



Haileybury Turnford

KS4 Snow Day Tasks

Task 1

Every home needs a computer. Write a post for your blog, arguing for or against this statement.

<u>AGAINST</u>	<u>FOR</u>
<div><input type="checkbox"/> Helps with study</div> <div><input type="checkbox"/> Equipment and software is expensive</div> <div><input type="checkbox"/> Unsociable activity</div> <div><input type="checkbox"/> Allows work from home so</div> <div><input type="checkbox"/> Games can be addictive</div> <div><input type="checkbox"/> People do less sport/exercise</div> <div><input type="checkbox"/> Generally time consuming</div> <div><input type="checkbox"/> Detracts from housebound people</div> <div><input type="checkbox"/> Takes up space in the home</div> <div><input type="checkbox"/> Home based</div> <div><input type="checkbox"/> shopping/banking can cause job losses</div>	<div><input type="checkbox"/> Access to a range of information eg. The internet</div> <div><input type="checkbox"/> Provides contact for less traffic</div> <div><input type="checkbox"/> Provides entertainment at any time of day</div> <div><input type="checkbox"/> Shopping/banking from home</div> <div><input type="checkbox"/> Young children can learn computer skills</div>

Structure

Introduction

Encourages the reader to understand and think about the issue, giving a bias. Should be quite short.

Main Body

Shows progression and development through several paragraphs with ideas, evidence, facts and opinion. Give a counter argument and then crush it with your own example. Although some people believe... it is obvious that....

Conclusion

Should be a strong finish. It may include a summary or further questions. Try to make it memorable.

Use the sheet overleaf to give you ideas about features to use.

Key features of writing to argue

- ✓ Formal language
- ✓ Balanced sentences

- ✓ Facts and people's opinions (real or made up)
- ✓ Specific examples of situations
- ✓ Range and variety of points
- ✓ Countering opposing points of view
- ✓ A neat conclusion
- ✓ Mainly present tense
- ✓ Logical connectives (therefore, however etc)
- ✓ Use of discourse markers to structure points
- ✓ Strong points for your argument with supporting arguments
- ✓ Forceful points and the consequences of what could happen if you don't agree
- ✓ Personal examples, directing relevance to the audience
- ✓ Use of rhetorical questions and questions directed to the audience to involve them and give them your views
- ✓ Bias
- ✓ Present the view that no other view is possible
- ✓ Use of 'we', 'you', 'us'
- ✓ Persuasive phrases like: obviously, of course, surely, definitely ☐ Repetition of key phrases

Task 2

Write a letter to the Headteacher persuading him that Year 11 students should have their own common room.

Key features of writing to persuade

- ✓ Appear reasonable in a friendly tone
- ✓ Emotive language
- ✓ Apparent balance but use some bias
- ✓ Mixture of first, second and third person
- ✓ Some short sentences
- ✓ Rhetorical questions and questions directed at the audience to involve them and give them your views
- ✓ Some use of alliteration, metaphor and groups of three
- ✓ Identify with the audience by using 'we', 'you', 'us'
- ✓ Perhaps attempt to shock the reader into agreement
- ✓ Varied choice of adverbs and adjectives

- ✓ Mainly written in the present tense
- ✓ Short sentences for emphasis after a series of longer complex sentences using logical connectives (if...then...)
- ✓ A counter-argument (ridiculing the opposing view)
- ✓ Repetition and exaggeration used for effect
- ✓ Attempt to convince the reader of your view
- ✓ Facts and opinions to develop and support your views (real or made up) ☐ Repetition of key phrases

Task 3

Read the article below and comment on how language is used for effect.

Motorway hell: Heavy snow leaves drivers stuck on M6 for 10 hours. And now floods loom

Motorists are forced to abandon cars as a foot of snow falls in an hour



Standstill: Queue on snowbound M6 jasonbubar/twitter

Drivers yesterday told how they were stuck for up to 10 hours as snow brought one of Britain's busiest motorways to a grinding halt.

Mountain rescue teams and police were called in to help as a foot of snow fell in just over an hour, causing chaos on both directions of the M6 in Lancashire.

One diabetic man was taken to hospital after falling ill at the wheel and an ambulance carrying a female patient had to be dug out of the snow.

Student Rebecca Roberts was stuck on the M6 for more than ten hours. Rebecca, 19, left Burnley, Lancs, at 7pm on Friday for the one-hour journey to Skelmersdale for her step-grandfather's 90th birthday party.

But soon after hitting the motorway she found herself stuck in a gridlock. She finally made it to Skelmersdale at 5.30am.

Rebecca said: "When we got on the M6 it seemed fine but the next minute all the cars were stuck. The roads were so bad it was scary."

Rebecca, from the Wirral, said other drivers found inventive ways to pass the time. She added:

"This couple were walking their dog along the motorway and someone built a snowman in the middle of the road.

"I was playing games, speaking to people, trying to keep warm."

Radio producer Ross Beresford, 29, was stranded for eight hours after attempting a 30-minute trip for a friend's 30th birthday.

Ross and fiancée Kirsty Watson, 27, left their home in Leyland, Lancs, at 7.30pm and headed south down the M6 for Wigan.

But when they reached a stretch between junctions 27 and 26 half an hour later, traffic was at a standstill. Ross said: "After a couple of miles it was slippery and some cars had spun into the hard shoulder. Five cars had collided in the fast lane."

After a few hours, the couple decided to turn around at the next junction but found themselves stranded again and could not get home until 4am.

Ross added: "There was no traction on the road. There was so much snow and ice a lot of people abandoned their cars."

Police yesterday urged drivers to move their cars after more than 30 were left behind on a one-mile stretch of the A56 between Rising Bridge and Edenfield, Lancs.

In Barnsley, South Yorks, a family had to flee after part of their house collapsed under the weight of snow early yesterday.

A police spokeswoman said the damage was to a first-floor extension. She added: "All the people in the property were accounted for."

