

# Half-Term 3

## Year 9 Homework

### Academic Year 2025/26



Name: \_\_\_\_\_

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## Maths

[www.sparxmaths.com](http://www.sparxmaths.com)

**Username:**

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| <b>Week</b> | <b>Topic</b>            | <b>Score</b> |
|-------------|-------------------------|--------------|
| <b>1</b>    | <b>Powers and Roots</b> |              |
| <b>2</b>    | <b>Powers and Roots</b> |              |
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| <b>4</b>    | <b>Number Skills</b>    |              |
| <b>5</b>    | <b>Percentages</b>      |              |
| <b>6</b>    | <b>Percentages</b>      |              |

## Drama task 1: The Big Write

Read the information on the next page about Epic Theatre. Then, in full sentences, using all the information you know:

'Explain how Epic theatre uses these techniques to keep the audience thinking, not just feeling.'

Include the following techniques

- Narration
- Direct address
- Songs
- Placards

## Epic theatre and political theatre

Bertolt Brecht is closely linked with the Epic theatre style, and there are a range of elements associated with it. Epic theatre often features a non-linear plot and episodic moments that, when put together, would create a montage effect. A montage is a series of short and separate scenes grouped immediately after each other, with the contrast between scenes highlighting important issues in the story and allowing for a focus on small details. It can be useful in this style to experiment with the order of scenes to find what works best.

The narrative communicated might be told from the viewpoint of a single storyteller and the choice of viewpoint can appeal to different groups. Within Epic theatre, audiences should remain distant, not becoming emotionally involved in the performance, so that they can make rational judgements about the social or political issues involved.

There are several dramatic elements that distance the audience from the emotion of the action and allow them to think rationally about the conflict that is presented before them:



**Drama task 2: Research social media.**

- The impact social media has on us as individuals and as a community.
- The development of social media over the years
- The importance of social media
- Negative and positives
- Usage of social media
- Ages social media is used by

**You must include at least 5 facts and present this in an organised format as a fact file or poster on the next page. You may include images.**



# Social Media

### Drama task 3: Key devises revision

Write a definition for the following key techniques that could be used in Drama:

1. Tableau

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2. Thought Tracking

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3. Conscience Corridor

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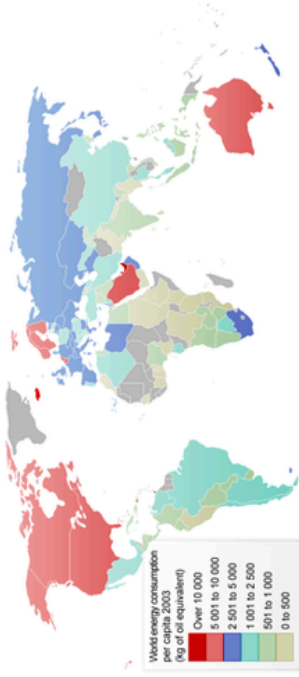
Complete the table so there is a skill, a definition and an example

| Skill             | Definition                 | Example                     |
|-------------------|----------------------------|-----------------------------|
| Pitch             |                            |                             |
|                   | The attitude in your voice |                             |
|                   |                            | He spoke using a loud voice |
|                   | The way you walk           |                             |
| Facial Expression |                            |                             |
|                   |                            | She stood up straight       |
| Pace              |                            |                             |

Energy - subject summary

9.5.1 Describe the uneven distribution of energy consumption and the reasons for this.

**Which countries consume the most energy and what are the impacts of this?**

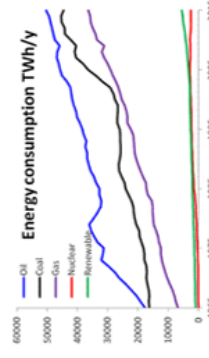


1. The map shows that energy consumption is unevenly distributed, with the highest rates of consumption taking place in the developed countries. The lowest rates of consumption are in developing countries, for example the countries of central Africa.
2. Energy is important for industry, transport and homes.
3. Social well-being will be negatively impacted without energy as people will not be able to heat homes or turn lights on during the night.
4. If you do not have enough energy, economic well-being in the country can be negatively impacted. This is because industries cannot operate, meaning there are fewer jobs which could stop the country from developing. Furthermore, people cannot travel to jobs in other places, as the lack of energy makes travelling difficult.

**Why is energy consumption uneven?**

1. Some countries do not have energy reserves; whilst others do not have the technology to exploit their resources.
2. For some countries the only way to access energy resources is to import them, which is expensive.
3. Consumption of resources therefore depends on wealth and their availability.
4. Developed countries and emerging countries either have their own supply of energy resources or can afford to import, therefore, consumption is high, and quality of life is high.
5. However, in developing countries they cannot afford to exploit their resources or import from other countries, so consumption is still relatively low, resulting in a poorer quality of life.

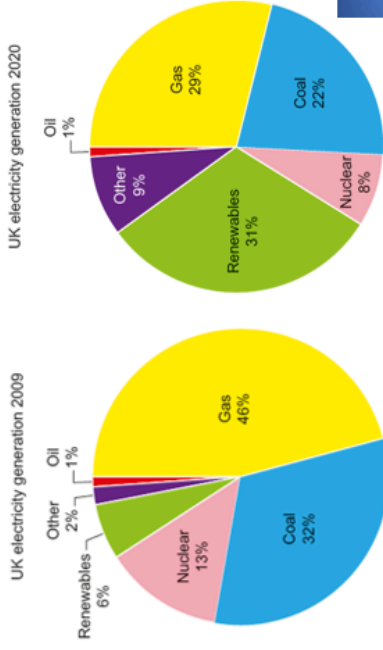
**Energy consumption TWh/yr**



- Consumption of energy is growing world-wide:**
1. Generally, the consumption of energy is growing world-wide.
  2. Most countries are developing and becoming richer.
  3. As the countries become more developed consumption increases.
  4. Non-renewable energy consumption is still increasing rapidly world-wide. The impact of this can be seen on the next page.

9.5.2 Explain how the global energy mix is changing and the factors which influence this.

**How is the UK's energy mix changing?**



**Interpretation of the pie charts:**

1. As can be seen from the pie charts, the UK's energy mix is changing.
2. From 2009-2020 there is a decrease in the use of coal and gas and a significant increase in renewable energies and nuclear energy.





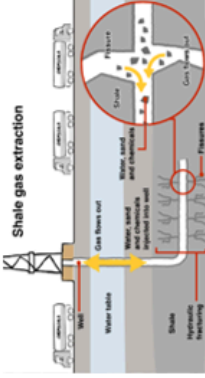
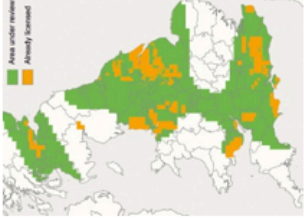



**Why is the UK's energy mix changing?**

1. Coal and gas are beginning to run out which means the government has had to look for alternative methods of getting energy.
2. Due to the reduced amount of coal and gas, extracting these non-renewable resources is much more difficult. This means the cost of these have gone up, meaning they are becoming too expensive for people.
3. Coal and gas produce CO<sub>2</sub> when burnt. The government in the UK is committed to reducing the amount of CO<sub>2</sub> produced, as this is a greenhouse gas, which is contributing towards climate change.
4. People in the UK have become more aware of the environmental impacts of using non-renewable energies (fossil fuels). Therefore, they are choosing to use alternatives.
5. There have been significant improvements in the efficiency and reliability of renewable energies, meaning they are now a good alternative to fossil fuels. For example, one wind turbine can provide enough power for 332 homes for a year.

