



How to use this pack:

1. This pack is intended for Year 5 and Year 6 learners and focuses on the theme NATURAL WORLD AND WILDLIFE.
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	Everything beneath the sea	3-5
Tuesday	Reading	The Layers of the Ocean Sharks	6-13
Wednesday	Speaking	PowerPoint Presentation Picture Prompt	14-15
Thursday	Writing	Fact File Short story	16-20
Friday	Literature	Poem: Shark Prose: The Birth of the Turtles	21-28

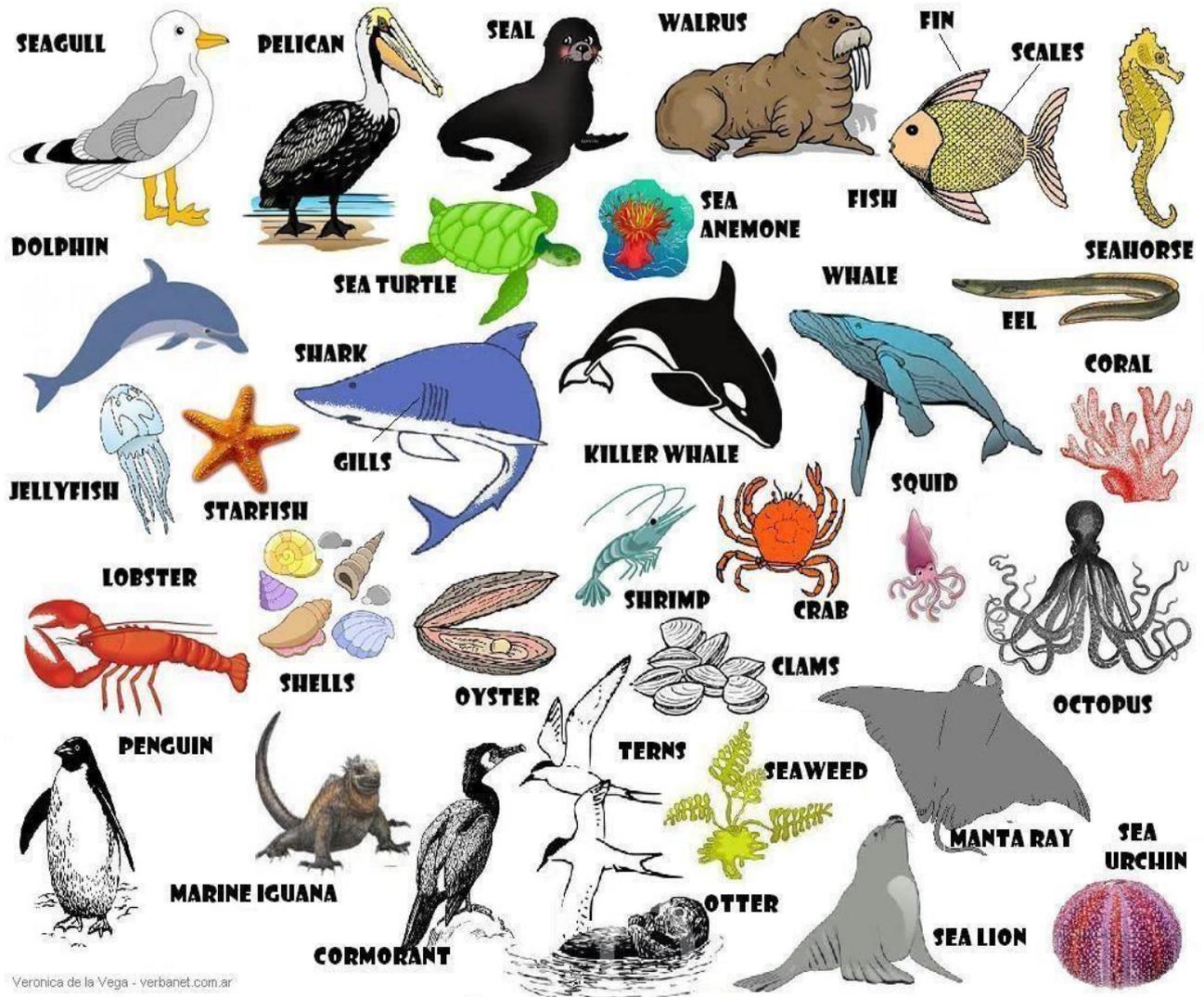
3. The Literature Task can be done on any day throughout the week. It is not only meant to promote reading but it also helps expand language awareness and structure, and encourages different levels of interpretation and connection with oneself, the world and other texts. The aim is to enjoy reading literary 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

You are about to practise sea animal words with the song “Everything beneath the sea”.