Firefighters called gas and electricity services out as a precaution and a building engineer was also called to the scene. A relative of a woman who lives in the house said: "She said it was like an earthquake.

"It's a really shocking experience. You wouldn't think that snow would do this."

The snow brought fun for some, including Prime Minister David Cameron, seen with a sledge in Chipping Norton, Oxon.

But forecasters say milder temperatures will lead to a rapid thaw, with heavy rain expected to bring the risk of flooding.

Flash flooding has already hit parts of south-west Wales, including the village of Llanddowror, in Carmarthenshire.

Emergency services said they had nearly 300 calls.

Temperatures are today expected to rise to up to 10C in the South with wet and windy weather to follow.

Helen Waite, forecaster for the Met Office, said: "In the West of England and south-west Wales we have already seen a thaw and as a result of the heavy rain combined with the thaw, there has been some flooding issues around there already.

"As this warm air comes across, along with rain which will be heavy in places combined with thawing snow, it may well lead to localised flooding."

KS4 Maths

Students should review the work covered in the previous week on lessons and Prep work

KS4 Science

Students can choose activities from the selection below to complete at home.

1. SAM learning – there are some tasks set under the name of Severe Weather Work.
Students can complete the tasks at their own pace.
2. Use GCSE bitesize or your revision guide to revise and test yourself
<http://www.bbc.co.uk/schools/gcsebitesize/science/>
3. Review their notes from class and make revision booklets/posters/cards for each of the topics they have covered so far. The table below shows all of the topics taught at GCSE so you can use this as a guide

Year 10 Science A	Year 11 Additional science	Year 11 triple science
<p><u>Biology Unit 1a</u></p> <p>Keeping healthy -Diet and exercise, defending against infection</p> <p>Nerves and hormones - The nervous system, control in the human body, control in plants</p> <p>The use and abuse of drugs -Drugs</p> <p><u>Chemistry Unit 1a</u></p> <p>Fundamental ideas in chemistry Atoms, the periodic table, chemical reactions</p> <p>Limestone and building materials -Calcium carbonate</p> <p>Metals and their uses - Extracting metals and making alloys</p> <p>Crude oil and fuels - Separating crude oil, hydrocarbons as fuels</p> <p><u>Physics - Unit1</u></p> <p>Heating and cooling - Energy transfer by heating, buildings</p>	<p><u>Biology Unit 2a</u></p> <p>Cells -Cells and simple cell transport</p> <p>Tissues, organs and organ systems -Organs in animals, Organs in plants</p> <p>Photosynthesis Photosynthesis</p> <p><u>Chemistry Unit 2a</u></p> <p>Structure and bonding Ionic bonding, Covalent bonding, Structure properties and uses</p> <p>Atomic structure, analysis and quantitative chemistry - Atomic structure, Analysing substances, Quantitative chemistry</p> <p><u>Physics Unit 2a</u></p> <p>Forces and their effects Resultant forces, Forces and motion, Forces and braking, Forces and terminal velocity, Forces and elasticity</p> <p>Kinetic energy -Forces and energy, Momentum</p>	<p><u>Biology Unit 3</u></p> <p>Movement of molecules in and out of cells Dissolved substances, Gaseous exchange in the lungs, Exchange systems in plants</p> <p>Transport systems in plants and animals The blood system, The blood, Transport systems and processes in plants</p> <p>Homeostasis Removal of waste and water control, Temperature control, Blood sugar control</p> <p>Humans and their environment Waste from human activity, Deforestation and the destruction of areas of peat, Biofuels, Food production</p> <p><u>Chemistry Unit 3</u></p> <p>The periodic table The early periodic table, The modern periodic table, Trends within the periodic table</p> <p>Water Hard and soft water, Purifying water</p> <p>Calculating and explaining energy changes Energy from reactions</p> <p>Further analysis and quantitative chemistry Analysing substances</p> <p>The production of ammonia Making ammonia</p> <p>Alcohols, carboxylic acids and esters Alcohols, Carboxylic acids, Esters</p> <p><u>Physics Unit 3</u></p> <p>Medical applications of</p>

Energy and efficiency - Energy transfers and efficiency, electrical appliances		
<u>Biology Unit 1b</u> Interdependence and	<u>Biology Unit 2b</u> Organisms and their	
adaptation -Adaptations, environmental change Food chains, energy, biomass and cycles Energy in biomass, the carbon cycle Genetic variation and its control -Why organisms are different, reproduction Evolution -Theories of evolution <u>Chemistry Unit 1b</u> Useful substances from crude oil -Alkenes, polymers and ethanol Plant oils and their uses -Vegetable oils, emulsions and hydrogenation Changes in the Earth and its atmosphere - The Earth's crust, the Earth's atmosphere <u>Physics Unit 1b</u> Mains electricity - Generating electricity Waves -General properties of waves, sound and light Origins of the Universe - Red-shift	environment Distribution of organisms Proteins - their functions and uses Proteins and enzymes Respiration Aerobic and anaerobic respiration Cell division and inheritance DNA and cell division, Genetic variation and genetic disorders Speciation Old and new species <u>Chemistry Unit 2b</u> Rates of reaction Exothermic and endothermic reactions Acid, bases and salts Electrolysis <u>Physics Unit 2b</u> Electricity Static electricity, Current and voltage in electrical circuits, Resistance, Household electricity, Charge, current and power Atoms and radiation Nuclear radiation, Nuclear fission and fusion Life cycles of stars	physics X-rays, Ultrasound, Lenses, The eye, Other applications using light Using physics to make things work Centre of mass, Moments, Hydraulics, Circular motion Keeping things moving The motor effect, Transformers

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4. Use the AQA website to download practice papers. Practising exam questions will help students to prepare for their GCSE. The mark schemes can also be downloaded and students can check and mark their work

KS4 Art

Year 10

Continue to develop your art coursework tasks and/or complete an observational drawing with an appropriate theme.