**Key terms:**

1. Imports – Goods brought into a country.
2. Energy consumption – The amount of energy or power used.
3. Non-renewable energies – Energy, which is finite, is not sustainable and takes a long time to replenish.
4. Renewable energies – Energy, which is infinite, sustainable and is easily replenished.
5. Fossil fuels – Another name given to oil, gas and coal (non-renewable energy sources). They are known as fossil fuels because they have developed due to the decomposition of fossilised plants and animals over millions of years.
6. Well-being – When a person feels comfortable, healthy and happy.
7. Extraction – To remove a product/ resource from the ground.
8. Disposable income – The amount of money people have left to spend on themselves, after they have paid for all their bills.
9. NIMBY – This is an abbreviation for 'Not In My Backyard'; this can often refer to people who support things such as renewable energy, but only if they are not placed near their homes. This behaviour often makes it difficult to get planning permission to build things such as wind turbines.

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| <p>9.5.3 Assess the challenges and opportunities linked to renewable and non-renewable energy sources.</p> <p><b>Non-renewable energy:</b></p> <ol style="list-style-type: none"> <li>1. Non-renewable energy sources are <b>finite</b> which means they will <b>run out</b> one day.</li> <li>2. This energy has normally been produced by the decomposition (breaking down) of fossilised plants and animals.</li> <li>3. This process takes millions of years.</li> <li>4. Most non-renewables are referred to as fossil fuels and burning them produces <b>greenhouse gases</b> (CO<sub>2</sub>).</li> </ol> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Coal</p> </div> <div style="text-align: center;">  <p>Gas</p> </div> </div> <p><b>Types:</b><br/>The three main non-renewable energy sources are <b>oil, gas and coal</b>. However, <b>nuclear energy</b> is also included as a non-renewable. Fracking is a new method of extracting gas from the ground.</p> <p><b>Opportunities:</b></p> <ol style="list-style-type: none"> <li>1. These energies have been used for a long time, so they are <b>efficient</b> as technology has been made to maximise their energy output. This means they produce a <b>large amount of energy</b>, using a small amount of fuel.</li> <li>2. <b>Oil</b> can be turned into petrol and diesel. These are the <b>most effective</b> way to power transport efficiently.</li> <li>3. It is <b>easy to transport</b> this type of energy. For example, gas pipes from Russia and Scandinavia deliver gas to the UK. Fuel tankers can transport non-renewable energy sources, meaning they are easy to import.</li> <li>4. A significant amount of <b>jobs</b> created in the extraction of these resources. This produces huge amounts of taxes for the local area e.g. offshore oil and gas, off the coast of Aberdeen in Scotland.</li> </ol> <p><b>Challenges:</b></p> <ol style="list-style-type: none"> <li>1. The cost of <b>extracting</b> fossil fuels can be <b>expensive</b>. As the reserves run out, extraction becomes more difficult which means costs increase.</li> <li>2. The burning of <b>fossil fuels</b> produces CO<sub>2</sub> and greenhouse gases which cause <b>climate change</b>.</li> <li>3. Accidents such as <b>oil spills</b> or <b>nuclear disasters</b> can leak toxic chemicals into water sources, soils and the atmosphere, <b>killing animals</b> and posing a significant <b>risk to human health</b>.</li> <li>4. <b>Nuclear waste</b> is <b>expensive</b> to <b>dispose</b> of as it is highly dangerous. This pushes up the cost of producing electricity.</li> <li>5. The UK is <b>reliant on importing</b> much of its gas and oil from places like Russia. This can be an issue when the countries have disagreements, leading to some believing that <b>Russia could 'turn off our lights'</b>.</li> <li>6. <b>Reducing coal mining and oil/ gas extraction</b> will lead to the <b>loss of jobs</b>, and an increase in unemployment in certain areas.</li> </ol> | <p>9.3.3 Assess the opportunities and challenges faced by people living in a city in an emerging country.</p> <p><b>Renewable energy:</b></p> <ol style="list-style-type: none"> <li>1. These are <b>infinite</b> resources, which means they will <b>not run out</b>.</li> <li>2. The energy is <b>sustainable</b> and is <b>replenished</b>.</li> <li>3. This type of energy production does not require fossil fuels, so therefore <b>greenhouse gases are not produced</b>.</li> </ol> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Wind</p> </div> <div style="text-align: center;">  <p>Solar</p> </div> </div> <p><b>Types:</b><br/>The most commonly used renewables are <b>wind, solar, biomass</b> (burning certain plants e.g. oil rape seed) and <b>hydroelectric power</b> (produced by water turning turbines in a dam). Tidal energy is also used at some coastal locations, where there is large tidal movement.</p> <p><b>Opportunities:</b></p> <ol style="list-style-type: none"> <li>1. They will not run-out, meaning countries such as the UK can be <b>self-sufficient</b> and will not need to rely on imports from other countries.</li> <li>2. <b>No greenhouse gases</b> are produced during operation, meaning a reduced impact on climate change.</li> <li>3. Once they have been built set up <b>energy bills will come down</b> in the long term because they require little upkeep.</li> <li>4. <b>New jobs</b> can be created in industries producing these renewable technologies, reducing unemployment in the UK.</li> </ol> <p><b>Challenges:</b></p> <ol style="list-style-type: none"> <li>1. Both wind and solar energy are <b>unreliable</b>, meaning that little energy is produced during certain times e.g. on a calm day or at night. This means that countries will still need to use some fossil fuels (non-renewables).</li> <li>2. Wind turbines are said to be <b>ugly</b> and this can create <b>NIMBYism</b>, as people are worried that the value of their property will decrease. If they are placed offshore at the coasts, people worry that tourist numbers will reduce meaning lost income for hotels etc.</li> <li>3. The <b>initial cost</b> of installing some renewables can be <b>expensive</b>, meaning a short-term increase in energy bills.</li> <li>4. Wind turbines can be <b>dangerous for animals</b>, for example they can impact migrating birds. Birds and bats have been killed by the rotating blades.</li> <li>5. Hydro-electric power requires the damming of a river and the creation of a reservoir. The reservoir can displace communities, flood farmland and destroy habitats. The dam can also impact the migration of fish, such as salmon, down or upstream.</li> <li>6. The use of biofuels, can result in huge areas of forest being destroyed to grow crops such as oil rapeseed, resulting in the <b>destruction of habitats</b>.</li> </ol> | <p>9.5.4 Assess the social, economic, environmental impacts of energy production in a chosen country.</p> <p><b>Fracking in the UK:</b><br/>Fracking has not fully started in the UK, but there are several areas which have already received licenses for it to begin.</p>   <p><b>What is fracking?</b></p> <ol style="list-style-type: none"> <li>1. Fracking is a process whereby gas trapped in shale rock is released.</li> <li>2. A drilling pipe is placed into the ground.</li> <li>3. Water mixed with sand is pumped into the drilling pipe at high pressure.</li> <li>4. This widens cracks in the ground, allowing trapped gas to escape.</li> </ol> <p><b>Opportunities of fracking in the UK:</b></p> <ol style="list-style-type: none"> <li>1. Blackpool is one area where large fracking sites could be established. Fracking sites around Blackpool could earn <b>Blackpool Council £1.7m per year</b>.</li> <li>2. The UK has enough shale gas that we would <b>no longer need to import gas</b> from abroad, this would <b>decrease energy bills by 2%</b>, meaning people could have more disposable income. It would also mean the UK would be <b>self-sufficient</b>.</li> <li>3. Many <b>jobs</b> will be created in the areas where fracking sites are established. For example, in the north west of the UK, where there are high levels of unemployment. This means the government will make more through taxes.</li> </ol> <p><b>Challenges:</b></p> <ol style="list-style-type: none"> <li>1. Fracking is known to cause <b>mini earthquakes</b> in areas where the sites are located, some of these can be quite high on the Richter scale. There is a fear that this could <b>damage people's properties</b> and result in an <b>increase in insurance costs</b> in the areas impacted.</li> <li>2. The water, which is pumped into the ground, can get into the water table. This <b>pollutes the water</b> and makes it dangerous to human health. It could also result in poisoning wildlife.</li> <li>3. Countryside areas (<b>rural areas</b>) will be <b>destroyed</b>, for example Roseacre Wood, near Blackpool. This will <b>ruin views</b> for locals and potentially reduce tourist numbers which could result in lost income for businesses nearby. Also, habitats would be lost.</li> <li>4. There will be an increase in <b>noise and air pollution</b> from the heavy machinery and vehicles. The air pollution could lead to <b>breathing disorders</b> in the local area.</li> <li>5. With the visual, noise and air pollution, <b>house prices</b> near the proposed sites would <b>decrease</b>. This would result in homeowners losing huge sums of money. In Roseacre Wood, a <b>10% reduction</b> is predicted from the average house value of £300,000. This is a <b>£30,000 loss</b>.</li> <li>6. With fracking, gas will still be used, releasing <b>greenhouse gas emissions (CO<sub>2</sub>)</b> and contributing to climate change.</li> </ol> | <p>9.5.1 Describe the uneven distribution of energy consumption and the reasons for this.</p> <p>9.5.2 Explain how the global energy mix is changing and the factors which influence this.</p> <p>9.5.3 Assess the challenges and opportunities linked to renewable and non-renewable energy sources.</p> <p>9.5.4 Assess the social, economic, environmental impacts of energy production in a chosen country.</p> | <p>9.5.1 Describe the uneven distribution of energy consumption and the reasons for this.</p> <p>9.5.2 Explain how the global energy mix is changing and the factors which influence this.</p> <p>9.5.3 Assess the challenges and opportunities linked to renewable and non-renewable energy sources.</p> <p>9.5.4 Assess the social, economic, environmental impacts of energy production in a chosen country.</p> | <p><b>FRACK OFF!</b></p>  |
|--|---|---|---|---|---|