### Pre-Listening/Warmer

Ask: Look closely at the picture. What can you see in this picture? Where can you see these creatures?



Click on this link to play a game about Marine Life.

<https://quizly.co/can-you-name-these-a-to-z-sea-animals/2/#0>

## Listening

### Procedure

- a. Learners read the questions.
- b. Click on this link for the text  
<http://learnenglishkids.britishcouncil.org/song/everything-beneath-thesea> 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

There was a cod, there was a hake

There was a lobster and a crab and a sea snake

There was a squid and a whale

And sliding on the rocks there was a sea snail.

Everything beneath the sea

Gliding, sliding, swimming free

Jellyfish and things that glow

Swimming way down deep below.

There was a cod, there was a hake

There was a lobster and a crab and a sea snake

There was a squid and a whale

And sliding on the rocks there was a sea snail.

Life is in the waves that land

Crashing on the rocks or sand

Creatures moving everywhere

Would you like to join them there?

There is a cave, oh so dark

And hiding just inside there is a big shark

He wants a meal but never fear

He can't eat you if you don't go near.

Everything beneath the sea

Gliding, sliding, swimming free

Jellyfish and things that glow

Swimming way down deep below.

There was a cod.

A) Put a tick (✓) near the sea animals which are mentioned in the song.

cod		crab		jellyfish	
shrimp		whale		dolphin	

B) Fill in.

a. The sea snail was \_\_\_\_\_ on the rocks.

b. The shark was \_\_\_\_\_ in the cave.

C) Find the rhyming word.

a. Hake rhymes with \_\_\_\_\_.

c. Land rhymes with \_\_\_\_\_.

b. Glow rhymes with \_\_\_\_\_.

d. Fear rhymes with \_\_\_\_\_.

D) **Gliding** is a word that describes movement. Find another word that describes:

a. movement - \_\_\_\_\_

b. sound - \_\_\_\_\_

E) Put the sea animals in order.

	sea snake		lobster
1	cod		jellyfish
	whale		squid
	shark		hake
	crab		sea snail

**Post-listening:**

Circle the correct answer. You might need to do some research.

a. Squids have got two tentacles. How many arms have they got?      eight / ten

b. The whale shark is the biggest fish in the world. How big is it?      9m / 12m

c. What do sea snakes breathe?      water / air

d. How old are jellyfish?      300 / 500 million years

e. How can crabs communicate?      by drumming / by dancing

f. What's the biggest sea creature?      blue whale / great white shark

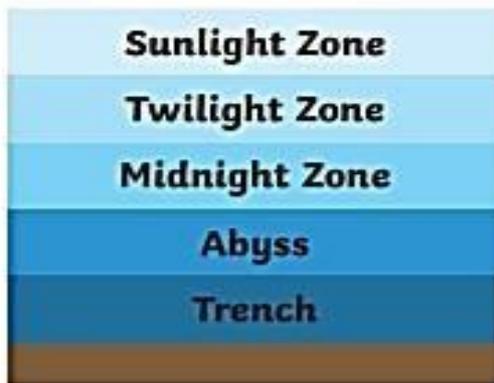
Reading Task 1

You are going to read some information about the habitat of marine life.

# The Layers of the Ocean

## Ocean Layers

Oceans cover two thirds of our Earth. There are five main oceans: the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean and the Southern Ocean.



## Ocean Layers

The ocean is deeper in some places than others. We call these different depths **layers**. Each layer has its own characteristics and unique set of animals which live there. Read on to find out about the different layers...

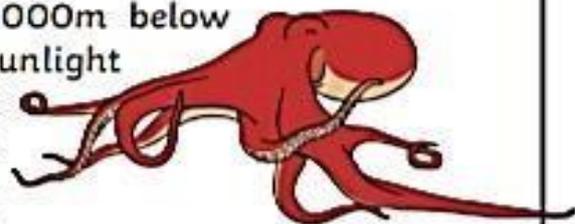
### The Sunlight Zone



The Sunlight Zone is up to 200m below the surface of the ocean. Sunlight can reach this layer. Most of all ocean life is found here and many plants, such as seaweed, live here. The water is warm because of the sun. Both humans and fish play and explore here.

