

# English Transition Booklet: Magical People in Magical Places.



Name:

---

School:

---



## Contents:

- Page 3: *The BFG*, Roald Dahl.
- Page 6: *Matilda*, Roald Dahl.
- Page 10: *The Witches*, Roald Dahl.
- Page 16: Hogwarts and Albus Dumbledore.
- Page 22: *Fantastic Beasts and Where to Find Them* by J.K Rowling
- Page 27: *Peter Pan* by J.M Barrie.
- Page 29: Big Write Task.

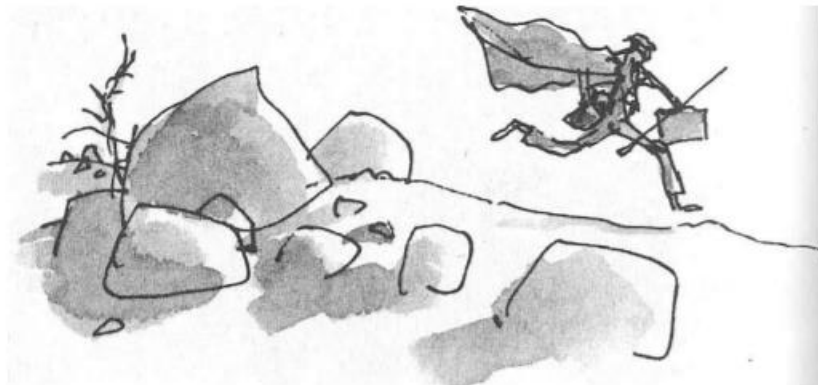
## **Text one: The BFG, Roald Dahl.**

Some of you may have already heard of 'The BFG', but just in case you haven't, he's a big friendly giant who befriends an orphan girl called Sophie. He takes her away from her dreadful orphanage and into the magical world of giants. Below is a description of the journey to the giant's cave and the cave itself. 'The cave' is an excellent example of 'setting the scene'. Dahl really gives us a picture of the journey to the cave and then the cave itself. Dahl uses description to make the story 'rich'.

### **Your task:**

- Find 10 examples of Sophie's experiences as they journeyed and underline them. E.G: *The wind stung Sophie's cheeks.*

The Giant ran on and on. But now a curious change took place in his way of running. He seemed suddenly to go into a higher gear. Faster and faster he went and soon he was travelling at such a speed that the landscape became blurred. The wind stung Sophie's cheeks. It made her eyes water. It whipped her head back and whistled in her ears. She could no longer feel the Giant's feet touching the ground. She had a weird sensation they were flying. It was impossible to tell whether they were over land or sea. This Giant had some sort of magic in his legs. The wind rushing against Sophie's face became so strong that she had to duck down again into the blanket to prevent her head from being blown away.



Was it really possible that they were crossing oceans? It certainly felt that way to Sophie. She crouched in the blanket and listened to the howling of the wind. It went on for what seemed like hours.

Then all at once the wind stopped its howling. The pace began to slow down. Sophie could feel the Giant's feet pounding once again over the earth. She poked her head up out of the blanket to have a look. They were in a country of thick forests and rushing rivers. The Giant had definitely slowed down and was now running more normally, although normal was a silly word to use to describe a galloping giant. He leaped over a dozen rivers. He went rattling through a great forest, then down into a valley and up over a range of hills as bare as concrete, and soon he was galloping over a desolate wasteland that was not quite of this earth. The ground was flat and pale yellow. Great lumps of blue rock were scattered around, and dead trees stood everywhere like skeletons. The moon had long since disappeared and now the dawn was breaking. Sophie, still peering out from the blanket, saw suddenly ahead of her a great craggy mountain. The mountain was dark blue and all around it the sky was gushing and glistening with light. Bits of pale gold were flying among delicate frosty-white flakes of cloud, and over to one side the rim of the morning sun was coming up red as blood.

Right beneath the mountain, the Giant stopped. He was puffing mightily. His great chest was heaving in and out. He paused to catch his breath.

Directly in front of them, lying against the side of the mountain, Sophie could see a massive round stone. It was as big as a house. The Giant reached out and rolled the stone to one side as easily as if it had been a football, and now, where the stone had been, there appeared a vast black hole. The hole was so large the Giant didn't even have to duck his head as he went in. He strode into the black hole still carrying Sophie in one hand, the trumpet and the suitcase in the other.