Geography Task 1:

**Answer the following questions using the Subject Summaries on the last two pages**

1. What is the definition of Non-renewable energies according to the sources?
  - A. Energy which is infinite and easily replenished.
  - B. Goods brought into a country.
  - C. Energy which is finite, not sustainable, and takes a long time to replenish.
  - D. The amount of energy or power used.
  
2. What is the abbreviation NIMBY short for?
  - A. Nuclear Investment Management By Youth
  - B. Not In My Backyard
  - C. National Import Market Balance Yield
  - D. Non-renewable Infrastructure Maintenance Budget
  
3. The term "Fossil fuels" is another name given to which three non-renewable energy sources?
  - A. Nuclear, Wind, and Solar
  - B. Oil, Gas, and Coal
  - C. Hydroelectric, Tidal, and Biomass
  - D. Uranium, Shale, and Biofuel
  
4. How is the key term Extraction defined in the sources?
  - A. The amount of money people have left to spend on themselves.
  - B. To remove a product or resource from the ground.
  - C. Energy that is easily replenished.
  - D. When a person feels comfortable, healthy and happy.

5. What are Imports?

- A. Goods sold to other countries.
- B. Goods brought into a country.
- C. Removing resources from the ground.
- D. A type of renewable energy.

6. In 2020, what percentage of the UK's electricity generation came from Gas?

- A. 46%
- B. 31%
- C. 29% 7
- D. 8%

7. Which energy source accounted for 32% of the UK's electricity generation in 2009?

- A. Gas
- B. Nuclear
- C. Coal
- D. Renewables

8. Which energy source contributed only 1% to the UK's electricity generation in both 2009 and 2020?

- A. Other
- B. Nuclear
- C. Coal
- D. Oil

9. Between 2009 and 2020, what change occurred in the use of Coal for UK electricity generation?

- A. A significant increase
- B. A slight increase
- C. A decrease
- D. The percentage stayed the same

10. In 2020, what was the percentage share of Renewables in the UK's electricity generation?

- A. 6%
- B. 22%
- C. 29%
- D. 31%

## Geography Task 2

Use the Subject Summaries above to answer the next set of questions

1. According to the interpretation of the pie charts comparing the UK's energy mix between 2009 and 2020, what major change occurred?

- A. There was a significant decrease in renewable energies and nuclear energy.
- B. There was an increase in the use of both coal and gas.
- C. There was a decrease in the use of coal and gas, and a significant increase in renewable energies and nuclear energy.
- D. Oil replaced Nuclear as the UK's second-largest energy source.

2. What is identified as a primary reason the UK government is forced to seek alternative methods of generating energy?

- A. The rising cost of nuclear waste disposal has made nuclear energy too expensive.
- B. The UK is no longer reliant on importing gas from Russia.
- C. Coal and gas are beginning to run out.
- D. People are unwilling to pay high energy bills.

3. Why has the cost of extracting non-renewable resources like coal and gas increased, making them potentially too expensive for consumers?

- A. The price of imported non-renewable energy has increased due to high demand.
- B. Extraction is much more difficult due to the reduced amount of coal and gas available.
- C. The government removed all subsidies for fossil fuel extraction.
- D. New technology requires more fossil fuel to operate efficiently.

4. The UK government is committed to reducing the amount of CO<sub>2</sub> produced from burning coal and gas. What environmental issue is CO<sub>2</sub> (a greenhouse gas) explicitly listed as contributing towards?

- A. Water pollution in the water table.
- B. An increase in the risk of mini earthquakes.
- C. The displacement of rural communities.
- D. Climate change.

5. What concept does the map illustrating world energy consumption per capita (per person) demonstrate regarding global consumption?

- A. Consumption is growing world-wide, but is mostly dependent on population density.
- B. Consumption rates are highest in countries with large energy reserves.
- C. Energy consumption is unevenly distributed.
- D. Energy consumption is higher in countries that rely on energy imports.

6. Which group of countries generally records the lowest rates of energy consumption, according to the source material?

- A. Developed countries.
- B. Emerging countries.
- C. Countries that rely on oil imports.
- D. Developing countries, for example the countries of central Africa.

7. For any country, the consumption of energy resources ultimately depends on which two critical factors?

- A. Technology to exploit resources and geography.
- B. Climate change regulations and government commitment.
- C. Wealth and their availability.
- D. Proximity to Russia and local tax revenue.

8. Why do developing countries often have relatively low energy consumption, resulting in a poorer quality of life?

- A. They support the use of non-renewable energies near their homes (NIMBYism is low).
- B. They lack the necessary transport infrastructure for oil pipelines.
- C. They cannot afford to exploit their resources or import energy from other countries.
- D. They prioritise disposable income over industrial development.

9. How is a lack of energy described as negatively impacting social well-being? 7

- A. It prevents industries from operating.
- B. People will not be able to travel to jobs in other places.
- C. People will not be able to buy imported goods.
- D. People will not be able to heat homes or turn lights on during the night.

10. A lack of energy negatively impacts a country's economic well-being because:

- A. The cost of extracting resources becomes too expensive.
- B. Industries cannot operate, meaning there are fewer jobs which could stop the country from developing.
- C. It leads to NIMBY behaviour among the population.
- D. It results in a reliance on importing all fossil fuels.



## Homework 1: Causes of World War II (with source)

PK

World War II began in 1939 after years of rising tensions in Europe. Adolf Hitler had rebuilt Germany's army, broken the Treaty of Versailles, and demanded more territory. Britain and France followed a policy of appeasement at first, hoping to avoid another war like the First World War. However, when Germany invaded Poland on 1 September 1939, Britain and France declared war. The conflict quickly spread across the world, becoming the largest war in human history.

