



# ACTIVITY PACK

for

## LEVEL 6

(Year 5)

## Personal Identification and Emotions



How to use this pack:

1. This pack is intended for Year 5 and Year 6 learners and focuses on the theme **Personal Identification and Emotions**.
2. We recommend that learners start with the **Listening and Reading Tasks** first to prepare them for the **Speaking and Writing Tasks**. Suggestion: Do a speaking task and a writing task closer to the end of the week and encourage learners to use the vocabulary they learned in the reading and listening tasks. Also, encourage learners to use the writing frames included in the pack. You might wish to follow the guidelines below:

	<b>Skill</b>	<b>Task</b>	<b>Pages</b>
<b>Monday</b>	Listening	Bullying	3-6
<b>Tuesday</b>	Reading	A Nasty Smile	7-9
<b>Wednesday</b>	Speaking	PowerPoint Presentation Conversation Cards Giving Advice	10-14
<b>Thursday</b>	Writing	Short Message Informal Letter	15-19
<b>Friday</b>	Literature	Prose: The Brilliant World of Tom Gates	20-24

3. The **Literature Task** can be done on any day throughout the week. It is not only meant to promote reading but it also helps expand language awareness and structure, and encourages different levels of interpretation and connection with oneself, the world and other texts. The aim is to enjoy reading literary texts.
4. The **Follow Up Activities** section includes activities that can be used as reinforcement activities to solidify the learners' understanding of new topics. These activities may serve as extensions or may simply provide an opportunity for extra drilling and practice.
5. The **Idioms** section exposes learners to several idioms, which they can use in their writing and speaking tasks.
6. The **Read and Watch** section not only supplements the topic but also exposes learners to the theme in an entertaining way. After reading the book or watching the film, learners fill in a book and/or film review about one of the suggested books and/or films.

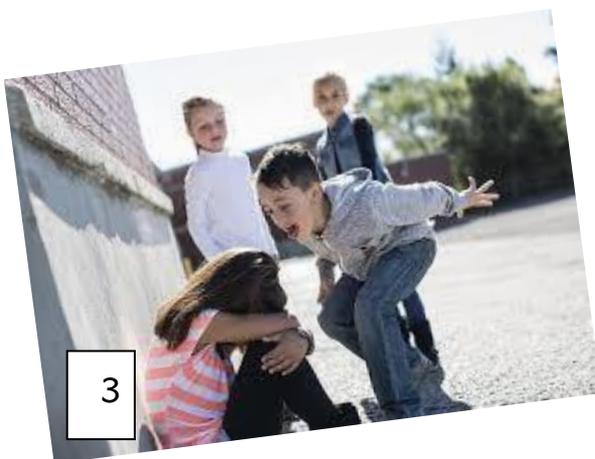
## LISTENING TASK

### Bullying

You are about to listen to two teenagers being interviewed. During the interview, they share their bullying experiences. Then you are going to listen to a dialogue between Ben and Marcia, an expert who will give advice on bullying.

#### Pre-Listening/Warmer

Ask: Look closely at these pictures. What is happening in picture...? How does this picture make you feel? What do all pictures have in common?



Now ask:

- ✓ What does “bullying” mean to you?
- ✓ Do you know of pupils at your school who are left out?
- ✓ Did you ever feel lonely at school or left out of activities?
- ✓ What was that experience like for you?
- ✓ What is lunchtime like at your school?
- ✓ Who do you sit with during break?
- ✓ What do you do? What do you talk about?
- ✓ What’s it like to ride the school bus (or walk to school)?
- ✓ Do pupils ever call others mean names or tease them?
- ✓ Has this ever happened to you? Talk more about how you feel and what you do when this happens.
- ✓ What about physical bullying in your school? Have pupils been bullied by being hit or pushed, or physically hurt in other ways?
- ✓ Do you believe there are pupils who are scared to go to school because they are afraid of being bullied?
- ✓ Have you ever been scared to go to school or an after school club because you were afraid of being bullied?
- ✓ What do you think would be helpful to stop bullying at school and in other places?

## Listening

### Procedure

- a. Learners read the questions.
- b. Click on this link for the text <http://taleinmalta.wixsite.com/elrc/audio-clips-for-stay-at-home-packs> or read the text below. Learners listen to the text for the first time. Learners may start writing if they wish to.
- c. Learners attempt to answer the questions.
- d. Play/read the text again. The text is heard for the second time.
- e. Learners try to complete all of the tasks.
- f. Learners revise answers.

## CD2 Track 16: Exercise 2

**Nikki:** Today, two teenagers are going to tell us their stories about bullying.

**Ben:** And then we're going to talk to our expert on teenage problems, Marcia Caine. Marcia has some good ideas about how to stop the bullies.