As soon as he was inside, he stopped and turned and rolled the great stone back into place so that the entrance to his secret cave was completely hidden from outside.

We then get to see inside the giant's cave. Read through the description and draw a picture of the cave based on the description in this chapter (don't worry – he isn't going to eat Sophie! He is a friendly giant, remember?). You may want to write some sentences to illustrate what you have drawn. There is space for you to do this in this workbook.

Now that the entrance had been sealed up, there was not a glint of light inside the cave. All was black.

Sophie felt herself being lowered to the ground. Then the Giant let go the blanket completely. His footsteps moved away. Sophie sat there in the dark, shivering with fear.

He is getting ready to eat me, she told herself. He will probably eat me raw, just as I am.

Or perhaps he will boil me first.

Or he will have me fried. He will drop me like a rasher of bacon into some gigantic frying-pan sizzling with fat.

A blaze of light suddenly lit up the whole place. Sophie blinked and stared.

She saw an enormous cavern with a high rocky roof.

The walls on either side were lined with shelves, and on the shelves there stood row upon row of glass jars. There were jars everywhere. They were piled up in the corners. They filled every nook and cranny of the cave.

In the middle of the floor there was a table twelve feet high and a chair to match.

**Your task: draw the giant's cave.**

**Text two: Matilda, Roald Dahl.**

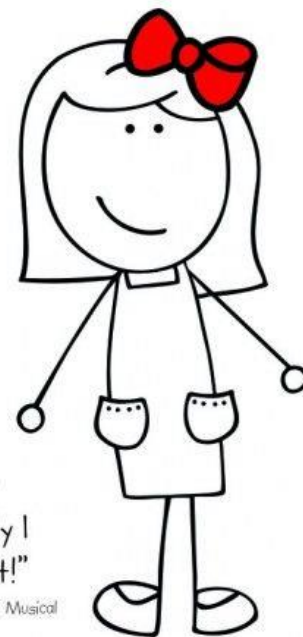
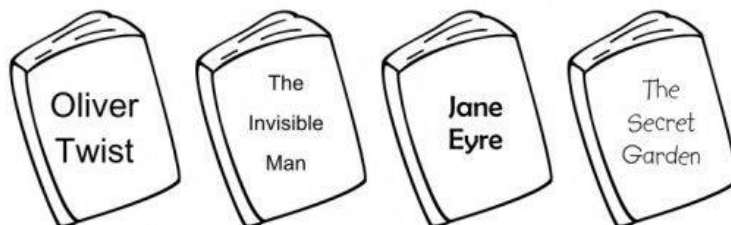
Another classic by Dahl involving magic is the story of Matilda. Bullied by her own parents and by her dreadful headmistress Miss Trunchbull, Matilda soon realises she possesses some magical talents which other students do not!

**Your task: complete the Matilda themed wordsearch! It also suggests some other books you might like if you have already read Matilda.**

# Matilda

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

Matilda  
Miss Honey  
library  
books  
magic  
Roald Dahl  
book  
movie  
musical  
story  
naughty  
hammer  
chokey



Artwork Copyright Laura Kelly Designs

"Just because I find myself in this story, it doesn't mean that everything is written for me. If I think the ending is fixed already I might as well be saying I think that it's okay and that's not right!"

'Naughty' - Matilda the Musical

"Children are not so serious as grown-ups and they love to laugh." - Matilda by Roald Dahl

This extract comes from a chapter called 'The First Miracle'. This is where Matilda begins to realise that she can move things with her mind and decides to play a trick on the evil principal Miss Trunchbull. Read through the extract and then answer the questions below.

