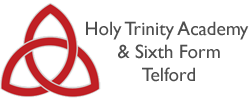
Moving into KS3 English

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Previous School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Instructions:

Work through the tasks and activities in the booklet.

Bring it into your English lessons at the start of next year!

There are some tasks that are more challenging than others.

Green Tasks – easiest level of challenge.

Red Tasks – Medium level of challenge (you must complete the green challenges too)

Black Tasks – High level of challenge (you must complete the green and red challenged too)

Choose the level of challenge that suits you and complete those tasks.

Good luck!

All things HTA!

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| F | P | E | R | E | D | U | X | S | M | N | L | Y | N | Z | Y | H | S | R | S |
| S | R | A | S | K | C | U | Y | R | P | N | M | O | F | E | A | O | E | M | T |
| Y | B | A | S | N | E | N | S | W | K | A | H | S | H | J | E | L | C | F | R |
| W | N | G | N | T | I | P | E | G | Q | T | T | A | I | C | I | Y | O | R | O |
| B | Y | O | M | C | O | K | D | I | A | C | O | C | N | G | Y | T | N | I | P |
| O | S | C | I | T | A | R | T | D | C | Z | M | E | I | P | R | R | D | E | S |
| O | U | H | T | T | B | I | A | A | K | S | I | O | R | S | O | I | A | N | L |
| K | W | S | T | B | A | E | S | L | W | C | U | O | H | B | T | N | R | D | O |
| C | V | N | M | A | R | C | Z | I | S | S | D | Q | R | U | S | I | Y | S | O |
| L | A | E | N | R | M | W | U | R | E | U | R | F | M | L | I | T | S | W | H |
| U | H | S | I | L | G | N | E | D | C | H | P | M | B | C | H | Y | C | S | C |
| B | G | M | E | W | O | T | U | E | E | A | O | P | X | X | N | A | H | Y | S |
| U | W | H | J | S | U | C | D | M | S | L | H | M | O | Q | U | C | O | H | R |
| J | S | W | N | P | A | E | A | S | D | A | A | Y | S | R | M | A | O | P | E |
| P | U | H | M | T | S | I | I | R | R | L | T | C | L | L | T | D | L | A | T |
| F | O | O | I | I | Q | S | T | N | E | M | H | C | I | R | N | E | Q | R | F |
| J | C | O | G | S | I | X | T | H | F | O | R | M | N | S | C | M | W | G | A |
| K | N | N | D | L | I | D | D | E | L | L | F | R | Y | S | Y | Y | X | O | B |
| S | N | O | I | T | I | T | E | P | M | O | C | E | S | U | O | H | V | E | V |
| B | U | S | I | N | E | S | S | S | T | U | D | I | E | S | F | H | P | G | E |

|  |
| --- |
| There is one that can’t be found: What is it? Afterschool sports, Business studies, English, Friends, History, Johnson, Mr Neal, Pastoral Support, PSHE, Science, Assisi, Clubs, Enrichment, Fry, Holy Trinity Academy, Liddell, Mrs Potts, Physical Education, Readathon, Secondary School, Book Club, Sixth Form, Religious Education, Product Design, Computer Science, Francais, Geography, House Competitions, Maths, Mrs Watkins.  Task: Describe your new school building  Image result for holy trinity academy telford  You can describe it however you would like to – remember those brilliant adjectives and similes, metaphors etc. that you can use. You could make it terrifying, happy, come alive… We’d like to see your creativity.  ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….............................................  ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………............................................………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………............................................………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………  Introduction to ‘Animal poetry’  What is your favourite animal and why? Image result for cartoon animals  …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………  If you could be any animal – what would you be and why? (Really think about it and justify your answer with at least three reasons).  …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………  …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………  …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………  Draw an animal of your choice and then label him with amazing adjectives. |

Task: Write a poem about ‘animals’ or as an animal and then decorate it.

These will be judged and could be part of an exciting competition in Year 7!

Read the following extract from a novel you could study in Year 7:

***‘As I wrote down Mr. Browne’s September precept, I suddenly realised that I was going to like school. No matter what.***

***Via had warned me about lunch in middle school, so I guess I should have known it would be hard. I just hadn’t expected it to be this hard. Basically, all the kids from all the fifth-grade classes poured into the cafeteria at the same time, talking loudly and bumping into one another while they ran to different tables. One of the lunchtime teachers said something about no seat-saving allowed, but I didn’t know what she meant and maybe no one else did, either, because just about everybody was saving seats for their friends. I tried to sit down at one table, but the kid in the next chair said, “Oh, sorry, but somebody else is sitting here.”***

What do you think the book will be about?

How do you think the main character feels on his first day at school?  
List at least 10 feelings.

Draw the main character and write down his ‘inner thoughts’.  
What do you think he is feeling and what does he really want to say out loud?

Summer competition challenge.

Design your own new front cover or blurb for your favourite book.  
Hand this into your teacher in your first week for it to be judged.

