



ACTIVITY PACK

for

LEVEL 6

(Year 5)

Food and Drink



How to use this pack:

1. This pack is intended for Year 5 and Year 6 learners and focuses on the theme **FOOD and DRINK**.
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:

	Skill	Task	Pages
Monday	Listening	Food Quiz Healthy Lunches	3-9
Tuesday	Reading	Zach's Trade Fairtrade	10-12
Wednesday	Speaking	Role Play Compare and Contrast Presentation	13-14
Thursday	Writing	Set of Instructions Short Message Non-Chronological Report Short Story	15-21
Friday	Literature	Poem: Shut your Mouth When you're Eating	22-24

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 TASKS

Task 1 – Food Quiz

The learners listen to a food quiz and guess what the food item is.

Pre-Listening/Warmer

Click on this link to play a funny food quiz. <https://mocomi.com/food-quiz/>

What is your score? _____

Click on this link to take a food personality quiz. <https://mocomi.com/what-food-are-you/>

What food are you? _____

Listening

Procedure

1. Learners read the questions.
2. Read the text below. Learners listen to the text for the first time. Learners may start writing if they wish to.
3. Learners attempt to answer the questions.
4. Read the text again. The text is heard for the second time.
5. Learners try to complete all of the tasks.
6. Learners revise answers.

- a) This is a fruit. It is yellow. Monkeys like to eat them and so do people!
- b) We eat this for pudding or on a hot summer's day. It can be chocolate, vanilla, strawberry and lots of other flavours. It's cold.
- c) These are snacks. We sometimes eat them at breaktime or after school. They are usually salty. They can be different flavours. They are made from potatoes.
- d) People in Italy eat a lot of this. It's like bread with cheese and tomato on top. You can put other things on it too. Some people like mushrooms or ham or even pineapple.
- e) This is a type of fast food. It's meat. You put it in a bun. Some people like onions with it and ketchup. Some people put cheese on it.
- f) This is a vegetable. It is quite long. It is orange.
- g) This is made with cream. You put it on bread.
- h) This is a hot drink. Some people put milk in it. Some people drink it black. It helps you stay awake.

A. Listen to the food quiz and guess the food.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

- 5. _____
- 6. _____
- 7. _____
- 8. _____

Post-Listening:

Task 1 - Match the adjectives with their definition. Choose FOUR adjectives and use them to write four sentences.

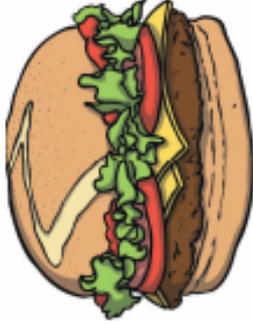
a.	bitter		having a high temperature
b.	burnt		having a harsh, acrid taste
c.	creamy		food that has been cooked for too long
d.	hot		soft and smooth food that contains cream
e.	juicy		food that has been fried in oil
f.	rancid		tasting of or containing salt
g.	ripe		having an acid taste
h.	salty		full of juice, succulent
i.	sour		completely matured
j.	greasy		having an unpleasant smell

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Task 2 - Cut and fold these food quiz cards. Place the food picture face down. Read the riddle, guess the food and check if you are right. This game can be played in pairs. One member can read out the riddle and the other member tries to guess it. Invert roles.

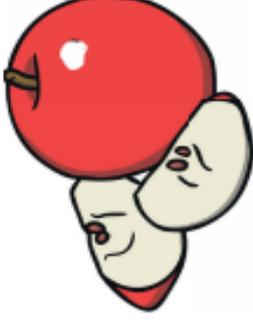
What am I?

I am served in a bun.
I taste good with ketchup
and cheese.
I am sometimes served
with chips.



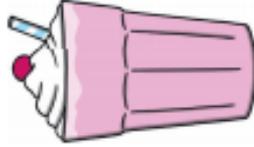
What am I?

I grow on trees.
I am red or green.
I am crunchy.



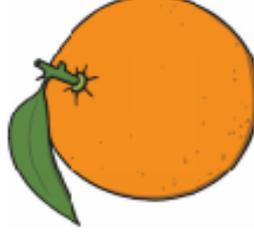
What am I?

I am a cold drink.
I come in different flavours.
I am made with milk
and ice cream.



What am I?

I grow on trees.
You have to peel me to eat me.
I am often turned into juice.
My name is also a colour.



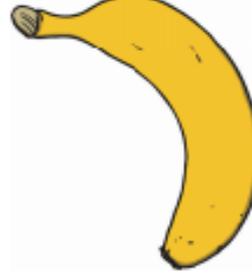
What am I?

I come in packets.
I come in different flavours.
I am made with potatoes.
I am crispy.



What am I?

You have to peel me.
My skin is yellow.
My flesh is soft and light yellow.



What am I?

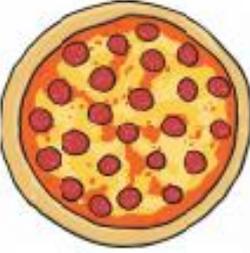
I am a hot drink.
I am sweet.
I taste good with
marshmallows on the top.
I am made with milk
and chocolate.



What am I?

I have seeds on the outside.
I am eaten in the summer.
I am soft and red.





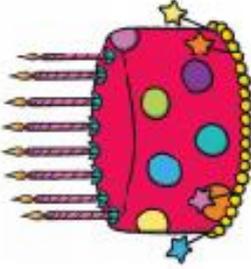
What am I?
 I am round.
 I have many different toppings.
 I usually have a tomato and cheese topping.