*A kind of electricity seemed to be gathering inside them. A sense of power was brewing in those eyes of hers, a feeling of great strength was settling itself deep inside her eyes. But there was also another feeling which was something else altogether, and which she could not understand. It was like flashes of lightning. Little waves of lightning seemed to be flashing out of her eyes. Her eyeballs were beginning to get hot, as though vast energy was building up somewhere inside them. It was an amazing sensation. She kept her eyes steadily on the glass, and now the power was concentrating itself in one small part of each eye and growing stronger and stronger and it felt as though millions of tiny little invisible arms with hands on them were shooting out of her eyes towards the glass she was staring at.*

*'Tip it!' Matilda whispered. 'Tip it over!' She saw the glass wobble. It actually tilted backwards a fraction of an inch, then righted itself again. She kept pushing at it with all those millions of invisible little arms and hands that were reaching out from her eyes, feeling the power that was flashing straight from the two little black dots in the very centres of her eyeballs.*

*'Tip it!' she whispered again. 'Tip it over!'*

*Once more the glass wobbled. She pushed harder still, willing her eyes to shoot out more power. And then, very very slowly, so slowly she could hardly see it happening, the glass began to lean backwards, farther and farther and farther backwards until it was balancing on just one edge of its base. And there it teetered for a few seconds before finally toppling over and falling with a sharp tinkle on to the desktop. The water in it and the squirming newt splashed out all over Miss Trunchbull's enormous bosom. The Headmistress let out a yell that must have rattled every window-pane in the building and for the second time in the last five minutes she shot out of her chair like a rocket. The newt clutched desperately at the cotton smock where it covered the great chest and there it clung with its little claw-like feet. The Trunchbull looked down and saw it and she bellowed even louder and with a swipe of her hand she sent the creature flying across the classroom. It landed on the floor beside Lavender's desk and very quickly she ducked down and picked it up and put it into her pencil-box for another time. A newt, she decided, was a useful thing to have around. The Trunchbull, her face more like a boiled ham than ever, was standing before the class quivering with fury. Her massive bosom was heaving in and out and the*

splash of water down the front of it made a dark wet patch that had probably soaked right through to her skin.



**Questions:**

1. How does Matilda feel when she is using her power? Use the first paragraph to help you with your answer.

---

---

---

---

---

2. How does Miss Trunchbull feel about the water spilling over her and the newt landing on her? Use the last paragraph to help you with your answer.

---

---

---

---

---

3. This takes place in a classroom. Considering that all of the students are scared of evil Miss Trunchbull, how do you think they would feel about what has happened?



---

---

---

---

---

4. Matilda's power is known as 'telekinesis', meaning she has the ability to move/influence/manipulate different objects. If you had this ability, what would you do and why?

---

---

---

---

---

---

---

---



### **Text three: The Witches, Roald Dahl**

The final text by Roald Dahl we are going to briefly look at is *The Witches*. In this text, we follow the story of a 7-year-old English boy who goes to live with his Norwegian grandmother after his parents are killed in a tragic car accident. The boy loves all his grandmother's stories, but he is especially enthralled by the one about real witches, who she says are horrific creatures who seek to kill human children. It turns out, these witches are not just fiction...

**Your task: read the description of what Dahl describes as 'real witches'. Then, from the images below, choose which one you think is a 'real witch'.**

*Extract from Chapter 1: 'A Note about Witches':*

*In fairy-tales, witches always wear silly black hats and black cloaks, and they ride on broomsticks. But this is not a fairy-tale. This is about REAL WITCHES. The most important thing you should know about REAL WITCHES is this. Listen very carefully. Never forget what is coming next. REAL WITCHES dress in ordinary clothes and look very much like ordinary women. They live in ordinary houses and they work in ORDINARY JOBS. That is why they are so hard to catch. A REAL WITCH hates children with a red-hot sizzling hatred that is more sizzling and red-hot than any hatred you could possibly imagine. A REAL WITCH spends all her time plotting to get rid of the children in her particular territory. Her passion is to do away with them, one by one. It is all she thinks about the whole day long. Even if she is working as a cashier in a supermarket or typing letters for a businessman or driving round in a fancy car (and she could be doing any of these things), her mind will always be plotting and scheming and churning and burning and whizzing and phizzing with murderous bloodthirsty thoughts.*

*Luckily, there are not a great number of REAL WITCHES in the world today. But there are still quite enough to make you nervous. In England, there are probably about one hundred of them altogether. Some countries have more, others have not quite so many. No country in the world is completely free from WITCHES. A witch is always a woman. I do not wish to speak badly about women. Most women are lovely. But the fact remains that all witches are women. There is no such thing as a male witch. On the other hand, a ghoul is always a male. So indeed is a barghest. Both are dangerous. But neither of them is half as dangerous as a REAL WITCH. As far as children are concerned, a REAL WITCH is easily the most dangerous of all the living creatures on earth.*

What makes her doubly dangerous is the fact that she doesn't look dangerous. Even when you know all the secrets (you will hear about those in a minute), you can still never be quite sure whether it is a witch you are gazing at or just a kind lady. If a tiger were able to make himself look like a large dog with a waggy tail, you would probably go up and pat him on the head. And that would be the end of you. It is the same with witches. They all look like nice ladies.

