Reflection Worksheet

Year 7

Half-Term 3

English, Maths, and Science

LIBERTY
ACADEMY
CHURCH OF ENGLAND

People I Can Talk To

Wherever we are, it can be helpful to know who we can talk to. This might be helpful if we are worried about something, excited about something, feeling confused or even just want to chat. In the boxes below, draw a picture of yourself surrounded by people you can talk to at school.

This Is Me

Post-16 Transition Planning

How to Use This Worksheet

Planning for post-16 transition should begin in Year 9, enabling students to think about what their strengths and weaknesses are and what career paths they are interested in. This worksheet is designed to be a working document that can be added to throughout KS4, in preparation for leaving school.

Name:	**Date:**
My interests/passions/hobbies:	**My qualities:**
Careers that interest me:	**Things I don't like:**
Location:	**Colleges near me:**

Yr 7 Science Instructions

Use lined paper to complete the home learning tasks; each task is asking you to describe key concepts. If you struggle with them, use the revision questions and answers to help you.

Home-Learning Tasks:

Task Number	Regular	Challenge	Completed?
1	Draw a picture of a microscope. Label the eyepiece, objective lens, stage, light and focus.	Give a step by step instruction to a year 7 student on how to use the microscope to see a slide	
2	Research a muscle cell. Draw a diagram of the cell, describe its function, describe where it is found and explain how it is adapted to its function.	Research a phagocyte Draw a diagram of the cell, describe its function, describe where it is found and explain how it is adapted to its function.	
3	Research a cilia cell. Draw a diagram of the cell, describe its function, describe where it is found and explain how it is adapted to its function.	Research what stem cells are. Describe what they are, what scientists want to do with stem cells and the for and against arguments of what stem cells are used for	
4	Summary Questions: Regular	Summary Questions: Challenge	

Summary Questions: Regular:

1. Describe what these parts of a cell do: a) A nucleus b) Cell membrane c) Chloroplast
2. Draw and label a diagram of a sperm cell. Explain how its streamlined head and tail helps the sperm cell
3. Draw and label a diagram of an egg cell (Ovum). Explain how its streamlined head and tail helps the sperm cell
4. Describe what diffusion is. Give an example of it

Summary Questions: Challenge:

1. Describe what the nucleus of a cell does
2. Describe the similarities and differences between plant and animal cells
3. Explain how substances get in and out of cells
4. Describe what red blood cells do and explain how they are adapted to their function
5. Explain using the correct parts of a cell, why plants can wilt if they have not been watered properly

Revision Questions:

Question	Answer
1. What are all living organisms made up from?	Cells
2. Who was the first person so look down a microscope?	Robert Hooke
3. What does "making an observation" mean?	Looking carefully and in detail at an object
4. Name the 7 parts of a microscope	Eyepiece, objective lens, stage, slide, fine focussing wheel, coarse focussing wheel, light
5. How do you calculate total magnification when looking down a microscope?	Total magnification = eyepiece lens magnification x objective lens magnification
6. Name the four parts of an animal cell	Cell membrane, cytoplasm, nucleus, mitochondrion
7. Name the seven parts of a plant cell	Chloroplast, vacuole, cytoplasm, mitochondrion, cell wall, cell membrane, nucleus
8. Which part of the cell controls the cell and contains the genetic information?	Nucleus
9. What happens in the mitochondria	Respiration
10. What happens in the chloroplasts	Photosynthesis
11. What happens in the cytoplasm	Cell reactions
12. What does the cell membrane do?	Controls substances entering and leaving the cell
13. What are specialised cells?	Cells that have become specially adapted to do a certain job
14. How is a nerve cell adapted to do its job?	It is long and thin and has connections at both ends to pass messages onto other nerve cells
15. How are red blood cells adapted to do their job?	They have a disk like shape to increase their surface area so they can carry more oxygen
16. How are sperm cells adapted to do their job?	They have a tail to help them swim. They have lots of mitochondria to give them enough energy.
17. How are leaf cells adapted to do their job?	They have lots of chloroplasts in them to absorb sunlight.
18. How are root hair cells adapted to do their job?	They have a large surface area to absorb water and nutrients. They do not have chloroplasts in them as they are found underground so no photosynthesis can take place
19. What substances are needed for respiration?	Glucose and oxygen
20. What is diffusion?	When particles move from a place where there is a high concentration of them to a place where there is a low concentration of them.

21. Why do plants wilt?	When a plant has not been watered there is not much water in each cell. Normally the vacuole is full and this pushes each cell outwards and makes the plant stand upright. If there is not much water then the vacuole shrinks and the plants wilt.
22. What is a unicellular organism?	A organism made up from only one cell
23. How do Amoebas reproduce?	By binary fission (they split into two new cells)
24. How does a Euglena move about?	Using a tail called a flagellum
25. How does an Amoeba eat?	They eat algae, bacteria and plant cells. They surround tiny particles of food engulf these particles into a food vacuole.
26. How does a Euglena eat?	Euglenas contain chloroplasts so they can make their own food by photosynthesis. If there is not enough light then they can eat other microorganisms my engulfing them.

Checklist:

Topic	Page	Spec points	Understanding			Revised	RP
							
1.1	14-15	**Observing Cells:** • I can describe what cells are • I can name some equipment that may be used to observe cells • **I can describe the different parts of a microscope** • **I can calculate the magnification of a microscope**					
1.2	16-17	**Plant and animal cells:** • I can list the main parts of cells • I can identify parts of a cell from a diagram • I can accurately draw parts of cells when viewing them under a microscope • I can describe the functions of the main parts of cells • I can compare and contrast animal and plant cells					
1.3	18-19	**Specialised Cells:** • **I can identify different specialised cells** • I can describe the structural adaptations of some animal and plant cells (nerve, red blood, sperm, leaf and root hair) • **I can explain how the adaptations of cells improves their function**					
1.4	20-21	**Movement of substances:** • I can describe the process of diffusion and where it is used • I can suggest how the rate of diffusion may be affected • **I can describe the substances that move across cell membranes** • **I can give examples of diffusion**					

Home-Learning Tasks:

Task Number	Regular	Challenge	Completed?
1	Draw a picture of particles in solids, liquids and gases.	Draw and explain in detail how particles behave in the 3 states of matter.	
2	Draw on graph paper the cooling curve of steric acid when it freezes. Label on the diagram when a change of stare occurs.	Research and then explain why the temperature remains constant when a change of state occurs.	
3	Research the terms sublimation, condensation and diffusion. Explain what they mean.	Investigate different examples of diffusion. Explain why the rate of diffusion increases with temperature. Investigate and give examples of materials that undergo sublimation.	
4	Summary Questions: Regular	Summary Questions: Challenge	

Summary Questions: Regular:

1. Describe the arrangement and movement of particles in the liquid state.
2. Explain the different diffusion speeds through substances in solid, liquid and gas.
3. Explain why a balloon would get bigger as it gains altitude.
4. Explain why a balloon would get bigger as it gets hotter.