What am I?
 I am found in the freezer.
 I taste good on a sunny day.
 I come in many different flavours.
 I am made with cream.



What am I?
 People usually eat me in the mornings.
 I am served in a bowl and eaten with a spoon.
 I usually have milk poured on top of me.



What am I?
 I am sweet.
 I come in different flavours.
 I usually have icing on top.
 I am served at birthday parties.

Listening Task 2 – Healthy Lunches

Nikki and Ben are doing a school project about different lunches. They are going to ask three Year 6 pupils what they have for school lunch.

Pre-Listening/Warmer

Click on this link to learn about different lunches in different countries.

<https://www.youtube.com/watch?v=al7mXaSsTiw>

Where are these school lunches being served? Match.

1.	Some schools serve fast food but other schools serve soup, dairy products and vegan menus.		South Korea
2.	Miso soup, a bowl of rice and a piece of fried fish or sometimes meat and some juice or milk.		Spain
3.	Snacks and a pack of juice or milk, meatballs with potatoes, muesli and vegetables.		France
4.	Leaves stuffed with sesame, meat and rice, fish flapjacks, chicken noodles, hot soup, vegetables salad, yoghurt and milk.		South Korea
5.	A piece of fried fish with spinach and salad, potatoes, cheese baguette and an éclair.		Finland and Sweden
6.	A piece of meat with rice and vegetables, pudding and strawberry juice.		Russia
7.	A small bowl of vegetable soup, an omelette, a yoghurt and a glass of water.		Japan
8.	A set of pittas, a small bowl of vegetable soup and a ragù.		Zimbabwe
9.	A dish of two sausages with buckwheat and some pastry.		Brazil
10.	A bowl of corn porridge with a little bit of meat, a spoonful of stewed vegetables and a glass of tea.		Zimbabwe

Listening

Procedure

1. Learners read the questions.
2. Read the text below. Learners listen to the text for the first time. Learners may start writing if they wish to.
3. Learners attempt to answer the questions.
4. Read the text again. The text is heard for the second time.
5. Learners try to complete all of the tasks.
6. Learners revise answers.

Nikki: Hi, I'm Nikki.
Ben: Hello, everyone! I'm Ben. Nikki, are you hungry?
Nikki: Hungry? Yes, I am! It's lunchtime ... in five minutes!
Ben: What have you got for lunch?
Nikki: Today I've got ... hmm ... a sandwich. A ham sandwich. Boring!
Ben: Well, our reporter, Max, is at a school in London. He wants to know what the children have in their lunch boxes ...
Max: Hello. What's your name?
Eve: My name's Eve.
Max: Hi, Eve. What's in your lunchbox today?
Eve: I've got ... erm ... a sandwich. I think it's cheese and tomato. Yes, a cheese and tomato sandwich!
Max: Mmm – my favourite. Have you got anything else?
Eve: Yes. I've got some fruit. Here's an orange. Oh, and I've got some chocolate – yum!
Max: Have you got a drink?
Eve: A drink? Oh yes, I've got some juice – some apple juice.
Max: Yum! I love apple juice! Thanks, Eve. Enjoy your lunch!
Eve: Thanks.
Max: And here is ...?
James: James.
Max: Hi, James. What have you got for lunch today?
James: Let's see. In my lunch box I've got ... a boiled egg – I like eggs. And ... a banana sandwich. And a banana.
Max: Have you got a drink, too?
James: Yes, I've got a milkshake.
Max: Ooh, milkshake! What flavour milkshake?
James: Banana.
Max: Do you like bananas?
James: Yes, I love bananas!
Max: Thank you, James. And what's your name?
Chloe: Chloe.
Max: Hi, Chloe. What have you got in your lunch box?
Chloe: I've got ... two sausages, some cucumber ... erm ... and a packet of crisps.
Max: No sandwiches?
Chloe: No, sandwiches are boring!
Max: Have you got any fruit?
Chloe: Oh ... er ... yes, an apple. And for my drink, I've got a bottle of water.
Max: Now I'm really hungry – it's time for my lunch!