Year 11

Continue to develop your ideas in your sketchbook and/or complete an observational drawing with an appropriate theme.

KS4 Dance

GCSE Dance Choreography

The Life of a Rose



Task: Your task is to create a solo.

How can you turn this into a dance?

This is a dance in 3 sections.

Section 1: The bud

You could use the idea of tightly bound energy, small enclosed spaces, the shape of the bud.

Section 2: Full Bloom

You could use the idea of larger space, the rain and the sun, movements overlapping each other like the petals do, circular shapes, opening out.

Section 3: Death

You could use the idea of wilting, drooping, heaviness, decay, broken movements, lower levels, petals/movements falling away

If you wish to use another idea to base your solo on, then you may do so however use the idea above, to help you structure your dance.

KS4 Drama

Task 1



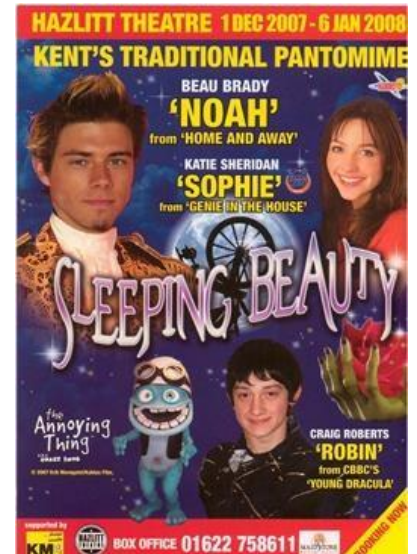
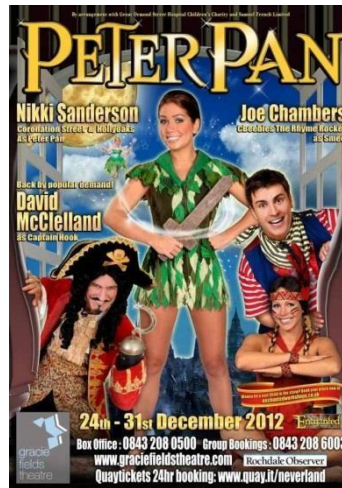
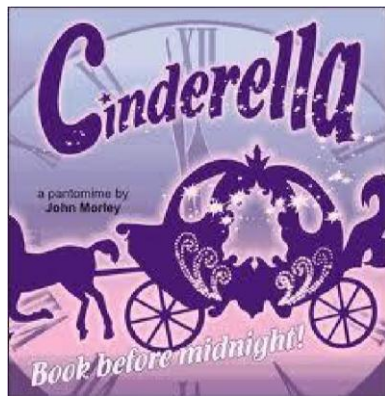
PANTOMIME!

These activities can be used individually or mix and matched!

Watch a channel 4 pantomime on Youtube, such as;

http://www.youtube.com/watch?v=uZJzGQsmy_c

1. Ask students to identify the different ingredients that make up a pantomime.
2. Research the history of pantomime and create a fact sheet/booklet/ presentation.
3. Present these to the class if presentations have been created.
4. Choose a pantomime and recreate it in groups. You must include some explorative strategies to make the pantomime as exciting for young children as possible.
5. In groups, plan and rehearse your own pantomime! You must create a story, considering your target audience.



Task 2

Devising 1- Poetry as Stimulus

These activities can be used individually or mix and matched!

- Create a fact sheet/ booklet/ presentation about WW1. ☐ Present these to the class.
- Read Wilfred Owen's *Dulce Et Decorum Est*. and discuss what it is about, what images come to mind. (Notes on the poem provided).
- Create a role on the wall for your own war time character.

Draw the outline of a person and add all of their feelings to the



inside and how other people see them on the outside. Develop this character by using interview in pairs.

- Write a monologue for this character. This must include detail about your character's life and their hopes and dreams for the future. Use emotive language to make the audience feel something towards the character- How do you want the audience to feel?
- Naturalistic: Create a naturalistic war time scene. You must consider all you have created for your character and the emotions they display in this scene. The scene must be as believable as possible.
- Non-Naturalistic: Use a series of still images to tell the story of the poem.
- Choose a section of the poem and bring it to life using physical theatre and synchronised movement to symbolise the text. First discuss, what is symbolism? What is physical theatre? (Not just making an object with your body). What is synchronised movement? Think of using, unison, cannon and repetition.



KS4 Music

Year 10

- For each of the listening styles we have covered so far, find a typical example of a piece on Youtube and make a list of the characteristic features that you can hear in it.
- Revise all elements of theory – notes in treble and bass clef; all rhythms; major and minor key signatures
- Practice your instrument
- Creative task - spend 45 minutes improvising a piece. Write out a simple rhythm or note pattern first, and see if you can incorporate it into your piece.

Year 11

- For each of the listening styles, find a typical example of a piece on Youtube and make a list of the characteristic features that you can hear in it.
- Using your language for learning book, research examples of words you are less familiar with and learn their meanings.
- Creative task - spend 45 minutes improvising a piece. Write out a simple rhythm or note pattern first, and see if you can incorporate it into your piece.

KS4 D&T

Revise for exams or continue aspects of control tasks that are allowed to be done at home
e.g.

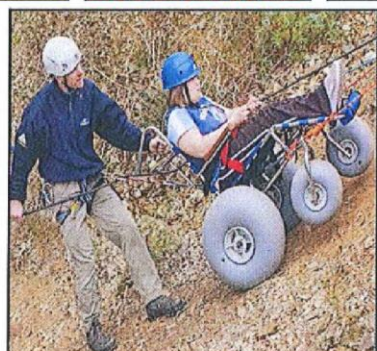
research, modelling, evaluating products with target groups.

