**S1 Newspaper Analysis Homework**

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When completing these homework tasks, you will:

* show your understanding of **unfamiliar** texts
* identify and consider **purpose** and **main ideas**
* comment on **content** and **organisation**
* select **evidence** to support your comments
* **summarise** information in your own words

![C:\Users\Jenna\AppData\Local\Microsoft\Windows\INetCache\IE\VUEJ3EKF\risto-pekkala-adelie-penguin[1].png]()**Penguin Watch: Public asked to aid Antarctic research**

by Victoria Gill, BBC News, 7 April 2016 (adapted)

British scientists who have set up a network of penguin-monitoring cameras in Antarctica are asking the public to help them carry out their research.

The Oxford University team is launching a new version of their ambitious project, [PenguinWatch](https://www.penguinwatch.org/). This is now the largest Antarctic citizen science venture in the world.

In "PenguinWatch 2.0", people will be able to see the results of their online efforts to monitor and conserve Antarctica's penguin colonies.

Lead researcher Dr Tom Hart is also encouraging school groups to adopt their own colony - following and monitoring its progress and "learning about Antarctica along the way."

The team now has more than 75 cameras all over Antarctica and sub-Antarctic islands. Their monitoring work - including collaboration with the US organisation [Oceanites](http://www.oceanites.org/) - has already shown a link between climate change and a decline in two species of penguins on the Antarctic Peninsula.

But with their large camera network in place, and each camera automatically taking a picture every hour throughout the year, the researchers now have a backlog of hundreds of thousands of images they are yet to analyse.

"We can't do this work on our own, and every penguin that people click on and count on the website - that's all information that tells us what's happening at each nest, and what's happening over time," said Dr Hart.

The team will combine this year-round view of the wildlife with climate, pollution and fisheries data - to work out what is driving declines in penguin populations, and how those declines might be reversed.

**Complete the following tasks under the heading Penguin Watch:**

1. Find a word in each of the paragraphs below which matches the synonym or definition in brackets:
* Paragraph 3 (observe/check)
* Paragraph 3 (protect)
* Paragraph 5 (working together)
* Paragraph 6 (pile-up of work that has not been completed)
* Paragraph 8 (reduction in number)
1. Using your own words, summarise five things you have learned about Penguin Watch (you might find it helpful to consider WHO, WHAT, WHY, WHEN and WHERE).
2. What is the PURPOSE of this article? Is it to INFORM, PERSUADE, REVIEW, DESCRIBE, ENTERTAIN? Give a reason for your answer.

![C:\Users\Jenna\AppData\Local\Microsoft\Windows\INetCache\IE\P63XA708\cutie_gokiburi_challenge_by_p0_-d374pdo[1].png]()**Why we should all start putting insects in our mouths**

by [Harold Stone](http://www.independent.co.uk/author/harold-stone), [Max Benwell](http://www.independent.co.uk/author/max-benwell), The Independent, Wednesday 16 March 2016 (adapted)

Mealworm haggis, bee sandwiches, coconut cricket rice cakes – is your mouth watering yet? If not, you wouldn’t be the only one. But why not? Insects are familiar. We learn about them from an early age and see them flying or scuttling around all the time. And crucially, their consumption is also extremely sustainable, economical, ethical and nutritious.

There’s just one catch – most people think they’re disgusting. So what do we do? Ignore the bugs that could completely revolutionise our food industry? This question is central to the work of the leading psychologist Dr Paul Rozin, who is trying to shape our food future with his research into edible insects.

After years of working on human food choice and aversion, he has discovered that disgusting things have a special property: when they touch something edible, they make it inedible. For example, if a cockroach falls into your glass of orange juice, even for just a second, it’s almost certain that you wouldn’t drink it. Even if there were no traces of the cockroach, and despite the fact that cockroaches are obsessively hygienic creatures, you’d consider it contaminated.

But an estimated [80 per cent of the world’s nations](http://www.fao.org/docrep/018/i3253e/i3253e.pdf) eat insects in one form or another. Around 2,000 species have been documented as food, and form the traditional diets of around two billion people. This means that two out of every seven people’s traditional diets involves insects.

We all know that the food industry needs to change, whether it’s for environmental or ethical reasons. So you should try an insect or two. The only thing stopping you is your disgust, which may not be as rational as you think.

**Complete the following tasks under the heading Eating Insects:**

1. Find a word in each of the paragraphs below which matches the synonym or definition in brackets:
* Paragraph 1 (able to be used without running out)
* Paragraph 2 (change in a major way)
* Paragraph 3 (clean/ sanitary)
* Paragraph 3 (polluted or spoiled)
* Paragraph 5 (sensible)
1. Using your own words, summarise three reasons why we should consider eating insects, and two reasons why many people probably won’t.
2. What is the PURPOSE of this article? Is it to INFORM, PERSUADE, REVIEW, DESCRIBE, ENTERTAIN? Give a reason for your answer.