Source (read carefully):

*"The Führer is determined to unite all German-speaking people and restore Germany's rightful power. The Treaty of Versailles was unfair and must be overturned."*

— Speech from a Nazi rally, 1938

Comprehension Questions:

1. Why did Britain and France follow appeasement in the 1930s?
2. What event finally triggered the start of WWII?
3. Which parts of the Treaty of Versailles did Hitler want to overturn?
4. According to the source, what justification does Hitler give for his actions?
5. How reliable do you think this source is? Explain your answer.

Extension (choose one):

- Write a paragraph explaining whether appeasement was a mistake.
- Create a mind map of the long-term and short-term causes of WWII.
- Annotate the source with comments on purpose, audience, and message.

Further Reading:

<https://www.iwm.org.uk/history/what-caused-the-second-world-war>

## Homework 2: The Blitz and Civilians at War (with source)

PK

Between 1940 and 1941, Britain faced a sustained bombing campaign known as the Blitz. German aircraft targeted cities such as London, Coventry and Liverpool, aiming to destroy factories, crush morale, and force Britain to surrender. Civilians responded with remarkable resilience: they used underground stations as shelters, followed blackout rules, and relied on air-raid wardens and the Home Guard to keep them safe. The government used propaganda to maintain morale, encouraging people to “Keep Calm and Carry On.” Although the Blitz caused huge destruction and loss of life, it strengthened British determination to resist Nazi Germany.

Source:

*“We heard the sirens and ran to the shelter. The ground shook as bombs fell across the city. When we emerged, whole streets were gone.”*

— Diary of a London resident, 1940

Comprehension Questions:

1. What were Germany’s aims during the Blitz?
2. How did civilians protect themselves?
3. What role did the government play during the Blitz?
4. What emotions does the source describe?
5. How useful is this source for understanding civilian experiences?

Extension (choose one):

- Create a simple propaganda poster boosting morale.
- Write a 120-word diary entry describing a night in an air-raid shelter.
- Make a labelled sketch of the types of bomb damage caused during the Blitz.

Further Reading:

<https://www.bbc.co.uk/bitesize/topics/zk94jxs/articles/zj4k87h>

## Homework 1: Hindu Beliefs about God (with source)

PK:

Hinduism teaches that there is one supreme reality called Brahman, which is present in all things. However, Brahman is so complex that Hindus understand it through different deities, each representing aspects of the divine. For example, Brahma the creator, Vishnu the preserver, and Shiva the destroyer form the Trimurti. Many Hindus believe that God lives within every person as the atman, or soul, which is eternal. These beliefs link to ideas about reincarnation and karma, shaping how Hindus try to live a good and moral life.

Source:

*"Truth is one; the wise call it by many names."* — Rig Veda

Comprehension Questions:

1. What is Brahman in Hindu belief?
2. Name the three gods that make up the Trimurti.
3. What is the atman?
4. What message does the source give about the nature of God?
5. How do beliefs about karma influence Hindu behaviour?

Extension (choose one):

- Write a paragraph explaining whether Hinduism is monotheistic, polytheistic, or something different.
- Create a labelled diagram showing the Trimurti.
- Annotate the source with comments on meaning, message, and its importance for Hindu belief.

Further Reading:

<https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zv4q7nb>

## Work 2: Hindu Worship and Festivals (with source)

PK

Hindu worship, known as puja, can take place in the home or in a mandir (temple). During puja, Hindus offer flowers, food, incense, and prayers to show love and respect for the deities. Festivals are also a vital part of Hindu life. Diwali, the festival of lights, celebrates the victory of good over evil and the return of Rama and Sita. Holi is a joyful spring festival where people throw coloured powders to celebrate renewal and the triumph of love. These practices help Hindus express devotion, strengthen community ties, and remember stories from sacred texts such as the Ramayana.

Source:

*“The light of Diwali reminds us that hope and goodness can triumph even in darkness.”* — Modern Hindu teaching

Comprehension Questions:

1. What is puja?
2. Where can Hindus worship?
3. What does Diwali celebrate?
4. What is the message of the source?
5. How do festivals strengthen the Hindu community?

Extension (choose one):

- Write a short diary entry describing a Hindu festival from the viewpoint of a participant.
- Create a comparison table showing the differences between Diwali and Holi.
- Explain why puja is important in both the home and the mandir.

Further Reading:

<https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/z77j2hv>

**Tanya Davis named**

**Provincial Poet Laureate**

**The Honourable Antoinette Perry, Lieutenant Governor of Prince Edward Island, Prince Edward Island's Poet Laureate Tanya Davis and Communities and Fisheries Minister Jamie Fox**

**Islanders gathered today at Government House to welcome and celebrate Prince Edward Island's new Poet Laureate Tanya Davis. In her new role, Tanya Davis will act as a spokesperson for literature in Prince Edward Island and raise awareness of poetry and the spoken word.**

**"The Poet Laureate position affirms the importance of the literary arts within our Island's cultural landscape," said the Honourable Antoinette Perry, Lieutenant Governor of Prince Edward Island. "It is my great pleasure to welcome Tanya as our province's newest Poet Laureate and ambassador for culture and the literary arts."**

**Tanya Davis is a poet. She is a storyteller. She is a musician and a singer-songwriter and she fuses these elements together in a refreshing matrimony of language and sound, side-stepping genre and captivating audiences in the process. She has been awarded numerous local, regional and national awards for her writings.**

**"We have great confidence in Tanya's ability to perform in this special and very important role and to be a champion for literacy in our province," said Minister of Education and Lifelong Learning, Natalie Jameson. "Art is a reflection of society and culture. It helps us understand what we are as human beings and influences how we relate to each other. Tanya has an exceptional way of weaving story and emotions into her poetry. She is an exceptional artist and we are excited to have her as our provincial Poet Laureate.**

**Tanya Davis is replacing Julie Pellissier-Lush, who has just completed her term. Previous PEI Poets Laureate include: John Smith (2003-2005), Frank Ledwell (2005-2008), David Helwig (2008-2010), Hugh MacDonald (2010-2013), Diane Hicks Morrow (2013-2016), Deirdre Kessler (2016-2019), and Julie Pellissier-Lush (2019-2023).**

**Poets Laureate often choose to engage in composing poetry related to legislative or state occasions and events of significance. Other elements of their work include visiting schools, presenting or arranging poetry readings and assisting with writing workshops and other activities.**

**The PEI Public Library Service has responsibility for the program. Poets Laureate are chosen through a peer assessment process and appointed by the Minister of Education and Lifelong Learning. To be selected, the Poet Laureate must be active and recognized as a poet**

of stature who has published at least one volume of poetry within the last ten years with a reputable publishing house, or whose body of work over the years has brought honour to themselves and the province.

Once you have read the article, answer the questions below:

1. List 4 things we learn about Tanya Davis.

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2. Why is the Poet Laureate position important?

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3. What role does a Poet Laureate play?

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4. How are Poet Laureates chosen?

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5. CHALLENGE: Why is important for society to celebrate and engage within poetry?

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**Carol Ann Duffy**  
**British poet**

Carol Ann Duffy (born December 23, 1955, Glasgow, Scotland) is a British poet whose well-known and well-liked poetry engaged such topics as gender and oppression, expressing them in familiar, conversational language that made her work accessible to a variety of readers. In 2009–19 she served as the first woman poet laureate of Great Britain.