DESIGN TECHNOLOGY COVER WORK

GRAPHIC DESIGN SKILLS

“DISABLED SPORTS” LOGO

DESIGN BRIEF	A local charity, SPORTABILITY, that provides sports facilities and events for disabled people has asked you to produce a range of ideas for a new logo, so that the charity can raise it's profile and get instantly noticed.
SPECIFICATION	<p>The logo must:</p> <ul style="list-style-type: none"> • Might include the charity's name • Be bold and bright • Be instantly recognisable • Be positive • Be able to be used on letterheads, flags, advertising leaflets and on the charity's minibuses. • For cost reasons you cannot use more than three colours, including black
WHAT YOU NEED TO PRODUCE	Fill an A3 sheet with a variety of ideas, using colour and lettering. Produce a final design of your logo, 150mm x 150mm in size, in colour.
EXTENSION WORK 1	Show your newly designed logo on a range of the charity's items: Mini-bus, letterhead, car stickers, flags, sports clothing / bags, flyers for a fund raising jumble sale.
EXTENSION WORK 2	Evaluate your final design, comparing it to the bullet points in the specification above. Have you achieved all the points, how can you prove it? If not, then why not?
RESOURCES	Some logos from disability and sports related groups / companies and charities are shown below to help you come up with some ideas, <u>do not just copy them, you could probably do better.</u>



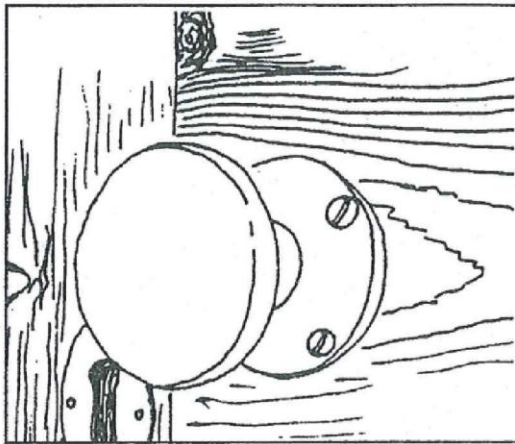
PRODUCTS & APPLICATIONS

DOOR HANDLES 1

In the spaces below sketch a door handle or door knob which would be suitable for the accompanying description.

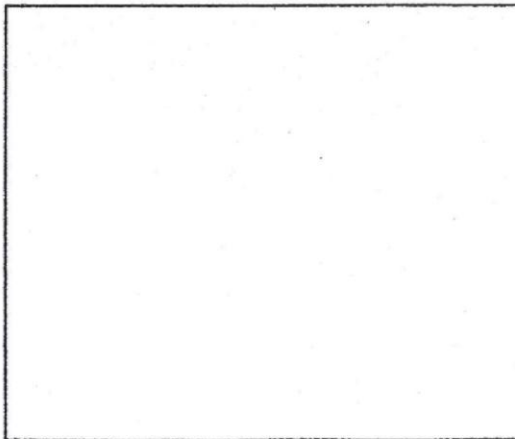
At the side of your sketch give reasons for your choice of design and state the most suitable material.

The first one has been done for you.

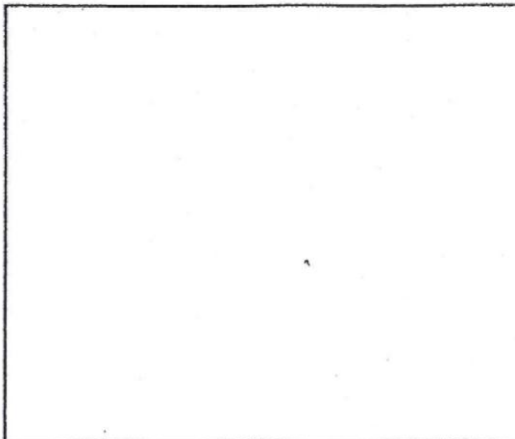
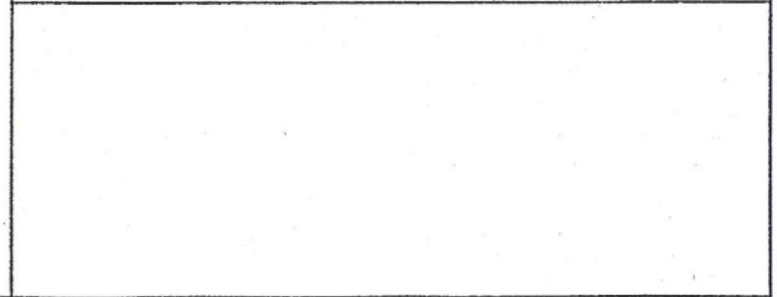


The bedroom door of an old cottage occupied by a couple in their mid thirties.

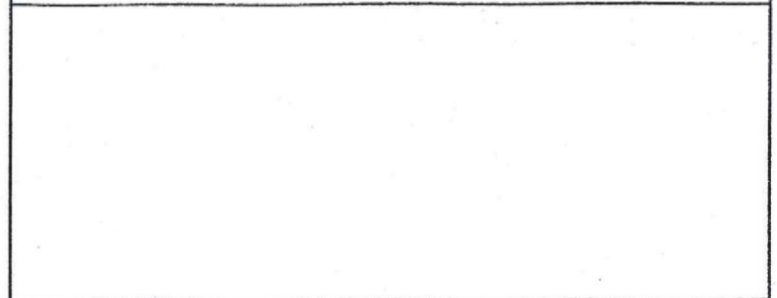
Suitable materials; brass or ceramic.
Both the design and materials would blend in with the old world charm of the cottage.
Using a door knob would present no problems with regard to grip or leverage to a person in their mid thirties.



The yard door of a terraced house built about 1930.



The toy cupboard of a children's nursery.



DOOR HANDLES 2

	The side exit to a cinema.
	The bedroom door of a modern purpose built old peoples home.
	The lounge door of an Edwardian town house.
	The back door of a three bedroomed semi detached house built about 1960.