Poetic technique dominoes

Please cut these out and see if you can match them up… these are terms you will need to know in Year 7 English.

crash

boom stanza

bang

Simile onomatopoeia

As quiet as

a mouse rhythm

Rhyme Using the same

word over and

over again

Personification a beat or

sound in

a word

Metaphor Bill went bang

syllable same sound at

the

end of a word

repetition the beat of a

poem

a paragraph in comparing one

a poem thing to another

alliteration the sun smiled

down

Word class dominoes

Make your own dominoes by filling in the gaps with what the technique is or an example.

Noun

Adjective

Verb

Adverb

Pronoun

Connective

Preposition

Interjection

Determiner

Making Inferences

In English lessons you will be constantly asked to make inferences. This means that you need to look at a book, for example, and think about what the writer is telling you, and decide what these clues might add up to in the story. For example, if you’re reading a book or watching a film where the two main characters see each other across a room and smile, you might infer that they will end up falling in love by the end of the story.

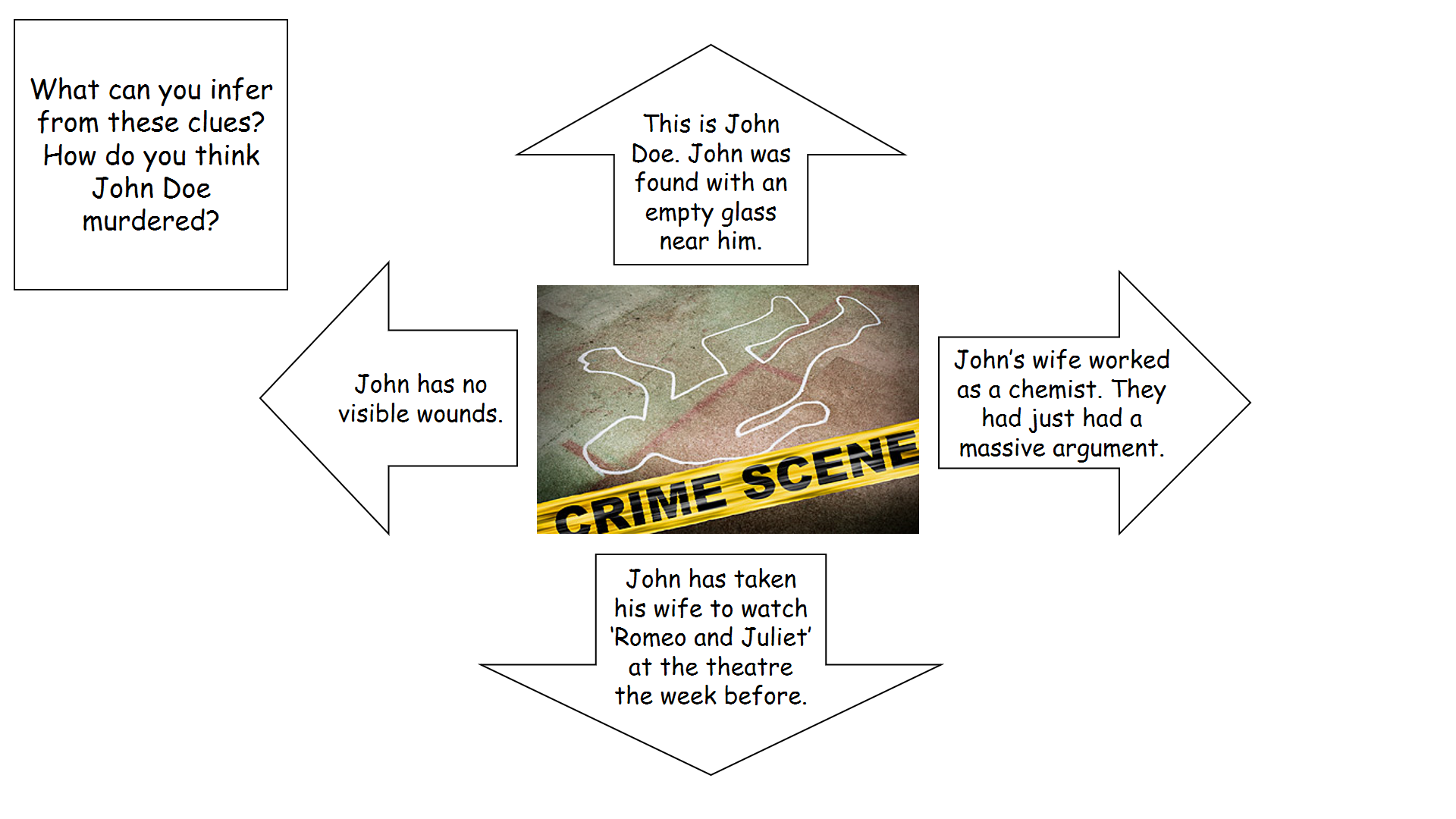
Green route:

Here are some words taken from a poem. What is the poem about?



The poem is about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_I believe this because of the words \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Red route:



How was John murdered?