**After Mars, hunt for water and life goes deep into the solar system**

by Robin McKie, The Guardian, 4.10.15 (adapted)

Without water, life as we understand it would be impossible. It is the one substance upon which our existence depends. And now it has been found streaking down the red, dusty slopes of the hills of [Mars](http://www.theguardian.com/science/mars).

The discovery, [announced by Nasa last week,](http://www.theguardian.com/science/2015/sep/28/nasa-scientists-find-evidence-flowing-water-mars)that the Red Planet has running water has provided scientists who are seeking life there with a major boost. As Jim Green, Nasa’s director of planetary science, put it: “If you look at Earth, water is an essential ingredient. Wherever we find water, we find life.”

Hence the international acclaim for the discovery, although the hunt for water, and life, in the solar system is not restricted to Mars. Indeed, astronomers have recently found that our solar system is awash with tantalising pools of the stuff, including several moons of both [Jupiter](http://www.theguardian.com/science/jupiter) and Saturn. Now researchers wish to study these very different, remarkable worlds, even though some are found more than a billion miles from the nurturing warmth of the sun.

Space engineers have been sending probes to Mars for decades, but until recently their record was poor, with [a substantial number either missing or crashing into their target](http://www.theguardian.com/science/2015/jan/16/lost-beagle-2-spacecraft-found-mars)s. Success rates have improved over the past decade, however. As a result, there are now five satellites in orbit round Mars, all returning data, while two robot rovers continue to trundle across its surface.

Nevertheless, it has taken this armada a very long time to find evidence of water on the planet, which shows how inhospitable and arid conditions are on Mars. Its atmospheric pressure is only 0.6% of Earth’s and its surface is bombarded by ultraviolet radiation. Any reservoirs of water or deposits of lifeforms will exist only underground, scientists believe. Finding them will be tricky.

**Complete the following tasks under the heading Water on Mars:**

1. Find a word in each of the paragraphs below which matches the synonym or definition in brackets:
* Paragraph 3 (praise in public)
* Paragraph 4 (spacecraft which records information)
* Paragraph 4 (large amount)
* Paragraph 5 (large group or fleet of warships)
* Paragraph 5 (dry and empty)
1. Using your own words, summarise five things you have learned about Mars and space exploration.
2. What is the PURPOSE of this article? Is it to INFORM, PERSUADE, REVIEW, DESCRIBE, ENTERTAIN? Give a reason for your answer.

**![C:\Users\McGuiganj\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PXMH63TE\bee2[1].jpg]()Save the Bees**

extract from: Essential Articles 13: Carel Press

A warm summer’s day would not seem complete without the sight and sound of bumble bees moving from flower to flower, yet this may soon be a thing of the past. And if bees disappear, so too will many of our favourite foods – including that other symbol of summer: strawberries.

Bees are essential for the pollination of around 90 crops worldwide and are crucially important to many others. Without them farmers would be unable to grow crops such as apples, blackberries, peaches, leeks, even tea! It has been calculated that the ‘service’ that bees provide is vital for the production of one in three of our mouthfuls of food. But bee numbers are declining rapidly. Within the last 70 years two bumblebee species have become extinct in the UK and others have had a drastic drop in numbers.

Changes in farming have brought about a change in habitat and a severe decline in the number of all pollinating insects. Over the years many hedges have been removed to make vast fields suitable for larger machinery harvesting a single crop. Grasslands, which were rich in wildflowers, disappeared. Bees feed only on pollen and nectar and, since there are far fewer flowers in the countryside now that there once were, their food source has dwindled.

**Complete the following tasks under the heading Save the Bees:**

1. Find a word or phrase in each of the paragraphs below which matches the synonym or definition in brackets:
* Paragraph 2 (extreme reduction)
* Paragraph 3 (immense; huge)
* Paragraph 3 (gradually reduced in size or strength)
1. In paragraph 2, the writer says bees are “essential.” Quote two other words/ expressions from the same paragraph which continue this idea.
2. Using your own words, summarise five things you have learned about bees and the problems they face.
3. Quote one example of alliteration from any paragraph.
4. What is the PURPOSE of this article? Is it to INFORM, PERSUADE, REVIEW, DESCRIBE, ENTERTAIN? Give a reason for your answer.

![C:\Users\McGuiganj\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\XQ50M9Z8\sleep2[1].jpg]()**Napping: the expert’s guide**

by Jennifer Ackerman, The Guardian, 27.01.09 (adapted)

For years, napping has been criticised as a sign of laziness. We are "caught" napping or "found asleep at the switch". But lately it has gained new respect, thanks to scientific evidence that midday dozing benefits both mental acuity and overall health. A slew of recent studies have shown that naps boost alertness, creativity, mood, and productivity in the later hours of the day.

A nap of 60 minutes improves alertness for up to 10 hours. Research on pilots shows that a 26-minute "Nasa" nap in flight (while the plane is manned by a co-pilot) enhanced performance by 34% and overall alertness by 54%. One Harvard study published last year showed that a 45-minute nap improves learning and memory. Napping reduces stress and lowers the risk of heart attack and stroke, diabetes, and excessive weight gain.