Duffy lived in Glasgow, Scotland, until age six, when she and her family moved to Stafford, England. Her father, a fitter for an electric company, ran an unsuccessful bid for Parliament in 1983. Duffy grew up attending convent schools and began publishing her poetry in magazines at age 14. She later attended Liverpool University. After graduating with a degree in philosophy in 1977, Duffy set to work publishing several books and traveling to read and teach her poetry. She also worked as a poetry critic for *The Guardian* from 1988 to 1989 and as an editor for the poetry magazine *Ambit*. In 1996 she began lecturing in poetry at Manchester Metropolitan University, where she later became creative

director of the Writing School.

In 1999 British media claimed that Duffy had been considered for the position of poet

laureate but that Prime Minister Tony Blair feared her homosexuality would not be well received by “middle England”; the poet and author Andrew Motion was chosen instead.

Upon accepting the position at the end of Motion’s term, in 2009, Duffy made it clear in interviews that she had agreed to become poet laureate only because, since its inception in the 17th century, no woman had previously held the post. She also expressed impatience with claims that her sexuality had kept her from the post; her 10-year term ended in 2019. Her work received such notable accolades as the Scottish Arts Council Award, the Whitbread (later Costa) Book Award for poetry, and the T.S. Eliot Prize. She was named an Officer of the Order of the British Empire (OBE) in 1995, advanced to Commander of the Order of the British Empire (CBE) in 2002, and was named a Dame Commander of the British Empire (DBE) in 2015.

Once you have read the article, answer the questions below:

1. Where was Carol Ann Duffy born and when?

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2. What position did Carol Ann Duffy hold from 2009 to 2019?

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3. What challenge did Carol Ann Duffy face in 1999 regarding the position of poet laureate?

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4. Which university did Carol Ann Duffy attend, and what degree did she earn?

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5. How do you think Carol Ann Duffy's experiences with gender and sexuality influenced her poetry and career? (Write in full sentences)

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**Week 3:**

**The Manhunt – Simon Armitage**

In 2019, Armitage became the new Poet Laureate, following Carol Ann Duffy in the post. He is a playwright and novelist as well as a poet, and attended the University of Manchester as well as studying in Portsmouth. He has worked in a number of occupations, and his poetry often relates back to his Yorkshire heritage (Armitage was born in Huddersfield) and often focuses on relatable situations in order to resonate with and engage the reader.

**Written for 'The Not Dead' (2007)**

'The Not Dead' was a Channel 4 documentary about the impact of war on soldiers returning home. It was created in order to raise awareness about PTSD and encourage more recognition of it in society. Armitage later released a poetry collection of the same name featuring the poems from the series.

The collection was based on Guardsman Tromans who fought in Iraq in 2003 and suffered from PTSD as a result of their service. The poem and documentary coincided with changing public opinion as people were starting to oppose war. At this time, the Iraq war was condemned as unnecessary, and potentially due to US oil greed. As a result of these more modern conflicts, the public and military started to recognise PTSD, and Armitage's poem helped raise awareness and incite sympathy. Poems features also belong to a collection by Armitage also called 'The Not Dead', and 'The Manhunt' was referred to as 'Laura's poem' as it had a female narrator. In the documentary, the poem is read by Laura who was the wife of a peace-keeper in Bosnia in the 1990s, called Eddie Beddoes. He was discharged from service due to his injuries, both physical and mental.

Once you have read the article, answer the questions below:

1. Who did Simon Armitage succeed as Poet Laureate in 2019?

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2. What themes does Armitage often explore in his poetry?

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3. What was the purpose of the Channel 4 documentary The Not Dead?

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4. How did Armitage's poem The Manhunt contribute to raising awareness about PTSD?

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5. In what ways does the poem The Manhunt connect to modern conflicts and the changing public opinion about war? (Write in full sentences)

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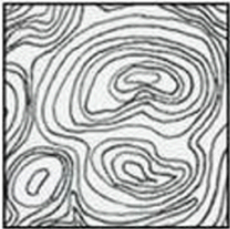



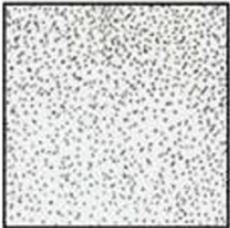





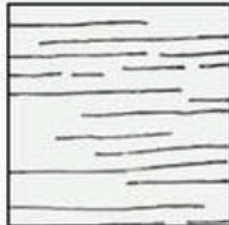

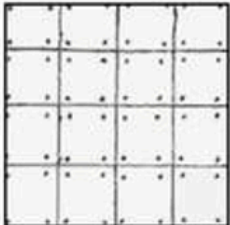

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# TEXTURE

Texture is an element of

Texture is how something looks like it would feel (perceived texture) or actually

Recreate the texture

|   |   |   |   |   |   |
|---|---|---|---|---|---|
|    | ▶ |    |    | ▶ |    |
|   | ▶ |   |   | ▶ |   |
|  | ▶ |  |  | ▶ |  |
|  | ▶ |  |  | ▶ |  |
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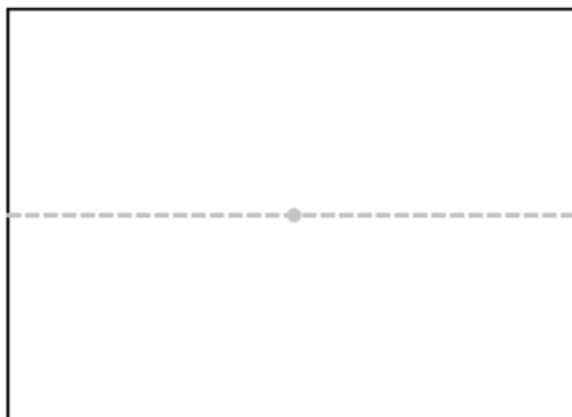
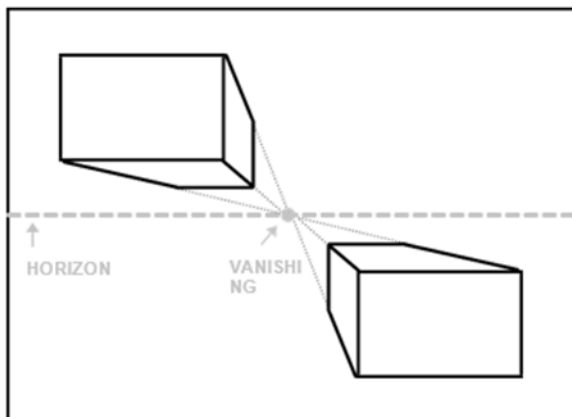
# SPACE

Space is an element of

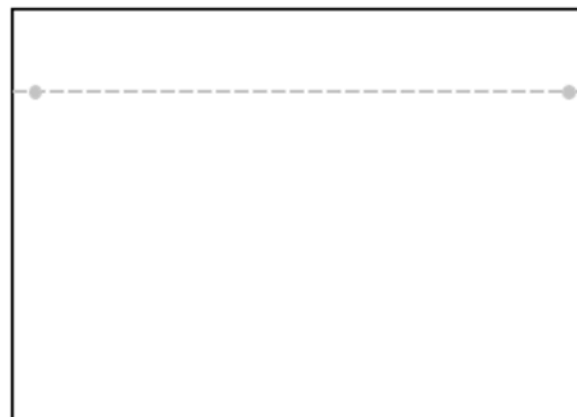
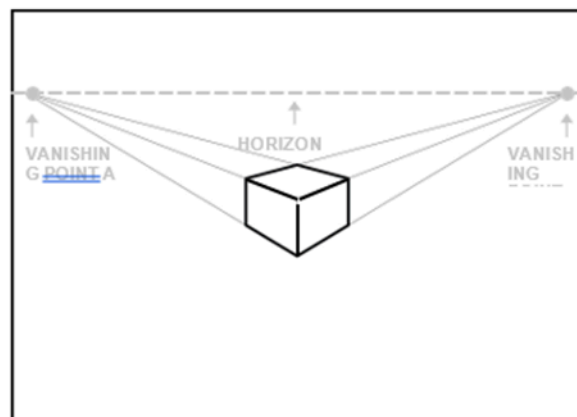
In terms of art, space is the area around, above, and within an object. With consideration to drawings and paintings, our goal is to create the

Copy the illustration from the first row to the second row. Observe the horizon line and vanishing points. Then, pick an object near you. Draw it in two perspectives using the boxes on the last row.

