, based on the novel, which can be used in a class quiz. Can you think of questions that will puzzle the rest of the class?

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Mythological Comparisons

Chapter 38

Here is a version of the Ancient Greek myth of Persephone, which is referred to in chapter 38:

As Persephone was gathering flowers with her friends in the earth, she picked up and Pluto, the god of the dead, appeared to her and asked her to be his queen in the world below.

Her grieving mother Demeter, goddess of the harvest, looked over the world. However, when she was unsuccessful in her search, she forbade the earth to grow any more crops.

During that year there was not a single blade of corn throughout the earth, and men would have died of hunger if Zeus had not ordered Pluto to set Persephone free. But before the lord of the Underworld let her go, he made her eat the seed of a pomegranate, so she was unable to stay away from him for ever.

Therefore it was arranged that Persephone would spend half of every year with her mother and the heavenly gods, and the other half of the year with Pluto beneath the earth, causing winter in the land in her absence.

- 1. Make a list of all the characters in this story who are myth-like creatures.**
- 2. How is this story different to a novel like *Skellig*?**
- 3. How does this myth relate to what is being discussed in chapter 38?**
- 4. Now rewrite the myth above, but in a modern language and events from our contemporary world.**

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Who am I?

Try to work out who these characters could be in the novel:

1. I'm Mr. Noddy. Mr Bones and Mr Had E
Zig Zag Education
how it is. Now leave me alone! Who am I?

2. We couldn't believe it! He's changed so much.
What's wrong with him? He and I used to be
the best of mates, but now he's so distant.
Who am I?

3. I hope Michael's okay, I try to keep an eye
for him at school; after all, I've known him for
years. Who am I?



4. Completely knackered! Up and down the stairs
three times round the landing! But I can't
beat me! Who am I?

Now write two of your own "Who am I?" paragraphs for another two characters in *Skellig*. Try to include detailed facts from the novel.

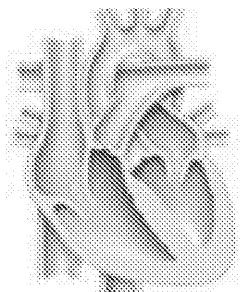
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A MISSING HEART

Chapters 39 and 40



1. Explain which heartbeat is “missing” and its implications.
2. Find two quotations that reveal the emotions experienced by Michael in this chapter.
3. How does Michael describe his difficulty in making a decision? Use a quotation in your answer.
4. What news does Michael receive from Mrs Dando in chapter 40?
5. How does Mina treat Mrs Dando? Explain her behaviour.
6. Write a dramatic monologue spoken by Mrs Dando about the events of chapter 40. How would she feel about Michael, Mina and Mrs McKee? Writing in the first person, describe Mrs Dando’s thoughts and feelings about the main characters of the text.

THE DREAM

Chapter 41

It is possible to detect many different emotions in this chapter. Identify the speaker of each of the extracts below, before explaining their emotional feelings whilst saying their words:

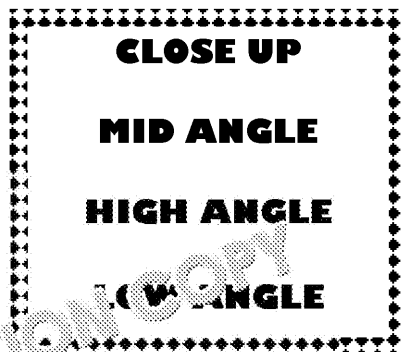
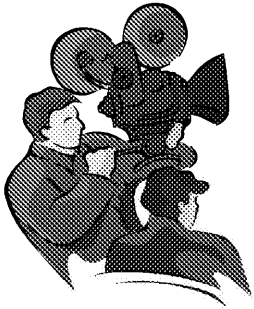
- a) “Your sister’s got caught in a little fire”
- b) “A little bit of a fire”
- c) “Like they were dancing,” I said.
- d) “So is he ready for my needles and my saw?”
- e) “Sweetest of blinking nectars!”

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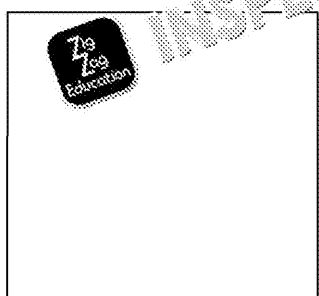
CAMERA ANGLE



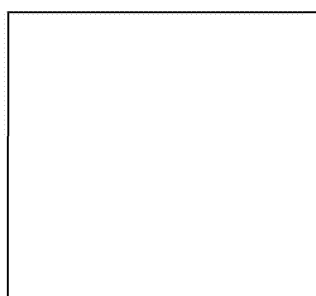
Can you match the correct camera angle definition with their correct names in the box above?