It's Snowing, no GCSE lessons!!!

Geography GCSE Snow day Research Task:

Complete the **research** on today's hazard.

UK weather map (synoptic chart) for today

Weather forecast for the next 3 days

<p>Describe the frontal system passing over the country.</p>	<p>What individuals/groups/organisations benefit from the hazard and why? Think of at least 3.</p>
<p>What economic issues have there been from the Hazard?</p>	<p>What social issues have there been from the Hazard?</p>

What environmental issues have there been from the hazard?

What **management strategies** are being implemented by individuals/councils/communities/government?

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

KS4 History

Review an aspect of your GCSE work – this would be most helpful if it were one you studied a long time ago, one you found challenging or one where you missed some of the lessons.

- Read through your class notes.
- Find additional information on the internet to complete/ improve your notes.

These websites are likely to have appropriate information.

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

<http://www.bbc.co.uk/schools/gcsebitesize/history/shp/>

KS4 ICT

GCSE ICT and GCSE Computing:

- 🔗 Please watch an episode of BBC Click, this can be found either on the Media Server or iPlayer and make brief notes to discuss in the next class.

GCSE Business Studies:

- 🔗 Please look at the business news on either the Sky news website or the BBC news website and make brief notes to discuss in the next lesson.

Festivals and traditions

January

1 ■■ Le Jour de l'An (New Year's Day)

A festive lunch with family and friends, a visit to elderly relatives, and *des étrennes* (extra pocket money) for the children. Over the next few weeks, the French will write to send New Year greetings to people who are far away. These are often written on formal visiting cards (*des cartes de visite*).

6 † L'Épiphanie (Twelfth Night)

Whoever finds the charm hidden in *la galette des Rois* (a flat round cake with a paper crown on it) is crowned king or queen.

February

2 † La Chandeleur (Candlemas)

People make and toss pancakes (*les crêpes*), with a coin in their pocket for good luck!

14 La Saint-Valentin (Valentine's Day)

Celebrated in very much the same way as in Britain, with cards, flowers and an over-priced meal at a restaurant!

March

† Mardi Gras (Shrove Tuesday)

A time for carnivals and more pancakes, to celebrate the beginning of Lent (*le Carême*), a Christian tradition of fasting for 40 days before Easter. The *Carnaval de Nice*, with its magnificent floats, is the most famous in France and attracts thousands of visitors every year.



■■ = official bank holidays (*jours fériés*)

† = Catholic festivals

April

1 Poisson d'Avril (April Fool's day)

People play tricks (*des farces*) on friends and family. Children stick paper fish on people's backs and journalists invent hoaxes. Everyone says: *Poisson d'Avril!*

† ■■ Pâques (Easter)

On Easter Sunday, children get chocolates shaped like eggs (*les œufs de Pâques*), bells, chickens, rabbits, etc. Some families hide eggs in the garden for children to hunt. Easter Monday is a day off.



May

1 ■■ La Fête du Travail (Labour Day)

A day off work. Trade Unions organise processions in towns and cities. It's also traditional for people to give a bunch of lily of the valley to family and friends for luck.

8 ■■ La Fête de la Victoire

(Victory in Europe Day)

To commemorate victory in World War II in 1945, there is a ceremony where officials and war veterans place flowers at the foot of the war memorial (*le Monument aux Morts*), found in most French towns.

La fête des Mères (Mother's Day)

On the last Sunday of the month, it is traditional for children to give their mum a present and for the family to go out to a restaurant. *Bonne fête, Maman!*

end May-June † ■■ L'Ascension

This Catholic festival takes place 40 days after Easter. It is usually on a Thursday. Most French people tend to take the Friday off as well and have a long weekend. It is called *faire le pont* (to make a bridge).

June

mid-June La fête des Pères (Father's Day)

Although less celebrated than Mother's Day, it is now traditional to remember the dads by giving them a present, quite often a tie or aftershave!

† ■■ La Pentecôte (Whitsun)

The religious significance of this Christian festival has been forgotten, and it is seen by many as an opportunity to go away on a long weekend. It is now sadly associated with a high number of fatal road accidents, as many people are on the move.

21 La fête de la Musique (Music Day)

Since 1982, France has celebrated the first day of summer with street concerts and performances. This has become an extremely popular festival.

Dans ma famille, on fête Noël et le Nouvel An. En plus, on fête aussi l'Aïd: c'est une fête musulmane pour la fin du Ramadan. Nous, on aime bien faire la fête en famille!



24 Le feu de la Saint-Jean

(Mid-Summer's Day)

Most places in France celebrate 24th June by having a huge fire burning with food, drinks, music and sometimes fireworks.

July

Les grandes vacances (summer holidays)

School finishes at the end of June, for at least eight weeks! Lots of people set off on holiday (mainly making for the South of France).

14 La Fête Nationale (Bastille Day)

This day commemorates the storming of the Bastille prison by French Revolutionaries in 1789. People celebrate with fireworks and street parties, on the 13th or 14th at night. The official celebration consists of a military parade on the Champs-Élysées in Paris.



August

15 L'Assomption (Assumption)

Catholics honour the Virgin Mary with church services and processions in towns and villages. For most people, it has become synonymous with either a family meal or traffic jams on the way home from holiday!

September

1st week *La rentrée* (back to school)

Time for pupils to go back to school. They have bought their school equipment (pens, pencils, exercise books, etc.) and their books beforehand.

October

Festivals des Vendanges

(Grape harvest festivals)

October is the month when the grapes are picked to make wine (a backbreaking job usually done by students). Many festivals take place after the harvest in the wine growing regions.

31 Hallowe'en

Although an old Celtic tradition, Hallowe'en wasn't celebrated in France until recently. It is now very popular with children and has become an extremely commercialised event.

