

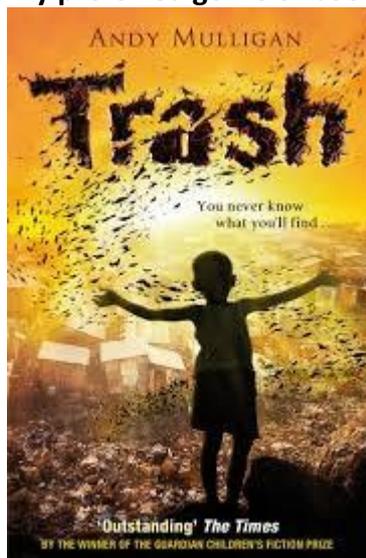
KS3 English

Reading log task. Make sure you write in FULL SENTENCES:

Recently, I have read the following books:

Title	Author	Genre	Rating

My preferred genre of books is:



If I wanted to try something different and challenge myself, I would consider reading books about...:

Read the extract below. Would you consider reading this book – explain why / why not

Trash – Andy Mulligan

I was a trash boy since I was old enough to move without help and pick things up.

That was what? – three years old, and I was sorting.

Let me tell you what we're looking for.

Plastic, because plastic can be turned into cash, fast – by the kilo. White plastic is best, and that goes in one pile; blue in the next.

Paper, if it's white and clean – that means if we can clean it and dry it. Cardboard also.

Tin cans – anything metal. Glass, if it's a bottle. Cloth or rags of any kind – that means the occasional T-shirt, a pair of pants, a bit of sack that wrapped something up. The kids round here, half the stuff we wear is what we found, but most we pile up, weigh and sell. You should see me, dressed to kill. I wear a pair of hacked-off jeans and a too-big T-shirt that I can roll up onto my head when the sun gets bad. I don't wear shoes – one, because I don't have any, and two, because you need to feel with your feet. The Mission School had a big push on getting us boots, but most kids sold them on. The trash is soft, and our feet are hard as hooves.

Rubber is good. Just last week we got a freak delivery of old tyres from somewhere.

Snapped up in minutes, they were, the men getting in first and driving us off. A half-good tyre can fetch half a dollar, and a dead tyre holds down the roof of your house. We get the fast food too, and that's a little business in itself. It doesn't come near me and Gardo, it goes down the far end, and about a hundred kids sort out the straws, the cups and the chicken bones. Everything turned, cleaned and bagged up – cycled down to the weighers, weighed

and sold. Onto the trucks that take it back to the city, round it goes. On a good day I'll make two hundred pesos. On a bad, maybe fifty? So you live day to day and hope you don't get sick. Your life is the hook you carry, there in your hand, turning the trash.

Trash by Andy Mulligan

My impression of the main character: _____

This is / isn't the sort of book I would normally read because _____

This is similar / different to the book I am reading because _____

Choose one option from below:
I would like to continue reading this book because _____

I wouldn't like to continue reading this book because I would prefer _____

READING COMPREHENSION TASK – READ THE EXTRACT AND ANSWER THE QUESTIONS IN FULL SENTENCES.