Summary Questions: Challenge:

1. Investigate and explain what the kinetic theory of gases states.
2. Investigate and explain what the term latent heat of fusion means.
3. Investigate and explain why a plastic bottle would appear to shrink if it was placed into a freezer.
4. Neon has a boiling point of -249 degrees Celsius. Explain what would happen to the particles as it is slowly heated from -255 degrees Celsius to -245 degrees Celsius.

Revision Questions:

Question	Answer
What are materials made of?	Particles
What is a mixture?	A mixture is made of different types of particles
What do the properties of a substance depend on?	The particles
What are three states of matter?	Solid, liquid, gas
What are the properties of a solid?	Uncompressible, doesn't flow, fixed shape
What are the properties of a liquid?	Uncompressible, does flow, takes the shape of its container
What are the properties of a gas?	Compressible, does flow, fills its container
Describe the structure of a solid	Touching their neighbours, in a regular pattern, vibrate in place, don't move around
Describe the structure of a liquid	Touching neighbours with gaps, may move around
Describe the structure of a gas	Not touching neighbours, moving constantly
What are the solid/liquid state changes?	Melting and freezing
Describe what happens to the particles as ice melts	They gain energy and vibrate faster, they move out of their places so the ice melts
What is a melting point?	The temperature at which a substance melts
How can a melting point tell us about the identity of a substance?	Each substance has a specific melting point
How can a melting point tell us about the purity of a substance?	A pure substance has a sharp melting point
What is boiling?	The state change from liquid to gas
What is the boiling point?	The temperature at which a liquid boils
How can a boiling point tell us about the identity of a substance?	Each substance has a specific boiling point
What is evaporation?	Changing from liquid to gas without boiling
When might evaporation be useful?	Sweating to cool down
What is condensation?	State change from gas to liquid
What is sublimation?	State change from solid to gas without going to liquid
What is diffusion?	The random movement of particles through air or liquid to spread out.
What factors affect diffusion speed?	Temperature, particle size, state of the diffusing substance
What causes pressure?	Particles colliding with the container wall
How does the number of particles affect pressure?	More particles = more collisions =higher pressure
How does temperature affect pressure?	Higher temperature = more energy = faster particles = more collisions = higher pressure

Home-Learning Tasks:

Research Project:

You need to use the internet, class text books or from any information provided to research answers to the following:

Regular:

- Describe how the Moon was formed and explain what evidence we have for this
- Describe the difference between a meteor and a meteorite. Explain the consequences of a meteorite colliding with Earth
- Describe how we explore space through landers, probes and rovers
- Describe what an asteroid is and what an asteroid belt is

Challenge:

- Describe what a star is
- Describe the formation of a star from a Nebula and explain the possible fate of stars
- Describe what black holes are and describe some of their properties
- Describe what dark matter and dark energy are

To submit to your teacher:

You need to produce in your book:

- The research questions answered with the questions as subtitles

- A full bibliography of where you obtained your findings

- A system to reference your work (Harvard referencing)

- Page numbers if necessary

Revision Questions:

Question	Answer
1. What is an artificial satellite?	A manmade satellite
2. What does orbit mean?	The path taken by one body in space as it moves around another body
3. How do we see the moon?	(It is non-luminous). Light reflects off it from the Sun
4. What is a comet? What is it made from?	It is a body made up of ice and rock that orbits the Sun (in an elliptical orbit)
5. What are asteroids?	Lumps of rock orbiting the Sun left over from when the Solar system was formed
6. What is the difference between a meteor and a meteorite?	A meteor is a rock that burns up in our atmosphere. A meteorite is a rock that collides with Earth.
7. How does an asteroid become a meteor?	The asteroids collide into each other, knocking them out of orbit. They then start moving towards planets
8. What is a star?	A large ball of gas that emits light and heat in space
9. What is a galaxy?	A large collection of stars and Solar systems
10. What is the universe?	Everything that exists
11. What is the shape of a planet's orbit?	An ellipse
12. What is an ellipse?	A squashed circle (an oval)
13. What is the order of the planets, starting from the closest to the Sun?	Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
14. What are the 4 terrestrial planets?	Mercury, Venus, Earth, Mars
15. Which planets are the gas giants?	Jupiter, Saturn, Uranus, Neptune
16. Between which two planets is the asteroid belt?	Mars and Jupiter
17. What is a dwarf planet? Give an example	A small lump of rock that orbits the Sun. Pluto.
18. How did the universe form?	
19. Describe the motion of the Earth	It rotates on its axis
20. At what angle does the Earth tilt on its axis	23.4°
21. What is a year? How long is Earth's?	Time taken for a planet to orbit the Sun: 365.25 days
22. What is a day? How long is Earth's?	Time taken for a planet to make one complete rotation: 24 hours
23. What are the 4 different seasons?	Winter, spring, summer, autumn
24. What causes summer?	When that part of the Earth is tilted towards the Sun (as the sun is concentrated on a smaller area)
25. What causes winter?	When that part of the Earth is tilted away the Sun (as the sun is spread out over a larger area)
26. What is a constellation?	A collection of stars that makes a pattern
27. Why does the moon look different at different times of the month?	Its position around the Earth changes. It creates a shadow on part of the Moon

28. What is meant by the different phases of the moon?	The changing shapes of the Moon
29. What is a lunar month?	The time taken for the Moon to orbit the Earth (around 28 days)
30. What is a solar eclipse?	An eclipse where the moon comes between the Sun and the Earth
31. What is a lunar eclipse?	An eclipse that happens when the Earth comes between the Sun and the Moon
32. What is an umbra?	The area of total shadow behind an opaque object where no light has reached
33. What is a penumbra?	The area of blurred shadow around the edge of the umbra
34. What is a satellite?	A body that orbits another body
35. Give an example of a natural satellite	The Moon