Getting even the briefest nap is better than nothing. A 2008 study in Düsseldorf showed that there are benefits even if sleep is limited to only a few minutes. And last year, a British study suggested that just knowing a nap was coming was enough to lower blood pressure.

Most mammals sleep for short periods throughout the day. Humans have consolidated sleep into one long period, but our bodies are programmed for two periods of intense sleepiness: in the early morning, from about 2am to 4am, and in the afternoon, between 1pm and 3pm. This midday wave of drowsiness is not due to heat or a heavy lunch but from an afternoon quiescent phase in our physiology, which diminishes our reaction time, memory, coordination, mood, and alertness.

Naps make you brainier, healthier, safer. But to understand how you can nap best, you need to understand your body.

**Complete the following tasks under the heading Napping:**

1. Find a word or phrase in each of the paragraphs below which matches the synonym or definition in brackets:
* Paragraph 1 (large amount or number)
* Paragraph 2 (increased or improved)
* Paragraph 4 (combined/ joined together)
1. Using your own words, summarise three benefits of napping given in the article.
2. In your own words, explain why humans feel sleepy in the afternoon, according to paragraph 4.
3. Quote two techniques used by the writer to emphasise the benefits of napping (word choice, imagery, punctuation, short sentence, listing, repetition…)
4. What is the PURPOSE of this article? Is it to INFORM, PERSUADE, REVIEW, DESCRIBE, ENTERTAIN? Give a reason for your answer.

**‘Angry Birds’ Movie**

By Peter Bradshaw, The Guardian, 9th May 2016 (adapted)

That’s right: a film has been made out of the addictive smartphone/tablet game [Angry Birds](https://www.theguardian.com/technology/angry-birds), where catapults ping flightless birds at the little pink piggies who have stolen their eggs. This movie is driven by a naked commercial goal – though perhaps no more than any other film – and it doesn’t match up to the hyperactive, clever surreality of the Lego Movie. Yet there is a kind of pleasure and fascination, mixed with exasperation, in seeing how the game has been mangled and bent into the shape of the conventional animation narrative, with zappy little dialogue moments, funny characters and some sophisticated touches for the grownups.

Jason Sudekis voices Red, the grumpy red bird with big eyebrows who is the star of the game. After a rage outburst, he amusingly has to attend anger management sessions, but then the piggies arrive, pretending to be the birds’ friends while scheming to take away their eggs. To rescue them, Red has to rediscover his inner righteous anger and to re-invade the piggies’ domain. For this he must use the catapult the piggies have, erm, given them as a present, and he must also detonate the huge mounds of TNT that the piggies have left lying around. The sheer contrived ridiculousness is part of the fun. But you really do have to know the game. (\*TNT is an explosive chemical substance)

**Complete the following tasks under the heading ‘Angry Birds’ Film:**

1. Find a word or phrase in each of the paragraphs below which matches the synonym or definition in brackets:
* Paragraph 1 (to make profit/money)
* Paragraph 1 (of a weird and bizarre nature)
* Paragraph 2 (territory/ area of land belonging to a group)
* Paragraph 2 (cause to explode)
* Paragraph 2 (deliberately created)
1. Using your own words, explain two different feelings the writer has about the film in paragraph 1.
2. In your own words, explain two things Red has to do to rescue the birds in paragraph 2.
3. Choose two expressions which show the writer’s positive view of the film.
4. Choose two expressions which create a chatty or conversational tone in this article.
5. What is the PURPOSE of this article? Is it to INFORM, PERSUADE, REVIEW, DESCRIBE, ENTERTAIN? Give a reason for your answer.

**![C:\Users\McGuiganJ\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OYAGXZXD\newspaper-icon[1].jpg]()Choose your own article**

**Choose a news article that is a similar length to the others in this booklet. Complete the following five tasks:**

1. Write down the headline, writer and newspaper/ website in which the article was published.
2. Briefly summarise the content of the article (2-3 sentences).
3. Using your own words, describe three key ideas in the article.
4. ![C:\Users\McGuiganj\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\M3N3VLLA\MC900384020[1].wmf]()What is the PURPOSE of this article? Is it to INFORM, PERSUADE, REVIEW, DESCRIBE, ENTERTAIN? Give a reason for your answer.

**Extra challenge!**

1. Quote two techniques used by the writer and explain the effect they have on the reader. You may wish to consider: word choice, imagery, punctuation, short sentence, listing, repetition, humour or any other language feature.

For example

The writer repeats the word “\_\_” to…

The writer uses the simile “\_\_\_” to…

The article ends with a single sentence paragraph: “\_\_.” This is effective because…

The list “\_\_” emphasises…

The writer uses an exclamation: “\_\_.” This suggests…

**Now choose one of the following tasks:**

1. How effective is the headline of the article? Give a reason for your answer.
2. Quote two facts and two opinions found in the article.
3. How effective do you find the conclusion (final paragraph) of the article? Give a reason for your answer.