Mayo Clinic Confirms Why Energy Drinks Should be Banned for Kids

POSTED ON MARCH 14, 2015 BY THE ALTERNATIVE DAILY

It's not only foodstuffs that threaten health but drinks also – soda, sugary juice concoctions and the ever popular energy in a can drinks. We are especially frightened when we see young kids lining up to purchase these energy potions. Sure, they are alluring – energy in a can... what a novel idea. According to the Food and Drug Administration, energy drinks, non-regulated because they are sold as dietary supplements, have so far been poorly studied for long term effects and actually contain some very potent substances that are dangerous on their own, and of high concern when mixed together. Just how bad are these drinks? Between January 1, 2004 and March 10, 2014, the FDA was informed about 241 non-fatal events where consumers experienced high blood pressure, convulsions, heart attacks and other problems after consuming energy drinks. Of these cases, 115 resulted in hospitalization, 15 in disability and one in miscarriage. A recent report published by the Substance Abuse and Mental Health Administration (SAMHSA) found that the number of emergency department visits involving energy drinks doubled from 10,068 visits in 2007 to 20,783 visits in 2011. Data collected by the Center for Science in the Public Interest shows 34 deaths linked to energy drinks since 2004, and of these, 22 deaths were directly linked to 5-Hour Energy, 11 to Monster and one to Rockstar. Strangely, half of the deaths occurred in 2012. A study conducted by the University of Miami reviewed existing literature on the drinks and found that 30-50 percent of adolescents and young adults consume energy drinks on a regular basis. Energy drinks contain 21 to 34 grams of sugar per each 8-ounce serving, which comes in the form of sucrose, glucose or even high fructose corn syrup. The big problem arises when users down two or three energy drinks – meaning they actually consume 120 mg to 180 mg of sugar – this is 4-6 times the maximum daily recommended intake (which we believe is already too high). High fructose corn syrup is used to sweeten most processed foods. In fact, high fructose corn syrup is present in foods that would not normally be thought of as sweet foods, such as salad dressing, mayonnaise, soup and numerous other products. High fructose corn syrup is also found in many drinks, such as soda, coffee drinks, high energy drinks and even some fruit drinks. Consumption of high fructose corn syrup causes body-wide inflammation and may lead to obesity. In high doses it can literally punch holes in the intestinal lining, allowing nasty byproducts of toxic gut bacteria into your system, potentially resulting in obesity, diabetes, cancer, heart disease, dementia and accelerated aging. In addition, high fructose corn syrup contains contaminants, such as mercury, that are not regulated by the FDA and are highly toxic. Side effects from consumption include seizures, diabetes, mood and behavioral disorders and cardiac abnormalities. Of the 5,448 caffeine overdoses that were reported in 2007, 46 percent occurred in people under the age of 19. In response to this, sales and advertising has been severely limited in some countries and states. New public release confirms fears regarding energy drinks Yesterday, the Mayo Clinic released a public statement which should be taken as a warning – especially for parents of young kids and teens that consume

energy drinks. 3 Questions: 1. What is the article focussed on? 2. What does the article suggest can be the side effects? 3. How does the writer attempt to persuade the reader of the dangers of energy drinks? 4. What does the writer use to evidence their claims? 5. In what ways does the article link the dangers to younger people? Mayo Clinic researchers say that healthy young adults who are not used to regular caffeine consumption, experience a concerning rise in resting blood pressure when they consume energy drinks. In their study, researchers gave a can of a popular energy drink or a placebo drink to young adults aged 19 to 40. Changes in heart rate and blood pressure were noted in each group 30 minutes after consumption of their drink. Results were also compared between participants who drank the equivalent of one cup of coffee per day and those that drank more than one cup of coffee per day. Not surprisingly, those who consumed the energy drink experienced a marked rise in blood pressure when compared to the placebo group. Here is what really got us: those who consumed less caffeine had almost double the rise in blood pressure compared to those who consumed more than the equivalent of caffeine found in one cup of coffee daily. "We know that energy drink consumption is widespread and rising among young people. Concerns about the health safety of energy drinks have been raised. We and others have previously shown that energy drinks increase blood pressure," says lead author Anna Svatikova, M.D., Ph.D., cardiovascular diseases fellow at the Mayo Clinic. "Now we are seeing that for those not used to caffeine, the concern may be even greater. Consumers should use caution when using energy drinks because they may increase the risk of cardiovascular problems, even among young people." The results of this research will be presented today at the American College of Cardiology's 64th Annual Scientific Session in San Diego. Parents, pay special attention to this if you know that your youngsters are consuming energy drinks or even thinking of consuming energy drinks. Sadly, these toxic cocktails can be lethal and we hope that this and other accumulating research will serve as a warning. Don't let your kids have this stuff – EVER. And... stay clear of Twinkies and the like, as well! -The Alternative

QUESTIONS

1. What is the article focussed on?
2. What does the article suggest can be the side effects?
3. How does the writer attempt to persuade the reader of the dangers of energy drinks?
4. What does the writer use to evidence their claims?
5. In what ways does the article link the dangers to younger people?

KS3 MATHS REVISION

Working with Percentages

Percentages of Numbers (without a calculator)

To find a percentage of a number, first convert the percentage to a **fraction**.

Example: Find 15% of 120.

Step 1: 15% as a fraction is $\frac{15}{100}$. This can be simplified by dividing both numbers by 5
to get $\frac{3}{20}$.

Step 2: $120 \div 20 = 6$, then $6 \times 3 = 18$.

Answer: 15% of 120 is 18.

Then **simplify** the fraction to make it easier to work with.

Then find the fraction of the original number by **multiplying** by the **numerator** (top number) and **dividing** by the **denominator** (bottom number). You can do these in either order.

