

# English

## Transition Booklet 2023

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## READING:

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### THE IMPORTANCE OF READING:

Reading widely across different genres is strongly encouraged at high school. You should read fiction and non-fiction texts as frequently as possible to develop your fluency; analysis; comprehension and vocabulary skills. There are lists of recommended reading available for students in each year group and you are encouraged to read for pleasure. Reading widely has been proven to impact on your overall academic performance, even in Mathematics!



The school has an excellent library provision and our experienced librarian, Mrs Armitage, is on hand daily to provide recommendations. We are also fortunate to have a number of public libraries in the local area, including 'Storyhouse', which have a huge range of books available to borrow. See <https://www.cheshirewestandchester.gov.uk/residents/libraries/libraries.aspx> for further information regarding joining, borrowing and opening hours.

If you would like to get a head start on your reading over the summer holidays the following books are recommended in Year 7:

### The Prince Who Walked with Lions **II+**

ELIZABETH LAIRD

Following the breakout of war between his country and Queen Victoria's army, Alamayu finds himself without parents, throne or friends. The British take Alamayu to England to become a 'proper' English gentleman and he is befriended by Queen Victoria herself.

A sweeping epic based on a true story



### Wild Boy **II+**

ROB LLOYD JONES

Covered in hair since birth, Wild Boy is a sideshow in a travelling freak show. He must put his talent for observation and detection to good use when there's a murder and suspicion turns towards himself. With the help of a feisty acrobat he embarks on a manhunt across Victorian London.

Murder mystery meets carnival flair



### Soldier Dog **II+**

SAM ANGUS

After his mother's death, Stanley's relationship with his father is in a state of disarray. Stanley runs away to train as an army messenger dog handler and is soon on his way to the trenches, where he comes to realise his dog is his one true friend. But can he still repair his relationship with his father?

An emotive story of love, bravery and loyalty



### Cowgirl **II+**

G. R. GEMIN

Growing up on the embattled Bryn Mawr Estate in South Wales, all Gemma sees are burglaries, muggings, and boredom. But after the legendary Cowgirl arrives abruptly in Gemma's life, everything starts to look different.

A gently funny story of a community coming together



### Into That Forest **II+**

LOUIS NOWRA

Following a ferocious storm, Hannah and Becky find themselves lost in the dangerous Tasmanian bush. Rescued and adopted by a pair of tigers, the girls must adapt to a new life in the wild.

A captivating story of love, freedom and survival



### Ghost Knight **II+**

CORNELIA FUNKE

With Jon struggling to adjust to his mother's new partner, he is sent away to boarding school, where he soon finds himself targeted by a pack of ghosts. He summons the ghost of the knight of Longespee as his protector. But on whose side will the ghost knight be fighting?

A thrilling and spooky adventure



### A Study in Scarlet **11+**

ARTHUR CONAN DOYLE

Dr Watson and Holmes embark on their first case together. A man is found murdered, with no apparent physical wounds. The police are mystified, but the famous pair uncover a story of deceit, love, revenge and murder.

Sherlock Holmes makes his debut in this mysterious tale



### The Jungle Book **11+**

RUDYARD KIPLING

Whether it's danger, survival or friendship, Mowgli the man-cub has to learn the ways of the jungle... Swing from the trees, fear the pouncing tiger and be captured by the Monkey-People in this adventurous classic.

An immersive fantasy full of adventure and danger



### Treasure Island **11+**

ROBERT LOUIS STEVENSON

Join the brave Jim Hawkins as he finds treasure maps, sails a schooner and meets a one-legged man of the sea with a parrot on his shoulder. If you like action-packed adventure, then *Treasure Island* is the story for you!

A swashbuckling adventure story



### Shaken **12+**

JOSS STIRLING

Rose Knight has a secret ... she needs to raise millions of dollars to save her father's life. Damien Castle is good at uncovering secrets ... but will he discover Rose's or will he just get distracted?

An electrifying romantic thriller



### Railhead **12+**

PHILIP REEVE

Zen Starling is a petty thief. A nobody. Destined to ride the rails to nowhere special. That is until Raven, a strange and mysterious figure, enlists him for one small job that might just bring everything to the end of the line.

A futuristic vision that enthralls and chills



## WORD READING:

- Apply your knowledge of root words, prefixes and suffixes

### Root words:

A root word is a word or the basis of another word which can be formed using a prefix or a suffix. A lot of English words have roots which are Latin or Greek in origin.



### Prefixes:

A prefix is a string of letters added to the beginning of a word to change the meaning, e.g. pro-; un-; dis-:



- Unclear
- Disappear

<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-wonderful-words-prefixes/zknd7nb>

### Suffixes:

Suffixes are a letter or group of letters which are added to the end of a root word to change the meaning, e.g. -er; -ing; -est:

- Stronger
- Walking
- Tallest

<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-wonderful-words-suffixes-part-1/zdnd7nb>

### Suffixes -tious and -cious:

Choose the correct suffix to complete the words below:

Vi\_\_\_\_\_

Ambi\_\_\_\_\_

Ficti\_\_\_\_\_

Pre\_\_\_\_\_

Choose the correct suffix to complete the word in the following sentences:

The meal, which his mother had prepared, tasted deli\_\_\_\_\_.

The security guard was very suspi\_\_\_\_\_ of the hooded young man who had entered the bank.



The dietician needed to ensure that the plan she provided was balanced and nutri\_\_\_\_\_.

Suffixes –cial and -tial:

The suffix -cial is common after a vowel and -tial after a consonant with some exceptions: initial, financial, commercial and provincial.

**Match the correct suffix to the root:**

Offi	tial
Spe	tial
Artifi	cial
Par	cial
Confiden	tial
Essen	cial

Words ending in -ant; -ance/-ancy; -ent; -ence/ency:

When learning how to spell this group of words here are some helpful tips:

- Consider whether you can link any of the words to similar –ation words. The a in these words is the clue. E.g. hesitation – hesitant, observation – observant.
- Same rule applies to -ance and -ancy words. If you can link them to similar -ation words, then they are usually spelt with an a not an e, e.g. observation – observance, hesitation – hesitant – hesitancy.
- ‘ent’, ‘ence’ and ‘ency’ are normally used when the preceding letter is either a soft c (decent), soft g (regent) or qu (frequent).





• As with any other rules, there are always exceptions which just need to be learnt. Try emphasising the e or a when reading the words to help you recall the correct spelling.

### Word Search - Small: C3 - Words ending in ant, ance and ancy

Find the words from the list in the word search below.

Words can be horizontal, vertical or diagonal.

g	t	o	e	h	u	b	b	t	
m	o	b	x	e	v	u	s	o	tolerant
t	l	s	p	s	a	i	r	l	hesitant
e	e	e	e	i	m	w	f	e	expectant
y	r	r	c	t	f	y	s	r	tolerance
n	a	v	t	a	f	o	r	a	observant
j	n	a	a	n	o	d	g	n	
b	t	n	n	t	c	g	f	c	
o	b	t	t	g	i	r	g	e	

(Source – Spellzone)

Match the correct word ending in -ency to the correct sentence.  
One has already been completed:

absorbency	You shouldn't approach anything with _____.
agency	He spelt English with _____.
clemency	Radio waves have a lower _____ than visible light.
complacency	The sponge had a high _____.
consistency	_____ is essential for companies.
decency	Saying sorry was a matter of _____.
efficiency	The traveller moved with _____.
fluency	John mixed the ingredients into a creamy _____.
frequency	The factory improved its _____.
leniency	He spoke french with great _____.
proficiency	The judge exhibited _____ towards the defendant.
solvency	She worked for a government _____.
urgency	There was no _____ for the criminal.

### Words ending in -able and -ible:

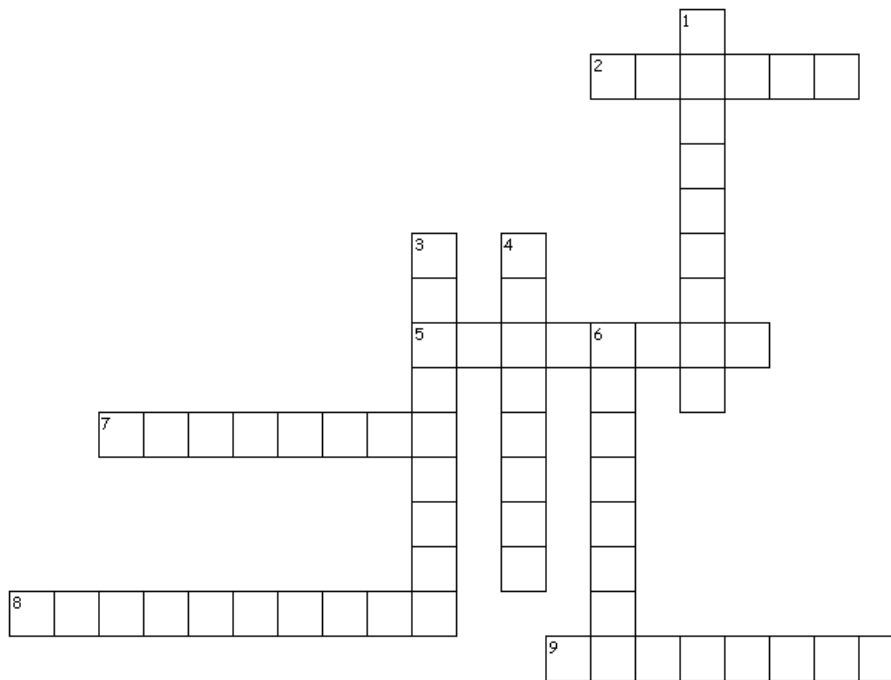
The -able ending is used if there is a related word ending in -ation e.g. application/applicable. If the -able ending is added to a word ending in -ce or -ge, the e after the g or c must be kept



e.g. changeable. The -able ending is usually used if a complete root word can be heard before it e.g. comfortable.

The -ible ending is common if a complete word cannot be heard before it e.g. possible, horrible.

### Words ending in -able and -ible



#### Across

2. can be eaten
5. can be relied upon
7. can happen
8. can be thrown away
9. very bad

#### Down

1. not happy at all
3. pleasant
4. worth a lot
6. easily loved

### Words ending in -ably and -ibly:

Words ending in -ably and -ibly can sound very similar. The suffixes ending in -ably and -ibly form adverbs from verbs. An adverb is a word which changes a verb, adjective or another



adverb and tells you how something happens

e.g. quickly or slowly. (See:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr>)

## Word Search - Small: Non-statutory words: words ending -ible and -ibly

Find the words from the list in the word search below.