**Nikki:** OK. First, let's talk to Jess. Hi, Jess!

**Jess:** Hi, Nikki!

**Nikki:** Can you tell us what happened to you?

**Jess:** Last year, some girls in my class were really mean to me. They called me horrible names and played tricks on me.

**Nikki:** Why did they do that?

**Jess:** I have really short hair. They called me boys' names all the time.

**Nikki:** What did you do?

**Jess:** I talked to the teachers and I changed to a new class.

**Nikki:** Did that work?

**Jess:** Yes, I've got lots of friends in my new class. The bullies don't come near me now.

**Nikki:** That's great, Jess! Thanks for your story. Hi there, Matt.

**Matt:** Hi, Nikki!

**Nikki:** What happened to you?

**Matt:** At my old school, some of the boys called me a 'geek', because I wear glasses. One day, a group of them pushed me over and kicked me.

**Nikki:** Oh, no! Why did they do that?

**Matt:** Well, I'm very good at Maths and IT. I think they were jealous.

**Nikki:** What did you do?

**Matt:** I moved to a new school. There are lots of children at my new school who like Maths and IT, so no one bullies me now!

**Nikki:** That's good. Thanks very much, Matt!

**Ben:** Our expert Marcia is here. Marcia, what advice can you give to bullied children?

**Marcia:** If someone is bullying you, tell them to stop. Always walk away from bullies and don't listen to their comments.

**Ben:** Should you tell someone about the bullying?

**Marcia:** Yes, you should tell an adult that you trust – like a teacher or your parents. And you should keep your friends around you. Bullies look for people who are alone.

**Ben:** Thanks, Marcia! That's great advice.

A. Circle True (T) or False (F).

- |  |   |   |
|--|---|---|
| 1. The first person being interviewed is Jess. | T | F |
| 2. Some girls used to pull Jess's short hair.  | T | F |
| 3. Jess changed school.                        | T | F |
| 4. Matt liked being called a geek.             | T | F |
| 5. Matt did well in Maths and IT.              | T | F |
| 6. Jess and Matt are still being bullied.      | T | F |

B. Marcia gives advice on how to stop bullies. Underline the five correct ones.

- |                           |                                    |
|---------------------------|------------------------------------|
| 1. Tell them to stop.     | 6. Stay alone.                     |
| 2. Push them.             | 7. Tell an adult you trust.        |
| 3. Call them names.       | 8. Play tricks on them.            |
| 4. Walk away.             | 9. Surround yourself with friends. |
| 5. Ignore their comments. | 10. Kick them.                     |

### Post-listening.

Circle SIX words, which describe a bully.

mean          playful          horrible          thoughtful          scary          clever  
unfriendly          loving          arrogant          aggressive          timid          honest

This is an example of a **slogan** against bullying. A **slogan** is a catchy phrase that shares an important message. Create your own slogan against bullying.



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## READING TASK

You are going to read an excerpt from the book *Snakes and Ladders* by Michael Morpurgo.

The first person Wendy saw at school was Simon McTavish. He was roaring around the playground whirling his bag above his head. Wendy took a deep breath and walked into school hoping he wouldn't notice her.

"Now then children," Mrs Paterson began. "I've had an idea. And where do I always have my best ideas?"

"In the bath," they chorused.

"Quite right," she laughed. "Well now, I was in my bath last night and I was wondering what we should do for the Parents' Evening this Christmas. Year Three are doing the Nativity play this year. Year Four are cooking the mince pies and Year Five are decorating the hall. What shall we do? I know, I thought Year Six will put on an exhibition of 'Interesting Things' in the front hall, so that people will have something to look at while they're eating their mince pies. Well, what do you think?"

Simon McTavish pretended to yawn noisily, but she ignored him.

"Well then, why don't we all try to bring in something interesting, something from the past maybe, something from a far-off country, something amazing, something special."

Mrs Paterson did go on a bit, but Wendy liked her because she laughed a lot.

Sarah said she had a three-legged milking stool. Sharon had a telescope and Vince said he'd bring in a fox's tail.



"And how about you, Wendy?" she said.

There was only one thing Wendy could think of.

"We've got an old war helmet, Miss," she said. "It's my grandad's. He had it in the war. It's a bit rusty though."

"Like your grandad then," said Simon McTavish and everyone sniggered. Wendy felt the tears coming.

"A helmet will be just fine, Wendy," said Mrs Paterson quickly. Then she turned to Simon. "And Simon McTavish, you've got a brain like a soggy Weetabix."

Now they were all laughing at Simon instead, and Wendy suddenly felt a lot better. But for the rest of the day she kept finding Simon McTavish looking at her. There was a very nasty smile on his face.

1. Mrs Paterson taught Year \_\_\_\_\_.

2. For the Parents' Evening ...

a. the Year Three were doing \_\_\_\_\_.

b. the Year Four were \_\_\_\_\_.

c. the Year Five \_\_\_\_\_.

d. the Year Six \_\_\_\_\_.