A. What have Eve, James and Chloe got in their lunchboxes? Fill in the table.

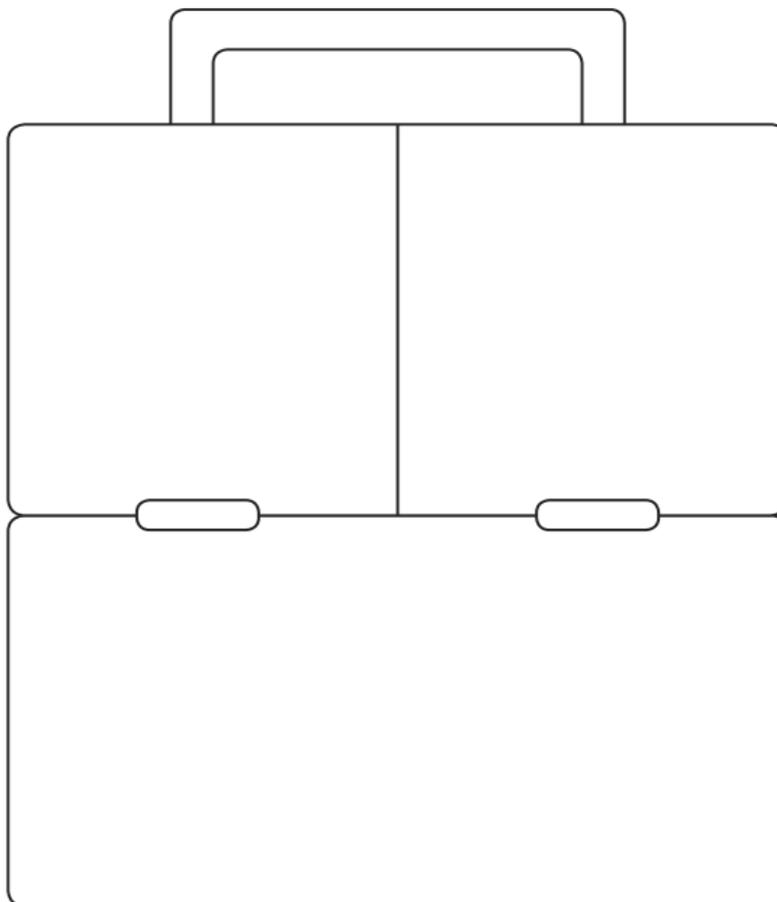
Eve	James	Chloe

Who do you think has the healthiest lunch? _____

Post-Listening

Imagine this is your school lunchbox.

Fill each compartment with a healthy lunch option.



READING TASKS

Reading Task 1: Zach turned his passion for food into a job. Read the story.

Zach's story

I love great food – fresh, local food that doesn't travel for days before it gets to you. I've turned this interest into a healthy baking business that's expanded and grown. I use local fresh eggs, spelt flour, real butter. No preservatives. If I can't pronounce it I don't eat it!

I discovered a love for baking and cooking when I was 8 (I'm now 15).

I found out that I loved working in the kitchen. Soon I was making many of the meals and all of the baked goods for my family. Then I saw a notice that said a national health store chain was looking for local bakers. I filled in an application form and I was accepted. My dad delivers my products, my mum helps out and my two brothers help with packaging.

My belief on healthy eating is: 'Go local!' Eat fresh. Try new things.



Glossary

spelt flour: a nutty and slightly sweet flour used to make bread and pasta

preservatives: chemicals added to food to help it stay fresh

1. Underline the answer.

- Zach (never, sometimes, always) uses foods with preservatives.
- Zach started enjoying baking and cooking (7, 8, 15) years ago.
- Zach's family consists of (3, 4, 5) people.

2. Put the sentences in the right order (number from 1-4).

- a. Zach applied for a job with a national health store chain. _____
- b. He started cooking for the family. _____
- c. Zach realised he loved cooking. _____
- d. Zach has his own baking business. _____

3. Find ONE WORD from the text which means the same as:

- a. hobby _____
- b. developed _____
- c. advertisement _____
- d. shop _____
- e. distributes _____

4. Find ONE WORD from the text which means the OPPOSITE of:

- a. stale _____
- b. sweet _____

5. Zach says, "If I can't pronounce it, I don't eat it." Underline the meaning of this sentence.

- a. Zack does not eat new types of food.
- b. Zach does not eat food, which has unfamiliar ingredients.
- c. Zach does not know how to read properly.

6. Zach uses the phrase '**local food**'.

Local food is food that does not have to travel long distances. It arrives at a supermarket or in a restaurant within days after being harvested. You can buy local food from farmers' markets and local grocers.

Why should we buy local food? Give TWO reasons.

- a. _____
- b. _____

Reading Task 2: Read this text about chocolate. Answer the questions.

Fairtrade

A little of what you fancy does you good

- Chocolate helps your memory.
- Chocolate helps you feel good.
- Chocolate may prevent tooth decay.
- Chocolate helps you live longer.

Research shows that eating just a little chocolate can be good for you. Even better if that chocolate has been produced through FAIRTRADE.

FAIRTRADE is a simple yet incredibly important idea – it's all about making sure the people who produce the things you buy are paid fairly for their work. Buy something with a FAIRTRADE logo on it and you are making sure that the



people who worked to produce it are being paid a fair amount and have good working conditions.

There are lots of other things you can do. You can help your school to become a FAIRTRADE school – just ask your teacher to help and get involved.



Did you know?

Planning for the future
Money raised through FAIRTRADE is being used to build schools, provide clean water and start new FAIRTRADE schemes. Tate and Lyle (leading sugar manufacturers) use FAIRTRADE farmers to provide their cane sugar.

1. According to this text, chocolate has FOUR benefits. List TWO of them.

- a. _____
- b. _____

2. A **logo** is a symbol adopted by an organisation to identify its products, etc. What does a Fairtrade logo indicate?

3. From the text find the names of TWO businesses that use Fairtrade farmers.

- a. _____
- b. _____

Speaking Task 2 - Compare and Contrast

Say: "Look carefully at these two pictures and I will ask you some questions about them."

- How are these two pictures alike?
- How are they different?
- Which is your favourite picture? Why?



Speaking Task 3 – Presentation

Research ONE of the below food items. Find out about its history of origin, some interesting or unusual facts, its ingredients and the beneficial outcomes from eating it. (Check Reading Task 2).

- | | |
|--------------|--------------|
| a. cake | e. ice cream |
| b. chocolate | f. pancakes |
| c. coffee | g. pizza |
| d. hamburger | h. salad |

WRITING TASKS

For templates and guidelines, please refer to the Writing Resource Pack via this link: https://curriculum.gov.mt/en/new_syllabi/Documents/Yr03_to_Yr06_English/English_Level_5_Writing_Genre_Resource_Pack_2020_v2.pdf

Short Writing Task 1 - Set of instructions

The headmaster wants to publish a healthy sandwich recipe on the school's Facebook page. Write a set of instructions on how to make a healthy sandwich for school lunch.

This **writing frame** can help you.

Title: _____
You will need:
• _____
• _____
• _____
• _____
What to do
(Use this section to get your instructions in the right order and don't forget the bossy verbs!)
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

These **lists** of ingredients can help you.

THEME	GRAINS	PROTEIN	TOPPERS/SIDES	CONDIMENTS
SANDWICH SMORGASBORD	<ul style="list-style-type: none"> • Whole grain bread • Whole grain English muffin • Whole wheat pita • Whole grain roll* 	<ul style="list-style-type: none"> • Sliced turkey or cheese • Sliced ham • Tuna, packed in water • Lean roast beef 	<ul style="list-style-type: none"> • Baby carrots • Sliced tomatoes and pickles • Celery sticks • Spinach leaves 	<ul style="list-style-type: none"> • Low fat ranch dressing • Mustard • Low fat mayonnaise • Pesto
				

This list of **connectives** can help you.

Firstly	Secondly	Thirdly	Next	After
Finally	Then	Meanwhile		

This list of **imperative verbs** (bossy verbs) can help you.

Put	Mix	Spread	Open	Chop	Season
Add	Slice	Cut	Get	Serve	Place

When you have finished writing, go through the **success criteria** for writing a set of instructions and make sure you can tick them all.

Writing a set of instructions  **Success Criteria**

- My instructions are easy to follow.
- I included a clear title.
- I wrote a list of ingredients/materials.
- I used bullets or numbers for the instructions.
- My instructions follow a sequence.
- I used interesting words.
- I used the imperative mood.
- I used drawings or diagrams.
- My sentences begin with capital letters.
- My sentences end with the correct punctuation marks.
- I have checked for spelling mistakes.
- My instructions are neat and legible.

Short Writing Task 2 – Short Message

A **blog** (a shortened version of “weblog”) is an online journal or informational website with the latest posts appearing first, at the top. It is a platform where a writer or a group of writers share their views on a particular subject.

Read Jackie’s post on her blog and Taro’s reply.



The image shows a screenshot of a blog titled "Jackie's BLOG". The header includes navigation links for "My Blog", "News", and "Contact". A woman wearing a white hijab is visible in the background. The main content area features two messages in speech bubbles. The first message is from Jackie, and the second is a reply from Taro. There are also icons for a thumbs up, a heart, and a "Follow me" button.

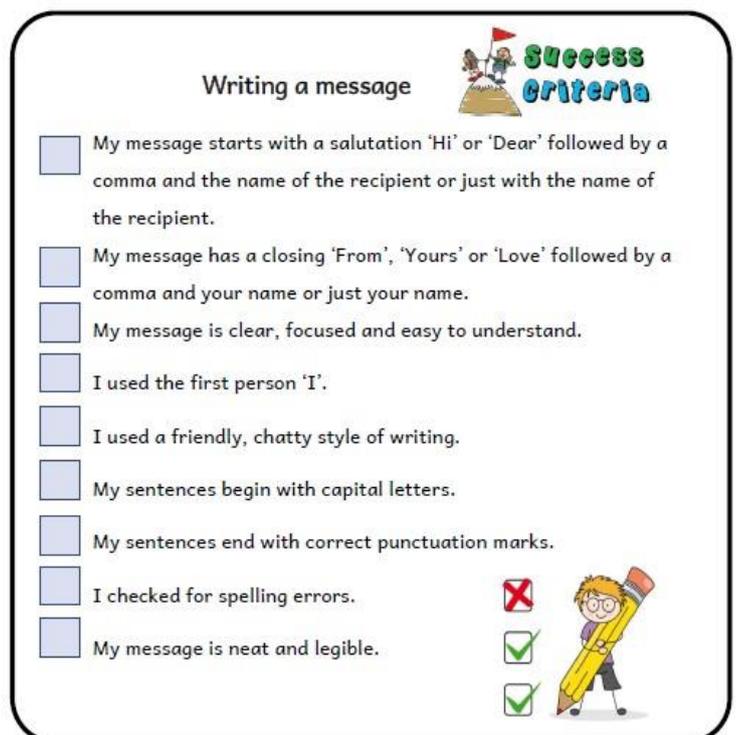
Jackie's BLOG My Blog News Contact

Hi, bloggers!
Today at school we had a lesson about food from around the world. So, I thought I'd tell you all about a traditional food in my country, England. Everyone knows fish and chips, but if you visited London, I'd tell you to try shepherd's pie! It's a yummy pie that has minced meat inside and mashed potatoes on top. My mum makes the most delicious shepherd's pie every Sunday for us. What traditional foods are there in your country? Post a comment and let me know!
Jackie

Hi, Jackie!
In Japan we've got lots of traditional dishes, too. If I were you, I would definitely try sushi. I eat sushi at least once a month and on special occasions. There are so many different types of sushi. Some are rolls with rice called *hosomaki*, and some are just slices of fish on top of rice. We call these *nigiri*. You can eat sushi with chopsticks or just use your hands. The important thing is to enjoy yourself!
Taro

Reply to Jackie with a short message. Write about your favourite traditional, Maltese food, its ingredients and how often you eat it.

After writing the message, go through the **success criteria** for writing a message and make sure you can tick them all.



The image shows a box titled "Writing a message" with a "Success Criteria" section. It contains a list of ten criteria, each with a checkbox. The criteria are: 1. 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. 2. My message has a closing 'From', 'Yours' or 'Love' followed by a comma and your name or just your name. 3. My message is clear, focused and easy to understand. 4. I used the first person 'I'. 5. I used a friendly, chatty style of writing. 6. My sentences begin with capital letters. 7. My sentences end with correct punctuation marks. 8. I checked for spelling errors. 9. My message is neat and legible. There are three checkboxes on the right side of the list: the first one is marked with a red 'X', and the other two are marked with green checkmarks. A cartoon character holding a pencil is also present.