Home-Learning Tasks:

Task Number	Regular	Challenge	Completed?
1	Draw a Levels of Organisation triangle for the respiratory system	Draw a levels of organisation diagram for the transport system in plants	
2	Write a story outlining the journey of an oxygen molecule from the air to the muscles of a running rabbit	Describe as a list the movements of the chest when inhaling and exhaling. Include the changes in volume and pressure in the chest cavity	
3	Describe how the named muscles of your arm move the bones when lifting an object from the floor to the table	Explain the role of the ligaments, tendons, cartilage and synovial fluid in the knee joint	
4	Summary Questions: Regular	Summary Questions: Challenge	

Summary Questions: Regular:

1) Describe a) a tissue b) an organ c) an organ system in a human
2) Describe the role of the rib muscles and diaphragm muscles in breathing
3) Describe the role of a) skeleton b) muscles c) joints
4) Explain the difference between breathing and respiration

Summary Questions: Challenge:

1) Explain why multi-cellular organisms have many organ systems whereas unicellular organisms do not
2) Explain what would happen to breathing if the chest cavity was punctured
3) Describe and explain the different composition of breathed in and breathed out air
4) Explain how the antagonistic muscles in the leg move when we take a step

Revision Questions:

Question	Answer
1. What are multi-cellular organisms?	Organisms made up of many cells
2. List the 5 levels of organisation in multi-cellular organisms from smallest to largest	Cells →tissues → organs → organ systems → organism
3. Explain what a tissue is	A group of similar cells working together to perform a particular function
4. Explain what an organ is	An organ is made up of a group of different tissues that work together to perform a certain function
5. Explain what an organ system is	An organ system is a group of different organs that work together to perform a certain function
6. Explain what an organism is	An organism is made up of several organ systems working together to perform all the processes needed to stay alive
7. What job do your lungs do?	They are responsible for gas exchange - they take in oxygen and remove carbon dioxide from the body
8. What parts of the body does air have to pass through before the oxygen in it can get into the blood?	Nose/mouth → trachea → bronchus → bronchiole → alveolus → blood
9. What are alveoli?	Tiny air sacs found in the lungs. They create a large surface area for gas exchange.
10. What is breathing in called?	Inhaling
11. What is breathing out called?	Exhaling
12. Give two differences between inhaled and exhaled air.	Inhales air contains more oxygen. Exhaled air contains more carbon dioxide.
13. When you breathe in what happens to the muscles in your chest?	They contract
14. When you breathe in what happens to your diaphragm?	It contracts and moves down
15. When you breathe in what happens to the volume in your lungs?	It increases
16. When you breathe in what happens to the pressure in your chest?	It decreases - this pulls air into your lungs
17. When you breathe out what happens to the muscles in your chest?	They relax
18. When you breathe out what happens to your diaphragm?	It relaxes and moves down
19. When you breathe out what happens to the volume in your lungs?	It decreases
20. When you breathe out what happens to the pressure in your chest?	It increases and pushes air out of your lungs

21. List three factors that decrease your lung volume	Smoking, asthma and old age
22. How many bones are there in the average adult human skeleton?	206
23. List the four main functions of the skeleton	Support the body, protect organs, help the body move, make blood cells
24. Where is bone marrow found?	In the middle of some of the longer bones such as in your arms and legs
25. What does bone marrow do?	Makes new blood cells
26. What is a joint?	Where two or more bones join together
27. Name the three types of joint.	Hinge joints, ball and socket joints, fixed joints
28. Give an example of a hinge joint	Elbow or knee
29. Give an example of a ball and socket joint	Hip or shoulder
30. Give an example of a fixed joint	The skull
31. What is the job of cartilage?	This covers the ends of bones and stops them rubbing together and causing pain
32. What is the job of ligaments?	This holds the bones together
33. What is the job of tendons?	This attaches the muscle to the bone
34. What does antagonistic mean?	This is when a pair of muscles works opposite each other to move the body. For example the biceps and triceps. When the biceps contracts the triceps relaxes and when the triceps relaxes the biceps relaxes. This allows your arm to move up and down.

Practice Questions

Q1.

Here is a list of numbers.

7 8 12 28 30 36 75

From the list, write down

(a) the multiple of 15

Answer _____

[1 mark]

(b) the two factors of 60

Answer _____ and _____

[2 marks]

(c) the prime number

Answer _____

[1 mark]

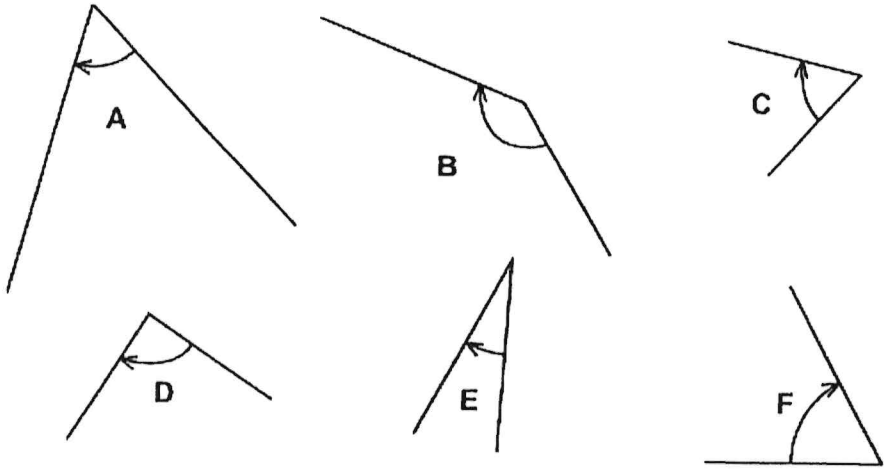
(d) the square number

Answer _____

[1 mark]

Q2.

Look at these six angles.



(a) Which is the **smallest angle**?

_____

_____

[1 mark]

(b) One of the angles is a **right angle**.
Which is a **right angle**?

_____

_____

[1 mark]

(c) One of the angles is an **obtuse angle**.
Which is an **obtuse angle**?

_____

_____

[1 mark]

Q3.