3. List THREE things, which Wendy's classmates were bringing for Parents' Evening.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

4. Find TWO words in the text that describe the war helmet.

a. \_\_\_\_\_

b. \_\_\_\_\_

5. Mrs Paterson compared Simon McTavish's brain to a \_\_\_\_\_.

6. Find ONE word in the text that means:

a. turning around \_\_\_\_\_

b. a group of people saying the same thing at the same time \_\_\_\_\_

c. laugh in an unkind way \_\_\_\_\_

7. What sort of person was Simon McTavish? \_\_\_\_\_

Why do you think so? \_\_\_\_\_

8. How did ...

a. Wendy feel when she saw Simon McTavish at school?

\_\_\_\_\_

b. Simon feel when Mrs Paterson spoke about Parents' Evening?

\_\_\_\_\_

c. Wendy feel when Simon told her that the helmet was rusty like her grandad?

\_\_\_\_\_

d. Mrs Paterson feel when Simon said that the helmet was rusty like Wendy's grandad?

\_\_\_\_\_

e. Wendy feel when Simon kept looking at her with a very nasty smile on his face?

\_\_\_\_\_

9. Why do you think Simon Mc Tavish kept looking at Wendy with a very nasty smile on his face?

\_\_\_\_\_

10. Make up your own ending for this story.

\_\_\_\_\_

## SPEAKING TASKS

### Speaking Task 1 – PowerPoint Presentation

You have moved to a new school. To make new friends, you create a PowerPoint Presentation with facts about yourself and share it with your new classmates and teacher.

Follow these prompts to help you.

- ✓ What do you like to do in your free time?
- ✓ What are you good at?
- ✓ What do you dislike doing?
- ✓ What things would you like to be different to make the world a better place?
- ✓ What is the best thing that happened to you?
- ✓ What is the worst thing that happened to you?
- ✓ Who are your friends?
- ✓ Think about the time when you were kind to someone. What did you do?
- ✓ Think about the time when someone was kind to you. What did they do?
- ✓ Include a photo of your favourite memory. Where were you? Who else was with you? Why?
- ✓ Include three of your favourite songs. Why do you like them? What do they remind you of? How do they make you feel?
- ✓ Include three of your favourite stories. Why do you like them? What do they remind you of? How do they make you feel?
- ✓ When do you feel calm/excited/scared/proud/cross/happy/worried? Why?
- ✓ What makes you unique from everyone else?



## Speaking Task 2 – Conversation Cards 1

Pick one card, read out the situation and reflect on how you would feel. You can share your emotions. You can practise this activity with a family member or a friend.



To Describe Feelings		
delighted ecstatic elated euphoric happy overjoyed thrilled  crestfallen dejected depressed despondent heartbroken miserable sad	angry annoyed fuming furious incensed livid outraged  afraid frightened panic-stricken petrified scared witless terrified terror-stricken	anxious apprehensive jittery nervous tense uneasy worried  certain confident convinced in no doubt optimistic positive sanguine

This word mat is useful. Check the word mat on page 17.

1. I am lying down, listening to my favorite song. Everything is peaceful and quiet.  I feel...	2. I just finished all of my work for the day.  I feel...	3. My mom just gave me the best birthday present!  I feel...	4. The teacher is talking about Japanese culture. I have always wanted to learn more about this subject.  I feel...
5. My class just won a pizza party for selling the most tickets!  I feel...	6. Today, I get to rest at home all day and read my favorite books.  I feel...	7. I went swimming and then ate a really delicious meal.  I feel...	8. I have not seen Michael for 18 months, and he just came home from Iraq.  I feel...

9. I cannot believe how fast those leopards can run!

I feel...

10. We just won a trip to Disney World and we leave tomorrow!

I feel...

11. I read about trains all the time and that's all I want to talk about.

I feel...

12. I did not know that my brother was coming to my recital!

I feel...

13. I do not understand this job assignment at all.

I feel...

14. My friend has not called me back all day. He should have arrived home by now.

I feel...

15. I have to give a presentation in front of the entire class. My hands are shaking.

I feel...

16. I just heard a loud noise outside my window!

I feel...

17. The fire alarm just went off and I was not expecting it.

I feel...

18. I am not looking forward to going to the dentist tomorrow.

I feel...

19. I don't know when my mom will be home, and she is supposed to take me to the bookstore. I have been waiting all afternoon.

I feel...

20. That magician just disappeared from the stage!

I feel...

21. That huge spider just jumped right onto my shoulder!

I feel...

22. I just accidentally deleted all of my favorite games from the computer.

I feel...

23. I woke up late this morning and forgot my phone and my lunch.

I feel...

24. I have been listening to the teacher's lecture for 2 hours.

I feel...

25. My mom and I got in a big fight and now I cannot go to the movies after school.

I feel...

26. That guy keeps bumping into me in the hallway and he makes really rude comments.

I feel...

27. This bathroom is really dirty and I don't want to touch anything in here.

I feel...

28. I am not getting any work done because the phone keeps ringing.

I feel...

29. Would you please stop bugging me every five seconds, I am trying to get my homework done!

I feel...

30. How did you read that 800 page book in one day?

I feel...

31. I told you not to mess with my stuff. Now get out!

I feel...

32. Whatever...I could care less about that basketball game.

I feel...

33. I have been dealing with those people at work for years. They are all stupid and boring.

I feel...

34. I made a D on the test, but I studied so hard.

I feel...

35. Leslie and I were supposed to go to the mall together, but she went with Susan instead.

I feel...

36. My dog Max died last week.

I feel...

37. I don't want to get out of bed or do anything at all.

I feel...

38. My grandfather passed away.

I feel...

39. Things are never going to change and nothing is going right in my life.

I feel...

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I feel...

### Speaking Task 3 – Giving advice

Pick a card, read the question thoroughly and think critically. What advice would you give to your friend in such a situation or if he/she had this problem? Share your advice with your family and friends.

<p>Social media seems to be fun. I can make new friends.</p> <p>Why is everyone telling me that it can be dangerous and that I am too young to have a profile?</p>	<p>I would like to have a pet. My parents are against the idea because we live in a flat and they say that pets need a lot of care and space to move around.</p> <p>How can I change their mind?</p>
<p>I would like to go out with my friends at the weekend but my parents said I am way too young to be out on my own. I still want to meet my friends.</p> <p>What can I do?</p>	<p>During the weekend and holidays, I start feeling bored and lonely. I miss my school friends.</p> <p>What can I do?</p>

Use these **sentences starters** to give advice:

- |                                  |                              |                                  |
|----------------------------------|------------------------------|----------------------------------|
| ✓ I don't think you should ...   | ✓ You shouldn't ...          | ✓ In my opinion ...              |
| ✓ You ought to ...               | ✓ Whatever you do ...        | ✓ From my point of view ...      |
| ✓ You ought not to ...           | ✓ Why don't you ...          | ✓ I honestly think ...           |
| ✓ If I were you ...              | ✓ What you need to do is ... | ✓ I strongly believe ...         |
| ✓ If I were in your position ... | ✓ There is no harm in ...    | ✓ I suggest ...                  |
| ✓ If I were in your shoes ...    | ✓ Have you thought about ... | ✓ I recommend ...                |
| ✓ You had better ...             | ✓ You could ...              | ✓ It would be a good idea if ... |
|                                  | ✓ Have you tried ...         |                                  |

## WRITING TASKS

For templates and guidelines, please refer to the Writing Resource Pack via this link:  
[English Level 5 Writing Genre Resource Pack 2020 v2.pdf \(gov.mt\)](#)

### Short Writing Task - Message to apologise

You and your friend were going down the school stairs when she or he slipped and fell, making everyone laugh, including yourself. Your friend felt embarrassed and angry at you for having laughed at him/her.

Write a short message to apologise and to suggest a way how you can make it up to him/her e.g. you will buy your friend his/her favourite chocolate, you will share your favourite game ...

**Greeting:** Write the name of the person who will read this message.

**Closing:** Write a closing word eg. Love, Sorry, Thank You, etc.

Write the name of the person writing the message.

**Message Content**  
Write your message here.  
What is the purpose for writing this message?  
Keep it short and straight to the point.

This writing frame can help you.

These **sentence starters** are useful.

- ✓ I (really) apologise ...
- ✓ I am (really) sorry ...
- ✓ I hope you can forgive me ...
- ✓ What can I say? ...
- ✓ I shouldn't have said ...
- ✓ I shouldn't have done it ...
- ✓ It's my fault ...
- ✓ My bad!
- ✓ I beg your pardon ...
- ✓ I am to blame for ...

When you finish writing your message make, sure you are able to tick all the **success criteria**.

**Writing a message** 

- My message starts with a salutation 'Hi' or 'Dear' followed by a comma and the name of the recipient or just with the name of the recipient.
- My message has a closing 'From', 'Yours' or 'Love' followed by a comma and your name or just your name.
- My message is clear, focused and easy to understand.
- I used the first person 'I'.
- I used a friendly, chatty style of writing.
- My sentences begin with capital letters.
- My sentences end with correct punctuation marks.
- I checked for spelling errors.
- My message is neat and legible.



### Long Writing Task - Writing a letter

An **agony column** is a type of newspaper **column**, which offers advice for personal problems. People write letters where they express their problems and ask for advice. These letters are printed. The author of the column is often called an **agony aunt** or an **agony uncle**. She or he offers useful advice.