Look at the image below. Based on Dahl's description, which one do you think is the witch? Annotate the image with notes about what makes them a witch and explain your answer in the space below.



---

---

---

---

---

---

---

## **The Grand High Witch**

This is an extract from chapter 7 where we meet the 'The Grand High Witch' for the first time. Read through the extract and using the table below, write key descriptions of 'The Grand High Witch' from the extract.

*All the women, or rather the witches, were now sitting motionless in their chairs and staring as though hypnotized at somebody who had suddenly appeared on the platform. That somebody was another woman.*

*The first thing I noticed about this woman was her size. She was tiny, probably no more than four and a half feet tall. She looked quite young, I guessed about twenty-five or six, and she was very pretty. She had on a rather stylish long black dress that reached right to the ground and she wore black gloves that came up to her elbows. Unlike the others, she wasn't wearing a hat.*

*She didn't look to me like a witch at all, but she couldn't possibly not be one, otherwise what on earth was she doing up there on the platform? And why, for heaven's sake, were all the other witches gazing at her with such a mixture of adoration, awe and fear?*

*Very slowly, the young lady on the platform raised her hands to her face. I saw her gloved fingers unhooking something behind her ears, and then... then she caught hold of her cheeks and lifted her face clean away! The whole of that pretty face came away in her hands!*

*It was a mask!*

*As she took off the mask, she turned sideways and placed it carefully upon a small table nearby, and when she turned around again and faced us, I very nearly screamed out loud.*

*That face of hers was the most frightful and frightening thing I have ever seen. Just looking at it gave me the shakes all over. It was so crumpled and wizened, so shrunken and shrivelled, it looked as though it had been pickled in vinegar. It was a fearsome and ghastly sight. There was something terribly wrong with it, something foul and putrid and decayed. It seemed quite literally to be rotting away at the edges, and in the middle of the face, around the mouth and cheeks, I could see the skin all cankered and worm-eaten, as though maggots were working away in there.*

*There are times when something is so frightful you become mesmerized by it and can't look away. I was like that now. I was transfixed. I was numbed. I was magnetized by the sheer horror of this woman's features. But there was*

more to it than that. There was a look of serpents in those eyes of hers as they flashed around the audience.

I knew immediately, of course, that this was none other than The Grand High Witch herself. I knew also why she had worn a mask. She could never have moved around in public, let alone book in at a hotel, with her real face. Everyone who saw her would have run away screaming.

<b>Grand High Witch</b>	<b>Description</b>
Clothes	
Eyes	
Face	







#### **Text four: Harry Potter and the Philosopher's Stone.**

Another collection you may have heard of or even read is Harry Potter. Here in the English faculty at deFerrers, you will quickly realise that many of us are Harry Potter fanatics. In fact, many members of staff across the school are Harry Potter fans, including our own Principal!

If you haven't heard of these stories before, it's all about a young boy called Harry who at the age of 11, finds out he is actually a wizard. This means he will start his secondary education at Hogwarts, a school for 'witchcraft and wizardry'. At some point in the tenth century, four of the greatest witches and wizards that ever lived founded Hogwarts, their names were Godric Gryffindor, Rowena Ravenclaw, Helga Hufflepuff and Salazar Slytherin. Each of these then created a house which is named after them and students are sorted into each house using 'The Sorting Hat'. You are sorted into a house based on your personality and each house has a mascot and colours associated with these attributes. Gryffindor values courage, bravery, nerve, and chivalry. Gryffindor's mascot is the lion, and its colours are scarlet red and gold. Hufflepuff values hard work, patience, justice, and loyalty. The house mascot is the badger, and the house colours are canary yellow and black. Ravenclaw values intelligence, learning, wisdom and wit. The house mascot is an eagle and the house colours are blue and bronze. Slytherin values ambition, cunning, leadership, and resourcefulness, however, they are also well known for housing some of the vilest witches and wizards! The house mascot of Slytherin is the serpent, and the house colours are green and silver. Each house has their own coat of arms which includes these colours and the house mascot. Students wear this proudly on their uniforms and students' scarves/jumpers will match the house colours.