One Point Perspective



Two Point Perspective



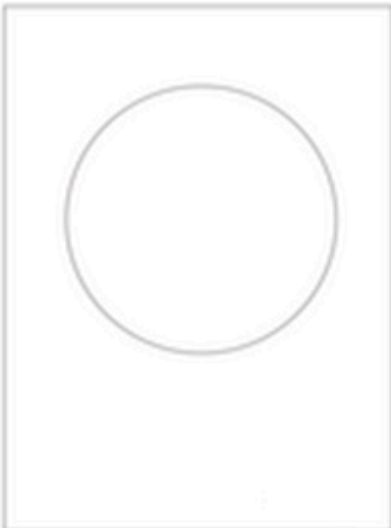
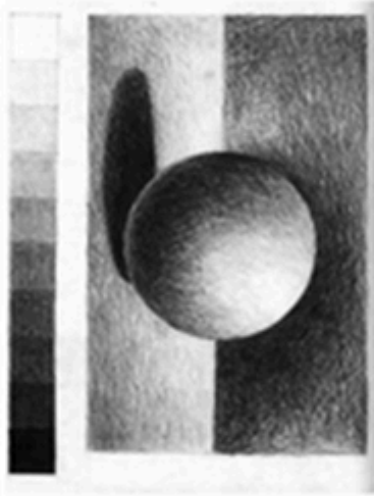
# TONAL PENCIL SHADING



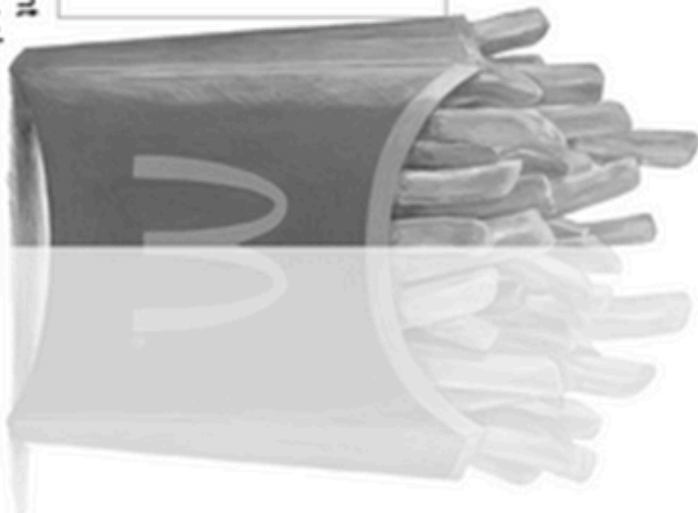
In the box below fill in with tonal shading starting off dark getting lighter.



Using shading techniques apply this to the outline.



Add shading to the right hand side of the fries apply tone and texture.



1) Vitamins are classified as which type of nutrient?

Tick the correct answer:

- Micronutrient  
 Macronutrient

2) Complete the table below. Some functions and food sources have been provided to support you.

| Vitamins | Fat-soluble or water-soluble | Function  | Source  |
|----------|------------------------------|---|---|
| A        |                              | Helps with vision in dim light.   |   |
| D        |                              |   |   |
| E        |                              | Vitamin E helps maintain healthy skin and eyes, and strengthen the body's natural defence against illness and infection |   |
| Vitamins | Fat-soluble or water-soluble | Function  | Source  |
| K        |                              |   | Green leafy vegetables – such as broccoli and spinach, vegetable oils, cereal grains. |

|                             |  |  |   |
|-----------------------------|--|--|---|
| <p><b>Thiamine (B1)</b></p> |  |  | <p>Peas, some fresh fruits (such as bananas and oranges), nuts, wholegrain breads, some fortified breakfast cereals, liver.</p> |
| <p><b>Folate</b></p>        |  | <p>Helps the body form healthy red blood cells, reduces the risk of birth defects called neural tube defects, such as spina bifida, in unborn babies</p> |   |
| <p><b>C</b></p>             |  |  |   |

**Earth's Resources: Retrieval 1**

**1. How are metals more reactive than carbon extracted from their ores?**

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**2. Give an example of a metal extracted in this way.**

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**3. What is a polymer?**

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**4. What is the difference between natural and synthetic polymers?**

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**5. List 3 properties of polymers**

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**6. List 3 uses of polymers**

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**7. What are composites?**

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**8. Give an example of a composite material and its use**

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**Earth's Atmosphere Retrieval 1**

- 1. By what process do plants remove carbon dioxide from the atmosphere?**

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- 2. By what process do living organisms release carbon dioxide into the atmosphere?**

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- 3. What is the role of decomposers in the carbon cycle?**

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- 4. What effect does deforestation have on the carbon cycle?**

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- 5. What effect does the formation of fossil fuels have on the carbon cycle?**

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6. Name the following compounds:

| Formula           | Compound |
|-------------------|----------|
| NaCl              |          |
| MgO               |          |
| CO <sub>2</sub>   |          |
| CuSO <sub>4</sub> |          |
| KBr               |          |
| LiOH              |          |
| CaCO <sub>3</sub> |          |

### Earth's Atmosphere Retrieval 2

1. What are the products of complete combustion?

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2. What are the products of incomplete combustion?

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The data below shows some gases in the Earth's early atmosphere and the modern atmosphere

| gas            | composition (%)          |                    |
|----------------|--------------------------|--------------------|
|                | Earth's early atmosphere | today's atmosphere |
| nitrogen       | 4                        | 78                 |
| oxygen         | <0.01                    | 21                 |
| argon          | <0.01                    | 0.9                |
| gas X          | 95                       | 0.04               |
| ammonia        | 0.5                      | <0.001             |
| sulfur dioxide | 0.5                      | <0.001             |

3. What is gas X?

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4. Describe two ways in which the Earth's atmosphere has changed over time?

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5. Where did the oxygen in the modern atmosphere come from?