- This is shot from below the character and makes the character appear powerful and frightening.**
- This shows characters from the waist upwards and is a shot that is sociable and allows more character to be seen.**
- This shows a character's face and focuses on their emotions.**
- This is shot from above the character, and they can appear vulnerable.**

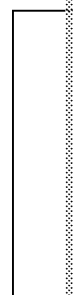
Choose a character from the novel for each Camera Angle box (choose two for Mid Angle) and draw how you would portray this person in a film adaptation of *Skellig*. Write an explanation of why you chose each character for their chosen camera angle.



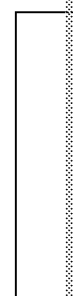
HIGH ANGLE



MID ANGLE



LOW ANGLE

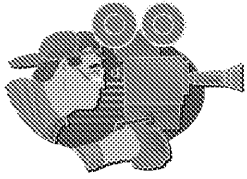


HIGH ANGLE

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Movie Planner

Imagine you are a filmmaker who has been asked to make the novel *Skellig* of planning these three key scenes of the book. You must consider what the most effective. Choose the ideal camera angle for each scene, draw

Michael walks into the old garage for the first time, Chapter 2.	Michael and Emma argue in Chapter 29.
	
Camera Angle_____	Camera Angle_____
Setting:	
Lighting:	
Music:	
Costume:	
Make-Up:	
Special and Sound Effects:	

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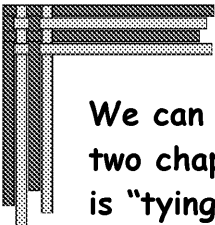
The Farewell

Chapter 42

- 1. Looking at the first paragraph of the chapter, identify the different words that create the impression of a ...
- 2. Michael describes his sister's heartbeat as being "like cheeping in a nest". Why is this simile effective?
- 3. When Mina repeats "I ... stop now" (page 155), how does Michael react?
- 4. ... for all the different adjectives used by the ...
- 5. What effect do these descriptive words create? How does this affect Skellig's character?
- 6. Using the text from chapter 42, draw a picture of Skellig. How does the writer's description of Skellig in the novel, visualising his appearance in the writer's ...

Tying Up Loose Ends

Chapters 43 and 44



We can see how the writer is preparing to resolve the end of the two chapters. Fill in the blanks in the table below to explain what is "tying up loose ends".

Quotation	Writer's Purpose
I was brilliant at school next day. (page 159)	The writer shows how Michael is ... school, having overcome ...
We lay there laughing... (page 160)	
The bandages on her chest were ... and smaller. (page 161)	
"I'll have ... and 42 instead." (page 162)	
"Goodnight, little chicks." (page 163)	

Can you think of any more loose ends that need to be dealt with?

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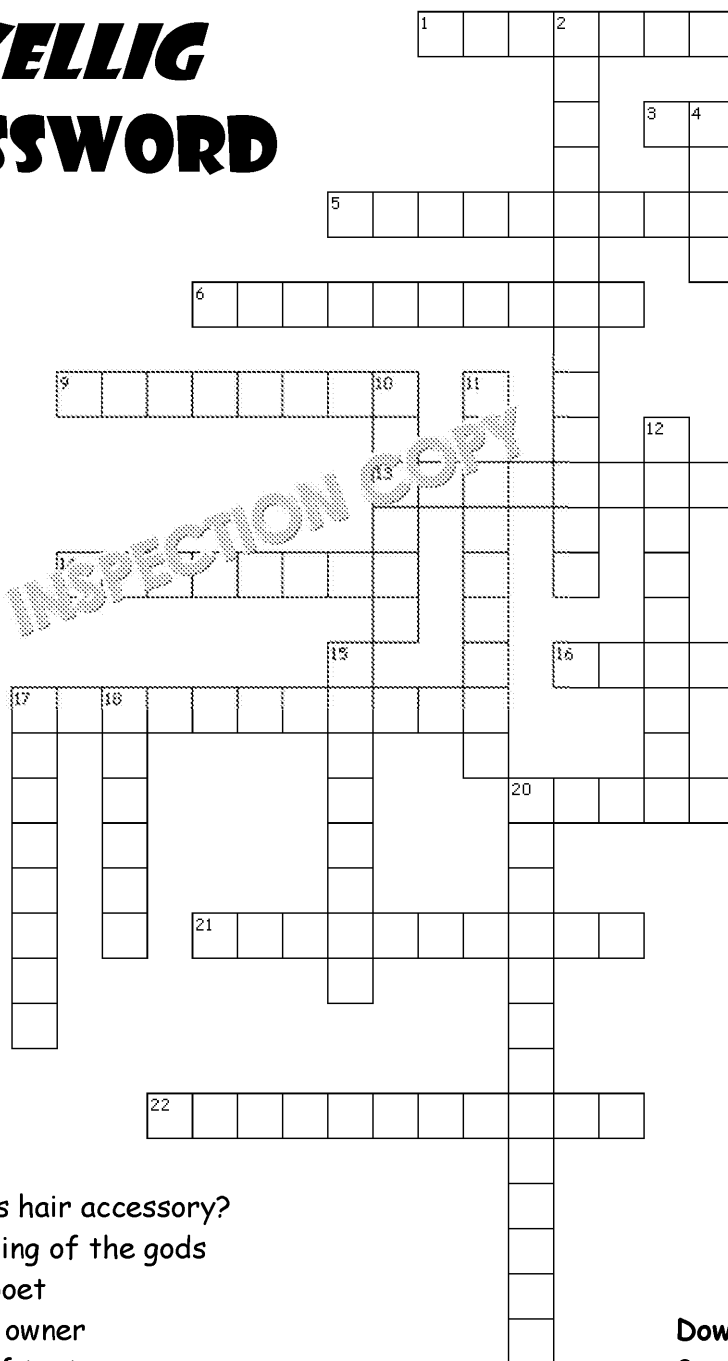
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SKELLIG CROSSWORD