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

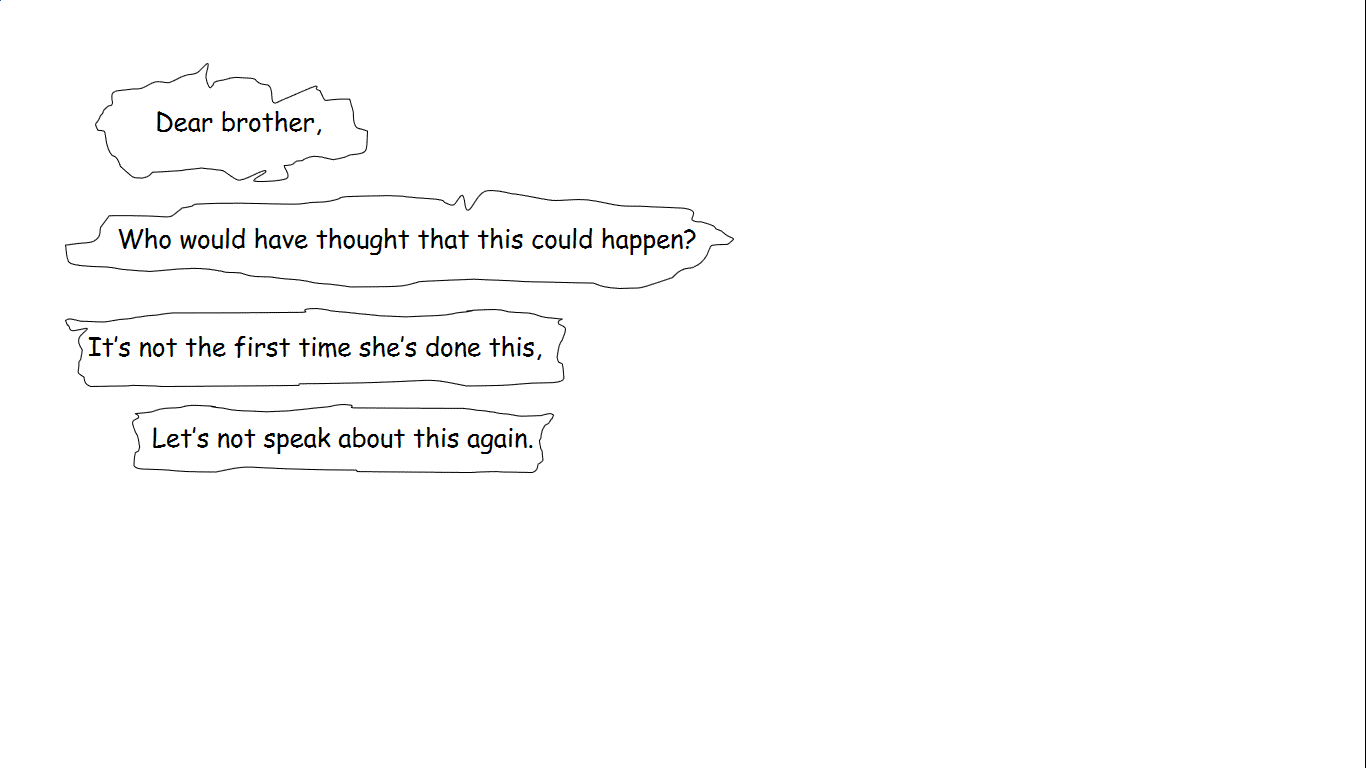
What clues tell us this?

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

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

Red route:

You’ve discovered parts of a mysterious letter. Can you guess what it is about?



Why do you think it was written?

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

What can you infer (work out) from the tone of the writing?

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

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

Black route:

When we read a poem or a book we try to infer what it is about and what the writer’s thoughts are about what it is about.

Read this poem:

# First Love

Falling in love was like falling down the stairs  
Each stair had her name on it  
And he went bouncing down each one like a tongue-tied  
lunatic  
One day of loving her was an ordinary year  
He transformed her into what he wanted  
And the scent from her  
Was the best scent in the world  
Fifteen he was fifteen   
Each night he dreamed of her  
Each day he telephoned her  
Each day was unfamiliar  
Scary even  
And the fear of her going weighed on him like a stone  
And when he could not see her for two nights running  
It seemed a century had passed  
And meeting her and staring at her face  
He knew he would feel as he did forever  
Hopelessly in love  
Sick with it  
And not even knowing her second name yet  
It was the first time  
The best time  
A time that would last forever  
Because it was new  
Because he was ignorant it could ever end  
It was endless

[*Brian Patten*](https://www.poemhunter.com/brian-patten/poems/)

What is this poem about?

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

What is the poet’s thoughts and attitudes towards what it is about? It is positive or negative? Can you find quotes from the text to support your ideas?

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

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

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

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

Can you spot any literary devices used (e.g. metaphor, simile, repetition)? Write down the literary device you find and the quote it came from.

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

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

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

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

Reading Journal

Complete this record with what you have read over the holidays – this will help for your Year 7 record log next year that you’ll have.

|  |  |  |
| --- | --- | --- |
| Title of book and author | Date started and finished | Personal comment – What did you think of the book? |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |