



Haileybury Turnford

KS3 Snow Day Tasks

KS3 English

KS3 English

Task 1

Superhero for a day!

Imagine that you are a superhero for the day and **write an imaginative story** based on your day's events.

Follow the task instructions below to help you with your writing.

On the next page of your English exercise book (if you have it) or on a piece of paper, write the following:

The date

The heading: **Superhero for the day** Home Learning

Task:-

Plan your superhero identity.

Draw an image of yourself as a superhero.

Include information on **your outfit**, **your superpowers**, **any props/weapons** you may have and **your superhero name**.

Task:-

Write an imaginative story that describes your day as a superhero. You may want to include:

- ✓ What a superhero eats for breakfast.
- ✓ The emergencies that you face and have to assist.
- ✓ An enemy or villain that you have to defeat.
- ✓ What a superhero does during a day at school (superpower lessons).

Aim to include:

- ✓ The senses – what you can smell, see, hear, taste and touch (your superpowers may give you super-senses so show this in your writing).
- ✓ A range of interesting vocabulary.
- ✓ Paragraphing to organise your writing.

Task 2

Snow Poem

Read the poem below and then write a snow poem of your own.

Only Snow by Allan Ahlberg

Outside, the sky was almost
brown The clouds were
hanging low.
Then all of a sudden it happened:
The air was full of snow.

The children rushed to the windows.
The teacher let them go,
Though she teased them for their
foolishness. After all, it was only snow.

It was only snow that was falling,
Only out of the
sky, Only onto
the turning
earth Before
the blink of an
eye.

What else could it do from
up here, But fall in its usual
way?
It was only weather, really.
What else could you say?

The teacher sat at her desk
Putting ticks in a little row,
While the children stared through the
steamy glass At the only snow.

Headline (Write 3 and choose the best one. Make them short and interesting.)

Tasks Write:

- ✓ today's date
- ✓ The heading - **Home Learning: Snow Poem**

Reading and Identifying

Read the poem titled 'Only Snow' by Allan Ahlberg.

Count the number of stanzas (verses) and identify the rhyming pattern.

What is the poet's message about the 'only snow' in the poem. Does the poet agree with the teacher?

Creative Writing

Write your own poem following the same rhyming pattern and aim to write 3-5 verses (depending on how skilful you feel you are in English).

Use a range of poetic devices, such as:

- ✓ Similes
- ✓ Metaphors
- ✓ The senses
- ✓ Personification and a range of vocabulary.

Some useful snow words are:

Drift, float, swirl, whirl, crisp, crunchy, glistening, glittering, glinting, powdery, slushy, untrodden, bitter, snowdrift.

Task 3

News Story Task

You are to write a news story based on one of the story ideas below:

- ✓ A celebrity has been arrested for spray-painting graffiti
- ✓ A well-known pop star plans to go into space
- ✓ A dog has found some Roman treasure

Plan the details of your story using the grid below. (you may want to copy this out to make it larger) and then **write the story** using the details in your grid and **the example** on the next page to help you with layout.

Who is your story about?	
Where did your story happen?	
On what day did it happen?	
Who else was involved? (Other celebs, police, fireman?)	
What actually happened?	
Why did it happen?	
Write a quote from someone in your story to include in your report.	

Example of a newspaper report

Against all odds

Christopher Brodie is this morning celebrating his gold medal success in the paralympics 100m sprint.

Yesterday, in the packed stadium in Sydney, Australia, where the games have been taking place all week, Chris ran the race of his life to cross the line in the gold medal position.

For any athlete a championship medal is the ultimate achievement, but for Chris it was also the culmination of years of determination and courage. The 20 year old was just 5 when he had to have his right leg amputated below the knee. The pain caused by his artificial leg was not enough to stop the lively youngster from Motherwell running around living life to the full.

When he joined the local athletics club he never dreamt that he would end up an Olympic champion.

Now, thanks to the pioneering work of sports scientists and the doctors at Glasgow's St Thomas' Hospital, Chris has been able to take advantage of the latest sports technology, a new prosthetic sports leg.

"The new leg is made of lightweight materials and the foot section has as close to normal foot movement as an artificial leg can get," said Ken Brown, one of the doctors who worked on the project. Chris backed up Dr. Brown's claim when he said that the new leg allowed for fluid movement and a much less cumbersome running style.

Certainly, the benefits the artificial leg will bring to sports women and men all over the world could be seen yesterday in Sydney, when Chris Brodie showed the world what a powerful combination courage and innovation can be.

Can you identify the **WHO, WHAT, WHERE, WHEN, WHY and HOW** in this news report?

- Who is the main person the story is about?
- What has happened to him?
- Where did the event take place?
- When did it happen?
- Why did it happen?
- How did it take place?

Now study the report again. Look closely for the key features of a newspaper report.

- the **headline** catches the reader's attention
- the first paragraph gives the main point of the story and answers the question **who**
- the following paragraphs provide answers to the questions **what, where, when, why and how**
- the paragraphs are short and punchy, giving information in a clear and concise way
- there are references to what people said, either using direct speech (use of inverted commas indicates what Ken Brown actually said) or reported speech (no inverted commas)
 - the main points of Chris Brodie's speech but not in the actual words he said)
- use of past tense because the report refers to an event which has already taken place
- use of columns in accordance with newspaper presentation

KS3 Mathematics

KS3 Maths

All students have access to mymaths (www.mymaths.co.uk), username: notley password: square.

Students should review the work covered in the previous week on lessons.

There are lessons to help with the online activities or home learning tasks.

Please use your individual login, and then staff will have a record of the work attempted.

KS3 Science

KS3 Science

Please choose activities from the selection below.

Practising experimental skills and writing them up is an important skill in science and is tested in the end of KS3 exams and also at GCSE. The questions included will help students consider the important aspects of an experiment. A level guide can be found at the end of the work below to guide students (and parents) to the level of detail they should include to extend their work and meet their target.

Investigate how the volume of snow (size of size cube) affects how quickly it melts

For this investigation you will need some snow, a container to hold the water as it melts and a timer.

Make a small snow ball, about 5 cm in diameter and place it in the container. Start the timer and record how long it takes for the snow ball to melt at room temperature.

Repeat the experiment using a snow ball 10cm in diameter.

Write up what you did:

- What was the independent variable (the thing you changed)?
- What was the dependent variable (the thing you measured as the result)?
- What things did you need to keep the same?
- What affect did the volume of snow have on the time to melt?
- Can you explain WHY this happened?
- Do you think you would have got the same time to melt if you had used another shape (e.g. made it into a snow sausage)?
- What other things might affect the time for the snow to melt that you could investigate?

Investigate how the difference in temperature affects how quickly a hot liquid cools

For this experiment you will need a kettle, a thermometer, 2 - 3 cups of 200ml hot water, a timer and 2-3 different places to put the cups.

- Boil the water in a kettle and measure out 200 ml into each cup.
- Place 1 cup on the kitchen side, 1 cup outside in the cold and if you have suitable warmer place in the house (e.g. on the boiler or in an oven set on a very low temperature) place the third cup there.
- Record the start temperature of the water and leave it for 5 minutes ☐ Record the temperature of the water again after 5 minutes

Write up what you did

- What was your independent variable (the thing you changed)?
- What was the dependent variable (the thing you measured as the result)?
- What things did you need to keep the same?
- What affect did the temperature surrounding the cup have on how quickly the water cooled?
- Can you explain WHY this happened using your scientific knowledge?

Red Cabbage Indicator Colour Chart

pH	pH less than 7 = Acid			pH more than 7 = Base		
	2	4	6	8	10	12
Colour						
	Red	Purple	Violet	Blue	Blu-Grn	Grn-Yel

SAFETY NOTE: check the bottle and if the substance has a hazard label, you will need to protect

- Do you think you would have got the same temperature if you had placed the water in a wide bottomed bowl instead? Why?
- What other things might affect the temperature after 5 minutes?

Testing the acidity or alkalinity of different substances around the home

For this experiment you will need to red cabbage and a saucepan to boil it up, a dropper or small spoon, the pH comparison chart below and a selection of substances to test. your eyes and perhaps use gloves. Avoid using corrosive chemicals!

- Boil the cabbage until the water turns a nice blue colour.
- Save the water and allow it to cool (you can eat the cabbage if you like!)
- Place small samples of your chosen chemicals into small glasses
- Add a small amount of cabbage water to each of your selected chemicals and note the colour the cabbage water indicator turns.
- Use the chart above to help you decide if it is a) a strong acid – red, b) a weak acid – purple to violet, c) a weak alkali (opposite of an acid – blue) or d) a strong alkali (green)

Investigate the temperature of water on yeast activity

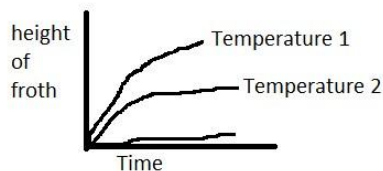
For this experiment you will need: dried yeast, water, sugar, a measuring jug or similar, some straight glasses, a thermometer if you have one (not essential but helpful), a ruler and a timer (instead of the glasses and ruler, you could use clear bottles and put balloons over the opening).

- Label your glasses 1, 2, 3 and 4
- Place 1 teaspoon of yeast and 1 teaspoon of sugar in each glass

- Into glass 1 add 100ml of cold tap water (take the temperature if you have a thermometer)
- Into glass 2 add 100 ml of warm water (35-40 °C if you have a thermometer)
- Into glass 3 add 100 ml of hot water (about 50-60 °C – it will feel uncomfortably hot to your hands)
- Into the final glass, add 100 ml of boiling water (100 °C)
- Leave the yeast to get working for 5 -10 minutes and stir so any froth disappears.
- Every minute for 5 minutes measure the height of the **froth** in the glass Write up your experiment

Draw a graph of your results

- Easy – a bar chart – temperature of water on the bottom and a bar to show the height of froth at the end.
- Medium – a line graph – temperature of water on the bottom and maximum height of froth on the y-axis
- Hard – a graph which shows how the height of the froth changed over time:



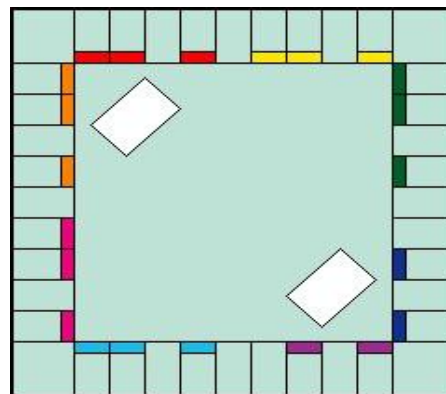
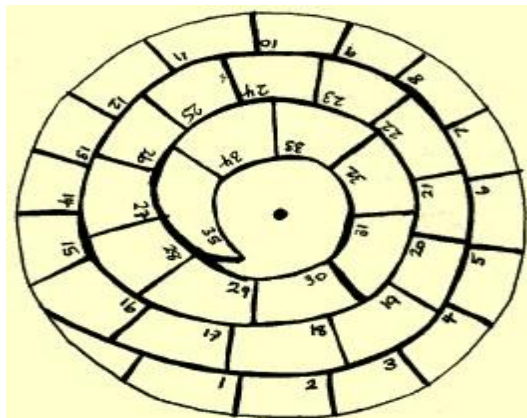
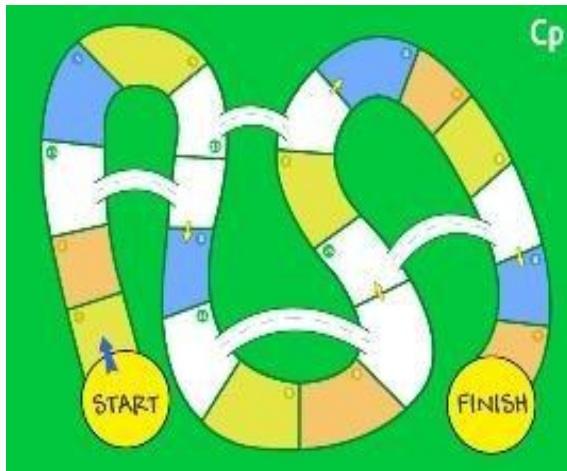
- What was the independent variable (what did we choose to change)?
- What was the dependent variable (what did we measure for our result)?
- What things did you need to keep the same? What might have happened if you didn't keep them same?
- What affect did the temperature of the water have on yeast?
- Yeast is a living thing. Use what you know about living things to explain why the temperature of the water had this effect.
- What could you have done differently to make the results more
 - Reliable?
 - Precise?

You could also do this experiment collecting the gas produced in a balloon and measure the circumference of the balloon.

In addition to these experiments, students could use the board game templates to make a revision game with questions for their most recent topic to review what they have learned or make mindmaps or revision cards - reviewing work regularly is a key part of improving recall for tests.

- Design your game – include information in your most recent topic
 - What sort of a game will it be?
 - Ludo
 - Snakes and ladders
 - Monopoly
 - Trivial pursuit ? Do you need question cards?
- What will the rules be?

- How do you know who wins?
- How will you plan your board layout?
- Invite a friend round to help you test it out!



There are also some topic relevant worksheets on the student area of the website in the science folder which they can try. Science > Year _ > current topic What students need to do for each level in experiments:

Level	Using investigative approaches	Working critically with the evidence
1	<ul style="list-style-type: none"> • Decide how to find out an answer to a problem with help • Use my senses and simple tools to make observations 	<ul style="list-style-type: none"> • Say what happened in an experiment with help • Say what has changed when looking at objects, living things or events

2	<ul style="list-style-type: none"> • Say how I could find out an answer to a problem or do an experiment • Say what I need to measure or watch in an experiment to find out the answer • Use the equipment correctly • Make measurements and use units 	<ul style="list-style-type: none"> • Say what happened in my experiment • Say whether it was what I expected to happen and point out anything I didn't expect • Suggest a better way of trying my experiment, with help
3	<ul style="list-style-type: none"> □ Name at least one thing I need to keep the same in an experiment to make it a fair test □ Choose, with help, some equipment, books or websites to use to help me do a practical or answer a research question □ Write down what I see in an experiment and measure in whole numbers to help me answer a question □ Point out some things that might be dangerous in an experiment with help 	<ul style="list-style-type: none"> □ See patterns in my results from tables, pie charts and bar charts □ Say what I found out in an experiment, linking the thing I changed to the results □ Suggest a better way of trying my experiment
4	<ul style="list-style-type: none"> □ Decide when it is appropriate to carry out fair tests in investigations □ Choose sensible equipment or information sources to answer a scientific question □ Take measurements in an experiment or watch changes and say what the range and intervals are □ Point out some things that might be dangerous to myself or others in an experiment 	<ul style="list-style-type: none"> □ Point out patterns in my results from tables and different graphs including line graphs □ Make conclusions from results presented in tables and graphs □ Point out the actual results I have used to make my conclusion □ Suggest a better way of trying my experiment giving reasons
5	<ul style="list-style-type: none"> □ Identify the main variables in investigations, choosing the most suitable to investigate □ Explain why particular pieces of equipment or information sources are good to use to carry out an investigation or answer a question □ Repeat observations or measurements when necessary, choosing suitable ranges and 	<ul style="list-style-type: none"> □ Interpret results presented in different ways and identify obvious odd results □ Provide straightforward explanations for differences in repeated observations or measurements □ Draw conclusions that match the evidence and are proven by more than one piece of evidence, including numerical data and line

	<p>intervals</p> <p>☐ Suggest ways to keep both myself and others safe in an experiment and act on them</p>	<p>graphs</p> <p>☐ Say which parts of my working method were effective and which were not , making practical suggestions for improving them</p>
6	<ul style="list-style-type: none"> ☐ Use scientific knowledge and understanding to plan investigations, identifying the main variables and saying which are independent and which are dependent ☐ Explain why I have chosen to carry out an experiment in a particular way and give reasons for the number of observations and measurements I want to make ☐ Collect data choosing suitable ranges, numbers and values for measurements and observations ☐ Identify several familiar hazards in an experiment on my own and take action to control them 	<ul style="list-style-type: none"> ☐ Suggest reasons for limitations or inconsistencies in evidence collected based on what you I about science ☐ Choose appropriate results and manipulate them or use them to make calculations that are then used to contribute to conclusions ☐ Draw conclusions that are consistent with the evidence collected and explain them using scientific knowledge and understanding ☐ Make valid comments on the quality of my data
7	<ul style="list-style-type: none"> ☐ Formulate questions or ideas that can be investigated by synthesising information from a range of sources ☐ Identify key variables in complex contexts, explaining why some cannot readily be controlled and planning appropriate approaches to investigations to take account of this ☐ Explain how to take account of sources or error in order to collect reliable data ☐ Recognise the need for risk assessments and consult, and act on, appropriate sources of information 	<ul style="list-style-type: none"> ☐ Explain how data can be interpreted in different ways and how unexpected outcomes could be significant ☐ Identify numerical relationships between variables, using them to inform conclusions and make further predictions ☐ Assess the strength of evidence, deciding whether it is sufficient to support a conclusion ☐ Explain ways of modifying working methods to improve reliability

KS3 Creative Arts

KS3 Art

Years 7 - 9

Take a virtual trip around some of the UK's most famous art galleries: www.tate.org.uk, www.nationalgallery.org.uk, www.saatchionline.com.

Using the PowerPoint '21st Century Artists' on the VLE, research the work of contemporary artists and record your responses to their work.

KS3 Music

Year 7

- Revise Instruments of the orchestra. What instrument belongs to what family?
- Listen to various examples of instruments on Youtube to help you identify the sound of each instrument
- Revise basic rhythms
- Using Youtube, listen to The Four Seasons by Vivaldi (Winter – 1st movement). Write a detailed musical description

Year 8

- Revise basic rhythms and notes C-G
- Practice writing out 2 x 8 bar melodies, using the notes of the chord
- Using Youtube, listen to The Four Seasons by Vivaldi (Winter – 2nd movement). Write a detailed musical description
- Listen to a piece of music of your choice and write a description of the piece, referring to all of the musical elements

Year 9

- Watch a film (or an extract from a film) and write about how the music is used to help set the scene. Put the title of the film in your exercise book and discuss the different moods within the film and how the music is used to accompany the action. You can complete this as a table if you wish. If you do not have your exercise book, please complete on paper or type up.
- Listen to a piece of jazz on Youtube. Write a description of what you hear
- Research about the history of jazz. Produce either a fact list or you can design a poster. ☐ Revise all areas covered this term.

KS3 Design and Technology

KS3 D&T

Years 7 – 9

Please complete your personal targets.

Years 7 and 8

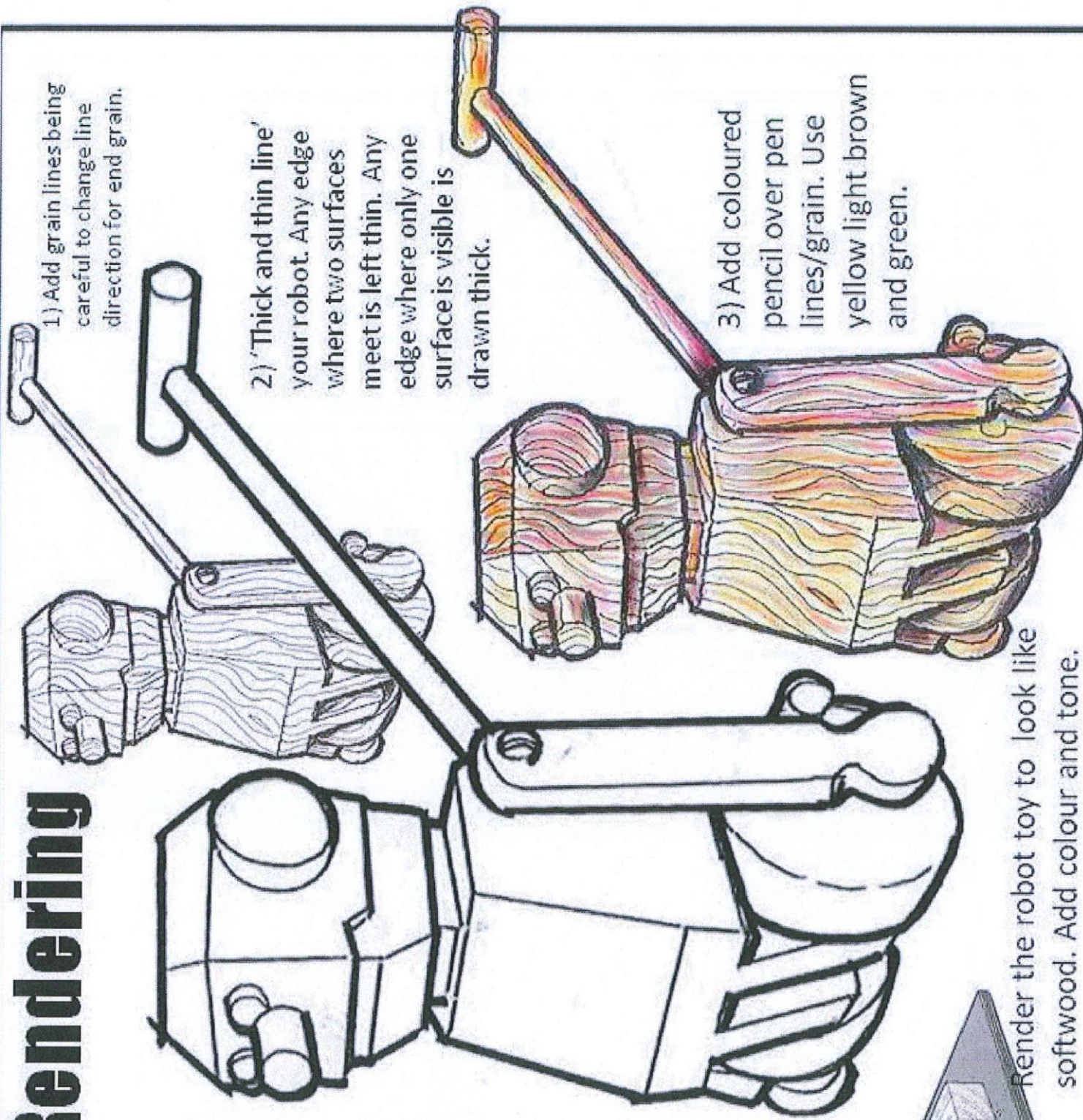
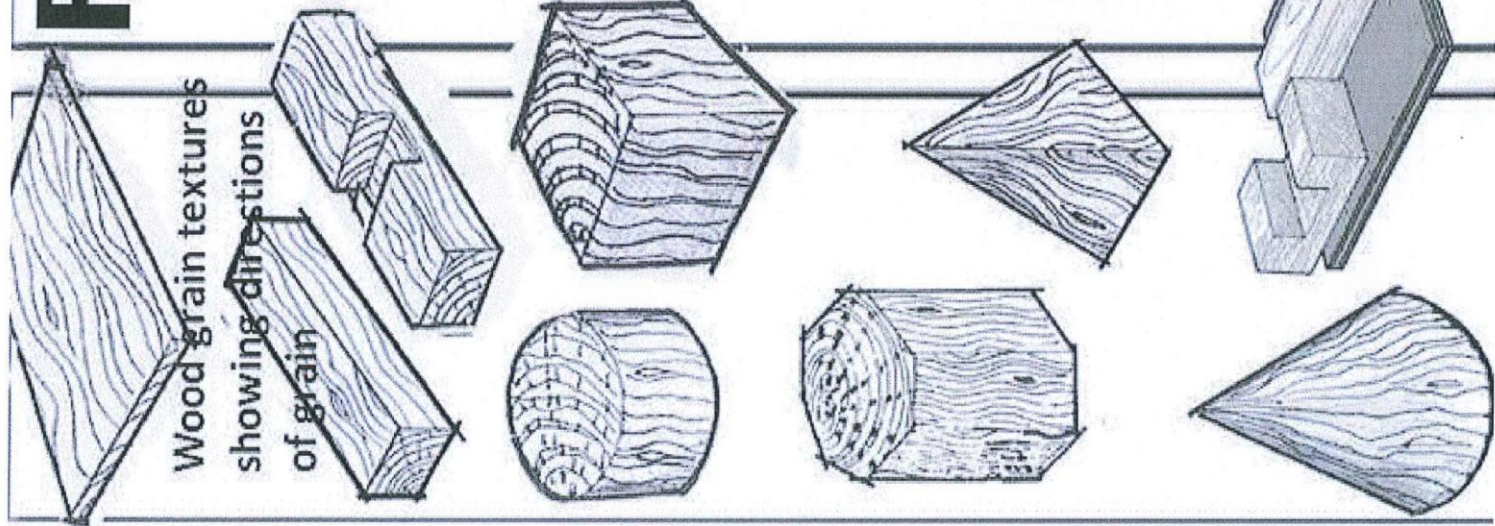
Continue the tasks from the long home learning assignment

Year 9

Continue practising 3D annotated design work of any products.

Rendering

Wood grain textures showing directions of grain



1) Add grain lines being careful to change line direction for end grain.

2) 'Thick and thin line' your robot. Any edge where two surfaces meet is left thin. Any edge where only one surface is visible is drawn thick.

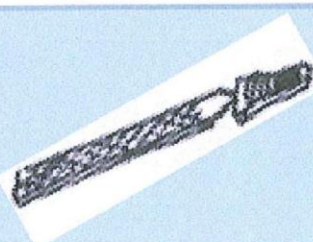
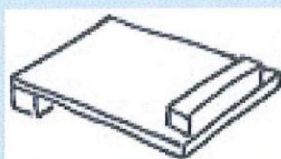
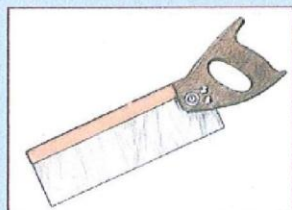
3) Add coloured pencil over pen lines/grain. Use yellow light brown and green.

Render the robot toy to look like softwood. Add colour and tone.

Resistant Materials

Equipment and tools

Cut out the tiles below and pair the words and images. Glue your pairs down then write the function of each piece of equipment. (Remember to write in full sentences).



Pliers

Bench
hook

File

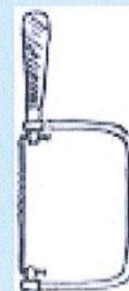
Vice

G
cramp

Coping
saw

Tenon
saw

Glue
gun



Tools and
equipment
needed for
this task..



Packaging



Tools and equipment needed for this task..



Info:

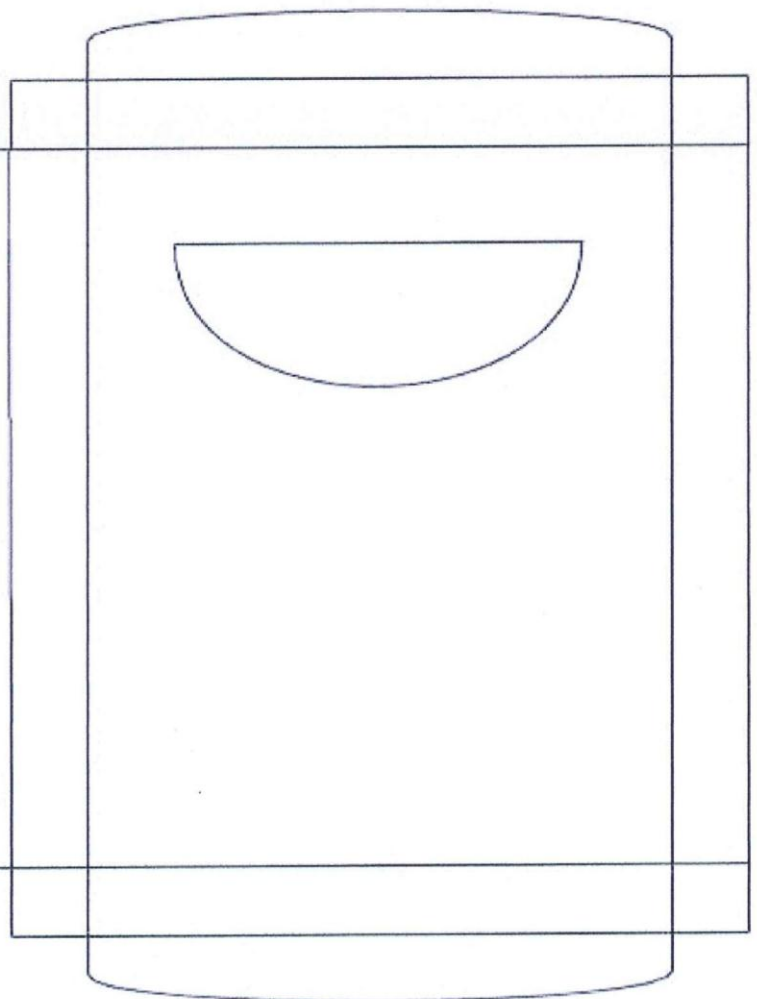
Packaging is designed to hold, protect and house goods. Companies also decorate packaging to make it more appealing to the consumer (buyer).

Task:

The net below is designed to hold colouring pencils or crayons. Your task is to design a suitable logo and also ensure the name and brand name are added to your design idea.

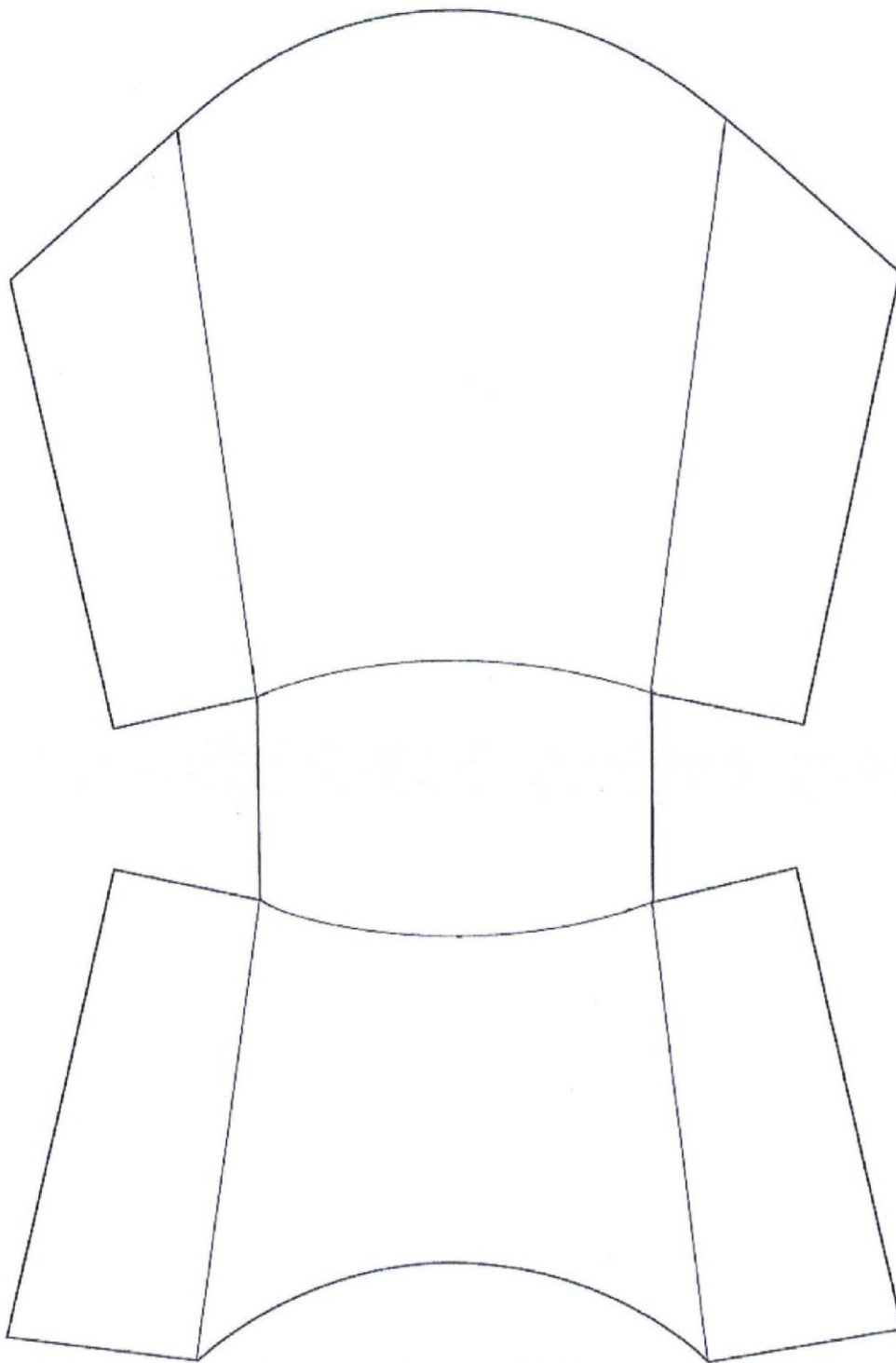
Date:

Cover teacher:



Date:

Cover teacher:



Take out

Take out food needs to be packaged in order for people to be able to carry them away. Chip or fries boxes are one example of these.

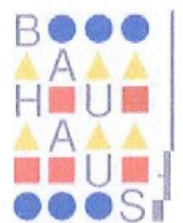
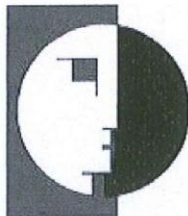
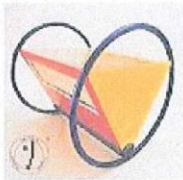
Companies add their name and logo's to the boxes as a form of advertisement.

Tools and equipment needed for this task..



Task:

Adapt the net above to produce your own chip/fries box, include your own company logo.



Date:

Cover teacher:

Bauhaus

Info:

Bauhaus 1919-1933

Bauhaus was a German art movement which combined crafts and fine art. Bauhaus school was founded by an architect Walter Gropius and was designed as a total art school, covering all the areas of creativity and design. Like other art movements that grew out of the state of flux in Europe between the two world wars, Bauhaus focused on simple lines and purity of shape and form.

Task:

Produce a chair design in the style of Bauhaus, use the images on the left hand side as inspiration for your design work. Remember to annotate your design idea.

Tools and
equipment needed
for this task..

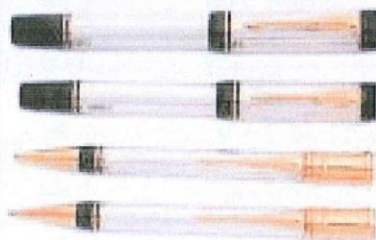
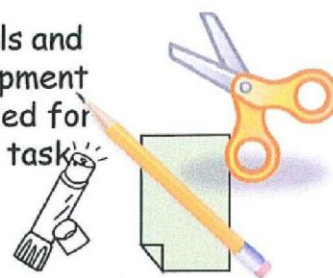


Design development

Match the images:

New technologies enable designers to make things smaller and quicker see if you can see the relationship between the past and the present by matching the images below.

Tools and equipment needed for this task



Look at the image of trainer, Produce a design to show how a trainer may look in 10 years time. Remember to annotate your design idea.



KS3 Geography



Complete the research

KS3 Humanities

It's Snowing, no
school!!!



UK weather map for today

Weather forecast for the next 3 days

Reasons why it's snowing - what is going on with the weather?

Who **benefits** from snow days and why?
Think of at least 2.

What **disruptions (problems)** have there been from the snow and where?

What is being done to make life easier for the public in this weather?

Check out information at www.bbc.co.uk/weather

KS3 History

Year 7 and Year 8

Make a 'Horrible Histories' style page about your current/ most recent topic.

These books are interesting, fun and colourful but always based on facts. These websites may be helpful to you in finding suitable information.

<http://www.historyonthenet.com/>

<http://www.schoolhistory.co.uk/>

Year 9

Complete further research, or write up information, for your project on 'A soldier's life in World War 1'.

Remember you are writing about a British soldier serving on the western front (France or Belgium).

KS3 PER

Students can go onto any of the news websites, e.g. BBC News and look for any moral or ethical issue that they think would be worth discussing.

Students can write a short paragraph outlining the issue and then give their own personal response to it.

KS3 ICT

KS3 ICT

Create a leaflet **or** presentation about a 'snow' day.

- Maybe you could take pictures or find images you can use.
- Attach to an email and send it to yourself to show your ICT teacher when back in school.

KS3 Modern Foreign Languages (MFL)



It's not all work and no play for French teenagers. As well as weekends and those long school holidays, most children have all or part of Wednesday off school. It used to be a day for religious studies but now it's used for sport, cinema outings or clubs such as scouts and guides. Between the ages of 11 and 14, there is a difference in what interests boys and girls. Boys prefer playing video games (*les jeux de console*) whereas girls choose reading (*la lecture*), drawing (*le dessin*) or painting (*la peinture*).

Favourite hobbies for 11-19 year olds

listening to music
(*écouter de la musique*)
84%

chatting with friends
(*discuter avec les amis*)
76%

watching TV
(*regarder la télévision*)
73%

going to the cinema
(*aller au cinéma*)
66%

playing on the computer
(*jouer sur l'ordinateur*)
61%

0 20 40 60 80 100 %



The average French teenager spends as much time watching TV as he/she does at school (about 800 hours a year). The day of the week when most TV is watched is Wednesday.