Questions

1. Find 25% of:

- a) 80
- b) 720
- c) 296
- d) 1,020

2. Find 35% of:

- a) 100
- b) 200
- c) 1,030
- d) 4,200

3. Find 20% of 440.

4. Find 12% of 625.

5. Find 8% of 152,000.

Increasing and Decreasing by a Percentage

To **increase** a number by a percentage:

- Find the percentage of the number you are increasing
- **ADD** your answer to the original number.

To **decrease** a number by a percentage:

- Find the percentage of the number you are decreasing
- **SUBTRACT** your answer from the original number.

Example: Increase 120 by 15%

Step 1: Find 15% of 120

Using the example on Page 1, 15% of 120 is **18**.

Step 2: Add your number to the original.

$$120 + 18 = 138.$$

Answer: 120 increased by 15% is 138.

Questions

1. Increase these numbers by 30%:

- a) 100
- b) 240
- c) 850
- d) 20,000

2. Decrease these numbers by 40%:

- a) 300
- b) 90
- c) 156
- d) 8,400

3. Increase 46 by 50%.

4. Decrease 1,000 by 80%.

PLEASE INSERT 'WORKING WITH PERCENTAGES' WORKSHEET.



Complete a report on what was a most controversial population policy. [A law that many people did not like]

You don't have to do the questions I have added as a guide, but you need to include research that answers the broader task questions.

You can present this work in any way you like. Some have previously made models, others have made PowerPoint presentations. Whatever method you choose, you will be credited for variety, innovation and trying to answer the questions we have posed.

Task 1-Introduction to China

- *Where is China? [Describe its location by using a map, listing countries and major features, i.e. mountain ranges. What countries does it border?]*
http://www.china-window.com/china_travel/china_tourism/brief-introduction-to-chi.shtml
- *How developed is China? [There many ways to tell if a country is developed. One is by examining its wealth/income/GDP/healthcare etc.]*
<http://thediomat.com/2013/09/chinas-developing-world-edge/>

Task 2-The Policy

- *What was the One Child Policy? [Say how the country's laws changed, and what people now had to do?]*
- **Describe** *China's population growth and actual number of people. [Can be presented as a graph and or in a table, with comments on how it changed over the years. **Compare** to global growth, UK, etc]*
- **Describe** *what the aim of the One Child Policy was in China [What did they want to do to the population? Explain why such a policy was needed]*
http://www.answers.com/T/China's_One-Child_Policy

Task 3-The Impacts of the One Child Policy

- **Explain** *how the policy affected the poorest in society compared to the wealthiest? [How did the state punishments affect those with wealth/money? Were they effective against these people?]*
- *Describe the changes in population growth rate [specific data]*
- **Examine** *the long term impacts the policy had on;*

- *The future size of the labour [work] force? [Will China be able to compete with other countries with fewer workers?]*
- *The financial burden of the elderly? [The country now has an ageing population- what is the result of fewer workers on the economy?]*



KS3 Home Learning Geography

Global Warming



Your task is to report on one effect that global warming may have on a regional, a national or a global scale. Complete the following sections;

You can present this work in any way you like. Some have previously made models, others have made PowerPoint presentations. Whatever method you choose, you will be credited for variety, innovation and trying to answer the questions we have posed.

Task 1-Introduction

You will need to outline some of the causes of climate change. There are **human** causes but there are also things **in nature** that cause warming that we have nothing to do with.

Task 2-Your example

Choose an example of where global warming is having an impact.

Outline **what is happening** in the place that you have chosen as your example. It is not enough to simply say that the temperature has gone up....You may wish to discuss one of the following areas of study that climatologists work on;

- Melting polar ice in the Arctic/Antarctica [Warming sea is causing the ice to disappear/oceans to rise]
- Urban heat islands, i.e. London, New York. [Cities are getting much warmer than surrounding areas]
- Warmer oceans, i.e. Pacific, Atlantic [Tropical storms, i.e. hurricanes are getting bigger and more frequent]
- Any other examples where there is a climate change related issue that you may know about.

Task 3-Wider impacts

Examine [describe and explain] **what the impact of these changes** is. For example, larger storms will cause more damage, greater costs of repair, new defences, etc.

Task 4-Global responses

Many of the countries around the world have attempted to come up with solutions to tackle the underlying problems causing climate change. Your job is to outline at least one strategy that has been used to try and address a change/potential change in the climate.

The best results may come from those who have a local response, as well as a global scale one. For example, if you were studying Urban Heat Islands in London, then you could refer to

the emissions tax/congestion charge as a local response while studying a global one, like the Paris Agreement.

Year 7 Home Learning Project Black Death.