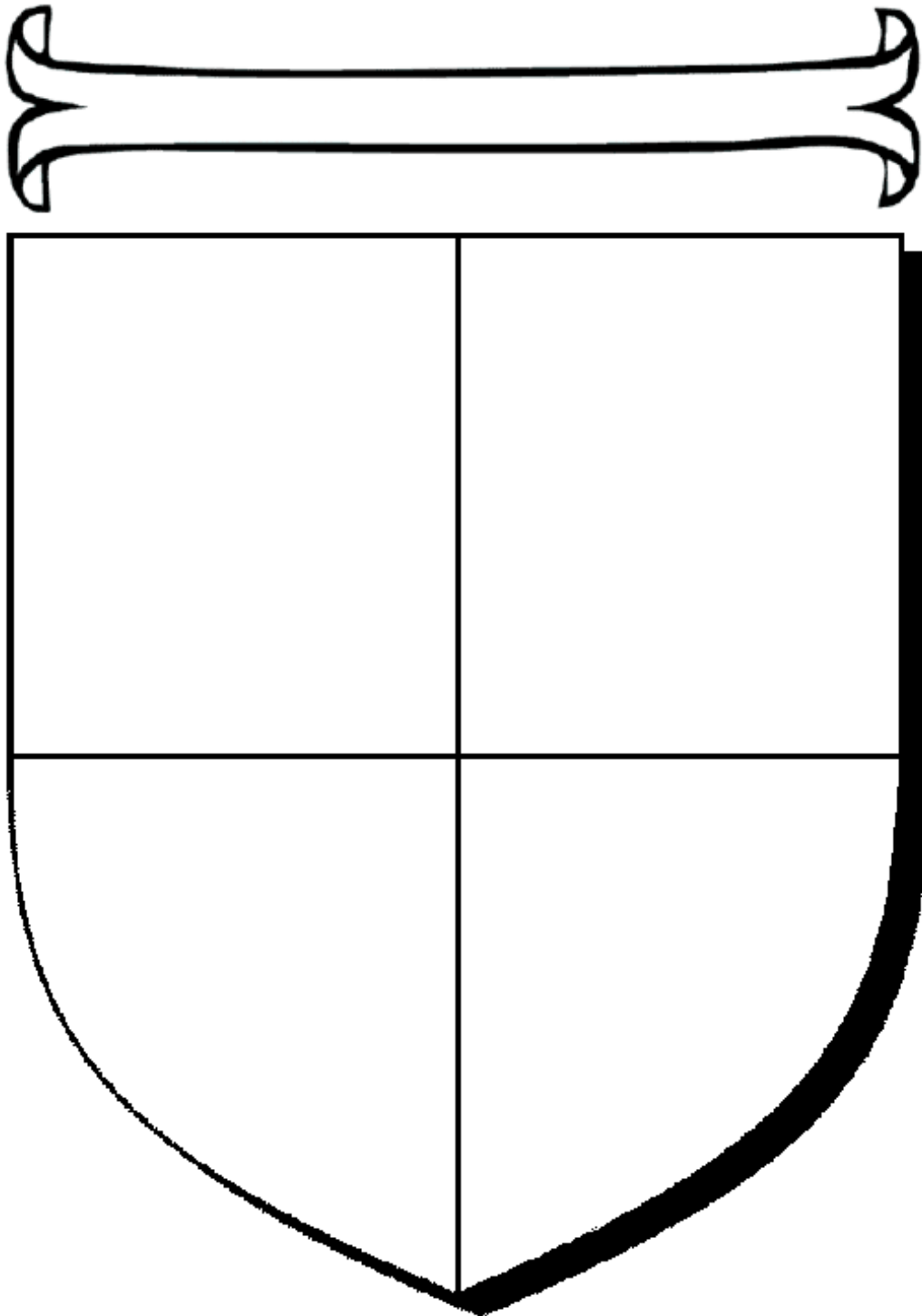
TM & © Warner Bros. Entertainment Inc. (s10)



**Your task:**

Create your own coat of arms using the three qualities about yourself. Think about images which reflect those words, for example animals, the weather, sports and relationships.