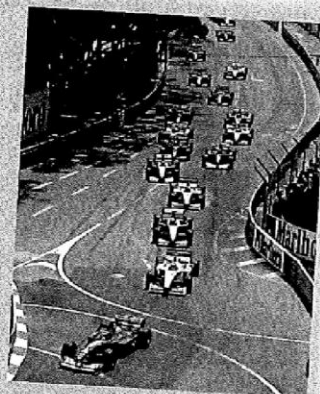
Music is the top leisure activity for French teenagers. Quite often they will listen to the same music as you. In France, British and American bands and singers are as popular as French ones. With a couple of exceptions, French pop music (*la musique pop*) has not really made it big in English-speaking countries. MC Solaar for rap (*le rap*) and Air and Daft Punk for techno (*la techno*) are probably the best known names. Good radio stations for music are NRJ, Fun Radio and Skyrock.

Did you know...?

- The most popular video games in France are sports based (Gran Turismo, Fifa, etc.).
- Tennis (*le tennis*) is becoming less popular but golf (*le golf*) is gaining in popularity.
- Rugby (*le rugby*) is most popular in the South-West of France. Top teams are Brive, Pau, Toulouse and Racing de Paris.
- In Brittany, with its long coastline, sailing (*la voile*) is a popular activity. The French have been successful in a lot of transatlantic yacht races.
- Surfing (*le surf*) and snowboarding (*le snowboard*) are popular sports among young people.
- Bullfights (*les corridas*) and bullraces (*les courses de taureaux*) take place in the summer months in towns in the South of France like Arles and Nîmes which have large Roman arenas.

Motor-racing (*les courses d'automobile*)

The Le Mans 24 hour car race (*les 24 heures du Mans*) takes place on a special permanent track – 16.4 km long – through the town of Le Mans in the Sarthe region of France. Each car has two or three drivers who take turns. The Monte-Carlo Rally and the Monaco Grand Prix also draw huge crowds.

**Hunting and shooting (*la chasse*)**

Because of its rural past and unsentimental attitude to wild animals, France has long been a hunting nation. Today there are more than 5 million hunters, more than in any other country in Europe and double the number in Britain, even though 60% of the population say they are against blood sports.

**Roller-blading (*le roller*)**

There are more than 4 million roller-bladers in France and the number is growing. As many as 12 000 take part in the Friday evening parades round the streets of Paris. Special parks and tracks have been built recently for the growing numbers of roller-bladers and skateboarders.



- 1 Read the information on pages 22 and 23 and do the quiz. Explain your answers.
 - a Why do spectators look out for the colour of jersey cyclists in the Tour de France are wearing?
 - b What was a high spot for French football fans?
 - c Do the French approve of hunting as a sport?
 - d What is the French attitude to roller-blading?
- 2 In French, list the sports mentioned on pages 22 and 23 in the order you like them and use a dictionary to add some more to the list.
- 3 Choose a topic and write a short paragraph in English.
 - a Do you think blood sports such as hunting and bullfights should be allowed? Make a case for or against.
 - b Should foreign clubs be allowed to buy French footballers? What are the pros and cons?

Did you know?

- Mayonnaise was 'discovered' by the French at Mahon (Maó), the capital of Menorca, in the 1770s and they took the recipe back to France.
- The world's largest tortilla was made with 10 000 eggs, 1 200 kg of potatoes, 400 onions, 25 kg of salt and 200 litres of olive oil. It took a crane to turn it.
- Spain has over 4 500 different types of wine.
- Madrid has the world's second largest fish market.
- The average Spaniard consumes 10 litres of olive oil a year – the average northern European consumes one third of a litre.
- A third of Europe's olive oil is produced in Andalusia.

The Spanish love their food and spend a long time preparing and eating meals. Meal times are an important part of the day and are spent with family and friends.

The **Spanish diet** is considered to be a very healthy one – it includes lots of olive oil, garlic, fresh fruit, fish and, of course, red wine. Although many of the ingredients used in Spanish cooking are similar, different regions of the country have their own specialised and traditional ways of preparing dishes.

The Spanish do not usually have a large **breakfast** (*el desayuno*). A normal breakfast might be just a coffee (*un café*) with or without milk (*con leche* or *solo*), a juice (*zum*o), and bread (*pan*) or croissants (*bollos*). On special occasions, a popular breakfast for children is *chocolate con churros*, a doughnut dipped in thick, gooey hot chocolate (see page 9).

At school, for a **mid-morning snack**, children eat a roll (*bocadillo*) filled with ham (*jamón*), cheese (*queso*) or sometimes even a slice of omelette (*tortilla*).

Lunch (*el almuerzo* or *la comida*) is often eaten late, between 2 and 4pm. Some families still eat lunch together even on weekdays and for many this is the largest meal of the day.

Children have a **light snack** (*merienda*), traditionally a chunk of plain chocolate and a glass of milk, when they get back from school at around 5pm.

After having a large meal at lunchtime, many people prefer to have a light **supper** (*la cena*) of salad (*una ensalada*) and cold meats (*embutidos*), or maybe veal (*escalopa milanesa*) and mashed potato (*puré*). This is often eaten very late at around 10 or 11pm.

At weekends, it is not unusual for families and friends to gather together for long, drawn-out lunches which can last for up to 5 or 6 hours.



Cafeteria sandwich

MIXTO especial €3,00
jamón, queso y cebolla

MARINO €3,50
ensaladillo, pepino y sardines

MANHATTAN €4,00
salmón, lechuga, huevo y mayonesa

VEGETAL CALIFORNIA €3,20
lechuga, huevo, tomate y queso

RURAL €3,60
pollo, bacon, tomate y lechuga

TRANVIA €4,30
bistec, cebolla, lechuga y tomate

Fast food

The tradition of eating *tapas* and *churros* sitting at tables in the street or in bars has meant that fast food, as we know it in the UK, has not yet become widespread. However, increasingly, all over Spain, hamburgers (*hamburguesas*) and hot dogs (*perros calientes*) are very popular.

Chiringuitos, little kiosks on the beach, sell a variety of fresh fish and snacks and are very popular with Spaniards and tourists alike.

The tradition of *tapas* is thought to have originated from an old bar-room custom of putting bread over customers' drinks to keep flies out.

The customers would then slowly nibble the bread while drinking. Over time, the bread became covered in other nibbles, such as cheese or olives. *Tapas* can be served on cocktail sticks (*pinchos*) or in larger portions ideal for sharing (*raciones*), such as plates of grilled prawns (*gambas a la plancha*), spicy sausage (*chorizo*), or anchovies in garlic and oil (*boquerones*).