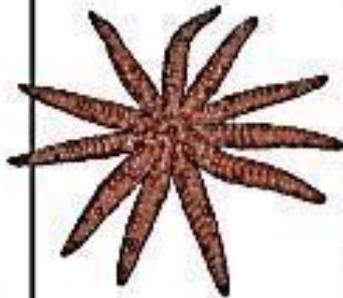
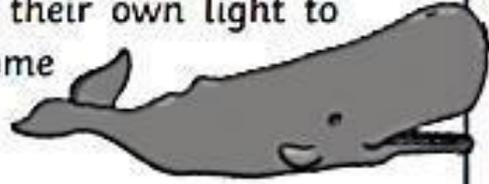
### The Twilight Zone

The Twilight Zone is up to 1000m below the surface of the ocean. The sunlight cannot reach this layer so it is very dark. Creatures that live here often have large eyes to help them see.



### The Midnight Zone

The Midnight Zone is up to 4000m below the surface of the ocean. Sunlight cannot reach this layer, which means it is pitch black. Many creatures make their own light to help them to hunt their prey. Some creatures dive to these depths to hunt, for example, the sperm whale.

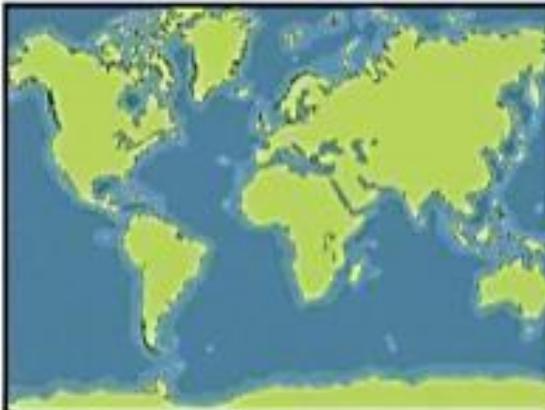
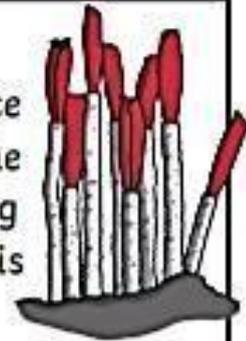


### The Abyss

The Abyss is up to 6000m below the surface of the ocean. The sunlight cannot reach this level at all and water in this layer is near freezing. Very few creatures live here, mainly invertebrates, such as sea stars.

### The Trench

The Trench is up to 11,000m below the surface of the ocean. The Trench is also known as the ocean floor. This zone can only be explored using special scientific equipment. The temperature is near freezing.



### Did You Know?

The Pacific Ocean is the largest and deepest of all the oceans. It is so deep in places that the world's tallest mountain, Everest, would sink without a trace!

1. List the names of the FIVE oceans.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

- d. \_\_\_\_\_
- e. \_\_\_\_\_

2. Which layer of the ocean ...

- a. is visited by the sperm whale for hunting? \_\_\_\_\_
- b. can only be explored with special scientific equipment? \_\_\_\_\_
- c. is up to 6000m below the surface? \_\_\_\_\_
- d. is the warmest layer of the ocean? \_\_\_\_\_
- e. often has creatures with big eyes living there? \_\_\_\_\_

3. Many creatures in the Midnight Zone make their own light to help them catch their prey. Why do you think they do so?

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4. Which WORD or PHRASE means ...

- a. being the only one of its kind? \_\_\_\_\_
- b. an animal that is hunted? \_\_\_\_\_
- c. very dark? \_\_\_\_\_
- d. Animals without a backbone? \_\_\_\_\_

5. Mount Everest would sink in parts of the Pacific Ocean without a trace. What does the author mean by those words?

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6. Which ocean layer would you most like to explore? Give ONE reason for your answer.

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## Reading Task 2

Here is some information about a dreaded sea creature.

# Sharks

There are more than 500 different species of shark, including the great white shark, grey reef shark, hammerhead shark, tiger shark, blue shark, bull shark and mako shark. Sharks have five to seven gill slits on the sides of their head and pectoral fins that are not attached to their head. Sharks have a layer of dermal denticles all over them that protects their skin from parasites and damage.

### Where do they live?

Sharks can be found in every ocean in the world, but are more common in seas with a depth of more than 2,000 metres. Most sharks don't live in freshwater, but there are a few exceptions, like the river shark and the bull shark, who can live in both freshwater and seawater. Most shark attacks happen in Australia, South Africa, America and Brazil.



Grey Reef Shark



School of Hammerhead Sharks

### Big Facts

1. A group of sharks is called a shoal, school or shiver.
2. Sharks do not have any bones in their bodies! They have a skeleton of cartilage instead, which is the same tough, flexible tissue our human ears and noses are made up of.
3. One of the smallest sharks is the dwarf lantern shark, which is usually only around 17cm in length.
4. The largest fish in the world is the whale shark, which can measure up to a massive 14 metres long!

