

## Meadowhead School English Faculty

### Y6 – Y7 Transition

### Greek Mythology



Hello Y6 students. We hope that this work will help you to prepare for your first week of English lessons in Y7 at Meadowhead School.

Your first English project in September will be in two parts:

1. Read a short story and answer some questions
2. Write your own piece of creative writing based on an image

Your English teacher will then mark this work as your first piece of writing at Meadowhead. The work in this booklet is a good chance to practise in preparation for September!

**Task 1. Create a spider diagram to show what you already know about Greek mythology. Think about your lessons in primary school, or stories that you have read.**

*If you are struggling, you could visit [this](#) website and read about Greek gods, goddesses and heroes.*



Greek  
mythology

Zeus, God of the sky, king  
of Mount Olympus



**Challenge task - Can you remember what happened in any of the myths? For example, what happened in Theseus and the Minotaur?**

**Task 2. Read the extract below From *Yesterday's Classics*.**



**There are some questions to answer on the next page.**

1 Many thousands of years ago there lived a race of people whom we call the  
2 Aryans. To this people everything seemed alive. When they looked up into the  
3 blue sky, where there were white clouds moving, they fancied that they saw a  
4 sea on which ships were sailing. Or, if the clouds were numerous and moved  
5 swiftly in one direction, driven by the wind, they believed that they saw cows  
6 driven by an invisible herdsman. In their eyes the dark storm-clouds were  
7 gigantic birds which flew over the sky carrying worms in their beaks. The  
8 lightning flashes were the worms, which these birds sometimes let fall. Or, the  
9 lightning was a fish, darting through the sea of cloud; or a spear, or a serpent.  
10 The storm-cloud was a dragon.

11 These people never tired of looking at the sky. They sometimes called the  
12 clouds treasure mountains, and the lightning an opening in the rock, which  
13 gave a glimpse of the bright treasure within. In time they came to think that  
14 the bright blue sky of day was a person, to whom they gave the name Father  
15 Dyaus (which means Father Sky), saying, because the sky seemed so high  
16 above everything else, that Father Dyaus ruled over all things. They also called  
17 the sun a shining wanderer, the golden-eyed and golden-handed god, and said  
18 that the darkness of night was a serpent, slain by their sun god's arrows.

19 A time came when many tribes of this Aryan race moved on to other lands.  
20 Some of them settled in the land we now call Greece, taking with them their  
21 quaint stories of the sky and the clouds, of Father Dyaus, and the herdsman of  
22 the cloud-cattle, and the golden-eyed sun-god.

23 In Greece these stories and others were handed down from one generation to  
24 another through thousands of years; and while those who told these stories  
25 undoubtedly believed that every word was true, and took great pains to tell  
26 them exactly as they had heard them, yet in time the stories changed and  
27 grew.

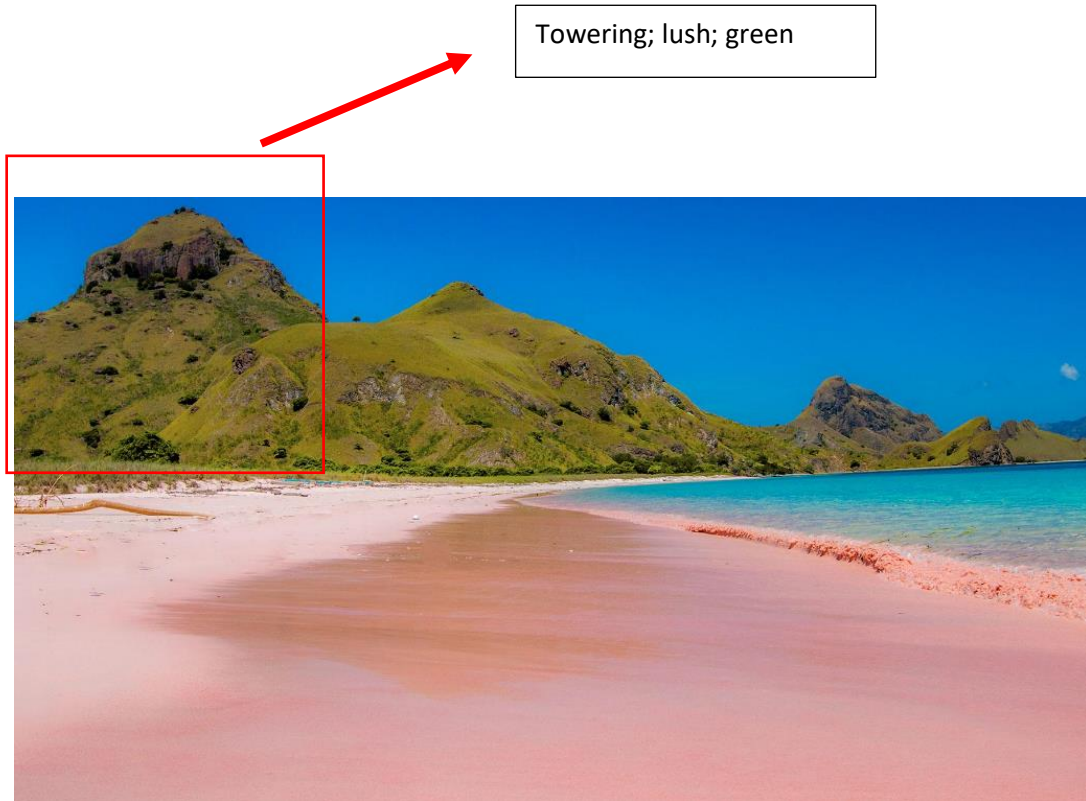
**Task 3. Answer the questions below in full sentences.**



1. What does the narrator call the race of people? (lines 1-2) ***The narrator calls the race of people ....***
2. Can you find four things that the people see in the sky? (lines 3-10) ***The people see.....***
3. What did the people call the clouds? (lines 11-12) ***The people call the clouds...***
4. What did the people say the lightning was? (line 12) ***The people said the lightning was...***
5. What name did they give to the sky? (lines 14-15) ***The name they gave to the sky was....***
6. Where did the people move to? (line 20) ***The people moved to....***
7. What has happened to the stories since then? (lines 26-27) ***Over time, the stories....***

#### Task 4. Preparing to write

You are going to write a short description of the island below, which is a likely setting for a Greek myth. Before you start, complete the four steps for how to prepare. Remember, there is no need to print the booklet. You can just write your ideas on paper.



**These are the four steps you should complete to prepare for writing your description.**

1. Box off the image (choose three key images, e.g., the sea, the sand)
2. Write down some colour words
3. Write down some adjectives
4. Write down a metaphor/simile

**Task 5. Write your description. Aim to write at least half a page.**

**You should include:**

- Ambitious adjectives, verbs and adverbs
- Simile, metaphor, personification
- Colour imagery (use the colour thesaurus **p8/9**)
- Multisensory description
- A range of punctuation

**Aim high – you could include...**

- Use pathetic fallacy. Can the weather reflect the mood?
- Can you use words from a specific semantic field, e.g., war, light?
- Could you write from more than one perspective?
- Can you use a thesaurus/ the internet to develop your vocabulary?
- Can you choose your words carefully to create a specific mood or tone?

**Examples:**

*The sapphire blue sky....*

*The blistering sand stretched ahead.....*

*You could write here or on paper.*

**Task 6. At Meadowhead, we use PRIDE to reflect on and improve our work.**

**Presentation**

**Reflect**

**Improve**

**Dedicated**

**Effort**

**Mark your description using the check-list below. For any that you have missed, write them out again (using a green pen if you have one!)**



**Have you...**

- ☐ Written in full sentences
- ☐ Used punctuation accurately
- ☐ Focused on the specific objects you chose in your preparation
- ☐ Used interesting adjectives (describing words)
- ☐ Used colour
- ☐ Aim high – Could you use the senses?



red	cherry	rose	jam	orange	tangerine	marigold	cider	yellow	canary	gold	daffodil
merlot	garnet	crimson	ruby	rust	ginger	tiger	fire	flaxen	butter	lemon	mustard
scarlet	wine	brick	apple	bronze	cantaloupe	apricot	clay	corn	medallion	dandelion	fire
mahogany	blood	sangria	berry	honey	carrot	squash	spice	bumblebee	banana	butterscotch	dijon
currant	blush	candy	lipstick	marmalade	amber	sandstone	yam	honey	blonde	pineapple	Tuscan sun
purple	mauve	violet	boysenberry	blue	slate	sky	navy	green	chartreuse	juniper	sage
lavender	plum	magenta	lilac	indigo	cobalt	teal	ocean	lime	fern	olive	emerald
grape	periwinkle	sangria	eggplant	peacock	azure	cerulean	lapis	pear	moss	shamrock	seafoam
jam	iris	heather	amethyst	spruce	stone	Aegean	berry	pine	parakeet	mint	seaweed
raisin	orchid	mulberry	wine	denim	admiral	sapphire	arctic	pickle	pistachio	basil	crocodile



pink	rose	fuchsia	punch	tan	beige	macaroon	hazel wood	brown	coffee	mocha	peanut
blush	watermelon	flamingo	rouge	granola	oat	egg nog	fawn	carob	hickory	wood	pecan
salmon	coral	peach	strawberry	sugar cookie	sand	sepia	latte	walnut	caramel	gingerbread	syrup
rosewood	lemonade	taffy	bubblegum	oyster	biscotti	parmesan	hazelnut	chocolate	tortilla	umber	tawny
ballet slipper	crepe	magenta	hot pink	sandcastle	buttermilk	sand dollar	shortbread	brunette	cinnamon	penny	cedar
black	ebony	crow	charcoal	grey	shadow	graphite	iron	white	pearl	alabaster	snow
midnight	ink	raven	oil	pewter	cloud	silver	smoke	ivory	cream	egg shell	cotton
grease	onyx	pitch	soot	slate	anchor	ash	porpoise	chiffon	salt	lace	coconut
sable	jet black	coal	metal	dove	fog	flint	charcoal	linen	bone	daisy	powder
obsidian	jade	spider	leather	pebble	lead	coin	fossil	frost	porcelain	parchment	rice

**Extension task (optional – complete if you finish the main tasks and would like to challenge yourself)**

**Write a short story inspired by the image below. Use the four steps you have practised.**

**Some ideas:**

- Could you experiment with time and write a flashback (analepsis) story set in the past?
- Could you write from an interesting or unusual perspective? E.g., the statue, the trident in his hand
- Research underwater locations such as [Atlantis](#) (mythical) or [Port Royal](#) in Jamaica which was destroyed by an earthquake