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 – Non-Chronological Report

It is 'Healthy Eating' week at school. Your teacher has asked you to write a non-chronological report about healthy eating habits for the school magazine.

This **checklist** can help you.

Healthy Eating Habits Checklist

Start My Day Healthy

- I had a healthy breakfast.
- I ate breakfast within 2 hours from getting up.
- I limited caffeine.

Healthy Food Choices

- I chose healthy snacks such as fruit, vegetables, nuts, whole grain crackers, cheese, light popcorn.
- I ate at least five servings of fruits and vegetables today.
- I limited foods with lots of sugar.
- I limited foods with lots of salt.
- I drank plenty of water.

Eating Tips

- I watched my portion sizes.
- I tried a variety of foods.
- I enjoyed my food!
- I ate s-l-o-w-l-y.
- I ate when hungry.
- I stopped eating when full.



Keep my Food Safe and my Kitchen Clean!

- I washed my hands.
- I put away food after eating.
- I cleaned up the kitchen before and after eating.

The **writing frames** can help you.

Title	
Introduction What is your report about?	
Sub-heading Add interesting facts and information below.	
Sub-heading Add interesting facts and information below.	
Picture/Diagram Add a picture with a caption or labelled diagram.	

Title: _____	
Introduction: _____ _____ _____ _____	
Sub-heading: _____ _____ _____	
Sub-heading: _____ _____ _____	Fun Fact!
Sub-heading: _____ _____ _____	

After writing the report, make sure you can tick off the **success criteria** for the non-chronological report.

Writing a non-chronological report

 **Success Criteria**

- My report includes an introduction, sub-headings, a conclusion and a picture.
- My report starts with an introduction which is focused on the topic.
- The information in each paragraph focuses on its subtitle of the heading.
- The conclusion summarises the topic.
- My sentences begin with capital letters.
- My sentences end with the correct punctuation marks.
- I have checked for spelling errors.
- My non-chronological report is neat and legible.





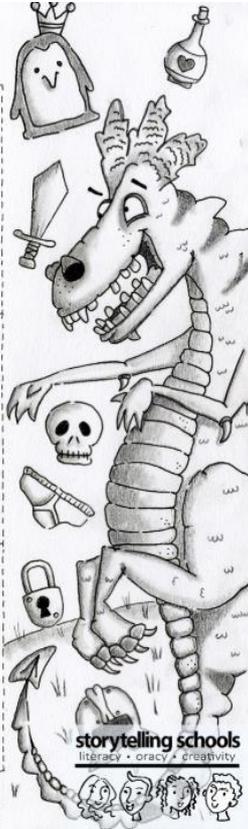

Long Writing Task 2 - Short Story

You are participating in a short story competition about strange dreams. One night you dreamt you visited a planet made of food. Write your short story.

Use the **Plot Matrix** to help you plan your story.

Plot Matrix Planning Sheet

	Where?	Who?	What?
Obstacle	Setback	Helper	
Solution	Ending	Learning	


 literacy • oracy • creativity

These **word mats** can help you.

Conjunctions and Other Connectives

When?	Why?	Opinion	But...	And...
afterwards as at that moment finally first just then last later meanwhile soon subsequently then until when while	as a result because consequently for this reason so therefore	fortunately happily luckily sadly unfortunately	alternatively although anyway aside from besides but despite however in spite of nevertheless on the other hand since whereas yet	also and as well as in addition moreover with

Sentence Openers

Time	Order	Where	To add information	Comparisons
One day One morning One evening After that After a while Before long Afterwards As soon as At last A moment later In the meantime Later on Meanwhile Soon During Now Next week All of a sudden	At first First Second Third Then Last Finally Next	In the middle of the... Under the bridge... Over the bridge... In the distance... Far away... In a far off land... Inside of... At the end of... On top of the... Next to the... Nearby... Opposite the...	Again Also Another Along with... For example... As well as	However Yet Despite Still Unlike Even though Although Rather than



Setting Description Senses Word Mat

Sights

ancient
angular
bright
bustling
cluttered
crowded
dazzling
disappointing
dusty
empty
enormous
fashionable
glistering
gloomy
grim
hectic
impressive
luxurious
miniscule
misshapen
rounded
spotless
unkempt
wonderful

Sounds

banging
buzzing
discordant
gurgling
grating
howling
loud
low-level
melodic
muttering
noisy
quiet
raucous
ringing
rustling
scratching
screaming
scuffing
silent
tapping
thumping
tuneful
wailing
whispering

Smells

clean
clinical
damp
delicious
disgusting
dusty
earthy
exotic
familiar
floral
fresh
fruity
homely
mouth-watering
perfumed
pleasant
pungent
refreshing
sickening
smoky
tangy
tempting
unfamiliar
unusual

Sensations

bumpy
cool
damp
forceful
freezing
gentle
hard
itchy
jagged
loose
pleasant
rough
slippery
smooth
soaking
soft
sticky
stifling
sweltering
tickly
tight
uncomfortable
unpleasant
wobbly

Feelings

amazed
anxious
ashamed
calm
confident
curious
disappointed
eager
excited
exhilarated
furious
impressed
lazy
lonely
miserable
nauseated
nervous
overawed
overjoyed
proud
reluctant
serene
terrified
underwhelmed



After writing the short story, go through the **success criteria** and make sure you can tick them all.