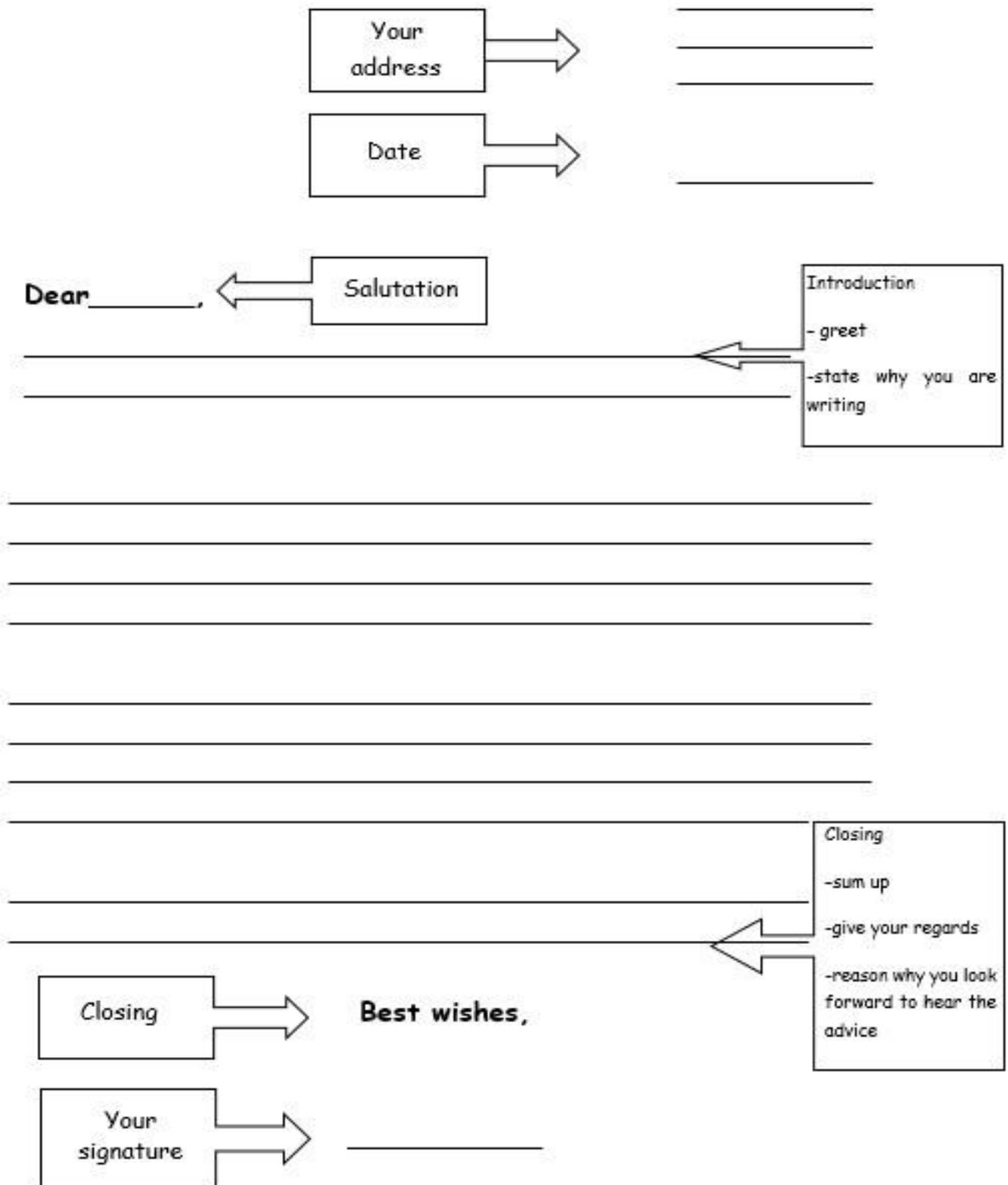
You have a problem, which you do not know how to solve. Write a letter to the Agony Aunt of your school magazine to describe your problem and to ask for advice.

This word mat and the sentence starters can help you.

When did it happen?	How did it happen?	How did you feel?	Informal phrases
This morning	Without a sound	Sadly	By the way
At first	Without warning	Hopefully	You'll never believe this but
As soon as I woke up	As fast as I could	Luckily	Guess what happened!
Before long	In the blink of an eye	Nervously	The thing is
After a while	Awkwardly	Frantically	I won't even go there
Afterwards	Silently	Unfortunately	Anyway
During	Cautiously	I felt terrible	Besides
Later	In a flash	It was the worst	Perhaps
In the meantime	Wildly	I was so happy when	Maybe
At that moment	Softly	My heart was thumping	I wonder if
Eventually	Trying not to make a sound	In a state of terror	Can you believe it?
In the end			

Happy	Sad	Angry	Other feelings
Calm	Ashamed	Annoyed	Afraid
Cheerful	Awful	Bugged	Anxious
Confident	Disappointed	Destructive	Bored
Content	Discouraged	Disgusted	Confused
Delighted	Gloomy	Frustrated	Curious
Excited	Hurt	Fuming	Embarrassed
Glad	Lonely	Furious	Jealous
Loved	Miserable	Grumpy	Moody
Proud	Sorry	Irritated	Responsible
Relaxed	Unhappy	Mad	Scared
Satisfied	Unloved	Mean	Shy
Silly	Withdrawn	Violent	Uncomfortable
Terrific			Worried
Thankful			
Tickled			

This is the **writing frame** for an informal letter. Follow it.