Was the Black Death a controllable or uncontrollable disaster?

INSTRUCTIONS

- You must NOT cut and paste information from the internet – you need to present the information you research in your own words.
- Remember to include the information you are covering in your lessons.
- Your project must be clearly named and include your Teacher and Teaching Group.
- If you decide to make a film for task 4 either save it in a memory stick or email it to your Teacher.

Timings:

- Task 1 – ‘Discover the causes of the Black Death’ – 1hr Max
- Task 2a – ‘Research the symptoms of the Black Death’ – 45 mins Max
- Task 2b – ‘Research the cures for the Black Death’ – 1hr 30 mins Max

Task 3 – ‘Decide whether the Black Death was a controllable or an uncontrollable disaster’ - 1hr 30 mins Max

In an extended paragraph use the evidence you have about the cause, cures, living conditions, medical knowledge and Medieval attitudes, explain whether the Black Death could have been prevented, stopped or controlled.

- Task 4 – ‘Advise the local authorities on how to respond to the Black Death disaster’ – 1 hr Max
- ***You can choose to do this as either an A4 sized poster, a letter, a leaflet or a TV public health film (you can film it!)***
- You need to advise the local authorities to take action to stop the Black Death from spreading further. Base your suggestions on the evidence you have collected during this project. Think about the causes, cures, religious beliefs, their living conditions and medical knowledge at the time.

YEAR 8 HOME LEARNING PROJECT RENAISSANCE

You must research 3 renaissance inventors, 3 renaissance explorers and 3 renaissance artists. 30 minutes each.

You may present your project in any way that you wish.

You cannot copy and paste (except pictures).

Give the following details for each person you have researched.

1. Names and Dates
2. Where did they go or what did they do?
3. Why was that important?

Explain what was the Renaissance.

Which of the people you have researched had the most impact the world? Explain your answer.

WW1 Home Learning – Year 9

Your history homework project will follow the experience of 1 (made up or real) soldier throughout WW1. Resources: notes in class, text books, internet, library.



TASK 1: (50 mins)

Choose/ create a soldier – complete a fact file – name, age, where from, family etc

Fact file	
Name	
Age	
Where from	
Family	
Job	
Interests	

TASK 2: (2 x 50mins)

Recruitment – how was your soldier recruited – did he volunteer? Was he pressured by family members? Excitement?

Task 2a, Draw a poster that would have persuaded your soldier to sign up. Task 2b, describe what you have written and explain why it made him sign up. You can base your idea on a WW1 poster (see attached posters) or you can come up with your own original idea.

TASK 3: (50 mins)

Training and fighting – Where is your soldier sent to fight? – draw it on a map and label key battles that take place near there.

TASK 4: (50mins)

Fighting conditions – the trenches – either draw the structure, make a model or write a letter/ postcard home describing what the trenches are like

FOR TASKS 5 – 9 – Write a series of letters/ postcards from your soldier

TASK 5: (50 mins)

Choose a battle - Experience of war – Write another letter/ postcard home describing a battle

TASK 6: (50 mins)

Animals In war. Describe the animals that your soldier would have seen involved in the war. Explain how they were used.

Task 7: (50 mins)

Weapons in war. Describe the weapons your soldier would have used. Explain how he used them. Analyse how effective they would be.

Task 8: (50 mins)

illness in war. Describe an illness that your soldier/ someone he was fighting with suffered from. Explain how other soldiers reacted and how he was treated.

Task 9: (50 mins)

Reflection on the experience of war for your soldier – how has it affected him?

KS3 FRENCH

1. READ EACH PARAGRAPH
2. UNDERLINE THE WORDS YOU DO NOT UNDERSTAND AND LOOK THEM UP IN A DICTIONARY
3. CHOOSE 3 PARAGRAPHS AND TRANSLATE THEM INTO ENGLISH
4. WRITE A PARAGRAPH OF YOUR OWN IN FRENCH