Words can be horizontal, vertical or diagonal.

v i s i b l y s

visible

l u m d v k i e

visibly

t e r r i b l e

legible

g v n s s b y o

horrible

h o r r i b l e

terrible

u g k g b u u f

w n e h l n f p

v l s y e o u s

(Source – Spellzone)

### Adding suffixes beginning with vowels to words ending in -fer:

The r is doubled if the -fer is still stressed when the ending is added e.g. referral or preferred.

The r is not doubled if the -fer is no longer stressed e.g. reference or referee.

### Double or not?

Which is the correct word to complete the sentence:



The referee/referree was in charge of the football game.

I preferred/prefered the milk chocolate to the dark chocolate when I tasted them.

She transfered/transferred the document to the correct filing cabinet.

## COMPREHENSION:

### Recognising Themes:

Themes are the big ideas or messages in a story. They may not be described in the story, but they will be inferred. In order to infer something, you need to act like a detective, and use the clues in the text along with your own prior knowledge to figure out what is missing. Themes can include the following:

<p><b>Good vs Evil</b></p> <p>Characters who do the right thing against characters who do the wrong thing.</p>	<p><b>Friendship</b></p> <p>Characters who enjoy spending time together, trust each other and are loyal to each other.</p>
<p><b>Honesty</b></p> <p>Characters who tell the truth, even if they do not want to.</p>	<p><b>Courage</b></p> <p>Characters who overcome their fears.</p>

(Source – TES)

Read the following extract from 'Damelza and the Spectre Detectors', by Holly Rivers.



[https://www.worldbookday.com/wp-content/uploads/2020/01/Demelza\\_SAMPLE\\_smaller.pdf](https://www.worldbookday.com/wp-content/uploads/2020/01/Demelza_SAMPLE_smaller.pdf)

Name one theme and say how you identified it:

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### Comparing Characters:

In order to compare characters, you need to identify the similarities and differences between them. You could then use these comparisons to examine the relationships between the characters; themes of the story or how their actions affect the plot.

Watch the short animation – [‘Broken: Rock, Paper and Scissors’](#) and compare the character traits of Rock, Paper and Scissors using the Venn diagram below:

## Similarities

## Differences

### Key terms:

#### Metaphor –

A metaphor is a figure of speech used to compare things that are not alike, but have some features in common e.g. The classroom was a zoo.

Complete the following metaphors using the words below:

Wool      Icing      Apple      Skies      Star

The clouds were balls of cotton \_\_\_\_\_.

He is a shining \_\_\_\_\_.

She is the \_\_\_\_\_ of my eye.

That is the \_\_\_\_\_ on the cake.

There is nothing but blue \_\_\_\_\_ ahead.

#### Simile –

A simile compares two things using as or like e.g. She sings like an angel or It was as slippery as an eel.

Complete the following similes:

The moon looks like .....

.....

Raindrops on the window look like .....

.....

The soap smelled like .....

.....

The flowers looked like .....

.....

The waves were as rough as .....

.....

See the following for more information on similes and metaphors:

<https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr>

### Imagery –

Imagery is when a writer uses descriptive language or figurative language (similes/metaphors) to appeal to your senses. This means that you can see, hear, taste, touch and feel the text.

The example below creates an image of the moon reaching out a claw across the sky towards the gravestones:



The silver claw  
of the moon  
stretched  
towards the  
tombstones.



(Source - TES)

Read the following extract from 'A Miscellany of Magical Beasts' by Simon Holland and write what you can see, hear, feel or touch:

## The Phoenix

**F**antastically beautiful birds often appear in mythological stories connected to ideas of death, rebirth and immortality. The phoenix is one such bird, from the Middle East. Every five or six centuries, the bird senses it is time to die, and it builds a 'funeral nest' out of sweet-smelling sticks and herbs from Arabian spice groves. The phoenix then lies down to rest and sings an enchanting song, as the Sun rises and sets fire to the nest. Both the bird and the nest are turned to ashes – but a seed of life remains...

A tiny worm crawls from the ashes and grows into a new young phoenix. This chick collects the ashes into an egg made from myrrh, a gum-like material that comes from trees. According to some versions of the legend, the phoenix takes to the sky – surrounded by other birds – and carries the egg to Heliopolis, the Egyptian City of the Sun. Here, the egg is delivered to priests at a temple, where the ashes may be buried. The bird is now free to return to Arabia and begin its new life.

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How to use an index and glossary:

An index is a list of keywords or terms found in a book. It is organised alphabetically and usually found at the back of the book. It helps you to find information in a book quickly.

Put these pirate words into alphabetical order. There is a pirate alphabet to help you!



anchor

galleon

deck

aft

cutlass

fair winds

crow's nest

hold

bilge rat

1. \_\_\_\_\_

8. \_\_\_\_\_

2. \_\_\_\_\_

9. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

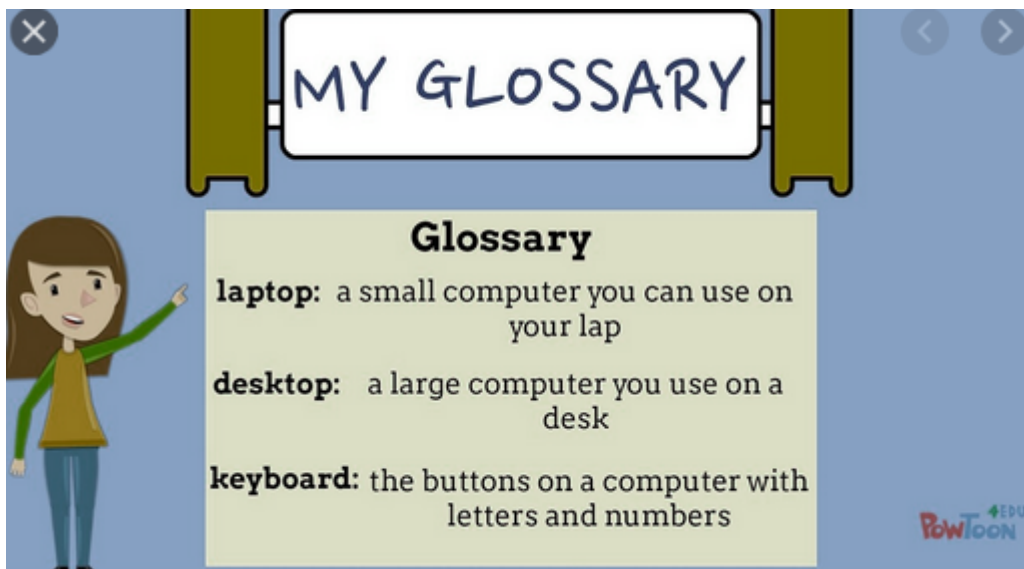
5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

(Source - TES)

A glossary is an alphabetical list of words connected to a particular subject or text with definitions, like a mini dictionary.



Match the right word to its definition.

aft

anchor

booty

bilge rat

crow's nest

cutlass

deck

fair wind

galleon

hold

A *wind* blowing in the direction the sailor wants to go

The highest floor on a ship.

A large ship used in war or to carry cargo.

The back of the ship.

A lookout point at the top of the highest mast of a ship.

Riches and goods that have usually been stolen.

A curved sword, often used by sailors.

A heavy object attached to a cable or chain used to attach a ship to the sea bottom so it does not move.

A rat that lives in the dirtiest, smelliest and lowest part of a ship. This is not a nice name to call somebody.

The space in a ship where cargo or prisoners were kept.

(Source: TES)

### Discussing viewpoints:

Characters often only see things from their own point of view, and they can be very different! The reader has the opportunity to see the whole picture, they can see all the characters point of view and understand them.

Watch this short film, 'The Present'. Then write about how the boy feels to receive the present, or how the puppy feels about his new home.

<https://vimeo.com/154873277>

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## Fact or opinion?

An opinion expresses a belief or a feeling about something, whereas a fact can be evidenced. Most people have opinions about things, but these will not always be facts which can be proven.

Watch this short video on BBC Bitesize for more information:

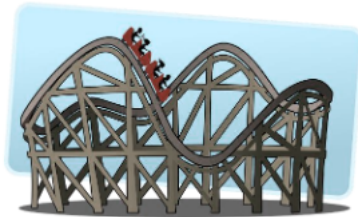
<https://www.bbc.co.uk/bitesize/topics/zs44jxs/articles/z3wgqh>  
[v](#)

Read the following advertisement about a theme park. Then identify what you think are facts and opinions in the piece:

## THRILL VALLEY

Come to our brand-new theme park, Thrill Valley!

Thrill Valley is only a short 30-minute drive from the centre of town. For this week only, we are offering entrance for the amazing price of just \$35 per person. Our roller coaster is the



scariest ride in the country! It has four loops and reaches speeds of up to 150 kilometres per hour.

Your legs will be shaking just watching it! We also have a haunted house which with incredibly real looking ghosts and monsters! For those people who prefer something more relaxing, our wave pool will be just what you need. Feeling hungry? We have 12 different cafes and restaurants to choose from, so there is something for everyone at Thrill Valley. We have nightly firework displays. There is no better way to finish the day than with fireworks!

**Thrill Valley, the place where it's impossible to be bored!**

**Facts**

**Opinions**

**Retrieving information:**

You need to be able to retrieve (find) and record information from a text (fiction/non-fiction). This helps to answer questions about the text and find key information. Retrieval skills are really important in high school, as you will need to be able to find the key information when planning and writing and also when revising for tests.

Read the following text and answer the questions below:

(Source – KS2 SATS 2014)

christofid

You might think that humans have conquered the globe thanks to our superior brain power. World-changing discoveries such as fire, inventions like the wheel, and our ability to communicate through language have all certainly helped! However, another secret to humans' success has been our



bl



christofid

# Requirements for Domestication

h School



**Character** – A tendency to kill people causes immediate disqualification for many candidates that otherwise seem ideal. Think of the grizzly bear: it grows relatively quickly, to an enormous size, on a broad and mainly vegetarian diet, and thrives

1. Look at the first paragraph, beginning: *You might think that humans...*

**Find and copy two phrases** from this paragraph that suggest that humans have been successful as a species.

- \_\_\_\_\_
- \_\_\_\_\_

2. *You will not see a gorilla or a hippo working on a farm...*

What explanation is given in the text for why you don't see gorillas on farms?