Writing a short story



- My story has at least one character.
- I created a setting by writing about who, what, where and when.
- My story has a beginning, a middle and an ending.
- My introduction consists of 2/3 sentences and sets the scene.
- My paragraphs are organised and link with linking words (e.g. suddenly, after that...)
- My first body paragraph tells me how the story starts.
- My second paragraph presents me with the problem.
- My third paragraph presents me with the climax and resolution.
- My conclusion consists of 2/3 sentences and presents me with the morale of the story.
- I used the 5 senses, adjectives and adverbs to make my description detailed.
- I used figures of speech such as similes, metaphors, personifications and onomatopoeic words.
- My sentences begin with capital letters.
- My sentences end with the correct punctuation marks.
- I checked for spelling errors.
- My story is neat and legible.



LITERATURE TASK

Pre-Reading

In the picture, you can see a family having dinner. Look at it carefully.



- ✓ What is the first thing you notice when you see this picture?
- ✓ What do you like/dislike about this picture?
- ✓ Which bad manners can you notice in this picture?
- ✓ Which of these bad manners irritate you?
- ✓ Which of these bad manners are you guilty of?

Now read and listen to the poem *Shut your Mouth when you're Eating* by Michael Rosen and then answer the questions.

Useful link: <https://www.youtube.com/watch?v=OouFxbk-fs>

SHUT YOUR MOUTH WHEN YOU'RE EATING

Shut your mouth when you're eating.

I am, Dad.

MOUTH!

It *is* shut.

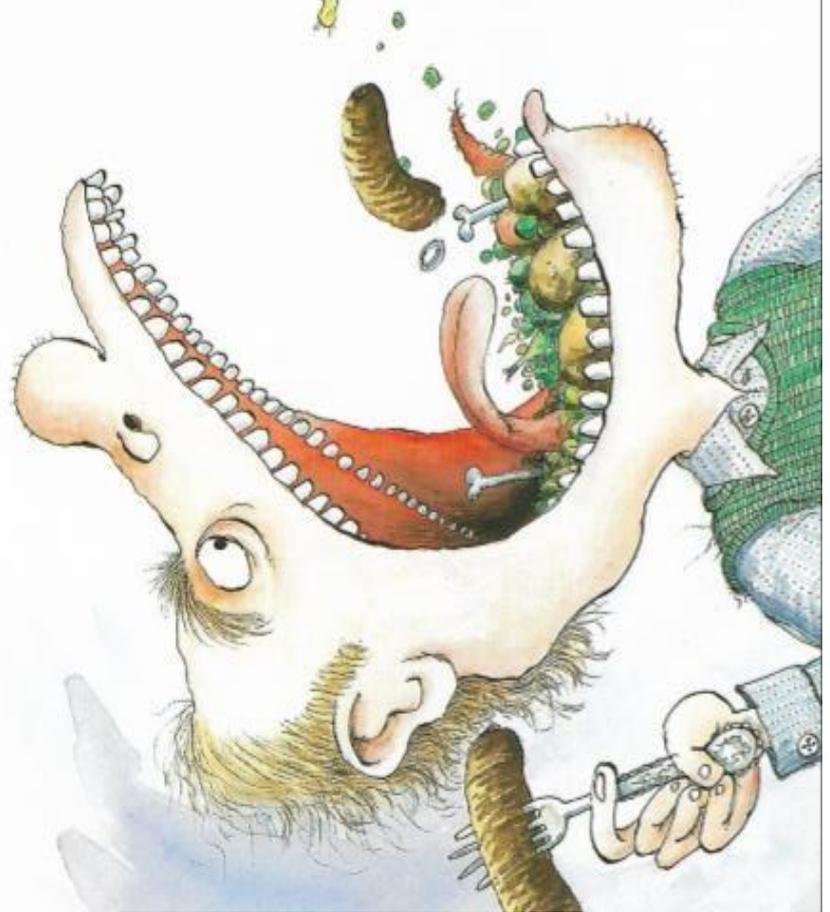
I can see it isn't. I can *hear* it isn't.

What about *his* mouth? You can see *everything* in his mouth.

He's only two. He doesn't know any better.

You can see all his peas and tomato sauce.

That's none of your business.



(2 MINUTES GO BY)

Dad.

Yes. Your mouth's open. Shut your mouth when you're eating.