1	Salut à tous les lecteurs, je me présente: mon nom est Valérie, j'ai 12 ans. J'habite à Montréal (au Québec). Je souhaite correspondre avec n'importe qui dans le monde qui parle au moins le français et qui sera capable de correspondre avec moi pour un long bout. J'adore les sports, mes préférés sont: le volley-ball, la natation et la danse! J'aime aussi la musique, j'écoute beaucoup: Alicia Keys, Mya, Ashanti, Avril Lavigne, Ja Rule, Nellyville, Busta Rhymes et plusieurs autres! Si je t'intéresse un peu, beaucoup, moyen et tu veux savoir plus sur moi, je crois que tu sais quoi faire, m'écrire à toute vitesse!!!
2	Salut !!!!!!!!!!! Moi je m'appelle Nadège, je suis d'origine française et j'habite en France en Bretagne dans le Finistère. J'ai bientôt 13 ans en novembre. J'aime lire, écrire, Internet, écouter la radio, mes correspondantes, mes amies, ma famille, et les animaux. Ma chanteuse préférée est Mylène Farmer!!!!!!!!!! Je voudrais correspondre avec des filles ou des garçons de France et du Canada qui ont entre 12 et 15 ans et qui parlent français. Si ce que tu as lu t'intéresse alors écris-moi !!!!!!!!!!! @+ Big Bisous !!!!!!!!!!!
3	Salut ! Je m'appelle Syrine, je suis une fille tunisienne, j'aurais 14 ans le 10 octobre, mes passions sont : la musique, la danse, le tennis, la correspondance, le roller et plein d'autres choses encore.. J'aimerais correspondre avec des filles (entre 12 et 15 ans environ) du monde entier pour lier une amitié durable et sincère parlant le français ou l'anglais. Je n'aime pas échanger quelques e-mails très courts, j'aime plutôt les messages longs. J'attends vos e-mails avec impatience ! ! ! !
4	Salut!!!!!!!!!!!!!! Je m'appelle Silvia, j'ai 14 ans et j'habite à Florence en Italie. J'aimerais correspondre avec des filles ou des garçons de presque de mon âge qui habitent en Angleterre ou aux Etats-Unis et parlent l'anglais et le français (je préfère l'anglais). Je joue au volley-ball, j'aime lire, sortir avec mes amis et écouter de la musique. J'adore: Avril Lavigne, Alizée, Nek, Shakira etc. Je préférerais correspondre par lettre postale. J'attends votre réponse avec impatience!!!
5	Salut, je m'appelle Matte je suis de la nationalité congolaise et je veux correspondre avec des françaises et des canadiennes et les filles de toutes les nationalités. J'aime la musique américaine et le sport, le basket surtout et je passe mon temps sur mon ordinateur portable et sur internet et j'aime les revues aussi j'attends vos réponses avec impatience et j'ai 14 ans
6	Coucou! moi c' est Constance, j'ai 15 ans et je recherche du monde afin de lier une amitié durable, je suis originaire du Centrafrique et Tchad. Mais je vis en

France, j'aime la danse, l'Amérique du sud; en gros la vie alors faites moi craquer avec vos lettres. A toute.

KS3 SPANISH

¿Qué famoso pintor diseñó el logotipo de Chupa Chups?

El invento del chupa-chup se lo debemos al español Enric Bernat, que fue a trabajar en 1954 a Granja Asturias S.A., una compañía propiedad de una familia confitera barcelonesa. Encargó un estudio que demostraba que el sesenta y siete por ciento de los consumidores de caramelos eran menores de diecisiete años, y que sus padres detestaban los caramelos porque los niños se manchaban. Se le ocurrió unir un palo a un caramelo, y así nació un invento al que primero bautizó como "Gol", más adelante "Chups" y, finalmente, "Chupa Chups".



Consciente de la importancia de la imagen, Bernat fue a Figueres para convencer al pintor Salvador Dalí de que hiciera el logotipo de la empresa que comercializaba la nueva golosina. En muy poco tiempo, el artista diseñó la mancha amarilla en forma de margarita, desenfadada y alegre, sobre la que va inserto el nombre comercial. Con el mismo diseño, y solo algún refuerzo de color a finales de los ochenta, ha llegado hasta nuestros días.

GLOSARIO:

bautizar	<i>to baptize</i>
confitero	<i>confectioner</i>
desenfadado	<i>casual, relaxed</i>
empresa	<i>business</i>
encargar	<i>to commission</i>
golosina	<i>sweet, lolly</i>
manchase	<i>to stain</i>
palo	<i>stick</i>
propiedad	<i>property</i>

Adaptado de <http://www.muyinteresante.es/cultura/arte-cultura/articulo/que-famoso-pintor-diseno-el-logotipo-de-chupa-chups-381379075776>

1. What did Enric Bernat invent ?

2. Where did the family who owned Granja Asturias come from?

3. What two things did Bernat's study show?

4. What did he decide to do? _____

5. Why is "Gol" mentioned?

6. Why did Bernat go to Figueres?

7. How is the logo described?