\_\_\_\_\_

3. How does the text suggest that we should accept Jared Diamond's ideas?

\_\_\_\_\_  
\_\_\_\_\_

4. *A tendency to kill people causes immediate disqualification for many candidates that otherwise seem ideal.*

What is the best description of this sentence?

Tick **one**.

a criticism

a friendly warning

an unlikely idea

an understatement

5. Complete the table below to show how the hippo appears both suitable and unsuitable for domestication according to the text.

a) Feature that makes the hippo suitable	b) Feature that makes the hippo unsuitable
<hr/> <hr/>	<hr/> <hr/>

6. Look at the section headed *Character*.  
Why does the text list so many of the characteristics of the bear?  
Explain fully, referring to the text in your answer.

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7. Draw a line to match each animal with the main reason given in the text that it is not domesticated.

cheetah •	• grows too slowly
zebra •	• flees from danger
elephant •	• develops aggressive behaviour
antelope •	• will not breed

8. How is the whole text organised to make the ideas clear to the reader?  
Explain fully, referring to the text in your answer.

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Learning Poetry:

“The poems we learn when we’re young stay with us for the rest of our lives. They become embedded in our thinking, and when we bring them to mind, or to our lips, they remind us who we are as people, and the things we believe in. They become personal and invaluable, and what’s more they are free gifts – there for the taking. We call it learning by heart, and I think such learning can only make our hearts bigger and stronger.”

Simon Armitage  
Poet

You have probably already learned some poems by heart in school. Here are some tips to help you learn poetry:

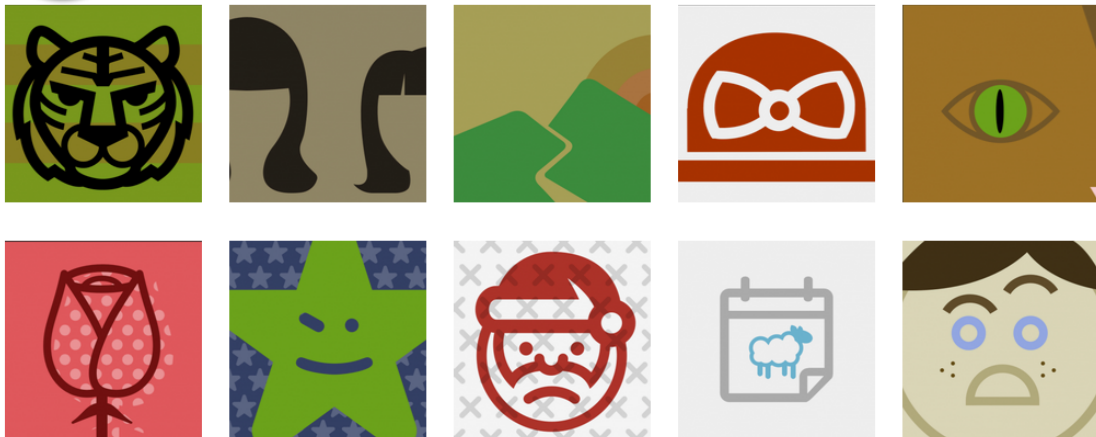
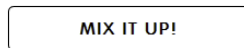
- Read the poem many times – including reading it aloud
- Listen to somebody else reading the poem to you
- Read each line several times and emphasise different words or phrases
- Think about pace, volume and timing
- Listen for sound patterns, rhyme and rhythm
- You might like to record yourself reading the poem
- Make a poster with the images or patterns you see when you read the poem
- You might find it helpful to clap out the rhythm or sing the poem
- You can make up movements or gestures to go along with the poem to help you remember



Poetry by Heart have an interactive mix-it up

resource: <https://www.poetrybyheart.org.uk/poetry-for-children/>

You can mix-it up and then choose a tile which will give you a poem to learn. There are lots to choose from. Pick 2 new poems to learn before you start high school.



### Recommend a book:

We would like you to recommend one of the books you read over the summer before you join us at high school. You could choose a fiction or non-fiction book that you think would appeal to a Year 7 student:

Title: \_\_\_\_\_

\_\_\_\_\_

Author: \_\_\_\_\_

Genre: \_\_\_\_\_

What is the book about:

\_\_\_\_\_



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What did you like most about it?

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Who would it be suitable for?

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Would you recommend/not recommend this book? Why?

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## WRITING:

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### TRANSCRIPTION:

### Spelling:

#### **Words with silent letters:**

Lots of words in the English language have changed pronunciation over time, for example knight used to have the 'k' sound pronounced at the beginning. Even though how we pronounce the word has changed over time, some of the spellings remain the same. This can make it tricky to figure out the spellings as these letters are now silent.

Watch the following video from BBC Bitesize for some tips on how to remember the silent letters:

<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-wonderful-words-silent-letters/zh4hf4j>

The following are some examples of words with silent letters, underline the silent letter:

- Condemn
- Receipt
- Silhouette
- Mortgage
- Island
- Fascinate
- Knowledge

Then practice your spelling knowledge of words with silent letters with the interactive games on Spellzone:



**Words with the 'ee' sound:**

If the ee sound comes after a c you should spell it 'ei' e.g. deceive, conceive, receive. There are some exceptions to this rule which need to be learned: protein, caffeine and seize.

The ee sound after another letter is usually spelt 'ie' e.g. believe, retrieve or achieve (to help to spell these words you could use the rule 'i before e, except after c', but don't forget the exception words.

**1** Write each word in the correct column.

**seize    perceived    received    ceiling    believe**  
**deceive    conceive    achieve    caffeine**

<b>/ee/ sound spelt ie</b>	<b>/ee/ sound spelt ei after c</b>	<b>/ee/ sound spelt ei (exception)</b>

**2** Circle the correct spelling of each word.

- a. believe / beleive
- b. caffeine / caffiene
- c. cieling / ceiling
- d. receive / recieve
- e. percieve / perceive

The /ee/ sound is usually spelt ei after c.



**3** Match each word to its meaning. Use a dictionary to help you.

- a. seize                      to become aware of
- b. conceive                to take hold of in a quick, forceful way
- c. perceive                to form an idea of
- d. deceive                 to mislead

Start with the meanings you already know.

Source: Pearson ([Pearson Supplementary Resources](#))

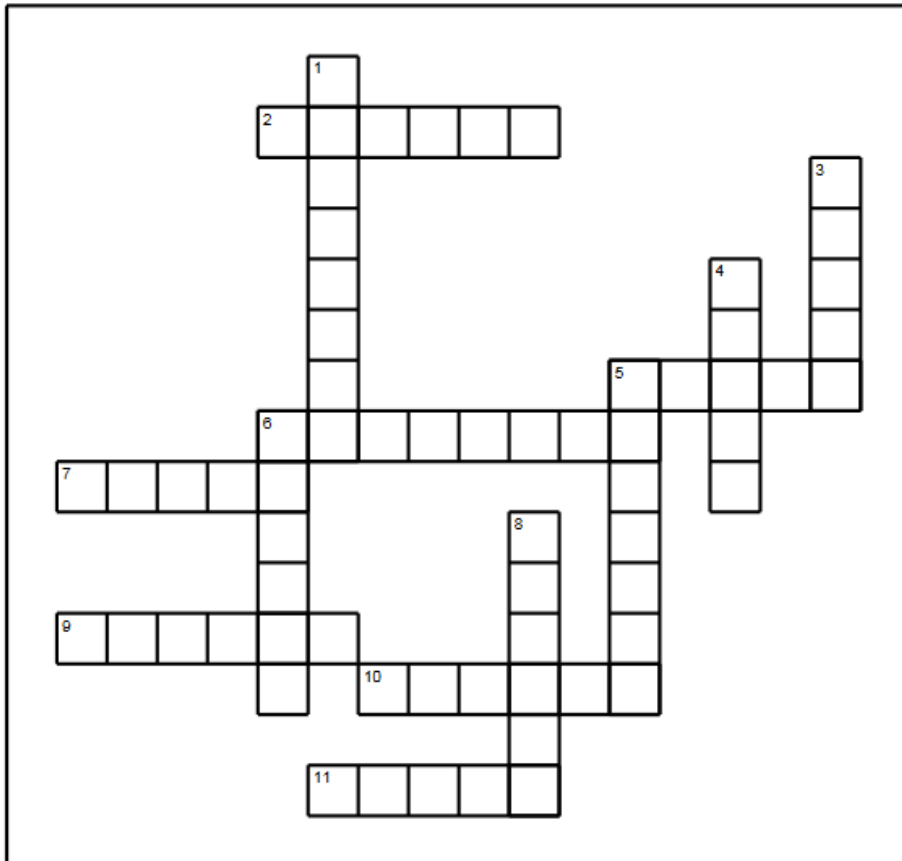


## **Words containing the letter string 'ough':**

The letter string 'ough' is pronounced differently in several different words e.g. cough, through, dough, bought or plough.

Complete the following crossword with 'ough' words:

### **Word ending: ough**



#### **Across**

2. a town
5. strong, not weak
6. careful, completed
7. you might do this if your chest hurts
9. break up the soil ready for planting
10. a trench
11. you knead this while making bread

#### **Down**

1. despite
3. opposite of smooth
4. a branch of a tree
5. you go \_\_\_\_\_ a tunnel
6. not because of
8. sufficient, the right amount



## ***Homophones:***

A homophone is a word which sounds the same as another word but has a different spelling and meaning e.g. boar/bore; hair/hare and pair/pear. It is important to learn the correct spelling for each word to ensure that the meaning you convey in your writing is correct.

You can find a list of homophones here:

<http://www.keystage2literacy.co.uk/homophones.html>

Also watch this video on BBC Bitesize

<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-wonderful-words-homophones/z732t39> which looks at their/there/they're - homophones which are often mixed up.

**Find 4 pairs of homophones and write them down with their definitions:**

<b>Homophone</b>	<b>Definition</b>



## **How to use a dictionary:**

Dictionaries are excellent resources to help to develop your vocabulary and understanding of words. The more words you understand, the easier it is to comprehend the meaning of a text. Ideally you should have your own dictionary when you start high school as you will frequently come across new words and you may need to check the meaning or spellings if you are writing a piece of work.