November

1 La Toussaint (All Saints' Day)

Traditionally, French people visit the cemetery on this day to pay their respects and to decorate the family graves with chrysanthemums.

11 L'Armistice (Remembrance Day)

The end of World War I is commemorated all over France. In Paris, the President of the Republic places flowers on the Tomb of the Unknown Soldier under the *Arc de Triomphe*.

December

5

In the north and the east of France, *Saint Nicolas* (Santa Claus) comes to reward good children. In other regions of France, they must wait until Christmas to get presents.

24 Le soir de Noël (Christmas Eve)

French people celebrate Christmas with a *réveillon* (a party with a late dinner and special food). Christians go to midnight mass.

25 Le jour de Noël (Christmas day)

Children open their presents in the morning. It is usually a day for family gatherings and a traditional meal of oysters, turkey with chestnuts and a chocolate Christmas log. *Joyeux Noël!* (Merry Christmas). It is not traditional for French people to send Christmas cards. Friends, neighbours and family members don't exchange cards as they do in Britain.

31 La Saint-Sylvestre (New Year's Eve)

This is celebrated with another *réveillon*, often with friends or in a restaurant. At midnight, people drink a glass of champagne and wish each other *Bonne année!* (Happy New Year) under a branch of mistletoe for good luck.

Number of days off

11 days – official bank holidays (UK: 8)

104 – weekends (UK: 104)

25 paid holidays (UK: about 20 days)

140 days off work (UK: 132)

1 Read the information on pages 28 and 29 and do the quiz. Explain your answers.

- When can you become a king/queen in France?
- What is the 14th July?
- When do French children receive their Christmas presents?
- Are all French bank holidays religious occasions?

2 Using a dictionary, find as many French words as you can relating to Christmas in Britain (tree, presents, etc.).

3 Choose a topic and write a short paragraph in English.

- Sum up the similarities and the differences between British and French festivals.
- Should the end of WWI and WW2 still be remembered with a bank holiday in Britain as they are in France? Make a case for or against.

JUILLET		AOÛT	
Les jours dimment de 59 mn		Les jours dimment de 1 h 37	
1 M	Thierry	1 S	Alphonse
2 J	Martinien	2 D	Julien
3 V	Thomas	3 L	Lydie 32
4 S	Florent	4 M	J.-M. Vianney
5 D	Antoine-Marie	5 M	Abel
6 L	Mariette 28	6 J	Transfiguration
7 M	Raoul	7 V	Gaëtan
8 M	Thibaut	8 S	Dominique @
9 J	Amandine @	9 D	Amour
10 V	Ulrich	10 L	Laurent 33
11 S	Benoît	11 M	Claire
12 D	Olivier	12 M	Clarisse
13 L	Henri/Joël 29	13 J	Hippolyte
14 M	F. NATIONALE	14 V	Evrard @
15 M	Donald	15 S	ASSOMPTION
16 J	N.-D. Mt C. @	16 D	Armel
17 V	Charlotte	17 L	Hyacinthe 34
18 S		18 M	Hélène

When it is your name day (*la fête*), people wish you "*Bonne fête!*", friends send cards and small children get a little present.

How religious are the French?

- Catholics who go to church regularly: 7%
- Catholics who go to church occasionally: 24%
- Catholics who don't go to church: 41%
- Muslims: 2%
- Jews: 1%
- Protestants: 1%
- Others: 2%
- Non-believers: 21%

What do religious festivals mean to the French?

- a chance to have a day off with family (83%)
- an opportunity to reflect on the meaning of life (48%)
- a time to go to a religious service (42%)
- a time for prayer (33%)

Catholicism has played an important role in the country's cultural heritage and traditions. There is evidence of this in everyday life, for instance in the main festivals, regional folk festivals (like the *pardons* in Brittany), the calendar, where every day is named after a saint, the architecture, the numerous places of pilgrimage (over 1500 of them, like the world-famous Lourdes), the crosses and grottos at the roadside, street names and school names, etc.



Pardons are still very popular festivals in Brittany and attract many tourists.

As religion now impacts less on lives in France, it is no longer at the heart of traditional family events: there are fewer church weddings, fewer christenings (*le baptême*) and fewer children taking their first communion (*la première communion*).



France is Catholic by tradition. However, the population of France includes people from many religions. Islam is France's second religion with over 5 million Muslims. They have their own customs, traditions, festivals (Ramadan, Eid, etc.) and food: the North African dish, *couscous*, has become one of France's national dishes and *raï* (a mixture of old and modern North African music), one of the French young people's favourite types of music.

North African dishes such as *couscous* are very popular in France

Some French superstitions

bring good luck:

- a four leaf clover
- a ladybird landing on your finger
- breaking white glass
- seeing a spider in the evening

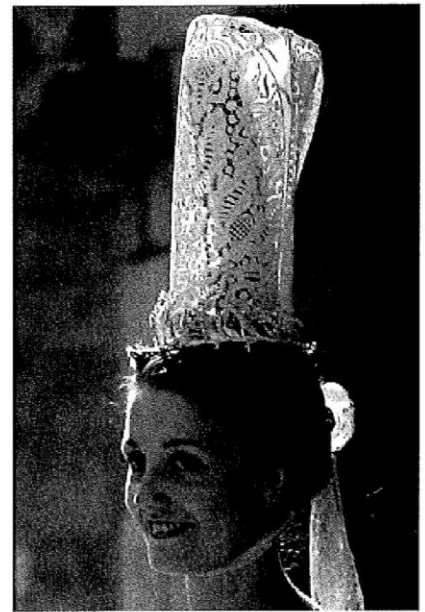
bring bad luck:

- walking under a ladder
- breaking a mirror
- having 13 guests at a table
- seeing a spider in the morning

France is a mixture of colourful customs and traditions which vary greatly from region to region. As in Britain, each area has its own specialities for food and meals, such as pancakes in Brittany, cheese fondue in the Alps, *cassoulet* (meat and white beans stew) in the south-west, etc.