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## Information Technology

### Binary Representation

Work out the denary (decimal) number. Use the calculation to help you by adding the binary numbers.

|             |   |   |   |   |             |   |   |   |   |             |   |   |   |   |
|-------------|---|---|---|---|-------------|---|---|---|---|-------------|---|---|---|---|
| Binary      | 0 | 0 | 1 | 1 | Binary      | 1 | 1 | 0 | 0 | Binary      | 1 | 1 | 1 | 0 |
| Place Value | 8 | 4 | 2 | 1 | Place Value | 8 | 4 | 2 | 1 | Place Value | 8 | 4 | 2 | 1 |
| Calculation |   |   |   |   | Calculation |   |   |   |   | Calculation |   |   |   |   |
| Denary      |   |   |   |   | Denary      |   |   |   |   | Denary      |   |   |   |   |

|             |   |   |   |   |             |   |   |   |   |             |   |   |   |   |
|-------------|---|---|---|---|-------------|---|---|---|---|-------------|---|---|---|---|
| Binary      | 1 | 0 | 1 | 0 | Binary      | 0 | 1 | 1 | 1 | Binary      | 0 | 1 | 1 | 0 |
| Place Value | 8 | 4 | 2 | 1 | Place Value | 8 | 4 | 2 | 1 | Place Value | 8 | 4 | 2 | 1 |
| Calculation |   |   |   |   | Calculation |   |   |   |   | Calculation |   |   |   |   |
| Denary      |   |   |   |   | Denary      |   |   |   |   | Denary      |   |   |   |   |

Now work out the binary numbers using the denary value!

|             |     |    |    |    |   |   |   |   |  |
|-------------|-----|----|----|----|---|---|---|---|--|
| Denary      | 75  |    |    |    |   |   |   |   |  |
| Place Value | 128 | 64 | 32 | 16 | 8 | 4 | 2 | 1 |  |
| Binary      |     |    |    |    |   |   |   |   |  |

|             |     |    |    |    |   |   |   |   |  |
|-------------|-----|----|----|----|---|---|---|---|--|
| Denary      | 250 |    |    |    |   |   |   |   |  |
| Place Value | 128 | 64 | 32 | 16 | 8 | 4 | 2 | 1 |  |
| Binary      |     |    |    |    |   |   |   |   |  |

|             |     |    |    |    |   |   |   |   |  |
|-------------|-----|----|----|----|---|---|---|---|--|
| Denary      | 150 |    |    |    |   |   |   |   |  |
| Place Value | 128 | 64 | 32 | 16 | 8 | 4 | 2 | 1 |  |
| Binary      |     |    |    |    |   |   |   |   |  |

## Binary Shifting

Binary shifting is an important operation in computer science where we move all the bits in a binary number either to the left or to the right. This can effectively double or halve the number, respectively. Let's practice and understand this concept!

### Instructions:

- 1. Left Shift (Multiplication):** When we shift the bits to the left, each shift multiplies the number by 2. Add a 0 at the end after shifting.
- 2. Right Shift (Division):** When we shift the bits to the right, each shift divides the number by 2. Drop the last bit on the right after shifting.

### Task 1: Left Shifts

Perform a left shift by one place on these binary numbers. Write your answer in the space provided.

1. Binary Number: 1010

1. Left Shifted: \_\_\_\_\_

2. Binary Number: 0011

1. Left Shifted: \_\_\_\_\_

3. Binary Number: 1110

1. Left Shifted: \_\_\_\_\_

### Task 2: Right Shifts

Perform a right shift by one place on these binary numbers. Write your answer in the space provided.

1. Binary Number: 1010

1. Right Shifted: \_\_\_\_\_

2. Binary Number: 0011

1. Right Shifted: \_\_\_\_\_

3. Binary Number: 1110

1. Right Shifted: \_\_\_\_\_

### **Hints:**

- **Remember:** Left shift = Multiply by 2. Right shift = Divide by 2.
- **For Left Shifts:** Add a 0 at the end of the number.
- **For Right Shifts:** Remove the last digit on the right.

## Hexadecimals

Hexadecimal is a base-16 number system, widely used in computing. It includes numbers 0-9 and letters A-F. In this worksheet, you'll practice converting hexadecimal numbers to denary (decimal) and binary, and vice versa.

| Denary | Binary | Hexadecimal |
|--------|--------|-------------|
| 0      | 0000   | 0           |
| 1      | 0001   | 1           |
| 2      | 0010   | 2           |
| 3      | 0011   | 3           |
| 4      | 0100   | 4           |
| 5      | 0101   | 5           |
| 6      | 0110   | 6           |
| 7      | 0111   | 7           |
| 8      | 1000   | 8           |
| 9      | 1001   | 9           |
| 10     | 1010   | A           |
| 11     | 1011   | B           |
| 12     | 1100   | C           |
| 13     | 1101   | D           |
| 14     | 1110   | E           |
| 15     | 1111   | F           |

### Task 1: Hexadecimal to Denary

Convert these hexadecimal numbers to denary.

1.Hexadecimal: 1C

1. Denary: \_\_\_\_\_

2.Hexadecimal: 2A

Denary: \_\_\_\_\_

3.Hexadecimal: 3F

Denary: \_\_\_\_\_

4.Hexadecimal: 4D

Denary: \_\_\_\_\_

### Task 2: Hexadecimal to Binary

Convert these hexadecimal numbers to binary.

1.Hexadecimal: 5B

Binary: \_\_\_\_\_

2.Hexadecimal: 6E

Binary: \_\_\_\_\_

3.Hexadecimal: 7A

Binary: \_\_\_\_\_

4.Hexadecimal: 8F

Binary: \_\_\_\_\_

# FRENCH


## 1) Who do you get on well with? *Tu t'entends bien avec qui?*



|                               |  |                      |          |  |
|-------------------------------|--|----------------------|----------|--|
| Je m'entends bien avec        | mon père<br>mon frère<br>mon grand-père<br>mon meilleur ami<br>mon oncle<br>mon cousin | car<br><br>parce qu' | il est   | égoïste.<br>bavard.<br>timide.<br>paresseux.                               |
| Je ne m'entends pas bien avec | ma mère<br>ma sœur<br>ma grand-mère<br>ma meilleure amie<br>ma tante<br>ma cousine     |                      | elle est | égoïste.<br>bavard <i>e</i> .<br>timide.<br>paresseuse <i>e</i> .          |
|                               | mes parents<br>mes amis  |                      | ils sont | égoïste <i>s</i> .<br>bavard <i>s</i> .<br>timide <i>s</i> .<br>paresseux. |

|                           |                        |  |     |   |
|---------------------------|------------------------|--|-----|---|
| il / elle est<br>ils sont | plus<br>moins<br>aussi | égoïste(s)<br>bavard(e, s)<br>timide(s)<br>paresseux, paresseuse | que | mon père.<br>mon frère.<br>ma mère.<br>ma sœur. |
|---------------------------|------------------------|--|-----|---|

4



| French                        | English                   |  |  |  |  |
|-------------------------------|---------------------------|--|--|--|--|
| je m'entends bien avec        | I get on well with        |  |  |  |  |
| je ne m'entends pas bien avec | I do not get on well with |  |  |  |  |
| ma mère / soeur               | my mom / my sister        |  |  |  |  |
| mon père / frère              | my dad / my brother       |  |  |  |  |
| mon beau-père                 | my stepdad                |  |  |  |  |
| car / parce qu'               | because                   |  |  |  |  |
| il / elle est                 | he / she is               |  |  |  |  |
| il / elle n'est pas           | he / she is not           |  |  |  |  |
| travailleur,<br>travailleuse  | hard working              |  |  |  |  |
| paresseux                     | lazy                      |  |  |  |  |

2) What job would you like to do?  
*Quel métier voudrais-tu faire ?*



|                         |   |                  |  |  |
|-------------------------|---|------------------|--|--|
| Je voudrais être        | médecin<br>professeur<br>homme d'affaires   | car<br>parce que | c'est<br>ce n'est pas  | facile / difficile.<br>ennuyeux/ intéressant.<br>stressant / relaxant. |
| J'aimerais être         | avocat<br>secrétaire<br>coiffeur  |                  | il faut travailler de longues heures.<br>ça paye bien.<br>ça paye mal. |  |
| Je ne voudrais pas être | infirmier<br>influenceur<br>pompier<br>facteur<br>chef<br>journaliste<br>mécanicien |                  | je peux  | aider les gens /autres.<br>sauver des vies.                            |
|                         |   | je veux          |  |  |