A dictionary contains definitions of words in alphabetical order (a-z) and you search first by the initial three letters and then scan the page until you have found the correct word. Words can have multiple meanings attached to them, which can be a little confusing sometimes. For example, if you look up a definition of novel you would find the following:

novel

**Word forms:** plural novels

1. countable noun

A novel is a long written story about [imaginary](#) people and events.

...a novel by Herman Hesse. [\[+ by\]](#)

...historical novels set in the time of the Pharaohs.

**Synonyms:** [story](#), [tale](#), [fiction](#), [romance](#) [More Synonyms of novel](#)

2. adjective

Novel things are new and different from anything that has been done, [experienced](#), or made before.

Protesters found a novel way of demonstrating against steeply rising oil prices.

The very idea of a sixth form college was novel in 1962.

**Synonyms:** [new](#), [different](#), [original](#), [fresh](#) [More Synonyms of novel](#)



So, novel could mean a long-written story or a new way of doing something. The context of the word will usually give you an idea of which meaning is correct.

To find out more about dictionaries please watch the following video:

<https://www.bbc.co.uk/bitesize/topics/zcc2gdm/articles/zp8fdxs>

If you are using a dictionary at home online the Collins dictionary (<https://www.collinsdictionary.com/dictionary/english/>) is easy to use and has extra functions, including pronunciation and examples of the word in use.

**Find the following words in a dictionary and write the definition(s):**

Genetic:

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Plague:

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Voltmeter:

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Gothic:

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Sequence:

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Worship:

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Tombolo:



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### **How to use a thesaurus:**

A thesaurus is used to find synonyms for words (words which have similar meanings) to make your writing more interesting. They are structured similarly to a dictionary, in alphabetical order, and you search again using the first three letters of your word and scan until you locate it. The one tricky part about a thesaurus is that the suggested synonyms may not have the exact meaning you need. For example, if you looked for the word 'convenient' you would find the following:

1 (adjective) in the sense of suitable

Definition

suitable or opportune

The family found it more convenient to eat in the kitchen.

Synonyms

[suitable](#)

[fitting](#)

[fit](#)

[handy](#)

[satisfactory](#)

[befitting](#)

2 (adjective) in the sense of useful

Definition

easy to use

Pre-prepared foods are a tempting and convenient option.

Synonyms

[useful](#)

[practical](#)

[handy](#)

[serviceable](#)



So, you need to consider my context, do you mean that it is more suitable or more useful. This will help to narrow down the options. In the examples above you could change convenient to:

The family found it more **suitable** to eat in the kitchen.

Pre-prepared foods are a tempting and **practical** option.

The online Collins thesaurus (<https://www.collinsdictionary.com/dictionary/english-thesaurus/>) provides example sentences to help you to select the correct synonym.

**A. Copy out these sentences. Use your thesaurus to change the underlined word into a more interesting one.**

1. Bob was happy because he didn't have any homework to do.
2. The joke made Samantha laugh.
3. Rachel was pleased that she got full marks in her spelling test.
4. Denise was sad because she'd lost her doll.
5. Tony was hungry because he hadn't eaten all day.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

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4. \_\_\_\_\_

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\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Handwriting and Presentation:

Handwriting and presentation at high school is particularly important. You will get specific instructions from your teacher regarding layout of your page, but you will usually need a title and date (underlined) and to mark C/W (classwork) or H/W (homework) in the margin. Your writing can be cursive or printed, but it needs to be legible (clear enough to read) – otherwise it will be difficult for your teachers to read and mark.

If you feel that you need to practice your handwriting before you start high school, you can find practice worksheets at the following websites:

<http://www.tlsbooks.com/cursivespacehandwriting.pdf>

<https://www.k5learning.com/cursive-writing-worksheets/cursive-passages>

### PLANNING YOUR WRITING:

- Identify your audience – who are you writing for, what is their background knowledge – do you need to explain key ideas/terminology?
- What is the purpose of your writing – for example, is it to explain; to entertain or is it to persuade somebody?
- Create a plan for your piece – map out the important parts (e.g. introduction, main body and conclusion); if you have characters you could plan their personality traits or appearance; you could choose a setting or location for the piece and note details.
- If the writing is based on a book, read the relevant sections, and make some notes.
- Research – if you are writing a non-fiction piece you could research in books or online and write down some key facts and information.
- You could think about characters in your favourite books and think about how those authors developed their characters.

### DRAFT AND WRITE:

- Select the appropriate grammar and vocabulary, trying to make it as interesting as possible for your reader.
- In a narrative – describe your setting, characters and atmosphere and include some dialogue.
- Split your writing into clear paragraphs – with one main idea explored in each one.
- Use conjunctions, connectives and pronouns to link paragraphs in your writing.
- Make sure that you write in the same tense the whole way through e.g. past, present, future.
- If you are writing a report, for example, you could use headings, bullet points and underlining to guide your reader.



- Proofread your final piece of writing – does it make sense?
- Check your vocabulary, grammar and punctuation, or get a friend to check it for you, and make any necessary changes.
- Check the tense is consistent throughout.

### **Task:**

**Choose any 2 of the following and complete a plan, draft/write up and evaluation:**

#### **Persuasive Writing:**

Watch the following extract from 'Harry Potter and the Half-Blood Prince' -

<https://www.youtube.com/watch?v=vxRqPmvGIUY>

Then write an advertisement for one of the following products sold in the shop. Make sure you follow Hermione's advice for how to write a great advert:

- Alliteration: words which start with the same letter or sound and are beside each other or closely linked e.g. fantastic fireworks!
- Puns: a play on words for a humorous effect e.g. What do you call an alligator in a vest? An investigator!
- Simile: a figure of speech that directly compares two things using like or as e.g. Her smile was **as** bright **as** the sun.
- Metaphor: a figure of speech that refers to one thing by mentioning another e.g. All the world is a stage.
- Hyperbole: an exaggerated statement or claim not to be taken literally e.g. I am so hungry I could eat a horse!

Hermione's Tips on Writing Great Adverts

- Be clear about what it is and why it is a brilliant product
- Speak to the audience
- Use adverbs of possibility (opinion as fact)
- Use wordplay
  - Alliteration
  - Adjectives (rule of 3)
  - Puns
  - Repetition
  - Simile/Metaphor
  - Hyperbole

*Weasleys' Wizard Wheezes*

*Puking Pastilles*

*Fainting Fancies*

*Portable Swamp*

*Extendable Ears*

*Trick Wands*

*Wildfire Whiz-bangs*

*Anti-Gravity Hats*

*Weather-in-a-Bottle*

*Nose-Biting Teacup*

*Smart-Answer Quills*

*Fanged Frisbee*

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## Writing non-fiction:

Write a film review of your favourite film. An example review is shown below:

### ***Rogue One: A Star Wars Story***

This is the *Star Wars* story you were looking for but may not have even known it. Ever wondered why the Death Star had a design flaw that the Rebel Alliance could even *think* about exploiting? *Rogue One* answers your question. While there have been loads and loads of rumours about the characters and events in this stand-alone 'bridge' between Episode III and Episode IV, the reality is that this story is very much in keeping with that you'd expect from that precarious moment when the Empire was basically at its most powerful.

Felicity Jones and Diego Luna are wonderful as Jyn and Cassian. They have 'complicated pasts' (I know, that could be a yawn, but here it works). In some ways, they're the dead opposite of Princess Leia and Han Solo, with Jyn the roguish heroine with a dodgy reputation and Cassian the tried-and-true Rebel with a Cause. Their banter isn't quite as funny as Leia and Han's, but for that you've got K-2SO, who drily states the probability of success in any given situation—or why he thinks buddying up with Jyn is a bad idea.

The supporting characters in *Rogue One* are a refreshingly diverse bunch, with Chinese martial artists Donnie Yen and Wen Jiang playing blind warrior monk Chirrut Imwe and his assassin bestie, Baze Malbus. They're a fierce but comedic pair of old friends who have each other's backs. *The Night Of* breakout star Riz Ahmed plays an Imperial pilot who wants to help the Rebellion, and veteran actors Ben Mendelsohn, Mads Mikkelsen and Forest Whitaker have pivotal roles on both sides of Dark and Light. The odds are against this bunch of revolutionaries from the start, and the movie's epic battle



sequences are the most violent of any *Star*

*Wars* instalment, kind of making you think of the final *Hunger Games* films at times. The violence may be too much (and the Shakespearean-level of deaths too sad) for the youngest moviegoers, but otherwise this is a top-notch piece of *Star Wars* lore.

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## Describe a character:

**TASK:** Write a paragraph describing your character entering a room (you decide on an appropriate room: classroom; office; living room etc.) Your descriptions should give the reader a clear idea of what the character is like.  
**Include:**

**Verbs:** How they enter? (do they shuffle, stride, skip etc.)

**Adverbs:** How they move? (confidently, cautiously, briskly etc.)

**Similes:** Could you compare them to an animal? What could you compare their eyes/hair/smile etc. to?

**Metaphors:** E.g. his hands were flat spiders; she had a heart of stone

**What are their facial features like?** (E.g. small, shifty eyes could indicate they're secretive; rotten teeth might suggest they neglect themselves)

**What are they wearing?** Style of clothes and colours? (E.g. brightly coloured clothes = confident)

**Remember to show NOT tell.**

Source: TES

## Using dialogue:

### YOUTH WANTED FOR QUESTIONING

June 8<sup>th</sup>, 2006 – Trenton News

**Twelve-year-old Percy Jackson**, wanted for questioning in the Long Island disappearance of his mother two weeks ago, was seen fleeing from the bus where he had accosted several elderly female passengers.



A similar model Greyhound Bus



## TEENAGE ACCOMPLICES

The bus exploded on an East New Jersey roadside shortly after Jackson fled the scene. Based on eyewitness accounts, police believe the youth may be travelling with two teenage accomplices. One passenger, who did not wish to be named said, “They ran out of the bus and it exploded seconds after. That can’t be a co-incidence, can it?”

## CASH REWARD

His stepfather, Gabe Ugliano, has offered a cash reward for information leading to his capture. Mr Ugliano, aged 47, stated, “You don’t know this kid. I’ve had to put up with him for years. He’s trouble with a capital T!”

Adapted from **Percy Jackson and the Lightning Thief**, Chapter 13

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Imagine you are a reporter on the trail of Percy. You have managed to find a witness from the scene of the bus explosion. Write the dialogue which would take place between you (the reporter) and the witness.