Make sure you annotate your coat of arms with adjectives to describe yourself!



**Meeting the Headmaster of Hogwarts: Albus Dumbledore**

Luckily for Harry, Professor Dumbledore is nothing like the evil Miss Trunchbull. In fact, he is the complete opposite. Look at some of the quotes below about Albus Dumbledore, what do they suggest about his character?

**Dobby: "Albus Dumbledore is the greatest Headmaster Hogwarts has ever had. Dobby knows it, sir."**

---

---

---

---

---

---

---

**Lupin: "But then Dumbledore became headmaster, and he was sympathetic."**

---

---

---

---

---

---

---

**"Dumbledore was the only wizard Voldemort had ever feared." (note: Voldemort is an evil wizard who everyone is so scared of that they daren't even say his name!).**

---

---

---

---

---

---

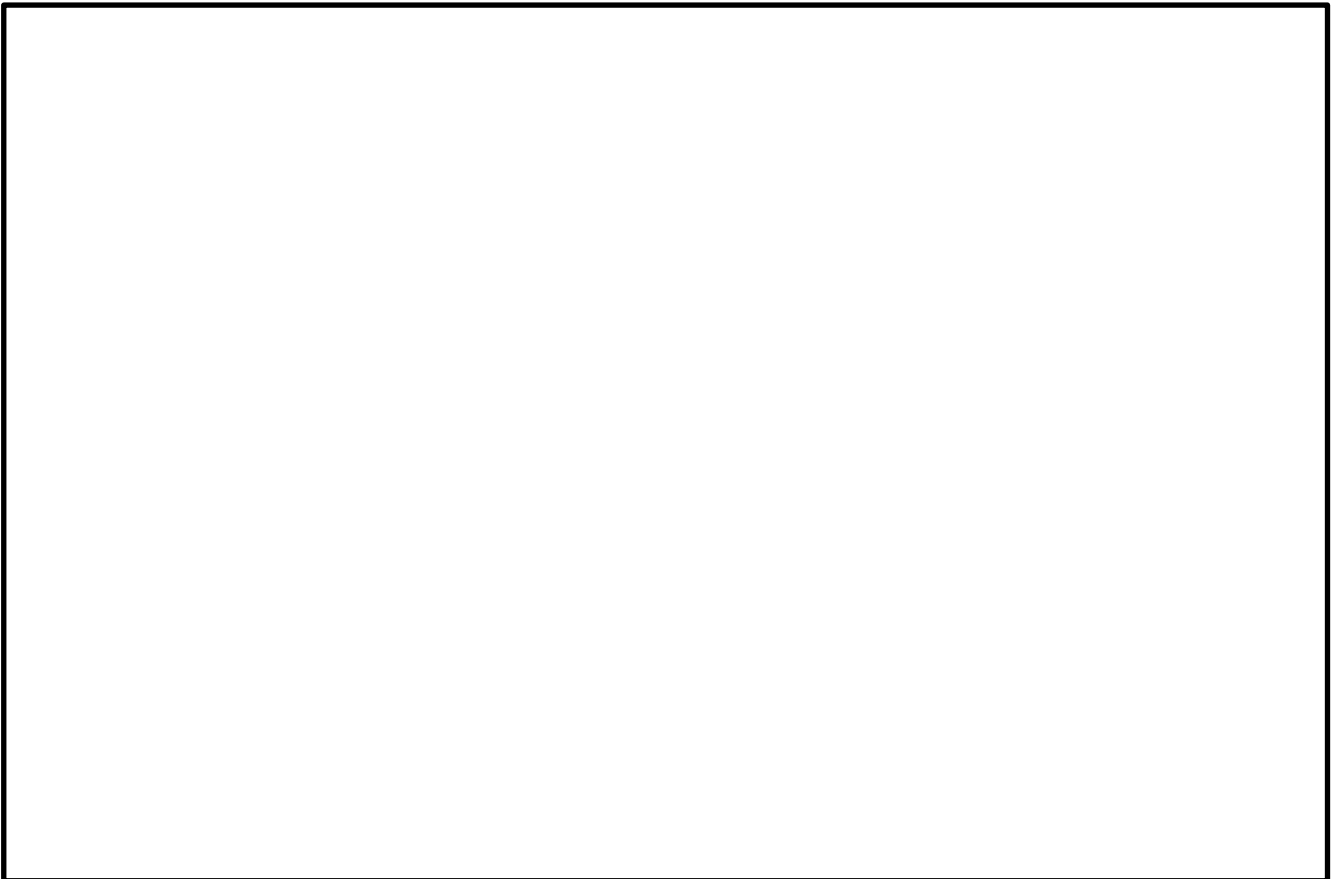
---

### **Dumbledore's office**

Harry soon finds himself in trouble at Hogwarts and is summoned to Dumbledore's rather beautiful office. Read through the description of the office and underneath it, draw what you think it might look like.

*One thing was certain: of all the teachers' offices Harry had visited so far this year, Dumbledore's was by far the most interesting. If he hadn't been scared out of his wits that he was about to be thrown out of school, he would have been very pleased to have a chance to look around it. It was a large and beautiful circular room, full of funny little noises. A number of curious silver instruments stood on spindle-legged tables, whirring and emitting little puffs of smoke. The walls were covered with portraits of old headmasters and headmistresses, all of whom were snoozing gently in their frames. There was also an enormous, claw-footed desk, and, sitting on a shelf behind it, a shabby, tainted wizard's hat -- the Sorting Hat.*

### **Your drawing of the office:**



## Spells lesson

The lessons at Hogwarts are a little different to the ones we have at deFerrals. There is a potions class, flying practice, even learning about different magical beasts (we will come to those later!). However, one of the most important lessons a witch or a wizard must learn is to how to cast spells but also protect themselves from them. You see, not all spells are good. Some of the spells can even be deadly!

### Your task:

**My Magic Spell**

My spell is called \_\_\_\_\_

The magic words are \_\_\_\_\_

When I cast my spell \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Here is a picture of my spell being used:

twinkl

## **Potions class**

Similar to learning how to use spells, potions is a core subject at Hogwarts. In these classes, students learn the correct way to brew potions. Throughout the books, you will see different types of potions being used and brewed, from 'Liquid Luck' to aging potions. Often, they can contain some quite weird and wonderful ingredients. For example, the ageing potion contain both bananas and newt spleens!