Some regions have their own language and their own distinctive folk songs and traditional music, particularly Brittany with celtic sounds such as bagpipes, and Corsica with its polyphonic singing.

Every region of France has its traditional costumes (*les costumes traditionnels*), now only worn during folk festivals.



A bigouden (south-west Brittany)

The different regions have different types of festivals and festivities.

- In Brittany, the *fest-noz* – literally “night feast”, with traditional and modern celtic music, dance and food – are becoming increasingly popular.
- In the south-west of France, the *férias* (annual town festivals) are influenced by Spain, with bullfights and street races with young cows.
- In the north, near Calais, whole towns become giant fun fairs and car boot sales during *la ducasse* or *la braderie*, the most famous being the *Braderie de Lille*.
- Provence is well-known for its Christmas celebrations, spanning 40 days. There are markets (*les marchés de Noël*), where you can find *Santons*, small figures made of clay to decorate nativity scenes, street performers, singers, travelling storytellers and plays (*pastorales*) as well as *crèches vivantes* (nativity scenes with actors) and the famous 13 desserts on Christmas Eve!



Provençal Santons

- 1 Read the information on pages 30 and 31 and do the quiz. Explain your answers.
 - a Are the French generally very religious?
 - b When do people wish you “Bonne fête” in France?
 - c Where can you take part in a *fest-noz*?
 - d Is it lucky or unlucky to see a spider in France?
- 2 Look up key words needed to describe English superstitions in French.
- 3 Choose a topic and write a short paragraph in English.
 - a Sum up and describe what influences French customs and traditions.
 - b Is it important for each region to keep its traditions? Make a case for or against.
 - c Do you think it is right that in a multi-faith country like France religious festivals should be official bank holidays? Why?

Romerías, when whole villages turn out for a mass pilgrimage to a rural shrine, are often accompanied by a picnic.

One of the great things about Spain is that even in modern times it has kept many of its oldest traditions alive and they are enjoyed by people of all generations. Every region has its own costume and folk dance, such as *Sevillanas* and *Jotas*.



▲ **Sardanas**. People hold hands in a circle and perform a complex combination of short steps, skips and jumps accompanied by an 11-piece band (*cobla*), which consists of a flute (*flabiol*), drum (*tabal*), woodwind and brass instruments. It is performed on Sundays and at traditional festivals.

◀ National costumes are worn with pride during fiesta time. These women are enjoying themselves in Estepona at their *Fiesta Mayor* between 1 and 6 July.

Superstitions

- **Martes 13**
- Black cats are unlucky.
- Don't put flowers or hats on a bed.
- Take '*sal, aceite y carbón*' when you go to someone's new house.

Lotería Nacional

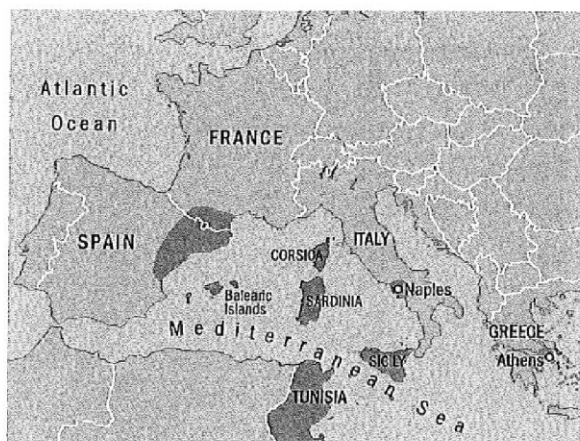
The Spanish are the biggest gamblers in Europe and the third biggest in the world after America and the Philippines. Every year, just before Christmas, on 22 December, Spain holds the world's biggest prize draw of a State lottery – *El Gordo* ('The Fat One'). The Spanish consider this to be the start of Christmas celebrations. It is possible to start buying tickets as early as August and as the day gets closer it is often difficult to buy tickets.

Read the information on pages 30 and 31 and complete the quiz.

- 1
 - a Why do you think bullfighters are treated like sport stars?
 - b What are the origins of flamenco?
 - c Name some typical Spanish superstitions. How are they similar or different to those in the UK?
- 2 Using the Internet or the library, find out about Spanish dances such as '*Pasodobles*' and '*Sevillanas*'. Write about the music, dances and costumes.

- 3 Write a paragraph on one of the following issues:

- a What traditions do you associate with the UK? Compare your ideas with a partner. Did you think of the same traditions?
- b Do you think bullfighting is a tradition that should be preserved or just a cruel sport that should be banned?
- c Is it important for each region to keep its own traditions? What are the arguments for and against?



The people of **Catalonia** (*Cataluña* in Spanish, *Catalunya* in Catalan) have a long and proud history of independence. It is often said that they have more in common with the people of the south of France than with the rest of Spain. During the twelfth to fourteenth centuries, the Catalans ruled over a large area which included not only Corsica and Sardinia but also Athens (see left).

Throughout history, there has always been a strong rivalry between Barcelona and Madrid. Under Franco, who kept Madrid as the capital, this rivalry was made worse because he did his best to wipe out the Catalan language and culture, burning whole libraries of books and forbidding people to speak their language or sing their own national anthem. He did the same with the Basques. Naturally, there was a great deal of opposition from both groups to the dictatorship but the Catalans were never as fervent or violent in their nationalism as the Basques.

Today, the Catalan language and culture thrives. Catalan is taught in schools and has its own newspaper (*Avui*), as well as radio and television stations.

¿Parla català?

Catalan is spoken by nearly seven million people, which makes it more widely spoken than Danish and Norwegian.

It is spoken throughout the Balearic Islands and parts of northern Valencia, as well as Andorra, and an area of France called Roussillon. It is also spoken in Alguer, a walled town on the west coast of Sardinia. Until the 1950s it could still be heard in San Agustín, Florida, a town captured and inhabited by the Menorcans in the eighteenth century.