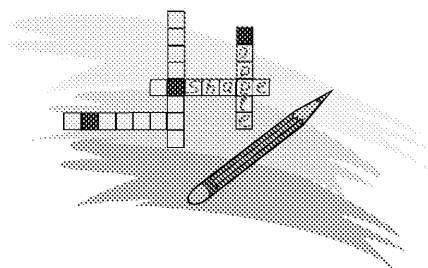


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Across

1. Skellig's hair accessory?
3. Something of the gods
5. Tyger poet
6. Former owner
9. Place of tests
13. The dinosaur that flew
14. Mina's mum
16. Old and falling apart
17. Smelly medicine
20. Mina's description of Cyp and Leakey
21. Back garden
22. 5' 5"



Down

- 2.
- 4.
- 7.
- 8.
- 10.
- 11.
- 12.
- 15.
- 17.
- 18.
- 19.
- 20.

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MR BATLEY &

Chapter 45

1. Explain what the reader learns in the chapter.
2. Compare the first paragraph to the last paragraph of the chapter. How has the situation changed?
3. Compare the emotional feelings of Michael to the work. What is the significance of the demolition job change in meaning between the two?
4. Write a list of the order of actions carried out by Mr Batley in the chapter.
5. Now design an advertisement poster for Mr Batley & Son's company, using information from Chapter 45. Consider the presentational devices you could include, e.g. pictures, colours, bullet points etc. Once you have planned the structure of your poster, produce it.

The Return

Chapter 46

1. Describe the emotions of Michael's family's with the return of the healthy baby.
2. Now describe a similar experience you have had, and the same thoughts as Michael and his parents.
3. How would you describe the role of Mina in Michael's family?
4. How would you describe the ending of the novel? Is it satisfying for the reader?
5. Which elements of the novel *Skellig* would you find most interesting?
6. Retell the story of *Skellig* as a fairytale. Organise your paragraphs, carefully planning the main events of the story. Consider the structure of a short story. Once you have finished, consider these questions:
7. How easy did you find this creative writing activity? What are the main differences between your story and the original?

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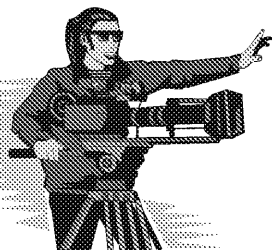


FINAL TASKS

1. Rewrite the last chapter of *Skellig*. Change the ending and make it original! Will you have a happy or sad ending? Will there be any mystery? Maybe a twist?

Carefully make a plan of the events that will happen in your last chapter. Once you have planned your chapter, you can begin writing.

2. Imagine that you are a director of children's television. You have been asked to direct a four part series of the novel. Each of the four parts is half an hour long. You must plan what happens in each episode of the series.



Make sure you evenly plan out the events of the series. For example, you don't want to cover the first two episodes and have to squash the remaining two episodes into one! Clearly describe the events of each episode.

3. Create a newspaper article about the relief felt by the family with the return of his sister from hospital. What happens? Your story needs to cover the previous events of the novel, their reaction to the baby's return, as well as the healing of Skellig.

A good newspaper article must have: an interesting headline, structured paragraphs, a picture, quotes from the main characters in the report, and the 5Ws – who, where, when, what and why.

4. Imagine that you are a book reviewer for a national newspaper. You have been asked to write a review of *Skellig*. In your review you must include: the characters you liked and why, the use of tension created in the novel, and your overall opinion of the novel.



A good book review should include: a star rating out of 5 stars, an attractive layout with a picture, and a plan of writing organised into paragraphs. Would you recommend this book to your audience to read *Skellig*?

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