Plan 1:



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Edit/Evaluation 1:

Plan 2:

Draft/Write up 2:

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Edit/Evaluation 2:

### VOCABULARY, GRAMMAR AND PUNCTUATION:

#### Use of the Hyphen:

A hyphen (-) is a punctuation mark used to join words or parts of words together. It helps to ensure that the meaning is correct and clear. You can use hyphens with prefixes and suffixes e.g. self-assured, co-worker, re-examine, oil-based paint, fat-free or president-elect.

Hyphens are often used to create compound adjectives e.g. stainless-steel, brightly-lit or long-lasting. Watch the following video to find out about hyphens in use:

<https://www.youtube.com/watch?v=1F7wFwdcfKg>



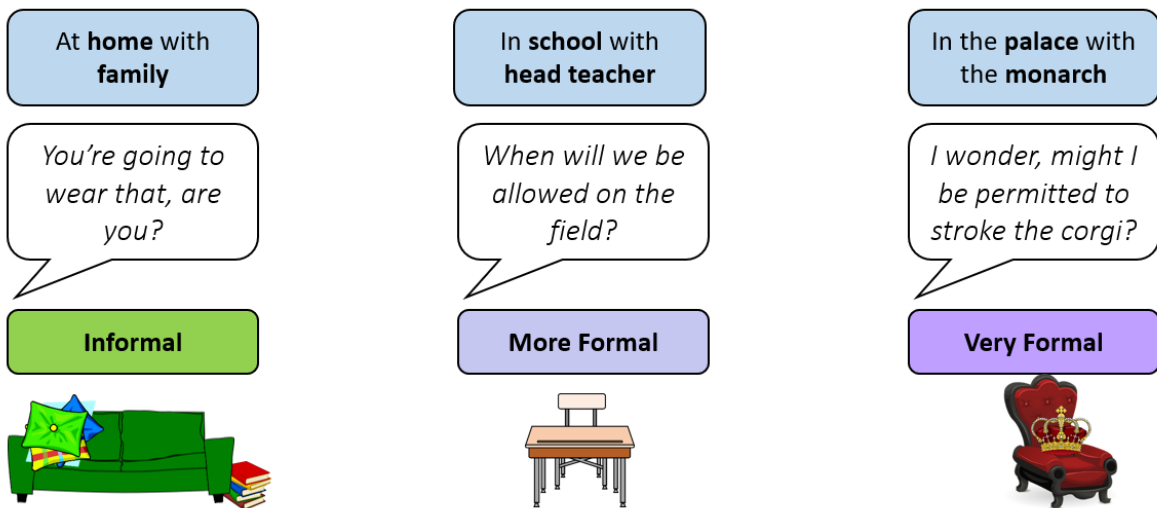
You can check with a dictionary if you are not sure if a hyphen should be used.

Some word clusters change meaning depending on where or if they are hyphenated. Add a hyphen in the correct place:

- six foot soldiers
- man eating monster
- heavy metal detector
- five pound notes
- high flying executive
- hot water bottle
- little used car

Informal/Formal Speech:

The register (language) you use in writing depends on the situation and the audience:



Formal language is often used for:

Situation	Audience
Official or formal situations	People you don't know
Generalised or impersonal writing	People in official/important roles
Written communication more than spoken	People as a group

*We would like to request your presence at next week's award ceremony.*



*The ice was placed in a container and observed over the course of one hour.*

*Please alight at the next station.*

Informal language is often used for:

Situation	Audience
Everyday conversation	Family, friends and people you know well
Social media and texts	People similar to you
Most spoken communication	People you meet in day-to-day life

*I'm doing breakfast. You like jam on your toast, don't you?*



*Hi. Two chips, a burger and a hotdog. No sauce, thanks.*

*We're having milkshakes. Want one?*



put	place	cease	stop	ask	enquire
inform	tell	need	require	obtain	get
Formal			Informal		

*Can you sort these synonyms into **formal** and **informal** vocabulary?*

## Formal and Informal Writing



██████████  
*You'll never guess what happened yesterday. We were stuck in the mud as usual. I told you what it is like here, did I? We had our eyes peeled in the pea-souper for Jerry when the strangest thing happened...*

██████████  
*I must inform you of an occurrence yesterday. We were situated in the trenches. The men continued to be vigilant for signs of enemy combatants in the smog when something unexpected ensued...*

Who do you think these reports are written to?

Which is **formal** and which **informal**? How can you tell?

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Source: Hamilton Trust

### **Synonyms and Antonyms:**

You have already learned that synonyms are words with the same or similar meanings. These words can be interchangeable in a sentence, but the word you select can alter the meaning and one synonym may be a more suitable choice e.g. if you wanted to say that someone was very tired you could describe them as sleepy, but a better choice might be lethargic or sluggish, as these words emphasise that the person was **very** tired.

Antonyms are words with the opposite meaning to each other e.g. hot/cold; entrance/exit or true/false. Obviously using an antonym will change the meaning of the sentence completely.

Watch the following video about synonyms and antonyms:

[https://youtu.be/F\\_kvS4KYrqM](https://youtu.be/F_kvS4KYrqM)

**Read the following extract from 'Charlie and the Chocolate Factory', by Roald Dahl. Find synonyms for 5 words to improve the sentences and write the sentences below:**

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The  
Catholic High School  
Chester

**Then pick 5 words from the extract and find antonyms for these words using a thesaurus.**

**ROALD  
DAHL**

EXTRACT FROM  
**CHARLIE** AND THE **CHOCOLATE**  
THE **FACTORY**





## Antonyms:

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

### Passive Voice:

Sentences can be active or passive. A sentence is written in passive voice when the subject of the sentence has something done to it by someone or something else:

For example:

**The cat was chasing  
the mouse.**



**The mouse was being  
chased by the cat.**

**Active voice:** The cat was chasing the mouse.

In this sentence, 'the cat' is the subject, 'was chasing' is the **verb** and 'the mouse' is the **object**.

**Passive voice:** The mouse was being chased by the cat.

In this sentence 'the mouse' has become the subject which is having something done to it by the cat.

(Source – theschoolrun.com)

Watch the following explanation:

<https://www.youtube.com/watch?v=ZnL689Mpzew>



Rewrite these **active** sentences as **passive** sentences. The first one has been done for you.

The cat scratched the girl. *The girl was scratched by the cat.*

The teacher rang the bell.

The rain soaked my coat and boots.

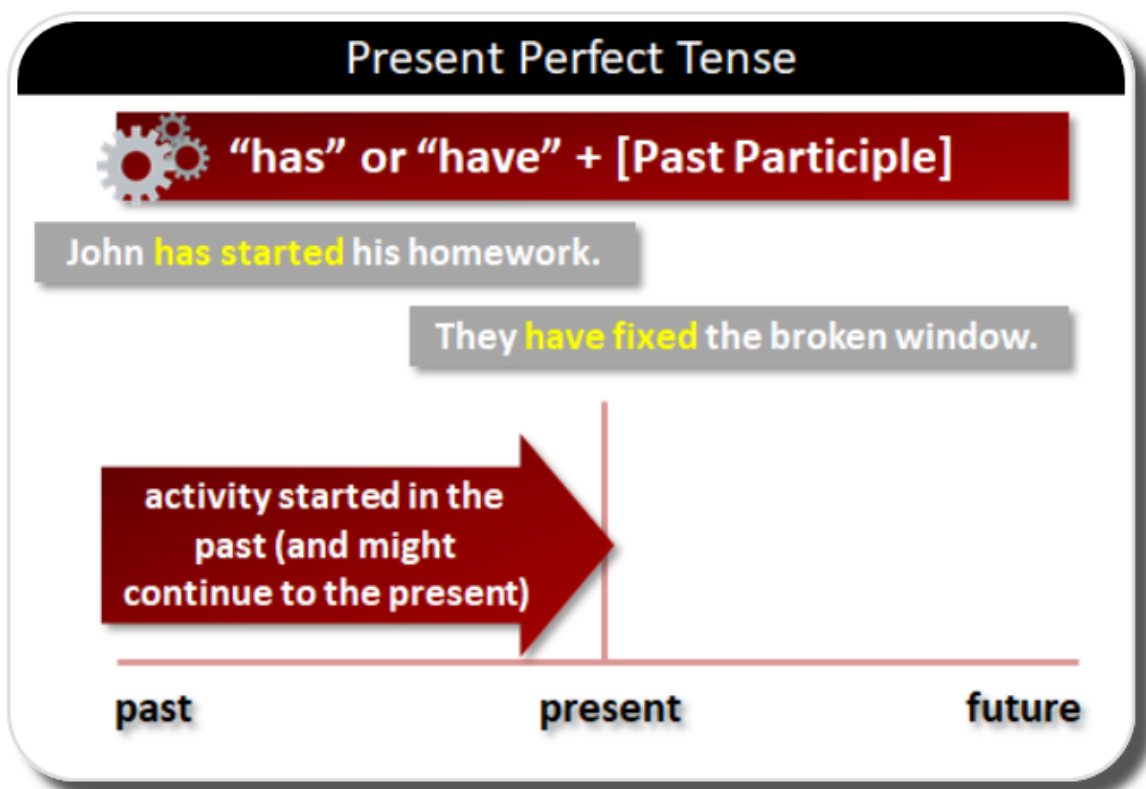
The vast mountain overshadowed the tiny cottage.

The manager threw open the doors at 9am.

The sea wall held back the waves all night.

### **Present Perfect Tense:**

The present perfect tense describes an action that began in the past (despite being in the present) e.g. John **has taken** Sarah's advice.



Source: [grammarmonster.com](http://grammarmonster.com)

**Underline the present perfect verb in each sentence.**

1) I have known Mark since I attended nursery.

2) Have you seen Julia today?

3) Sammy has done a lot of homework so far this week.

4) They called us last week, but we have not heard from them since.

5) Lee's boss gave him a warning as he has been late several days this month.

Expanded noun phrases:

An expanded noun phrase is a phrase made up of a noun and at least one adjective. If one or more adjectives are listed to describe the noun a comma should be added to separate the sentence. See:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f>.

## How to build Expanded Noun Phrases

Different types of words, phrases and clauses can all be used in an expanded noun phrase.