► **Castellers**, or human towers, up to seven people high are topped by a small child – *anxaneta*.

Read the information on pages 36 and 37 and complete the quiz.

- 1 What three factors helped to shape the regions of Spain?
- 2 How did the peninsula get its name?
- 3 What is special about the Basque language?

- 4 Look at the box of words on page 36 again. How many words do you know of Arabic origin? Can you add any more to the list?
- 5 How many people speak Catalan?
- 6 On a map, find the areas where Catalan is spoken.



4000 Basque refugee children came to the UK in 1937.

Throughout its history, Spain has not only 'gained' people but has also 'lost' them. In 1492, Spain finally took back Granada and expelled the Moors. They also expelled the Jews who did not want to convert to Christianity.

Emigration

After the discovery of the Americas in 1492, many Spaniards went to the New World to seek their fortune or simply in the hope of a better life. This emigration continued for many centuries.

The Civil War (1936–1939) caused many thousands to flee Spain; some never returned, preferring voluntary exile to a dictatorship. Some have lived to return home but only after the death of Franco and the restoration of democracy.

Migration

During the 1960s, many Spanish people, especially from Andalusia and the poorer regions of Spain, migrated to the north, mainly to Barcelona, looking for work in the textiles and light industries. Many were also encouraged to go abroad and were even paid by the government to do so.

Immigration

During the last twenty years or so, many South and Central Americans (*americanos*) have returned to Spain, some as a result of persecution and others seeking a better life. In March 2002, the government brought out a new law requiring some of them (Colombians and Ecuadorians) to have a visa to enter Spain. This seems strange to them as they consider Spain to be their mother country.

Immigrant workers also come from North Africa, especially Morocco. They risk their lives crossing the straits of Gibraltar in small boats or rafts (called *pateras*). Some even swim across. Each week, several bodies are found on the beaches of Tarifa. In 1999, the Spanish government signed an agreement with Morocco to arrange for thousands of Moroccans to come over for nine months of the year to try to stem the flow of 'illegals' (*ilegales*), as they are known. Morocco was once a Spanish colony so most speak basic Spanish.

EL PAÍS, DOMINGO 9 DE NOVIEMBRE DE 2003

6 EL DEBATE DE LA INMIGRACIÓN

El naufragio del 25 de octubre en el Estrecho, con un saldo de 45 muertos y desaparecidos, es, por ahora, la mayor tragedia de la inmigración clandestina. Un experto español, Pablo Pumares, y otro marroquí, Mehdi Lahlou, que han trabajado juntos por encargo de la OIT, opinan sobre el drama de la inmigración

¿Se pueden parar las pateras?

IGNACIO CERRERO

Cuando falta exactamente un mes para que una visita a Marruecos del presidente José María Aznar se normalice la inmigración clandestina, el continente se ha convertido en el principal escollo para una plena reconciliación. En octubre ha llegado a las costas andaluzas y canarias una avalancha sin precedentes de pateras en el Estrecho. Hace dos semanas tuvo lugar la mayor tragedia de la inmigración clandestina cuando zozcó una patera con 60 pasajeros a bordo. En el naufragio, a 200 metros de la costa gaditana, murieron, presumiblemente, 46 marroquíes. Hubo cinco supervivientes.

Pero aún que esta clase anual de inmigrantes es, desde el punto de vista del Ministerio del Interior español, la negativa, de abastecer a los rubiados que, procedentes de la costa de Marruecos, desembarcan en España. Además, los menores marroquíes, que han llegado a España en proporciones locales, son rechazados por Rabat con centenas de miles, según denuncia Ignacio González, el delegado del



Una patera del servicio marítimo de la Guardia Civil, con un grupo de inmigrantes tras haber sido interceptada una patera.



Feria in Seville

Gypsies

Gypsies in Spain have always been kept on the fringe of society. They are typically dark-haired, dark-skinned people who have lived mainly in Andalusia for many centuries. They have a distinct language and traditions of their own and have tended to live on the edge of towns and cities. They have had rough treatment throughout their history. Their flamenco, singing, dancing and guitar playing has made them famous. Today, they are more integrated in to Spanish society and are gradually becoming more prosperous, in part thanks to the tourist invasion of the Costa del Sol.

Tourists

Foreign tourists in Spain

UK - 14 million

Germany - 10.5 million

France - 6.7 million

Italy - 2.2 million

Holland - 2.2 million

Belgium - 1.6 million

Portugal - 1.4 million

One final group to consider when talking about the people of Spain are the tourists who visit for long periods of time, or foreigners who have stayed and made their home there. It is hard to put a figure on this fluctuating population but estimates range from 4 to 5 million.

What do the Spanish think about this? On the one hand, they are pleased because it brings in trade and boosts the economy. On the other hand, the older generation, in particular, finds it hard because they feel that the foreigners tend to create little societies of their own and do not integrate or try to learn the language.

¡Hola! Nosotros nos llamamos Charlotte, Sam y Chloe. Somos ingleses pero vivimos en San Pedro de Alcántara y vamos al colegio allí. Nos encanta la vida española.



Read the information on pages 38 and 39 and complete the quiz.

- 1 Explain what you think is meant by 'gain' and 'lose' people?
- 2 Why is 1492 such an important date in Spanish history?
- 3 How did the Civil War affect the people of Spain?
- 4 How are people from Morocco treated?
- 5 Would you like to live in Spain? Would you find it hard to adapt to life there? Why? What would you miss most?

KS4 PE

Students that are studying either GCSE PE or BTEC Sport are expected to work on the topic that is currently being covered within lessons.

All students are expected to do the following;

- Read around the current topic
- Read through notes made in previous lessons
- Research further into the topics covered
- Complete revision aids (cue cards, spider diagrams, etc.) on current topic
- Complete any outstanding work in folders