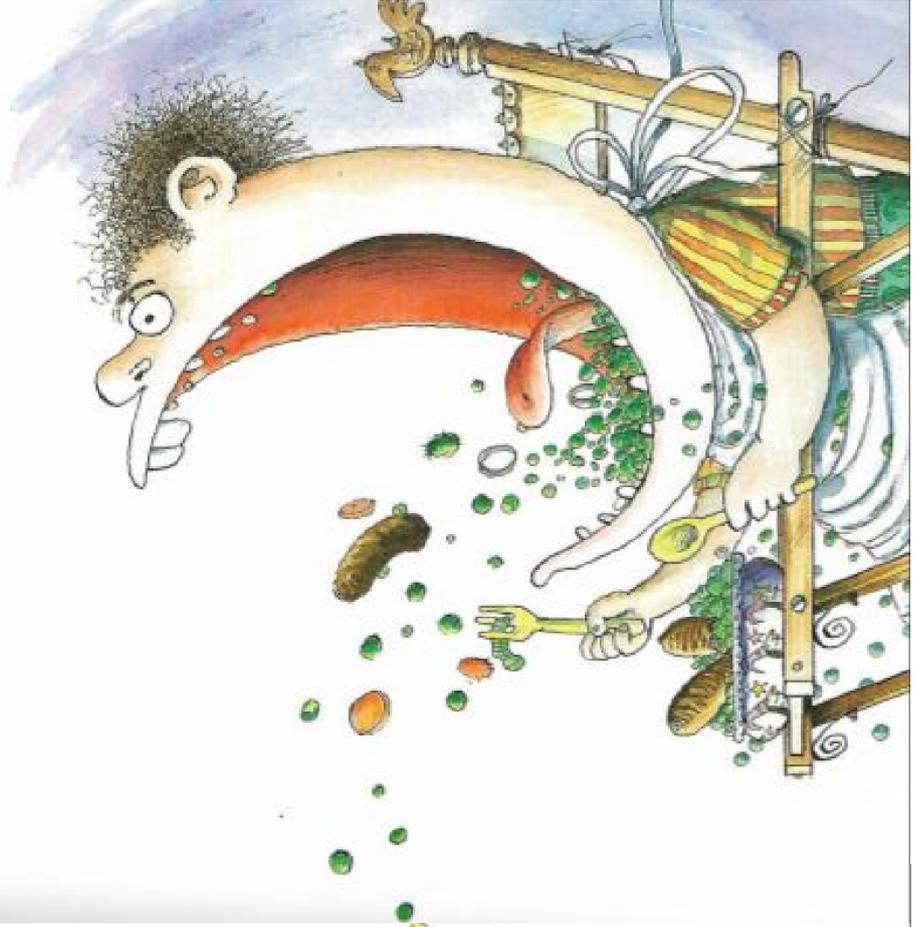
It is shut, thank you very much.

I can see it isn't, Dad. I can see all the food in there.

Look that's my business, OK?

Peas, gravy, spuds, everything.

Look, you don't want to grow up to be as horrible as your father do you? Answer that, smartyboots.



1. What is the title of the poem? _____

2. Who is the poet? _____

3. What is the poem about? _____

4. How many people are talking in this poem? _____

5. Circle the part in the poem, which you enjoyed reading the most.

Why is it your favourite part? _____

6. How does the poem make you feel? _____

Why? _____

7. The poem is written in free verse. What does that mean?

8. In the third line, the word 'mouth' is written in capital letters. Why?

9. List TWO table manners that you consider important.

a. _____

b. _____

10. The father was being a **hypocrite**. Use a dictionary to look that word up.

a. Write its meaning here. _____

b. Why was the father being a hypocrite? _____

FOLLOW-UP ACTIVITIES

Task 1 - Shopping List

You are going on a picnic with your friends. You are in charge of the food basket and have to go to the supermarket.

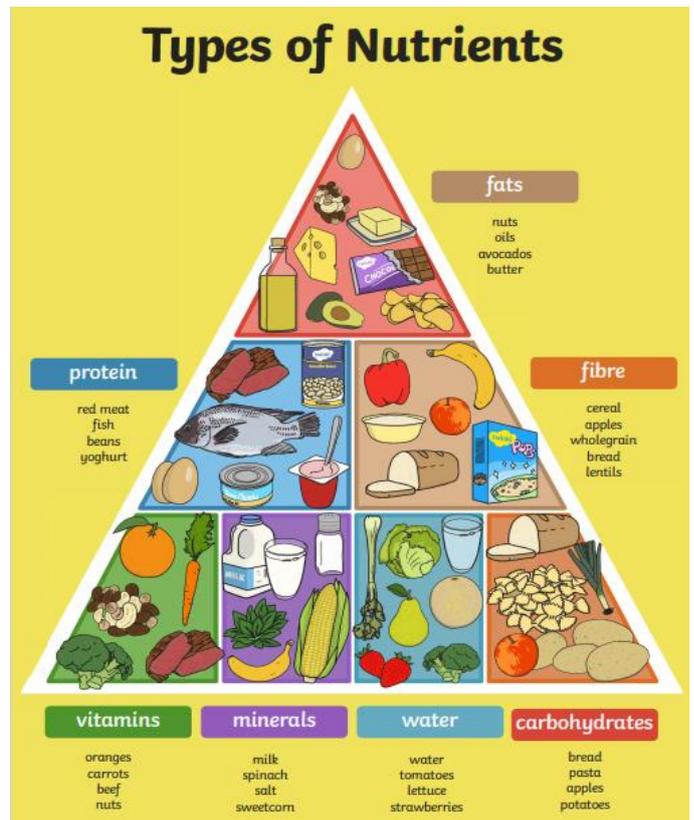
Write a list of food items you will buy to take with you to the picnic.



Task 2 – The Food Pyramid

The **Food Pyramid** is a guide stating the entire healthy food intake that our body requires regularly. The Pyramid is divided into groups or sections and recommends the intake of each group of food. This Food Pyramid is extremely important for children, as they need to know what food to eat every day to help them in their growing years.

This big food wheel shows the different food groups with images for each category, along with a short explanation of why each group is important to our wellbeing.



Food Groups

Fruit and Vegetables

These are good sources of vitamins and minerals and fibre. Aim to eat 5 portions a day! Choose from fresh, frozen, tinned, dried or juiced. Fruit juice and/or smoothies should be limited to no more than a combined total of 150ml per day.



Carbohydrates

Starchy foods such as potatoes, bread, rice, pasta and cereals should make up just over a third of the food you eat. These are important for giving us energy. Choose higher-fibre, wholegrain varieties, such as wholewheat pasta and brown rice, or simply leave skins on potatoes.



Water, lower fat milks, sugar-free drinks including tea and coffee all count.
Limit fruit juice and/or smoothies to a total of 150ml a day.