*the castle with tall turrets covered in red like the tips of daggers*

Prepositional phrase

*The castle, which was hidden at the top of the beanstalk, loomed.*

Relative clause

## Building up an **Expanded Noun Phrase**

*Bears went for a walk.*

*Those hungry bears went for a long walk.*

*They*

*went for*

*it.*

To test the expanded noun phrases, check if they can be replaced with a pronoun.

Identify the nouns to extend.

Try adding words before them.

Try adding words after them.

The noun phrases have build a much richer picture.



## Building up an **Expanded Noun Phrase**

*Goldilocks spotted the cottage.*

Try extending one of these nouns.

Identify a noun to extend.

Try adding words before it.

Try adding words after it.

What image have you built?

Depending on which adjectives you choose, you can change the readers perception of a character. Select some unusual adjectives to describe the following characters which would change the reader's perception (way in which the characters are understood) e.g. The villainous, sneaky prince captured the princess.

### Changing Perceptions

The children ran to the cottage.  
Cinderella mopped the floor.

The prince rode his steed.  
The boy laughed.  
Rapunzel called down from the tower.  
The witch hid in the bushes.  
The wolf lay under the covers.  
The giant shouted.  
The princess sang.

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Modal verbs:

A modal verb is a special type of [verb](#).

**Modal verbs change or affect other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation, or give permission.** Modal verbs behave differently to 'ordinary' verbs.

The most common modal verbs are:

- will
- would
- should
- could
- may



- can
- shall
- ought to
- must
- might

Source: theschoolrun.com

See this video from BBC Learn for some examples:  
<https://www.youtube.com/watch?v=5bREQcdMYBA#>

*Read each sentence. Choose the best modal verb for the required impact.*

- 1 Grandparents \_\_\_\_\_ find the best presents in our shop. [may/will] **It is certain this will happen.**
- 2 Doctors \_\_\_\_\_ choose these plasters for their own families. [might/must] **It is possible this could happen.**
- 3 Children \_\_\_\_\_ learn gardening at school. [may/ought to] **This is something that should happen.**
- 4 Cats \_\_\_\_\_ love their owners even more with this food. [may/will] **It is possible that this could happen.**
- 5 Babies \_\_\_\_\_ have new toys to play with. [must/can] **This is something that should happen.**
- 6 Parents \_\_\_\_\_ relax knowing that they have clean floors. [must/can] **Parents are able to do this.**

Source: Hamilton Trust

## Relative clauses:

A relative clause can be used to give additional information about a noun. They are introduced by a relative pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when', e.g. That's the girl **who lives near school**.

See:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt>



## Punctuating Relative Clauses

The position of the **relative clause** matters when punctuating.



main clause

Camel lived in the desert.

When the **relative clause** is added to the end of the **main clause**, no extra punctuation is needed

main clause

relative clause

Camel lived in the *desert* **which was wild and windswept**.

When the **relative clause** is **embedded** in the middle of the **main clause**, commas are used.

main

relative clause

clause

Camel, **whose feet were perfectly adapted**, lived in the *desert*.



## Relative Clauses

*The camel refused to help.*

Relative clauses can give clues to a character's **motivation**.

*The camel, **who was lazy and selfish**, refused to help.*

How do we feel about this camel?

*The camel, **who was tired and fed up**, refused to help.*

*The camel, **who was terrified of getting it wrong**, refused to help.*

The embedded **relative clauses** influence the reader's view.

Has the extra information changed your feelings?

## Embedding Relative clauses

- Give new clues about the **character** by embedding a relative clause in each sentence
- Start each embedded clause with a relative pronoun
- Use commas to show where the relative clause has broken up the main clause

1. **The fairy godmother** waved a glittering wand over the girl.
2. **Snow White** opened the door to a strange woman selling apples.
3. **The prince** held a glass slipper in his hands.
4. **Robin Hood** swiped the bag of gold from the sheriff's table.
5. **Little Red Riding Hood** picked wildflowers.
6. **The wolf** knocked at the door of Grandma's cottage.
7. **The ugly sisters** shouted at Cinderella.
8. **The giant** chased Jack to the top of the beanstalk.
9. **The sheriff** took the widow's last coins.
10. **The ogre** grinned at the terrified children.

### Relative Pronouns

that, which,  
who, whom,  
whose

### Example

*Cinderella, **who was planning slippery revenge on her sisters**, mopped the marble floor carefully.*

(Source: Hamilton Trust)

### Bullet points:

### **Bullet points can be used to:**

- break up complicated information
- make it easier to read
- turn it into a list

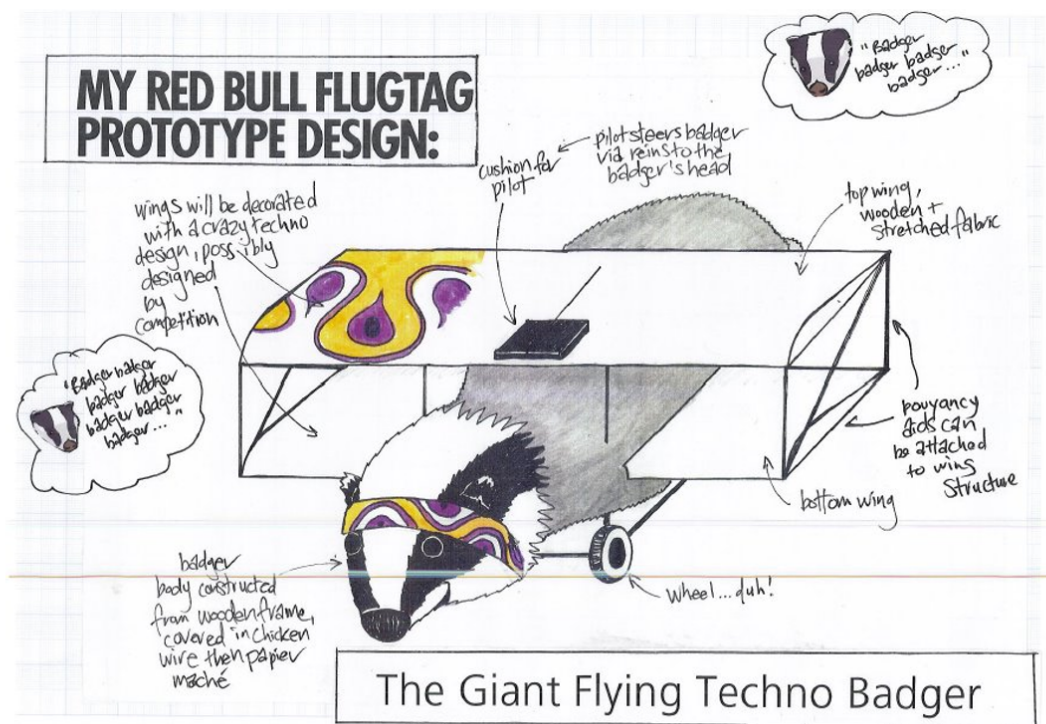
Don't forget to add a colon before the list.

See:

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/z2yydXS>

Bullet points are useful for:

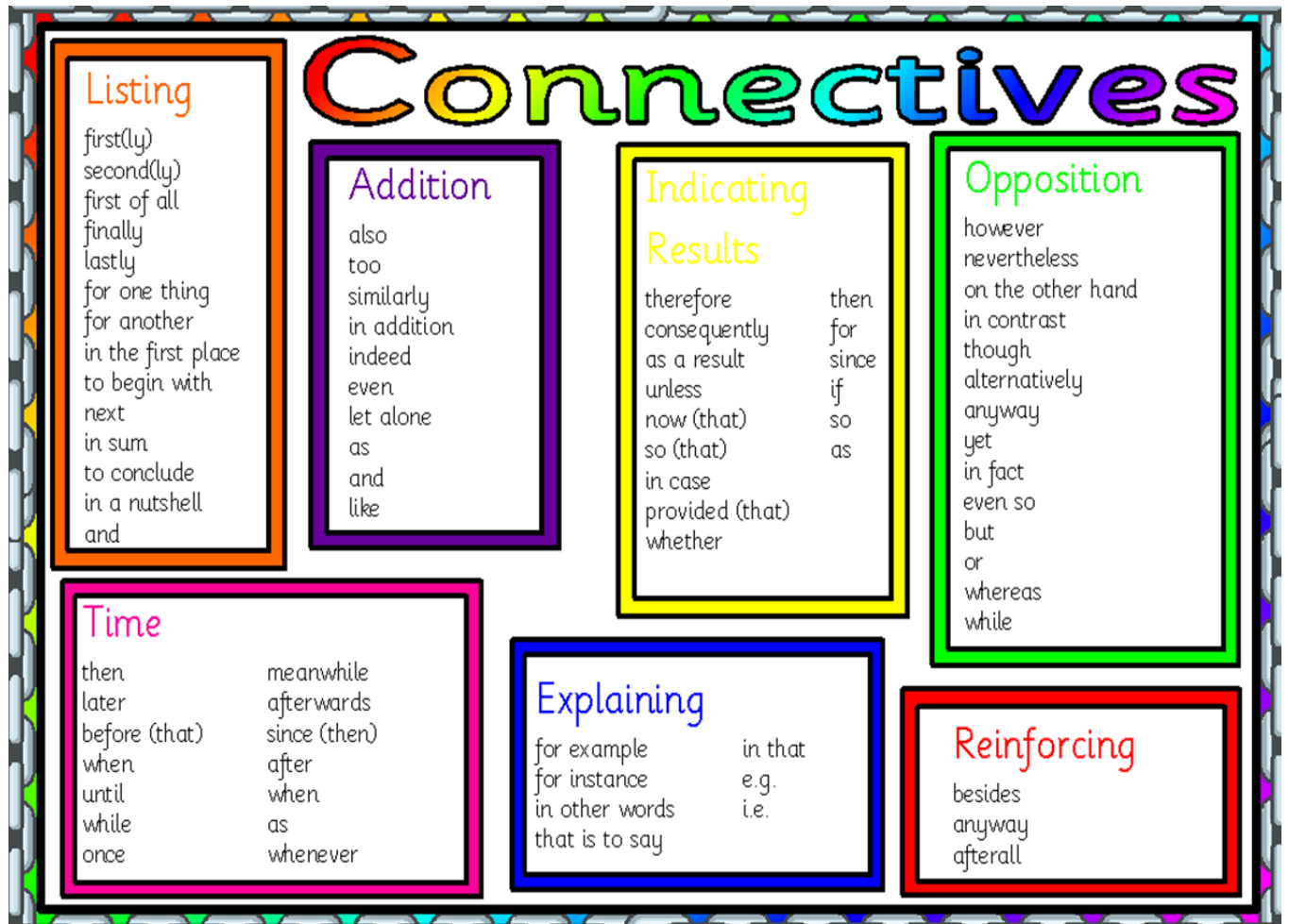
- *making lists*
- *drawing a reader's eye to key points*
- *organising information concisely*
- *listing when the order is not important*