Look at these three signs:

<	=	>
is **less** than	is **equal** to	is **greater** than

Examples:

5 < 6 5 is **less** than 6	4 – 3 = 2 – 1 4 – 3 is **equal** to 2 – 1	6 – 2 > 9 – 6 6 – 2 is **greater** than 9 – 6

Put the correct **sign**, < or = or >, into each number sentence.

(a) 8 + 2 _____ 7 + 6

[1 mark]

(b) 6 – 3 _____ 1 + 2

[1 mark]

(c) 0 _____ –3

[1 mark]

(d) –7 _____ –2

[1 mark]

(e) 3 – 2 _____ –5

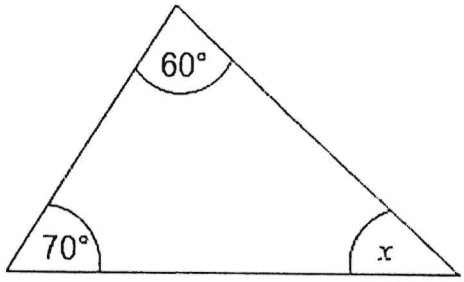
[1 mark]

(f) 5 – 5 _____ 4 – 6

[1 mark]

Q4.

(a) Work out the size of the angle marked x

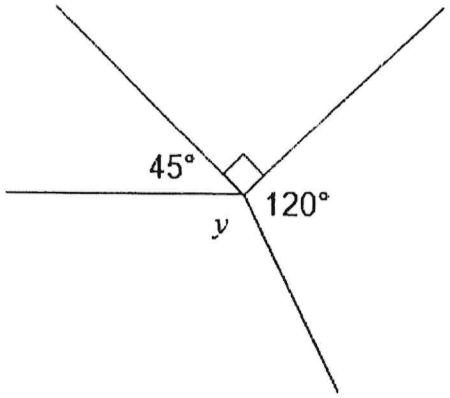


Not drawn accurately

Answer _____ degrees

[2 marks]

(b) Work out the size of the angle marked y



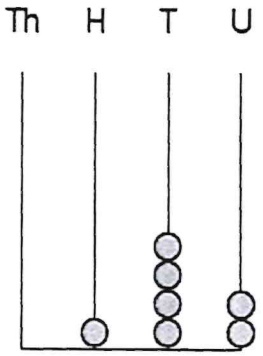
Not drawn accurately

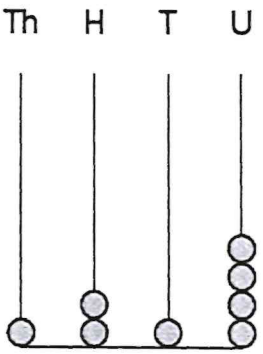
Answer _____ degrees

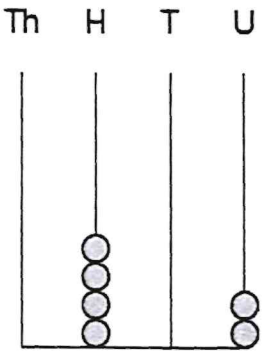
[2 marks]

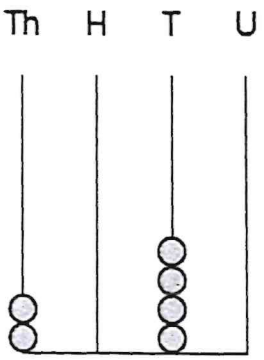
Q5.

Join each abacus to the number it shows. One is done for you.









1214

142

2040

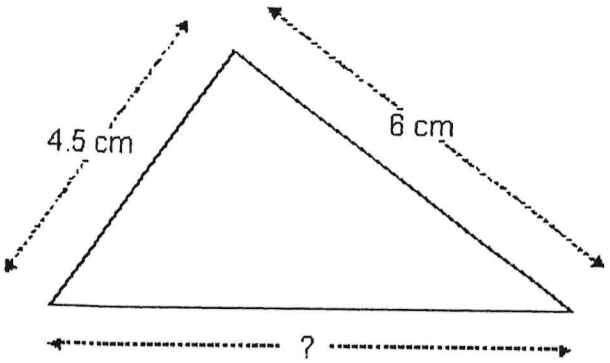
204

402

[2 marks]

Q6.

Here is a triangle.



(a) Measure the length of the longest side.

Answer _____

[1 mark]

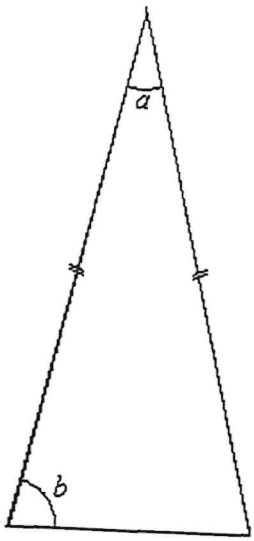
(b) What is the **perimeter** of this triangle?

Answer _____

[1 mark]

Q7.

The drawing shows an isosceles triangle.



Not drawn accurately

(a) When angle b is **70°**, what is the size of angle a?

You **must** show your working.

Answer _____ °

[2 marks]

(b) When angle a is **70°**, what is the size of angle b?

You **must** show your working.

Answer _____ °

[2 marks]

Q8.

(a) Factorise $10x - 15$

Answer _____

[1 mark]

(b) Factorise $x^2 + 8x$

Answer _____

[1 mark]

Q9.

(a) What is the highest common factor (HCF) of 18 and 24?

_____

_____

_____

_____

Answer _____

[2 marks]

(b) The least common multiple (LCM) of two numbers is 20

Give an example of what the numbers could be.

_____

_____

_____

_____

Answer _____ and _____

[2 marks]

Q10.

Write the missing numbers.

$48 \div (19 - \_\_\_\_\_) = 4$

[1 mark]

$\_\_\_\_\_ + 6 \times 8 = 56$

[1 mark]

Q11.

Write in the missing digit.

The answer **does not** have a **remainder.**

$$3\overline{)\square 8} \quad 2\,6$$

[1 mark]

Q12.

(a) Work out 68×28

Answer _____

[3 marks]

(b) Work out $188.4 \div 6$

Answer _____

[2 marks]

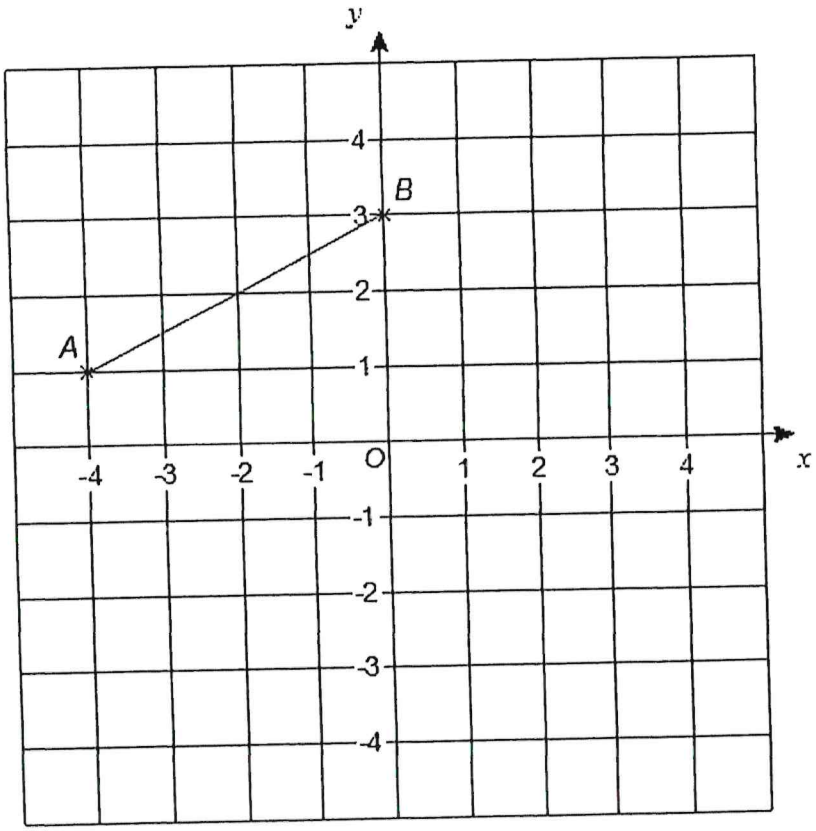
Q13.

Multiply out $7(x - 1)$

Answer _____

[1 mark]

Q14.



(a) Write down the coordinates of point *A*.

Answer (_____ , _____)

[1 mark]

(b) Point *C* lies on the line *AB*.

The x-coordinate of C is −3

Mark point C on the grid.

[1 mark]

(c) The coordinates of the point (0, 3) add up to 3

Write down a point on the line which has coordinates that add up to zero.

Answer (_____ , _____)

[1 mark]

Yr 7 English Instructions

Use lined paper to complete the home learning tasks; each task is asking you to read text and answer key questions, using quotations or evidence from the text you have read.

Give Reasons

Here's one of those things that you just have to do whether you like it or not. You have to give reasons for what you say, and your reasons have to come from the piece you read.

Give Reasons from the bit of Writing

You have to give reasons for what you say – examples from the passage you've read that show where your answer comes from.

If you don't give reasons the examiners can't tell if you know what you're talking about. Examples show you haven't got it right by a lucky fluke.

The women at the banjo club aren't very friendly. In fact they're downright rude.

...but this answer gives a reason form the writing to justify every point it makes. That's loads better.

This answer doesn't give any reasons

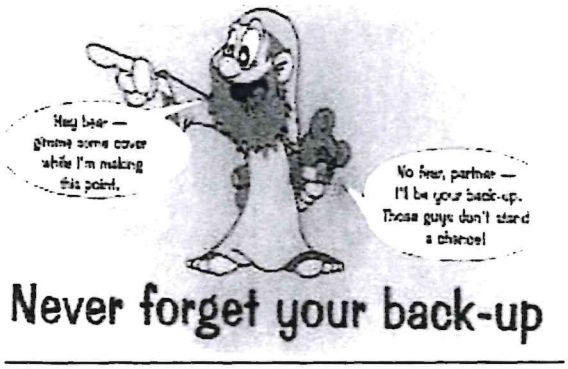
The women at the banjo club aren't very friendly – they ignore Mrs Icenoggle when she tries to say hello. In fact they're downright rude – they look at her, but then they start talking among themselves

Every Time you make a Point - give an Example

It's easy to forget to give examples form the bit of writing you've read. You'd think because the examiner knows what you've read they'd know why you're saying something about it.

But that's the road to losing loads and loads of marks. They want you to refer to the writing anyway – as if they don't know it. Drum this simple rule into your head:

Every time you make a point, back it up with an example.



Give reasons – and currants, and sultanas ...

The sure-fire way to get good marks in these English SATs is to make sure you put loads of examples in your answer. Reasons and examples – nothing else is going to do.

I can pick out some key information from the text and include some quotations to back up my ideas

When writing about a text, you have to give reasons for what you say.

Miss Icenoggle is the newest member of the banjo club.
"Hello," Mrs Icenoggle began to say tentatively, but the sour faced Mrs. Snip took one look at her dishevelled appearance, turned away and started to talk to her companions in a snobbish voice.
"Did you go to Iona's party last weekend?" She asked, ignoring the newcomer.
All the other women glanced briefly at Mrs Icenoggle, and decided to join in with Mrs. Snip's game. "I certainly did," replied one of them whilst raising her eyebrows, "and I don't like the way Iona has redecorated her toilet." Everyone broke into catty laughter.
Mrs Icenoggle, who had no idea who Iona was, stood helplessly in the doorway pulling at the frayed cuffs of her ragged coat.

TASK: Try to answer the following questions. Use the text to figure out your answers, and try to give a quote to prove your answer. The same quote can be used as evidence for more than one question. Remember, a quote is <u>always</u> surrounded by 'quotation marks.'

1) **Mrs Icenoggle is trying to be friends with the ladies in the banjo club.**

2) **The women of the banjo club are rude to people they don't know.**

3) **The women of the banjo club like to gossip about other people.**

4) **The women of the banjo club don't like Mrs Icenoggle because she is poor.**

5) **Mrs Icenoggle feels bad that she cannot join in the conversation.**

6) **Mrs Icenoggle has nervous habits.**

I can understand 'hidden information' (subtext) in simple texts/examples and sometimes in more difficult texts

Hidden information, also known as the 'subtext', is all the information that is never specifically written, but that you can guess anyway. You can find it by looking at the descriptions and actions in the text.

Kerry stood in front of the door. One hand gripped the door handle fiercely. Her breathing was rapid, and she trembled under the cheap fluorescent light of the hallway. Beyond the door, she could hear the animal cries of thirty students.
Clutching the class register to herself, Kerry tried to muster her courage. They were only teenagers. Barely more than children. She pulled herself up and made an attempt to straighten her jacket. With one high-heeled shoe Kerry squashed down on some litter, and quickly turned the handle down on the door.
At least, she thought as she stepped into the room, it was only for one week.

(Kerry is a cover teacher who has to take over a class for a week)

<u>TASK</u>: <u>Answer the following questions, explaining yourself by using quotes.</u>
Example: Where is this extract set?
This extract is set inside a school, because Kerry can hear the sound of '**thirty students.**'
Although the text never actually says that Kerry is in a school, we can tell that she is because of the 'thirty students' in the class.

1. Is Kerry happy to be teaching the class?

2. Does the school seem like a nice school to you?

3. What do you think the students are like?

I can pick out interesting uses of language in a text and begin to make some comments about it

Keywords in Quotes

In most quotes, you should be able to find a keyword. The keyword is the important word in the sentence, the most interesting one that you can say a lot about. A quote is not always limited to one keyword. As long as you can talk about a word in detail, then it can be counted as a keyword.

A keyword may be important because of its **word group** (verb, adjective etc), because it is a language device (repetition, onomatopoeia, etc) and because of its connotations.

A connotation of a keyword is all the things that keyword makes you think of. For example, the word 'red' has connotations of anger, blood, love, etc.

"The clock was ticking in the corner. Ryan's hand gripped the back of the chair. The sound started to grate against his ears. Ryan watched the door, waiting for news. His heavy eyes lost focus as they glazed over the posters pinned up next to the light switch. He sat down when his legs started shaking too much to stand." The words underlined are the keywords.

TASK:

For each keyword, try to find:

- The word group (verb, noun, adjective, adverb)
- The connotations (at least 3 for each word)

Example: 'Ticking' is a verb, and has connotations of countdowns, time, repetitive, noises and frustration.

You need to be able to infer the writer's viewpoint.
No matter what the text, you need to be able to work out the writer's attitude to what s/he is exploring.
Are they hostile?
Are they enthusiastic?
Are they critical?
Are they excited?

TASK: What's the attitude here to Trump and to Obama?

How do you know?

I can identify the writer's viewpoint in a text

TASK: Read the below. What's Tony Parsons' viewpoint on tattoos?

'The modern world has no more disgusting sight than some cretinous mark linked into the flabby back and front of you in the supermarket queue, or mindlessly desecrating the lithe leg of some otherwise flawless beauty sitting at a bar, or proudly worn on the arm of some middle-aged business executive as if it was a certificate for swimming his width'.

TASK: Please read Tony Parsons on boxing.
Highlight at least pieces of evidence that strongly communicate his viewpoint.
For each of those pieces of evidence, express his viewpoint in your own words.

Boxing changes a man.

And if they taught boxing in our schools, then boxing could change the world.

What can save the damaged children of the internet? Every older generation always despairs about the younger generation. But in our obese, porn-saturated digital age, a little despair seems in order.

The youth of today are doomed – grown fat on junk food and years spent on their behinds, rendered stupid by their beeping smartphones, their sexuality neutered and twisted by a steady diet of hard-core porn.

What can save them? Only boxing.

Only boxing can toughen them up, only boxing can put them back in the physical world, only boxing can remind them that they a body, containing a head and a heart, only boxing can make them beautiful and find them a girlfriend.

Those poor, useless kids! Allegedly more connected to the world than any generation in human history, and yet hopelessly disconnected from the world of muscle and blood. Young people do not carry knives because they are tough. Young people carry knives because they are weak, because they are scared, because they are terrified. Because they don't box. If they taught boxing in schools, all of this – the obesity, the porn addiction, the nervous knives – would vanish overnight.

I can give a personal opinion about a text with reasons backed up by general reference to the text

'Wonder' by R.J Palacio (10)

TASK: Read the chapter below carefully. The main character August is being shown around his new school by three students, Charlotte, Jack Will and Julian.

Jack Will, Julian, Charlotte, and I went down a big hallway to some wide stairs. No one said a word as we walked up to the third floor. When we got to the top of the stairs, we went down a little hallway full of lots of doors. Julian opened the door marked 301.

"This is our homeroom," he said, standing in front of the half-opened door. "We have Ms. Petosa. They say she's okay, at least for homeroom. I heard she's really strict if you get her for math, though."

"That's not true," said Charlotte. "My sister had her last year and said she's totally nice."

"Not what I heard," answered Julian, "but whatever." He closed the door and continued walking down the hallway. "This is the science lab," he said when he got to the next door. And just like he did two seconds ago, he stood in front of the half-opened door and started talking. He didn't look at me once while he talked, which was okay because I wasn't looking at him, either. "You won't know who you have for science until the first day of school, but you want to get Mr. Haller. He used to be in the lower school. He would play this giant tuba in class."

"It was a baritone horn," said Charlotte.

"It was a tuba!" answered Julian, closing the door.

"Dude, let him go inside so he can check it out," Jack Will told him, pushing past Julian and opening the door.

"Go inside if you want," Julian said. It was the first time he looked at me. I shrugged and walked over to the door. Julian moved out of the way quickly, like he was afraid I might accidentally touch him as I passed by him. "Nothing much to see," Julian said, walking in after me. He started pointing to a bunch of stuff around the room. "That's the incubator. That big black thing is the chalkboard. These are the desks. These are chairs. Those are the Bunsen burners. This is a gross science poster. This is chalk. This is the eraser."

"I'm sure he knows what an eraser is," Charlotte said, sounding a little like Via.

"How would I know what he knows?" Julian answered. "Mr. Tushman said he's never been to a school before."

"You know what an eraser is, right?" Charlotte asked me. I admit I was feeling so nervous that I didn't know what to say or do except look at the floor.

"Hey, can you talk?" asked Jack Will.

"Yeah." I nodded. I still really hadn't looked at any of them yet, not directly.

"You know what an eraser is, right?" asked Jack Will.

"Of course!" I mumbled.

"I told you there was nothing to see in here," said Julian, shrugging.

"I have a question . . . ," I said, trying to keep my voice steady. "Um. What exactly is homeroom? Is that like a subject?"

"No, that's just your group," explained Charlotte, ignoring Julian's smirk. "It's like where you go when you get to school in the morning and your homeroom teacher takes attendance and stuff like that. In a way, it's your main class even though it's not really a class. I mean, it's a class, but—"

I can give a personal opinion about a text with reasons backed up by general reference to the text

"I think he gets it, Charlotte," said Jack Will.

"Do you get it?" Charlotte asked me.

"Yeah." I nodded at her.

"Okay, let's get out of here," said Jack Will, walking away.

"Wait, Jack, we're supposed to be answering questions," said Charlotte. Jack Will rolled his eyes a little as he turned around.

"Do you have any more questions?" he asked. "Um, no," I answered.

"Oh, well, actually, yes. Is your name Jack or Jack Will?"

"Jack is my first name. Will is my last name."

"Oh, because Mr. Tushman introduced you as Jack Will, so I thought . . ."

"Ha! You thought his name was Jackwill!" laughed Julian. "Yeah, some people call me by my first and last name," Jack said, shrugging. "I don't know why. Anyway, can we go now?"

"Let's go to the performance space next," said Charlotte, leading the way out of the science room. "It's very cool. You'll like it, August."

TASK:

Using the phrases below to help you give your opinion about the statement below:

'From the three students, Charlotte, Jack Will and Julian, Jack Will is the most helpful and kindest character to August the new student.'

Remember:

- Use some of the phrases below in your answer
- Use quotes from the chapter to support your personal opinion

Key Phrases

- I highly agree/disagree with the statement because...
- I agree/disagree a little with the statement because...
- I agree/disagree to some extent with the statement because...
- I totally agree/disagree with the statement because...
- I believe that Julian/Charlotte/Jack Will...
- I consider that Julian/Charlotte/Jack Will...

Growing Up

Nelson Mandela spent 26 years of his life in prison for his political beliefs. He is now a much-admired and influential political figure, travelling all around the world. Yet he was born in a small village in rural South Africa and, from an early age, learning the traditions, beliefs and ways of his ancestors. This text is an extract from his autobiography. ***Long Walk to Freedom***, and describes his childhood experience.

A country childhood

My mother presided over three huts at Qunu[1] which, as I remember, were always filled with the babies and children of my relations. In fact, I hardly recall any occasion as a child when I was alone. In African culture, the sons and daughters of one's aunts or uncles are considered brothers and sisters not cousins.

Of my mother's three juts, one was used for cooking, one for sleeping and one for storage. In the hut in which we slept, there was no furniture in the Western sense. We slept on mats and sat on the ground. My mother cooked food in a three-legged iron pot over an open fire in the centre of the hut or outside. Everything we ate we grew and made ourselves.

From an early age, I spent most of my free time in the veld[2] playing and fighting with the other boys of the village. A boy who remained at home tied to his mother's apron strings was regarded as a sissy. At night, I shared my food and blanket with these same boys. I was no more than five when I became a herd-boy looking after sheep and claves in the fields. It was in the fields that I learned how to knock birds out of the sky with a slingshot, to gather wild honey and fruits and edible roots, to drink warm, sweet milk straight from the udder of a cow, to swim in the clear, cold streams, and to catch fish with twine and sharpened bits of wire. I learned to stick-fight – essential knowledge to any rural African boy - and became adept at its various techniques, parrying blows, feinting in one directions and striking in another, breaking away from an opponent with quick footwork. From these days I date my love of the veld, of open spaces, the simple beauties of nature, the clean line of the horizon.

[1]Qunu – A small village in South Africa

[2]Veld - Grassland

As boys, we were mostly left to our own devices. We played with toys we made ourselves. We moulded animals and birds out of clay. We made ox-dawn sledges out of tree branches. Nature was our playground. The hills above Quno were dotted with large smooth rocks which we transformed into our own roller-coaster. We sat on flat stones and slid down the face of the large rocks. We did this until our backsides were so sore we could hardly sit down. I learned to ride by sitting atop weaned claves – after being thrown to the ground several times, one got the hang of it.

I learned my lesson one day from an unruly donkey. We had been taking turns climbing up and down its back and when my chance came I jumped on and the donkey bolted into a nearby thornbush. It bent its head, trying to unseat me, which it did, but not before the thorns had pricked and scratched my face, embarrassing me in front of my friends. Like the people of the east, Africans have a highly developed sense of dignity, or what the Chinese call 'face'. I had lost face among my friends. Even though it was a donkey that unseated me, I learned to humiliate another person is to make him suffer an unnecessarily cruel fate. Even as a boy, I defeated my opponents without dishonouring them.

Usually the boys played among themselves, but we sometimes allowed our sisters to join us. Boys and girls would play games like *ndize* (hide and seek) and *icekwa* (tag). But the game I most enjoyed playing with the girls was what we called *khetha*, or choose-the-one-you-like. This was not o much an organized game, but a spur-of-the-moment sport that took place when we accosted a group of girls our own age and demanded that each select a boy she loved. Our rules dictated that the girl's choice be respected and once she had chosen her favourite, she was free to continue on her journey escorted by the lucky boy she loved. But the girls were nimble-witted – far cleverer than we doltish[3] lads – and would often confer among themselves and choose one boy, usually the plainest fellow, and then tease him all the way home.

The most popular game for boys was *thinti*, and like most boys' games it was a youthful approximation of war. Two sticks, used as targets, would be driven firmly into the ground in an upright position about a hundred feet apart. The goal of the game was for each team to hurl sticks at the opposing target and knock it down. We each defended our own target and attempted to prevent the other side from retrieving the sticks that had been thrown over. As we grew older, we organized matches against boys from neighbouring villages and those who distinguished themselves in the fraternal[4] battles were greatly admired, as generals who achieve great victories in war are justly celebrated.

[3]doltish – Silly [4]fraternal – Brotherly

After games such as these, I would return to my mother's kraal[5] where she was preparing supper. Whereas my father once told stories of historic battles and heroic Xhosa[6] warriors, my mother would enchant us with Xhosa legends and fables that had come down from numberless generations. These tale stimulated my childish imagination, and usually contained some moral lesson.
Like all Xhosa children, I acquired knowledge mainly through observation. We were meant to learn through imitation and emulation, not through questions. When I first visited the homes of whites, I was often dumbfounded by the number and nature of questions that children asked their parents – and their parents' unfailing willingness to answer them. In my household, questions were considered a nuisance; adults imparted such information as they considered necessary.