8

| French                  | English                |  |  |  |  |
|-------------------------|------------------------|--|--|--|--|
| je voudrais être        | I would like to be     |  |  |  |  |
| j'aimerais être         |                        |  |  |  |  |
| je ne voudrais pas être | I would not like to be |  |  |  |  |
| médecin                 | (a) doctor             |  |  |  |  |
| professeur,e            | (a) teacher            |  |  |  |  |
| avocat, e               | (a) lawyer             |  |  |  |  |
| infirmier, infirmière   | (a) nurse              |  |  |  |  |
| coiffeur, coiffeuse     | (a) hairdresser        |  |  |  |  |
| mécanicien(ne)          | (a) mechanic           |  |  |  |  |
| secrétaire              | (a) secretary          |  |  |  |  |
| ingénieur, e            | (a) engineer           |  |  |  |  |



3) What job did you want to do when you were little?  
*Quel métier voulais-tu faire quand tu étais petit(e) ?*



|                           |   |  |                             |   |   |
|---------------------------|---|--|-----------------------------|---|---|
| Quand j'étais<br>petit(e) | je voulais être                         | médecin<br>professeur<br>homme d'affaires<br>avocat<br>secrétaire<br>coiffeur<br>infirmier<br>influenceur<br>pompier<br>facteur<br>chef<br>journaliste<br>mécanicien | mais j'ai changé d'avis car | je trouve ça  | difficile.<br>ennuyeux.<br>stressant.<br>stupide.<br>nul.<br>Inutile. |
|                           | je <b>ne</b> voulais<br><b>pas</b> être |  |                             | Il faut travailler de longues heures.<br>ça paye mal. |   |

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| French                    | English              |  |  |  |  |
|---------------------------|----------------------|--|--|--|--|
| Quand j'étais<br>petit(e) | when I was little    |  |  |  |  |
| je voulais être           | I wanted to be       |  |  |  |  |
| médecin                   | (a) doctor           |  |  |  |  |
| professeur,e              | (a) teacher          |  |  |  |  |
| avocat, e                 | (a) lawyer           |  |  |  |  |
| infirmier,<br>infirmière  | (a) nurse            |  |  |  |  |
| coiffeur,<br>coiffeuse    | (a) hairdresser      |  |  |  |  |
| j'ai changé d'avis        | I changed my<br>mind |  |  |  |  |
| je trouve ça              | I find it            |  |  |  |  |
| nul                       | rubbish              |  |  |  |  |

# SPANISH

## 1) Who do you get on well with? ¿Te llevas bien con quién?



|                           |  |   |             |   |
|---------------------------|--|---|-------------|---|
| Me llevo bien con         | mi padre<br>mi hermano<br>mi abuelo<br>mi mejor amigo<br>mi tío<br>mi primo<br>mi madre<br>mi hermana<br>mi abuela<br>mi mejor amiga<br>mi tía<br>mi prima |   | él es       | egoista.<br>hablador.<br>timido.<br>perezoso.       |
| No me llevo bien con      |  | porque<br>ya que  | ella es     | egoista.<br>habladora.<br>timida.<br>perezosa.      |
|                           | mis padres<br>mis amigos   |   | ellos son   | egoista.<br>habladores.<br>timidos.<br>perezosos.   |
| él / ella es<br>ellos son | más<br>menos<br>tan  | egoista/s<br>hablador/ a/ s<br>timido/ a/ s<br>perezoso/a/s | que<br>como | mi padre.<br>mi hermano.<br>mi madre<br>mi hermana. |

4

| Spanish              | English               |  |  |  |  |
|----------------------|-----------------------|--|--|--|--|
| Me llevo bien con    | I get on well with    |  |  |  |  |
| No me llevo bien con | I don't get on with   |  |  |  |  |
| Mi madre/ hermana    | My mum/sister         |  |  |  |  |
| Mi padre/ hermano    | My dad/ brother       |  |  |  |  |
| Mi padrastro         | My stepdad            |  |  |  |  |
| porque/ya que        | because               |  |  |  |  |
| él / ella es         | he/she is             |  |  |  |  |
| él / ella no es      | he/she is not         |  |  |  |  |
| trabajador /a        | hardworking           |  |  |  |  |
| perezoso/a           | lazy                  |  |  |  |  |
| egoista              | selfish / egotistical |  |  |  |  |
| generoso/ a          | generous              |  |  |  |  |
| inteligente          | smart/ intelligent    |  |  |  |  |



2) What job would you like to do?  
¿Qué trabajo te gustaría hacer?



|                           |   |                  |   |   |
|---------------------------|---|------------------|---|---|
| Me gustaría ser           | médico/a<br>profesor/a<br>abogado/a<br>enfermero/a<br>peluquero/a<br>secretario/a<br>influenciador/a<br>bombero/a<br>cocinero/a<br>periodista<br>mecánico/a | porque<br>ya que | es  | fácil/ difícil.<br>aburrido/ interesante.<br>estresante/ relajante. |
| Quisiera ser              |   |                  | no es   |   |
| <b>No</b> me gustaría ser |   |                  | paga bien.<br>paga <b>mal</b> .<br>hay que trabajar horas largas. |   |
|                           |   |                  | puedo   | ayudar a la gente /los<br>otros.<br>salvar vidas.                   |
|                           |   |                  | quiero  |   |

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| Spanish                   | English                       |  |  |  |  |
|---------------------------|-------------------------------|--|--|--|--|
| Me gustaría ser           | I would like to be            |  |  |  |  |
| Quisiera ser              |                               |  |  |  |  |
| <b>No</b> me gustaría ser | I would <b>not</b> like to be |  |  |  |  |
| médico/a                  | (a) doctor                    |  |  |  |  |
| profesor/a                | (a) teacher                   |  |  |  |  |
| abogado/a                 | (a) lawyer                    |  |  |  |  |
| enfermero/a               | (a) nurse                     |  |  |  |  |
| peluquero/a               | (a) hairdresser               |  |  |  |  |
| mecánico/a                | (a) mechanic                  |  |  |  |  |
| secretario/a              | (a) secretary                 |  |  |  |  |
| ingeniero/a               | (a) engineer                  |  |  |  |  |



3) What job did you want to do when you were little?  
¿Qué trabajo querías hacer cuando eras pequeño/a?



|                      |               |  |                                    |  |   |
|----------------------|---------------|--|------------------------------------|--|---|
| Cuando era pequeño/a | quería ser    | médico/a<br>profesor/a<br>abogado/a<br>enfermero/a<br>secretario/a<br>peluquero/a<br>enfermero/a | pero he cambiado de opinión porque | lo encuentro   | difícil.<br>aburrido.<br>estresante.<br>estúpido.<br>pésimo.<br>inútil. |
|                      | no quería ser | influenciador/a<br>bombero/a<br>cartero/a<br>cocinero/a<br>periodista<br>mecánico/a              |                                    | tengo que trabajar horas largas.<br>no paga bien.<br>paga <b>mal</b> . |   |

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| Spanish                | English              |  |  |  |  |
|------------------------|----------------------|--|--|--|--|
| Cuando era pequeño/a   | when I was little    |  |  |  |  |
| quería ser             | I wanted to be       |  |  |  |  |
| médico/a               | (a) doctor           |  |  |  |  |
| profesor/a             | (a) teacher          |  |  |  |  |
| abogado/a              | (a) lawyer           |  |  |  |  |
| enfermero/a            | (a) nurse            |  |  |  |  |
| peluquero/a            | (a) hairdresser      |  |  |  |  |
| he cambiado de opinión | I changed my mind    |  |  |  |  |
| Lo encuentro           | I find it            |  |  |  |  |
| aburrido/ difícil      | annoying / difficult |  |  |  |  |
| estúpido               | silly                |  |  |  |  |
| pésimo / inútil        | Rubbish / useless    |  |  |  |  |





