(Source: Hamilton Trust)

Create a bullet pointed list of instructions to make the Giant Flying Techno Badger:

Connectives:



# Connectives

**Listing**

first(ly)  
second(ly)  
first of all  
finally  
lastly  
for one thing  
for another  
in the first place  
to begin with  
next  
in sum  
to conclude  
in a nutshell  
and

**Addition**

also  
too  
similarly  
in addition  
indeed  
even  
let alone  
as  
and  
like

**Indicating Results**

therefore	then
consequently	for
as a result	since
unless	if
now (that)	so
so (that)	as
in case	
provided (that)	
whether	

**Opposition**

however  
nevertheless  
on the other hand  
in contrast  
though  
alternatively  
anyway  
yet  
in fact  
even so  
but  
or  
whereas  
while

**Time**

then	meanwhile
later	afterwards
before (that)	since (then)
when	after
until	when
while	as
once	whenever

**Explaining**

for example	in that
for instance	e.g.
in other words	i.e.
that is to say	

**Reinforcing**

besides  
anyway  
afterall



**A connective is a word that joins one part of a text to another.**

Connectives can be [conjunctions](#), [prepositions](#) or [adverbs](#).

**Co-ordinating connectives** (but, and so) link words, phrases or [clauses](#) which are equally important.

**Subordinating connectives** (if, when, however, because, while) link a main clause with a subordinating (or dependent) clause.

**Independent clauses** can be linked by **and, or, but**.

*She looked around **but** she could see nothing.*

*Lizzie was in darkness **and** she could see nothing.*

They are called **multi-clause** sentences because the sentence is made up of more than one **clause**.

The **conjunctions and, or and but** are **co-ordinating conjunctions**.

They link **independent clauses** with equal importance to the meaning of the sentence.

**Subordinating conjunctions** link main clauses to **subordinate clauses**.

*Lizzie was in darkness **although** she could sense that someone else was there.*

*She could see nothing **even if** she opened her eyes wide.*

***When** she heard a sound, she looked around nervously.*

These are still called **multi-clause** sentences because the sentence is made up of more than one clause.

These sentences are made up of a **main clause** (which carries the most important information) and...

...a **subordinate clause** which adds to the meaning of the main clause but cannot stand alone.

We need you to write a blog posts about recent days. As this is an historical document, we ask that you write your blog posts in formal



language so that future readers will more easily understand what you have written.

Simply recount your activities on the day/days you have chosen to write about. You don't need to make your lives seem more dramatic...but obviously if dramatic things have happened to you, that's fine! Just describe what you have done, seen and thought in plenty of detail so that people reading your blog post in the future will be able to really bring our times to life in their imaginations.

For more guidance on writing a blog post and a sample see:

<https://www.teachingenglish.org.uk/how-write-a-good-blog>

[http://news.bbc.co.uk/cbbcnews/hi/world/newsid\\_3299000/3299883.stm](http://news.bbc.co.uk/cbbcnews/hi/world/newsid_3299000/3299883.stm)

Semi-colon, colon and dash:

## Using Semi-Colons to link clauses

**Semi-colons** can be used to link two independent clauses that are *closely related*.

*We tried as hard as we could. We crashed within seconds.*

*We tried as hard as we could; we crashed within seconds.*



*Our machine had taken months to build; it was now in pieces.*

*We swam for the shore; the crowd applauded and laughed.*

Semi-colons are used in formal writing.

The **semi-colon** emphasises the *close link*.

It links main clauses like a co-ordinating conjunction. The two clauses have *equal weight*.

To link two clauses: replace the full stop with a semi-colon and then use lower case to start the second main clause.

## Semi-Colons in lists

**Semi-colons** can be used to separate items in lists.

We use them when it will make the list clearer.

*The sights we saw amazed us: bright lights; babies, supported by their parents, in the centre of the arena; an enthusiastic, noisy, shouting crowd; and, watching carefully, a group of expert-looking judges.*

*The sights we saw amazed us: bright lights, babies, supported by their parents, in the centre of the arena, an enthusiastic, noisy, shouting crowd and, watching carefully, a group of expert-looking judges.*

The **semi-colons** separate the four items:

- lights
- babies
- crowd
- judges

Without **semi-colons** it is not clear how many items there are.

When the items in a list already include commas, it helps to use semi-colons.

## Using Colons to link clauses

Colons are used  
in formal  
writing.

**Colons** are used slightly differently.

They also show a link between clauses, when *the second clause expands the first*.

*She flew a record-breaking distance. Her craft was aerodynamic.*

*She flew a record-breaking distance: her craft was aerodynamic.*



*She deserved her success: she had planned her design carefully.*

*She was overwhelmed: she had not expected to break the record.*

The **colon** emphasises  
how the second clause  
expands on the first.

It links clauses like a  
subordinating  
conjunction. The second  
clause has *less weight*  
than the first.

To link two clauses: replace the full stop with a **colon** and then use lower case to start the second main clause.


## Colons in lists

**Colons** can be used to introduce lists.  
We use them if the list comes after an *independent clause*.

*You may be required to bring many items:* custard pies, a towel  
and a change of clothes.

*I was most impressed by the following:* the size of the beards,  
the range of styles and the care that was taken.

To be successful you should try your best, listen to instructions  
and have fun.



Colons are used  
in formal  
writing.

The **colon** comes after  
the independent clause.

We do not use a colon if  
the words before are not  
an independent clause.

'To be successful you should' is not an independent clause. We do not use a colon.

## Using Dashes to link clauses

Dashes are used  
in informal  
writing.

We can use **dashes** like colons and semi-colons.  
They indicate grammatical breaks.  
They are used in informal writing—the rules are less precise.

*My heart was beating like crazy—it was awesome .*



*I'm so proud—I can't wait to tell Nan.*

*It just kept going—you're a complete hero.*



To link two clauses: replace the full stop with a **dash** and then use lower case to start the second main clause.

(Source: Hamilton Trust)

For more examples, and a quick quiz, please watch the following video:

<https://www.youtube.com/watch?v=OzfZh6IDW1E>

*Link the independent clauses using semi-colons.*

1. The theme of the craft is a night-club it will include a booth.
2. The lights and speakers are made of cardboard the main chassis will be wooden.
3. Power will be provided by the team pushing from behind the pilot will simply enjoy the ride.

*Link the independent clauses using colons*

4. The design uses a lot of cardboard it is an environmentally friendly material.
5. The push bars are padded they will be more comfortable for the team.
6. The lights and speakers are not real they avoid the dangers of using electricity.

*Link the independent clauses using dashes*

7. I will stand at the front and wave my arms I'm just along for the ride!
8. We don't think we will get actually fly we hope to look cool rather than go far.
9. It's been great building it now let's see whether it flies!

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## SPELLING:

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### YEAR 6 SPELLING LIST:

The spelling list for Year 6 can be accessed via the following link:

[https://cdn.oxfordowl.co.uk/2019/08/29/13/56/09/5a42eb6a-f57f-4dc4-a66e-bd4c5e27e4b7/SpellingWordList\\_Y5-6.pdf](https://cdn.oxfordowl.co.uk/2019/08/29/13/56/09/5a42eb6a-f57f-4dc4-a66e-bd4c5e27e4b7/SpellingWordList_Y5-6.pdf)

There are also lots of games to practice your spellings at:

<https://www.topmarks.co.uk/Search.aspx?q=spelling%20test>

ROMAN MYTHS:

Recommended Reading:

- Percy Jackson and the Lightning Thief – Rick Riordan
- The Sea Trolls – Nancy Farmer
- The Romans: Gods, Emperors and Dormice – Marcia Williams
- Roman Myths – Eric Braun

Well-known myths:

[Jupiter and the Bee](#)

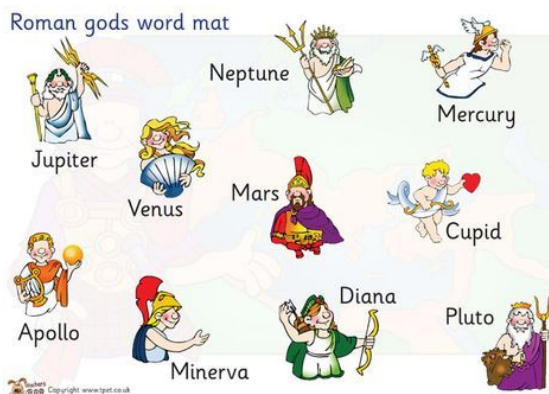
[Ceres and Persephone and the reason for the seasons](#)

[King Midas and the golden touch](#)

Keywords:

You may want to check the meaning of these words in a dictionary:

- Mythology
- Portrayed
- Liberation
- Civilisation
- Commerce
- Renewal
- Intermediary
- Generations
- Entwined
- Hospitality
- Flouted
- Trudged
- Bedraggled
- Decreed





## INTRODUCTION TO MYTHOLOGY:

Myths are stories from ancient times which were passed down through the generations and there are myths from several civilisations, the best known of which are Greek, Roman and Norse. These legends spoke of gods, heroes and maidens, and they portrayed the gods as having human qualities, such as jealousy and love, which allowed people to relate to the gods.

Roman mythology was influenced by the earlier Greek mythology, but the gods were given different names by the Romans. As these myths helped to connect the human (mortal) world and the gods, they taught people lessons about how to live their life and people were more accepting of difficulties in their lives as they felt that the gods were watching over them. These myths have continued to endure until modern times, being retold and re-imagined for new generations and their influence is apparent in the names of most of our planets, including Venus, Neptune and Saturn!

### MOST IMPORTANT GODS/GODDESSES IN ROMAN MYTHOLOGY:

The most important gods/goddesses in Roman mythology included the following:

- Jupiter – King of the gods

He had the power to rule over the gods, make laws, control realms and speak to oracles.