When you are ready, make sure you can tick the **success criteria** for an informal letter.

### Writing an informal letter



- I included an address and date in the upper right corner.
- My letter has a salutation "Dear" followed by a comma and the name of the person receiving the letter.
- My letter has a closing "Best regards", "Best wishes" or "Love" followed by a comma.
- I signed my letter.
- I included a beginning, a middle and an ending.
- My introduction has 2/3 sentences and consists of a greeting, a reference to the last letter and the reason why I am writing the letter.
- My conclusion has 2/3 sentences and sums up my letter, sends my regards and asks the receiver to write back.
- I used the first person 'I'.
- I used a friendly, chatty style of writing.
- I asked questions throughout the letter.
- My sentences begin with capital letters.
- My sentences end with the correct punctuation marks.
- I checked for spelling errors.
- My letter is neat and legible.



## LITERATURE TASK

**Pre-Reading/Warmer Task:** You are going to read two extracts from *The Brilliant World of Tom Gates* by Liz Pichon.

Visit the site <http://www8.scholastic.co.uk/tomgatesworld/my-world/> which will take you to the place where Tom Gate lives.

Now try to answer these questions:

- What is the name of the school?
- Who has a kennel in his backyard?



Click on this link <http://www8.scholastic.co.uk/tomgatesworld/my-world/> which will introduce you to some people in Tom Gates's life. Try to answer these questions:

- Who is Tom's best friend?
- Who has a secret biscuit tin?
- What does he like to call his sister? Why?
- What does Tom call his grandparents? Why?



Use a **dictionary** to find out the meaning of these new words from the text.

a.	rearranged		unable to pay attention
b.	distracted		changed position
c.	occasionally		a thick solid piece of something
d.	chunk		now and then

**Main Task:** Read these two extracts from the book. Then answer the questions.

Even though I only live four minutes away from school, I'm often late.

This is usually because me and Derek  (my best mate and next-door neighbour) "chat" a bit (OK, a LOT) on the way. Sometimes it's because we get distracted by delicious fruit chews  and caramel wafers  at the shop. Occasionally, it's because I've had loads of other very important things to do.

For instance, this is what I did this morning (my first day back at school).

 Woke up -   listened to music   
Played my guitar

 Rolled out of bed (slowly)

Looked for socks

Looked for clothes

Played some more guitar

Realised I hadn't done my "holiday reading homework"

PANICKED   - thought of good excuse for lack of homework (phew!).

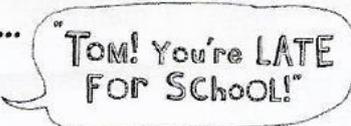
Annoyed my sister, Delia. Which I must admit did take up a very LARGE chunk of the morning (time well spent though).

Hid Delia's sunglasses.



Took my comic into the bathroom to read (while Delia waited outside - Ha! Ha!).

When Mum shouts ...

 "TOM! You're LATE FOR SCHOOL!"

Mr Fullerman (my form teacher) makes the whole class stand outside our room. He says

"Welcome BACK, Class 5F. I've got a BIG

surprise for you ALL."

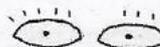
(which is not good news.)

OH NO! He's rearranged ALL the desks! I'm now sitting right at the front of the class.

Worse still, Marcus "Moany" Meldrew is next to me.  

This is a DISASTER. How am I going to draw my pictures and read my comics?

Sitting at the back of the class I could avoid the teacher's glares.



I am SO close to Mr Fullerman now I can see up his nose...

And if that's not bad enough, Marcus



Meldrew IS the most annoying boy in the

WHOLE school. He is SO nosy and thinks he knows everything.



7. Tick (✓) TWO reasons why Tom preferred staying at the back of the class.

a. Chat with his friends.	
b. Avoid the teacher's glare.	
c. Draw pictures and read comics.	
d. See the whiteboard well.	

8. Another word for "nosy" is

- a. intrusive.
- b. annoying.
- c. rude.
- d. loud.

9. Why are words in the text written in capital letters?

- a. To emphasise and exaggerate.
- b. To be seen better.
- c. To make the text look more attractive.

10. Who is telling these two stories?

- a. Liz Pichon
- b. Tom Gates
- c. Delia

11. Tom Gates is the master of mischief. He irritates quite a number of people who cross his path.

a. Does he remind you of anyone? Yes/No

b. Who?