### **Your task:**

Create your own magic potion. It can contain whatever you would like and it can be used for whatever issue you wish to resolve.

### **A magic potion to help you get better at:** \_\_\_\_\_

### **Ingredients:**

---

---

---

---

### **Equipment:**

---

---

---

### **Method:**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

#### **Text four: *Fantastic Beasts and Where to Find Them* by J.K. Rowling**

As I previously mentioned, while at Hogwarts students would study magical beasts. Much of this would not have been possible if it had not been for one man who had a passion for magical creatures, his name is Newt Scamander. Born in 1897, his interest in fabulous beasts was encouraged by his mother who was an enthusiastic breeder of fancy Hippogriffs (see image below). Newt's work at The Ministry for Magic (the magical government) and research into different beasts lead to him publishing the worldwide bestseller *Fantastic Beasts and Where to Find them* (although personally I think some look quite dangerous and I am not sure I would want to find them!).



Let's take a look at some of the beasts Newt discovered. While you read the extracts, consider how the writer uses facts, adjectives and language devices to present key features of the animals. Let's start with the description of a Hippogriff:

*The Hippogriff is native to Europe, though now found worldwide. It has the head of a giant eagle and the body of a horse. It can be tamed, though this should be attempted only by experts. Eye contact should be maintained when approaching a Hippogriff. Bowing shows good intention. If the Hippogriff returns the greeting, it is safe to draw closer.*

*The Hippogriff burrows for insects but will also eat birds and small mammals. Breeding Hippogriffs build nests upon the ground into which they will lay a*

single large and fragile egg, which hatches within twenty-four hour. The fledgling Hippogriff should be ready to fly within a week, through it will be a matter of months before it is able to accompany its parent on longer journeys.

**Thinking questions:**

1. If you need to 'bow' to a Hippogriff, what does this suggest about it?

---

---

---

2. A Hippogriff is a large beast. Why do you think it is important that its egg is described as 'fragile'?

---

---

---

3. If a Hippogriff should only be tamed by experts, what does this suggest about its temper?

---

---

---

**Niffler**



The Niffler is a British beast. Fluffy, black and long-snouted, this burrowing creature has a predilection for anything glittery. Nifflers are often kept by goblins to burrow deep into the earth for treasure. Though the Niffler is gentle and affectionate, it can be destructive to belongings and should never be kept in a house. Nifflers live in lairs up to twenty feet below the surface and produce six to eight young in a litter.