The schoolhouse consisted of a single room, with a Western-style roof, on the other side of the hill from Qunu. I was seven years old, and on the day before I was to begin, my father took me aside and told me that I must be dressed properly for school. Until that time, I, like all the other boys in Qunu, had work only a blanket, which was wrapped round one shoulder and pinned at the waist. My father took a pair of his trousers and cut them at the knee. He told me to put them on, which I did, and they were roughly the correct length, although the waist was far too large. My father then took a piece of string and drew the trousers in at the waist. I must have been a comical sight, but I have never owned a suit I was prouder to wear than my father's cut-off trousers.

[5]kraal – Hut [6]Xhosa – South African Tribe

From ***Long Walk to Freedom*** by Nelson Mandela

TASK: Interpreting the meanings

1 Close read the two paragraphs starting *'From an early age...'* to *'... one got the hang of it.'*
Find evidence to show how Mandela's childhood was both similar to and different from your own.
Present your information in a table like the one below:

Similarities	**Differences**
Boys playing and fighting	Shared food and blankets with the same boys

2 How do we know from this text that Mandela is proud of his upbringing and his homeland? Find four examples that demonstrate this pride, and deduce what is suggested by each one of your quotations. The first one is done for you.
He writes in the third paragraph: *'I learned to stick-fight – essential knowledge to any rural African boy – and became adept at its various techniques.'* This suggests that he is proud of having leaned a necessary skill.

Growing Up

Arriving at a new school can be a very scary experience. You have to get used to new rules, new systems, new teachers and new friends. We all want to be accepted, but making new friends can be a very tricky business! This text is taken form an information book, *Staying Cool, Surviving School,* and offers advice about making friends.

The first week

Making friends

This is what everyone dreads. 'Supposing no-one talks to me' is the works worry of all as the school bus draws up at the bus stop. With a bit of luck some of your primary school friends will be going to the same school so there will be a few familiar faces. While it is terribly tempting to stick like limpets to people you know, and quite okay to do so for the first couple of days it's a good idea to get to know other people as well. But to do this with any degree of success you need to observe a while. There are a lot of tell tale signs that will help you pick out those you want to cultivate[1] and those best avoided.

The Queen Bees (or King Pins)

'Well, hi there, I'm Stella, who are you?' This is a typical introduction from the Potential Leader of the Pack, the sort of embryo PR type who has no qualms[2] about anything – or so it seems. Oozing self-confidence from every pore, they purport to know everything about everybody and far from exhibiting first-day nerves, usually end up as Class Prefect, Person in Charge of Library Tickets and Producer of the Class Play by the middle of the first week. The male variety, the King Pins, are somewhat more aggressive. They will assure anyone with the time and inclination to listen that they are going to carve a path through school, make people sit up and take notice. And change anything they don't like.

WARNING: Queen Bees and King Pins tend to ditch anyone who is not prepared to worship at their throne, or dares to suggest that their way is not necessarily the best. In short, they are only happy when they are the centre of attention and may well use other people for their own ends. Handle with care.

The Bullies

These are the worst type of kid anywhere. They use their own strength to play on other people's weaknesses and can make the lives of their victims sheer hell. Basically they are cowards who can only feel at ease with themselves when they are making someone else's life a misery. There is never any good reason for bullying if you ever see anyone being bullied, make it your business to tell someone in authority at once.
Not tomorrow, not later today. NOW. Tomorrow may be too late.

If it is *you* that is being bullied, you must also tell someone at once. The bullies may say they get you for it, but they won't be allowed to if you go straight to the top.

Tell the Head, tell you class teacher, tell the police if necessary. But don't let them get a hold over you. If you want more advice, read *Don't Pick On Me* (Piccadilly Press, £5.99) – it's a great book and stops you feeling that no-one out there understands. But DO something. Your life and your peace of mind are too precious to be threatened by anyone.

[1]cultivate – Develop

[2]qualms – Worries

The Cool Trendies
These are the guys and girls who wear the hip outfits with that certain style that is always The Look of the Moment. Never mind *in* fashion; they *make* the fashion. They ae totally on top of every situation, set the trends for the rest of the school and appear to lick every problem into place at breaktime. You are bound to envy them but don't; the trouble with their lifestyle is that it is very transient. They have to keep thinking up new scams to keep ahead. Exhausting.

The Majority
Having listed all the quicks of kids above, you may wonder if you will find anyone just like you. In fact, the vast majority are thoroughly ordinary, normal everyday types who have their good days, bad days and bored days. Whatever you think as you stand, knees-a-tremble, in line for your first Assembly, they all have their worries, as well, be they difficult parents, BO or sticking out teeth. Give them all a chance and you will end up with a whole clutch of new friends.

From *Staying Cool, Surviving School* by Rosie Rushton

TASK: Explaining the ideas

1 Scan the text and infer the disadvantages of befriending the Queen Bees and King Pins, the Bullies and the Cool Trendies. Present these as a series of bullet points using your own words.

Queen Bees/King Pins	The Bullies	The Cool Trendies
They ditch anyone not prepared to worship them	Pick on people's weaknesses	Have to be fashionable

2 Close read the sections 'Making Friends' and 'The Majority'.

a List the advice that is given in these two sections about making friends at school.

b Turn the advice into a series of 'Dos and Don'ts' about friendship. You could turn this into a poster that could be displayed in the classrooms. **Make judgements** about the important advice to include on the poster.

I can identify some basic links between different texts

Compare

Compare Text 3: A country childhood with one of the other texts. You are now going to explain the similarities and differences in attitudes towards young people in both texts.

1 You will need to scan the text to find the references or quotations you might need to help you to answer this question. Think about the way the texts deal with:

- Things that happen to the young people
- Young people's relationships with each other
- Adults' attitudes towards young people
- Young people's attitudes towards adults

You should prepare your reading response in a table like this:

Example from Text 3: A country childhood	**Example from Text 1:** The first week	**How are they similar?**	**How are they different?**
Mandela 'loses face' amongst his friends and feels humiliated	'Supposing no-one talks to me'	Both texts show the importance of the good opinion of you peer group	

2 Nelson Mandela writes about a childhood in rural Africa that had not changed for centuries. Compare it with your own upbringing. What are the advantages and disadvantages of the type of childhood Nelson Mandela describes? **Empathise**.

Make some spider diagram notes and prepare a brief presentation for the rest of the class.