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c. Would you like to be friends with Tom Gates? Yes/No

d. Why?

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**Post Task:** Before going to school, Tom Gates does many things. What is your morning routine before school? Can you list all the things you do before you head to school (e.g. Brush my teeth.)

Why not add a doodle to your list?



1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____

FOLLOW UP ACTIVITIES

## Emotion Poem

Choose any emotion as a subject:

Line 1: Emotion

Line 2: If \_\_\_ were a color,

Line 3: It would be \_\_\_

Line 4: As \_\_\_ as a \_\_\_.

Line 5: If \_\_\_ were a taste,

Line 6: It would be just like \_

Line 7: If \_\_\_ were a feeling,

Line 8: It would be \_\_\_ as a \_.

Line 9: If \_\_\_ were a smell,

Line 10: It would be \_\_\_ as a \_\_\_.

Line 11: If \_\_\_ were a sound,

Line 12: It would be \_\_\_ as a \_\_\_.

If happy were a color, It would be blue.

As blue as a sky on a sunny day.

If happy were a taste,

It would be as sweet as honey melting in you mouth.

If happy were a feeling,

It would be exciting as your first step must have been.

It happy were a smell,

It would be rich as a chocolate mousse.

If happy were a sound,

It would be as melodic as a harp.

# Feelings

Match the adjectives in the box below to the feelings in the movie *Inside Out*. Then underline the right adjective in the sentences.



a-fraid  alarmed  annoyed  bitter  blue  cheerful  cross  delighted   
 depressed  eager  envious  ecstatic  frightened  furious  glad  gloomy   
 grumpy  homesick  irritated  miserable  hasty  scary  sick  upset  worried

Joy



Disgust



Fear



Anger



Sad



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IDIOMS		
IDIOM	MEANING	EXAMPLE SENTENCE
on top of the world	very happy	I am <b>on top of the world</b> today. I passed my exams.
thrilled to bits	very happy and excited	She was <b>thrilled to bits</b> when I told her she had been picked for the team.
cool, calm and collected	relaxed, prepared, in control, not nervous	Before the job interview, Joe was very <b>cool, calm and collected</b> . I would have been a wreck.
made my day	made me feel very happy/satisfied	When I saw how happy Nancy was with the present we gave her, it <b>made my day</b> .
jumped for joy	felt very happy about something	I <b>jumped for joy</b> when my parents told me we were off to Disneyland.
down in the dumps	depressed and in low spirits	I have been feeling <b>down in the dumps</b> lately. Must be this awful weather.
on edge	nervous, agitated, anxious	She has been <b>on edge</b> all day. I think there is something worrying her at home.
at the end of my tether	so tired and annoyed you just can't deal with the situation any more	I just do not know what to do about the problem. I am <b>at the end of my tether</b> .
had my fill of	had enough in a negative sense	I have <b>had my fill of</b> exams. I hope I never do another one for the rest of my life.
sick and tired of	have had enough	I <b>am sick and tired of</b> studying. I just want to get a job and earn some money.

**Task 1:** The headmaster announced that the end of year school celebration will be a day trip to Sicily. Write a short message to your headmaster to thank him/her and to tell him/her how you feel by using some of the idioms in the table.

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**Task 2:** The teacher told your class to sit for a surprise test. Write a short message to your teacher to tell him/her how you feel by using some of the idioms in the table.

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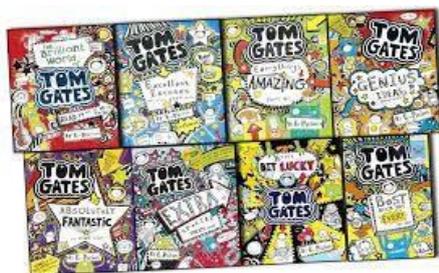
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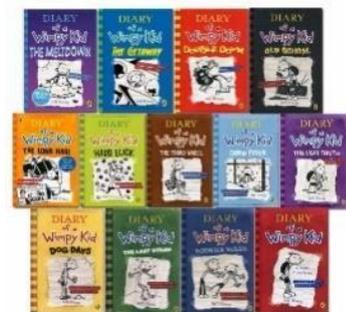
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**READ AND WATCH**

**BOOKS:**

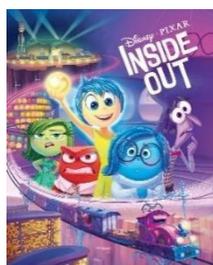


*Tom Gates series*



*Diary of a Wimpy Kid series*

**FILM:**



Fill in a **Book Review** and/or **Film Review** about one of the suggested books/films.