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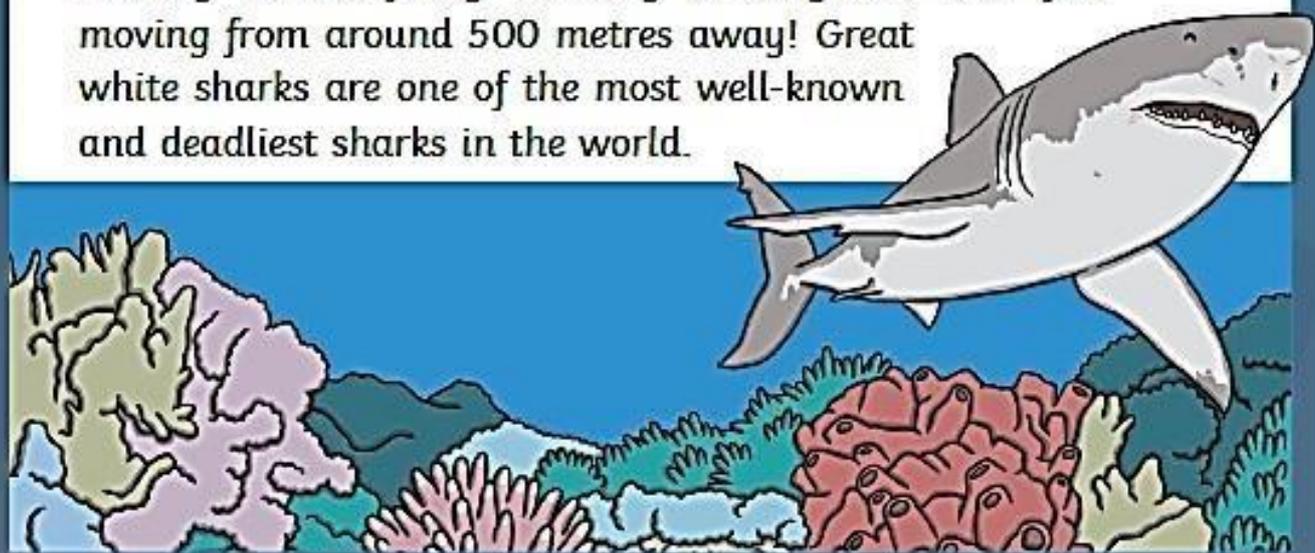
## What do they eat?

Although some types of shark can be deadly, only about 12 species have ever been involved in human attacks. Actually it is humans that can be very harmful to sharks as they often illegally hunt them for their meat, organs and skin. This has led to overfishing and means that the great white shark is now an endangered species.

A shark's feeding depends on its species and location. Most sharks are carnivores so they like to eat fish and even other sharks. Some large sharks eat dolphins, sea lions and small whales. Smaller sharks eat molluscs, clams, crabs, squid, lobster and other small aquatic life. Sharks have many rows of replacement teeth, which grow on the inside of their jaws and move forward when needed - they are a bit like a conveyor belt! Great white sharks have 300 sharp triangular teeth and are warm-blooded.

## What are they good at?

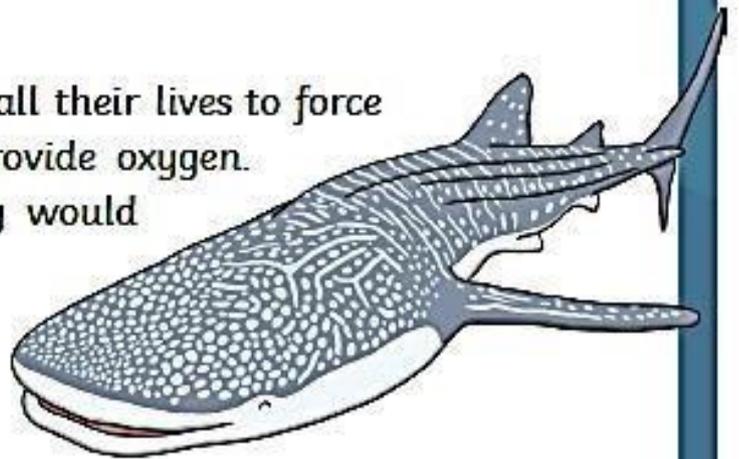
Sharks have incredible senses. Unlike humans, their nostrils are only used for smelling and not breathing. Their sense of smell is so good that they can smell a single drop of blood in the water from up to 400 metres away from them. A shark's hearing is also fairly amazing as they can hear fish moving from around 500 metres away! Great white sharks are one of the most well-known and deadliest sharks in the world.