Read the information on pages 24 and 25 then complete the quiz.

- 1 a Why is a Spanish diet considered healthy?
- b What are the similarities and differences between Spanish and British eating habits?
- c What are *tapas*?
- 2 Label the food in the shopping trolley on page 24.
- 3 Use a Spanish dictionary and make a list of food and drink you have for breakfast, lunch and dinner. Compare this with what a typical Spanish person might eat.
- 4 Language focus: look at the wordsearch and find 12 traditional Spanish foods or dishes (one is already done for you).

s b n e n s a l a d a f ñ m
a o a u í c h u l e t a s z
n l p h f e g d q é l l á c
g ñ a a c r s r z u m o g h
r x n w d v i ó r r f y s o
í a r c k e u n é t f c á r
a n é v ó z m j s o y a p i
á s b d e a ñ a w r j f k z
j t v s h q d p r t n é t o
r e j a m ó n g u i o c b j
c n r u v i n o e l s l ó m
é t h e u d t k o l y c l a
v o m y z ó b p l a i z o n
c r e m a c a t a l a n a s

Vegetarianism

Like many European countries, vegetarianism is on the increase in Spain but it is not as widespread as in the UK. When ordering food, be careful, as many traditional dishes such as omelettes contain small pieces of bacon or ham.

► The Official Mascot of the 1982 FIFA World Cup™.

Spanish drinks



Sangría – a mix of wine, fruit and soda water, with a drop of brandy

Horchata de chufas – a milky nut drink

Batido de leche – milkshake

Cava – sparkling wine made like champagne (but cheaper!)

Spain's delicious, colourful range of food can be traced back to early Roman and Arab influences and the Spanish conquest in the Americas. The Romans brought grapes (*uvas*) and the Arabs brought new food such as rice (*arroz*), which is still a staple ingredient. After returning from the Americas in the fifteenth century, the explorers brought back new food, yet to be seen in Europe, such as peppers (*pimientos*), tomatoes (*tomates*), potatoes (*patatas*), sweetcorn (*maíz*) and, perhaps more importantly, chocolate (*chocolate*).

The Arabs also introduced oranges (*naranjas*); the word for orange comes from the Arabic '*naraj*'. The most famous orange-growing area is Seville, which produces the world-famous Seville orange – a large, bitter orange used to make marmalade. The Spanish for jam is *mermelada*, which is where the English word 'marmalade' originates. In the 1982 FIFA World Cup™, the Spanish mascot was a little orange called Naranjito.



The olive tree was originally introduced to Spain by the Phoenicians and today Spain is the world's leading olive producer.

Drinks

Wine is drunk with most meals. One of the best known is Rioja, which is produced in the north of Spain and has an annual production of nearly 400 million bottles. In addition to wine, Spain is a leading producer and exporter of sherry (*jerez*), a strong, fortified wine which is typically drunk before or after a meal.

Beers (*cervezas*), such as San Miguel, Aguila and Cruz Campo, are of high quality and excellent value in Spain. They are now also sold in many bars in the UK.

Coffee culture

The Spanish are a nation of coffee lovers and they drink it in many forms – black (*solo*), with a drop of milk (*cortado*) or white (*café con leche*). These are served in a variety of permutations – the best being a *carajillo* (a *café solo* with a shot of brandy), which is a good pick-me-up or after-meal drink.

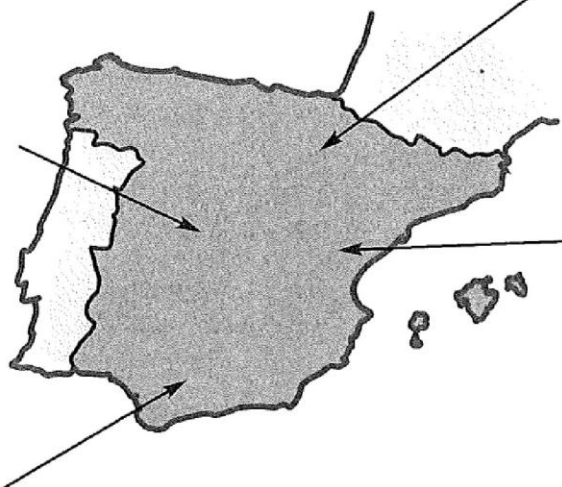
Regional dishes



Central Spain is known for its wonderful game – partridge, pheasant and wild boar. A typical dish is *perdiz con chocolate* – braised partridge with carrots and onions covered in a chocolate-flavoured gravy! *Queso manchego*, Spain's best-known cheese, is produced in La Mancha.

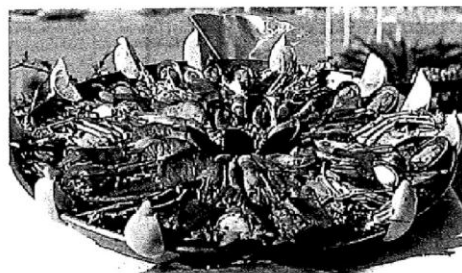


Northern Spain – miles of Atlantic coastline mean fish dishes such as *bacalao al pilpil* are typical of Northern Spain, as well as dishes such as pork stew (*fabada asturiana*) made from beans, sausages and other pork meat.



Eastern Spain – Valencia is a major rice-producing region and gives its name to the *paella valenciana*, a delicious mix of saffron rice, rabbit, chicken or pork, and peppers. This hearty meal was originally made by the farm workers out in the fields and is best cooked over a large wood fire. Today, it has many variations to suit tourist tastes – a favourite being seafood paella.

Southern Spain – *gazpacho*, originally from Andalusia, is a cold soup made mainly from tomatoes and peppers and usually served with diced onions and croutons (fried bread cubes). Some of the finest cured hams (*jamón serrano*) come from Andalusia.



Read the information on pages 26 and 27 and complete the quiz.

- 1 a What influence did the Arabs and Romans have on Spanish cuisine?
b What food was discovered in the Americas?
c What is the significance of the orange?
d What is special about Jerez? Look for the town on a map.
e Which region is famous for its rice dishes?
- 2 Which of the dishes would you like to try and why?
- 3 Make a list of traditional food and drink in the UK and put them in order of preference. Describe one of them in Spanish to a partner and see if he or she can guess which it is.
- 4 Use the Internet or library and find a recipe for one of the dishes mentioned on page 27. Explain to your partner what the key ingredients are and how to prepare it.