<b>Book Review</b>		
<p>My Book Cover:</p> 	<p>Book Title: _____</p>	
<p>Genre:</p> <p>fiction      horror</p> <p>biography   non-fiction</p> <p>humour      mystery</p> <p>science-fiction   crime ...</p> <p>Other _____</p>	<p>Author: _____</p> <p>Illustrator: _____</p>	
<p>Plot:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Setting:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Characters:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Connecting:</p> <p>Compare the book to another book, movie or event that you were reminded of. Explain why.</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>What was your favourite part:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Would you recommend the book? To whom?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Rating:</p> <p>☆☆☆☆☆</p>

# Film Review



<b>Title:</b> _____ _____	<b>Circle the Genre:</b>  drama comedy action animation romance fantasy  Other: _____	<b>Rate it:</b>  ☆☆☆☆☆
<b>Characters:</b> _____ _____ _____	<b>Setting:</b> _____ _____ _____	<b>Favourite part:</b> _____ _____ _____
<b>Summary of story:</b> _____ _____ _____		
<b>Do you recommend the film? Yes / No</b> <b>Why?</b> _____ _____		

**MATERIAL TAKEN/ADAPTED FROM:**

<http://www8.scholastic.co.uk/tomgatesworld/my-world/>

<https://do2learn.com/activities/SocialSkills/EmotionAndScenarioCards/ScenarioCards-Level3.pdf>

[https://www.eslprintables.com/grammar\\_worksheets/instructions/giving\\_advice/Giving\\_advice\\_Useful\\_phrases\\_532618/](https://www.eslprintables.com/grammar_worksheets/instructions/giving_advice/Giving_advice_Useful_phrases_532618/)

<https://www.rewardcharts4kids.com/feelings-chart/>

*The Brilliant World to Tom Gates* by Liz Pichon

*40 Listening Activities for Lower-Level Class* by Scholastic

*English Vocabulary in Use (Pre-Intermediate and Intermediate)* by Stuart Redman

**ANSWERS**

**Listening Task**

A. 1. T 2. F 3. F 4. F 5. T 6. F

B. 1 4 5 7 9

Post-Listening: mean, horrible, scary, unfriendly, arrogant, aggressive

**Reading Task**

1. 6

2. a. the Nativity play

b. cooking the mince pies

c. were decorating the hall

d. were putting an exhibition of 'Interesting Things' in the front hall

3. a. a three-legged milking stool

b. telescope

c. a fox's tail

4. a. rusty

b. old

5. soggy Weetabix

6. a. whirling

b. chorused

c. sniggered

7. a. rude, arrogant, loud, a bully, mean ...

b. He made fun of Wendy... He tried to scare he... He interrupted the teacher ...

8. a. scared/anxious/wary/nervous  
 b. annoyed/cheeky  
 c. embarrassed/humiliated/shamed/sad/miserable  
 d. sorry for Wendy/annoyed/angry at Simon  
 e. scared/anxious/wary/nervous
9. Simon McTavish wanted to play a nasty trick on Wendy. He wanted to revenge himself for the teacher's comment.

### Literature Task

a	rearranged	b	unable to pay attention
b	distracted	a	changed position
c	occasionally	d	a thick solid piece of something
d	chunk	c	now and then

1. c            2. a            3. b

4.

a. Played the guitar	2
b. Thought of an excuse for not doing his homework	7
c. Listened to music	1
d. Played the guitar again	6
e. Rolled out of bed	3
f. Hid Delia's sunglasses	9
g. Looked for socks	4
h. Read a comic	10
i. Looked for clothes	5
j. Annoyed his sister	8

- 5.c            6. a. moany   b. negative   c. always complaining/grumbling

7. b,c            8. a            9. a            10. b

## READING FOR PLEASURE

Don't forget to read for at least 20 minutes a day.

Some free eBooks are available on the following sites:

<https://www.oxfordowl.co.uk/>  
[http://www.storiesfromtheweb.org/earlyyears/sfw07\\_stories.asp](http://www.storiesfromtheweb.org/earlyyears/sfw07_stories.asp)  
<http://www.littlegiraffes.com/storyprops1.html>  
<http://www.storyplace.org/preschool/other.asp>  
<http://www.priorywoods.middlesbrough.sch.uk/kidsonly/story/story.htm>  
<http://www.schoolexpress.com/storytime.php>  
<http://www.storylineonline.net>  
<https://www.worldbookday.com/>

If you want someone to read to you, you can go online and choose a story from:

<https://www.storylineonline.net/>

Teachers and Parents, for more resources, you can visit:

<http://taleinmalta.wixsite.com/elrc/resources>

the official curriculum website:

<https://curriculum.gov.mt/en/Pages/Home.aspx>

the Digital Resources tab:

[https://curriculum.gov.mt/en/digital\\_resources/Pages/Primary-EnglishResources.aspx](https://curriculum.gov.mt/en/digital_resources/Pages/Primary-EnglishResources.aspx)

the central front-facing resource lesson and activity information hub for all curricular matters:

<https://teleskola.mt>

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