- Neptune – god of the sea

Neptune carried a trident and rode the sea on a horse or dolphin. He was the god of earthquakes and water.

- Pluto – god of the underworld

Pluto ruled over the afterlife and he was the god of wealth.

- Apollo – god of sun, music and prophesy

Apollo was one of the most important and complex gods. He was an intermediary between the mortal world and the gods.

- Mars – god of war





Mars was the god of war and protector of the Roman empire.

- Cupid – god of love

Cupid was the god of love and son of Mars and Venus. He is often portrayed with a bow and arrow to strike love into a person.

- Saturn – god of time and agriculture

When Saturn ruled it was a time of peace and plenty. He was the god of liberation, agriculture and renewal.

- Vulcan – god of fire

Vulcan was the god of fire, metal working and volcanoes. He was the son of Jupiter and Juno.

- Juno – queen of goddesses

Juno was considered protector of the state and she was the mother of Mars.

- Minerva – goddess of wisdom

Minerva was the goddess of wisdom, commerce and poetry.

- Flora – goddess of nature

Flora was associated with spring and new life.

- Vesta – goddess of family and home

Vesta was rarely shown in human form, she was represented by fires at her temples.

- Venus – goddess of love

Venus was one of the most beautiful goddesses and the mother of Cupid.

- Ceres – goddess of agriculture

Ceres showed people how to grow crops and was the protector of women and mothers.

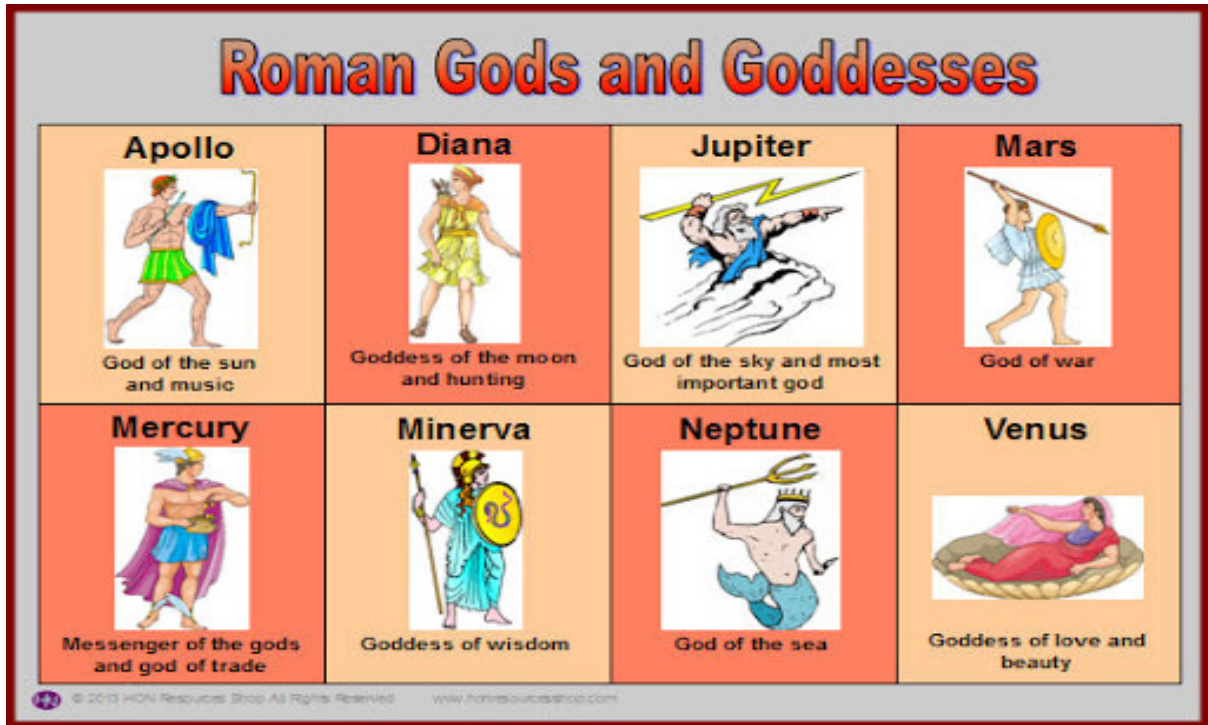
- Diana – goddess of the moon



Diana was the goddess of the woodlands, animals and the moon.

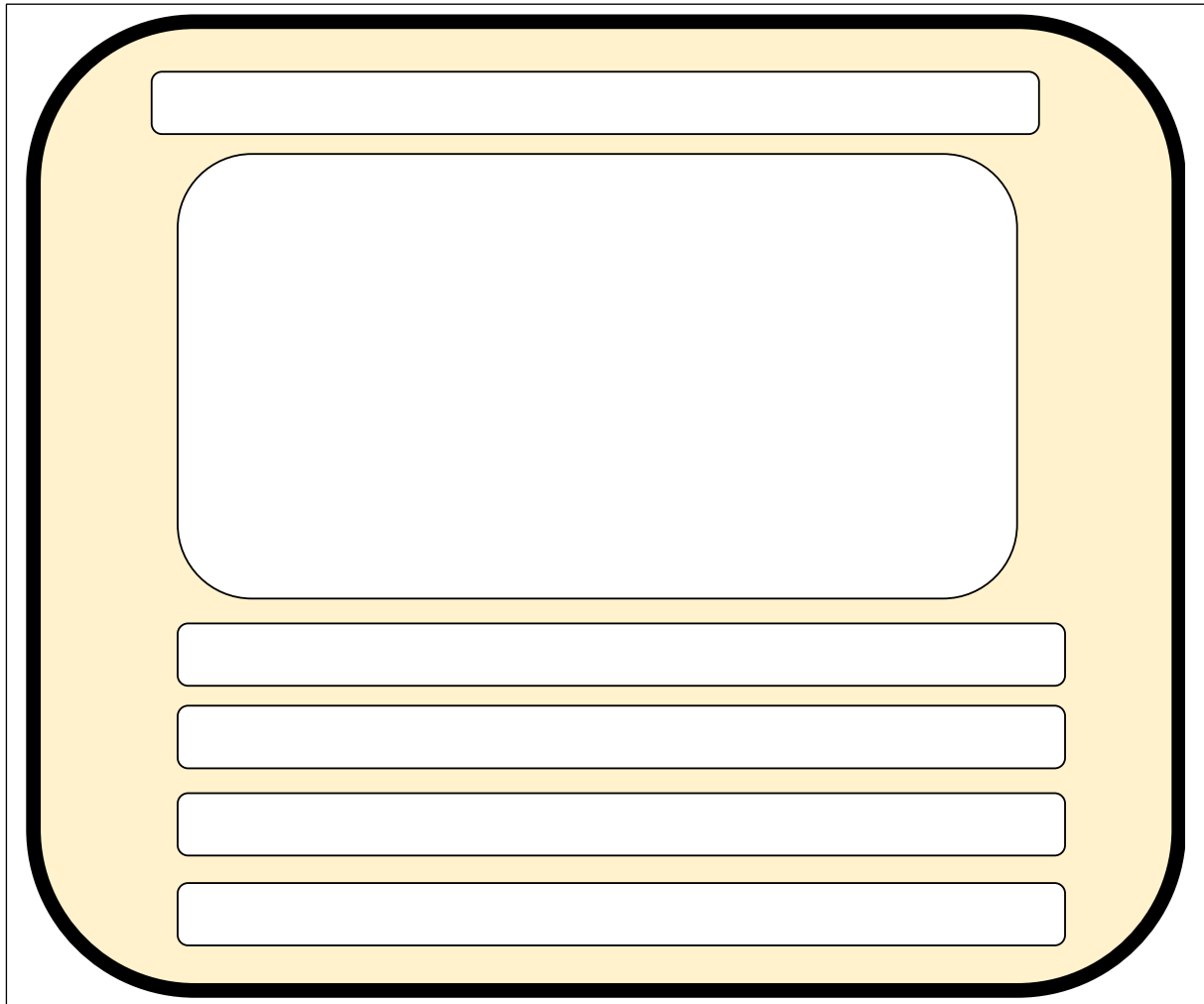
- Fortuna – the goddess of fortune

Fortuna was thought to bring good or bad luck. She is shown as being blind to represent justice.



Research a Roman god/goddess and produce a fact file:

Research the god or goddess you are most interested in from the list above and produce a fact file using the template provided on the next page. Include what you feel are the four most important facts you would like to share with somebody else who has not heard of the Roman gods or goddesses before:



### RE-TELLING OF MYTHS:

Over time myths are re-told by different people, passing on the story to the following generation. It is common for the story to change slightly as each person re-tells it, especially if there is no written version, as people may remember the details differently.

Read the story of 'The Oak and the Linden' via this link:

<http://classictales.educ.cam.ac.uk/stories/metamorphoses/baucisphilemon/explore/Baucis%20&%20Philemon%20transcript.pdf>

### BAUCIS AND PHILEMON: (RE-TELLING STORY FROM ANOTHER POINT OF VIEW)

This tale would be different if it were re-told from the point of view of one of the characters. Re-tell the story from the point of view of Baucis or Philemon, using the original text and



inferring what they thought and felt. You could create a storyboard if you wish.

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ROMULUS AND REMUS: (ALTERNATIVE ENDING)

The myth of Romulus and Remus is one of the most famous of the Roman myths. It is said that Rome is named after Romulus. Read the Romulus and Remus eBook via the following link:

<https://fliphtml5.com/ofdka/xote/basic>

Write an alternative ending to the myth:

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There was a contest to name the most beautiful goddess: Venus, Athena or Juno. A young shepherd called Paris was asked to choose, he told the goddesses that whoever gave him the best gift would be selected as the most beautiful. Venus promised Paris that Helen (the king of Sparta's wife) would fall instantly in love with him. She did, and together they travelled to the city of Troy. However, the king thought that she had been kidnapped and so started the Trojan war.

Write your own myth:

For your final challenge, you need to write your own myth. You can use an existing myth as the basis for your own, if you wish, changing perhaps some of the characters, the setting or the ending.

You can use the following plan to plan your myth before you write it:

Think of an opening sentence for your myth to show it took place in the past:

Introduce your hero:

Your hero is being sent on a quest – what is the quest and who has sent them?

How will your hero reach their destination? Are they travelling alone?

What problem does your hero encounter? How do they solve it?

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