**Thinking Questions:**

1. Why is a Niffler good for finding treasure?

---

---

---

2. Why do you think a Niffler could be 'destructive' to the belongings in your house?

---

---

---

3. Would you like Niffler as a pet? Explain your answer.

---

---

---

**Hungarian Horntail (Dragon)**





*Supposedly the most dangerous of all dragon breeds, the Hungarian Horntail has black scales and is lizard-like in appearance. It has yellow eyes, bronze horns and similarly coloured spikes that protrude from its long tail. The Horntail has one of the longest fire-breathing ranges (up to fifty feet). Its eggs are cement-coloured and particularly hard-shelled; the young club their way out using their tails, whose spikes are well developed at birth. The Hungarian Horntail feeds on goats, sheep and, whenever possible, humans.*

**Thinking questions:**

1. How do we know that this dragon is extremely dangerous?

---

---

---

2. What do the colours 'black' and 'yellow' suggest about this dragon?

---

---

---

3. Why do you think the dragon's egg is 'hard-shelled' but the Hippogriff egg is 'fragile'? Think about what this suggests about the two animals.

---

---

---

**Your task:**

Based on the images and descriptions you have seen, create your own Fantastic Beast on the following page. Make sure that you also include a detailed description of your beast under the drawing which includes facts about your beast with ambitious adjectives to describe them.

**My beast:**

### **Text six: Peter Pan by J.M Barrie**

The final magical text we are going to explore is *Peter Pan* written by J.M Barrie. A timeless classic, this novel follows the story of Peter Pan, the young boy who refused to grow up and lived in a magical place called 'Neverland'.

Read the extracts about 'Neverland' and answer the questions below.

*Of all the delectable islands the Neverland is the snuggest and most compact, not large and sprawly, you know, with tedious distances between one adventure and another, but nicely crammed. When you play at it by day with the chairs and table-cloth, it is not in the least alarming, but in the two minutes before you go to sleep it becomes very nearly real. That is why there are night-lights.*

*If you shut your eyes and are a lucky one, you may see at times a shapeless pool of lovely pale colours suspended in the darkness; then if you squeeze your eyes tighter, the pool begins to take shape, and the colours become so vivid that with another squeeze they must go on fire. But just before they go on fire you see the lagoon. This is the nearest you ever get to in on the mainland, just one heavenly moment; if there could be two moments you might see the surf and hear the mermaid's singing.*

*Peter looked at it. And then he looked around him--at the lagoon; at the rock where the mermaids (Mermaids!) lounged; at the palm-fringed beach; at the tinkling fairy flitting over his head; at his new friends the Mollusks; at the jungle-covered, pirate-infested mountains looming over it all.*

*You never could tell when someone would stop growing old in Neverland. For Tik Tok, it had been after wrinkles had walked long deep tracks across his face, but for many people, it was much younger. Some people said it occurred when the most important thing that would ever happen to you triggered something inside that stopped you from moving forward.*

### **Thinking questions:**

1. How do we see 'Neverland' as a magical place? List all the things you have read which are associated with magic below:

---

---

---

---

---

2. Why do you think people do not age in 'Neverland'?

---

---

---

---

---

3. What is the effect of the use of colour in the second paragraph? What does it suggest about parts of 'Neverland'?

---

---

---

---

---

4. Do you think that 'Neverland' looks different in different people's imaginations? Explain your answer.

---

---

---

---

---

5. Would you want to visit 'Neverland'? Explain your answer.

---

---

---

---

---

---

---

---

---

### **Big Write Task**

Your final task is to write a story from the perspective of a witch or a wizard in a new magical land.

#### **Success criteria:**

- Write using first person as if you are the main character.
- Include a wide variety of language devices, including similes, metaphors and personification.
- Include a wide variety of sentence types and punctuation.
- Use vivid imagery when describing your magical land.
- Include paragraphs.
- Use ambitious adjectives – try and use a thesaurus to help you discover new words!

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