Food and Drinks High / or Sugar

Eat less often and in small amounts.



Oil and Spreads

Choose unsaturated oils and spreads and use in small amounts. Eat sparingly.



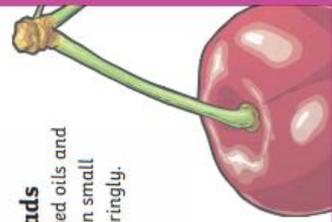
Dairy and Alternatives

These are a source of calcium which is important for strong teeth and bones. Choose lower fat and sugar options.



Proteins

Proteins such as beans, pulses, fish, eggs, meat are very important for helping us grow and build muscles. Beans and pulses are a good alternative to meat as they contain less fat and are higher in fibre and protein. Try to eat 2 portions of fish a week, and try to reduce intake of red and processed meat.



Weekly Meal Planner

Track your eating habits for a week using this table. At the end of the week, ask yourself:

Am I maintaining a healthy diet?

	Breakfast	Lunch	Dinner	Snacks
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

IDIOMS

IDIOM	MEANING	EXAMPLE SENTENCE
apple of one's eye	a person that is adored by someone	Baby Nina is the apple of her grandmother's eye .
bad egg	a person who is often in trouble	I do not want you to hang out with Jack. He is a bad egg . He will get you in trouble. Mark my words!
big cheese	very important person	For my school project on Covid-19, I got to talk to the big cheese himself, Dr Fearnie, Minister of Health.
bread and butter	a person's main source of income	Mr Smith is a very skilled photographer, however his bread and butter is painting houses.
cheesy	silly	I love cheesy romantic films even though their ending is very predictable.
one smart cookie	a very intelligent person	Your daughter is one smart cookie . She is always top of her class.
piece of cake	very easy	The exam was a piece of cake . I could answer all the questions easily.
sell like hot cakes	bought by many people	The FIFA trading cards have sold like hot cakes .
spill the beans	reveal the truth	I cannot live with a dirty conscience. On Monday, I am going to spill the beans .
use your noodle	use your brain	You are going to have to really use your noodle on this crossword puzzle. It is an extra difficult one.

Task 1: Do your own research! Find at least THREE more idioms that include food and drink. List them here. Write their meaning and use each one in a sentence.

Task 2: Idioms Charades

Write each idiom on a piece of paper. Pick one but keep it a secret from the other players. Act it out. The other players must guess the idiom from your actions. Finally invert the roles and try to guess the idioms yourself.

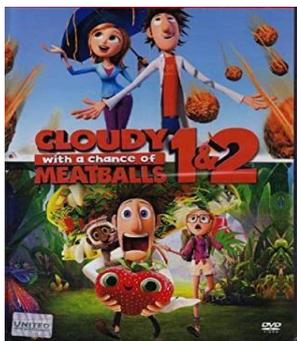
READ AND WATCH

Read the book *Charlie and the Chocolate Factory* by Roald Dahl and then watch the two versions of the film. One is directed by Mel Stuart (1971) and the other one by Tim Burton (2005).

Do you notice any similarities or differences between the book and films? Which film was the most loyal towards the book?



Other films you can watch:



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

Book Review										
<p>My Book Cover:</p> <div style="text-align: center;">  </div>	<p>Book Title: _____</p> <p>Author: _____</p> <p>Illustrator: _____</p>									
<p>Genre:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">fiction</td> <td style="width: 50%;">horror</td> </tr> <tr> <td>biography</td> <td>non-fiction</td> </tr> <tr> <td>humour</td> <td>mystery</td> </tr> <tr> <td>science-fiction</td> <td>crime ...</td> </tr> </table> <p>Other _____</p>	fiction	horror	biography	non-fiction	humour	mystery	science-fiction	crime ...		
fiction	horror									
biography	non-fiction									
humour	mystery									
science-fiction	crime ...									
<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>Would you recommend the book? To whom and why?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Rating:</p> <div style="text-align: center;">  </div>								

Film Review



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

Listening Task 2

Eve – a cheese and tomato sandwich, an orange, a chocolate, some orange juice

James – a boiled egg, a banana sandwich, a banana, a banana milkshake

Chloe – two sausages, some cucumber, a packed of crisps, an apple, a bottle of water

Reading Task 1

- 1 a. never b. 7 c. 5
- 2 a. 3 b. 2 c. 1 d. 4
- 3 a. interest b. expanded c. notice d. store e. delivers
- 4 a. fresh b. sour
- 5 b
- 6 Local food is healthier. When buying local food, we are helping local farmers.

Reading Task 2

1. Chocolate helps your memory./Chocolate helps you feel good./Chocolate may prevent tooth decay./Chocolate helps you live longer.
2. It means that the people who produced the product have been paid a fair amount of money and have good working conditions.
3. a. Tate b. Lyle

Literature Task 1

1. "Shut your mouth when you're eating"
2. Michael Rosen
3. It is about a father who tells his son not to eat with his mouth open.
4. Two people
7. The poem does not follow a rhyming scheme.
8. The father is reminding his son to keep his mouth shut.
9. Chew with your mouth closed./Keep your mobile off the table./Set your mobile to silent or vibrate./Remember to use your napkin./Wait until you're done chewing to sip a drink./Avoid slouching./Don't place your elbows on the table while eating.
10. a. A person who acts in a way that goes against what he/she claims to believe or feel
b. The dad tells his son to eat with his mouth closed but he eats with his mouth open as well...

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.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

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

<https://teleskola.mt>

END OF DOCUMENT