These predators can swim as fast as 18mph! A baby shark is called a pup. Some types of shark lay eggs on the ocean floor and some give birth to live pups in the ocean. Pups are born already able to take care of themselves. They often have to swim away fast as some mothers try to eat their own pups, or sometimes their own siblings can even attack them!

### **Amazing Fact!**

Some sharks keep swimming all their lives to force water over their gills and provide oxygen. If they stopped moving, they would suffocate and die.



1. Underline the correct answer.

- a. There are (less, exactly, more) than 500 species of sharks.
- b. The bull shark can (only live, live, cannot live) in freshwater.
- c. The dwarf lantern shark is one of the (deadliest, smallest, strangest) sharks.
- d. (All, Most, A few) species of sharks have attacked humans.
- e. The sharks' (smelling and hearing, seeing and hearing, smelling and tasting) senses are very sharp.

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

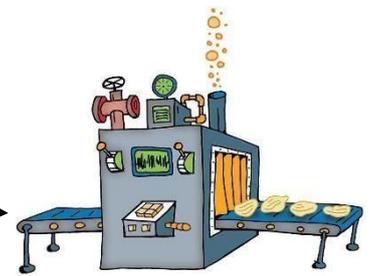
- a. Sharks are common in seas which are more than 2000m deep. T    F
- b. The whale shark is the deadliest fish. T    F
- c. Sharks are hunted by humans for their meat. T    F
- d. Many sharks feed on other animals. T    F
- e. Sharks smell blood from around 500 metres away. T    F
- f. Pups hatch out of eggs only. T    F

3. Match the word with the meaning

a.	gills		fish body parts used for swimming and balancing
b.	fins		living things that live in or on another living thing and get food and sometimes shelter from it and usually cause harm to it
c.	parasites		the organ of fish and some amphibians, by which oxygen is taken from water
d.	overfishing		holes through which one can smell and/or breath
e.	nostrils		animals that live mostly by killing and eating other animals
f.	predators		brothers or sisters
g.	siblings		when humans catch too many fish

4. This is a picture of a **conveyor belt**.

A conveyor belt is a mechanical moving strap that carries things from one place to another.



Why is a shark's mouth compared to a 'conveyor belt'?

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5. This is a picture of the **great white shark**.

Write three facts about the great white shark which you learned from the text.



- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

6. A group of sharks is called a shoal, school or shiver.

	A group of ...		is called a ...
a.	fish		bed.
b.	sardines		pod.
c.	whales		catch/haul/shoal.
d.	oysters		family.
e.	dolphins		school.
f.	seahorses		smack.
g.	jellyfish		herd.

## SPEAKING TASKS

### Speaking Task 1 – PowerPoint Presentation

We have discussed oceans and marine life. Create a PowerPoint presentation about one sea creature which you would like to learn more about.

Use the **sub-titles** in the text “Sharks” to organise your information better.

**Useful links:** <https://kids.nationalgeographic.com/animals/fish/>  
<https://www.theschoolrun.com/homework-help/marine-habitats>  
<https://kids.nationalgeographic.com/explore/nature/habitats/ocean/>  
<https://oceana.org/marine-life>

### Speaking Task 2 – Visual Prompt 1

The Interlocutor says: “Look at this picture. Then we are going to talk about it.” The Interlocutor allows the learner around 5 seconds to look at the picture. The Interlocutor starts asking the questions.

- ✓ Tell me what you can see in the picture.
- ✓ What do you think the person in the picture is trying to do?
- ✓ What equipment would he/she need?
- ✓ What do you think happened just before the picture was taken?
- ✓ What do you think happened just after the picture was taken?
- ✓ What was the first thing that you noticed when you saw this picture?
- ✓ Who do you think took this photo?
- ✓ What do you like about this picture? Why?
- ✓ Would you like to be like this person in the picture?



## Visual Prompt 2

The Interlocutor says: “Look at this picture. Then we are going to talk about it.” The Interlocutor allows the learner around 5 seconds to look at the picture. The Interlocutor starts asking the questions.

- ✓ Tell me what you can see in the picture.
- ✓ Can you describe one of the children in the picture?
- ✓ How old do you think he / she is? How can you tell?
- ✓ What can you see inside this place?
- ✓ Should fish be kept inside such places?
- ✓ What do you think happened just before the picture was taken?
- ✓ What do you think happened just after the picture was taken?
- ✓ What was the first thing that you noticed when you saw this picture?
- ✓ Who do you think took this picture?
- ✓ What do you like about this picture? Why?
- ✓ Have you ever been to such a place? Would you like to visit one?



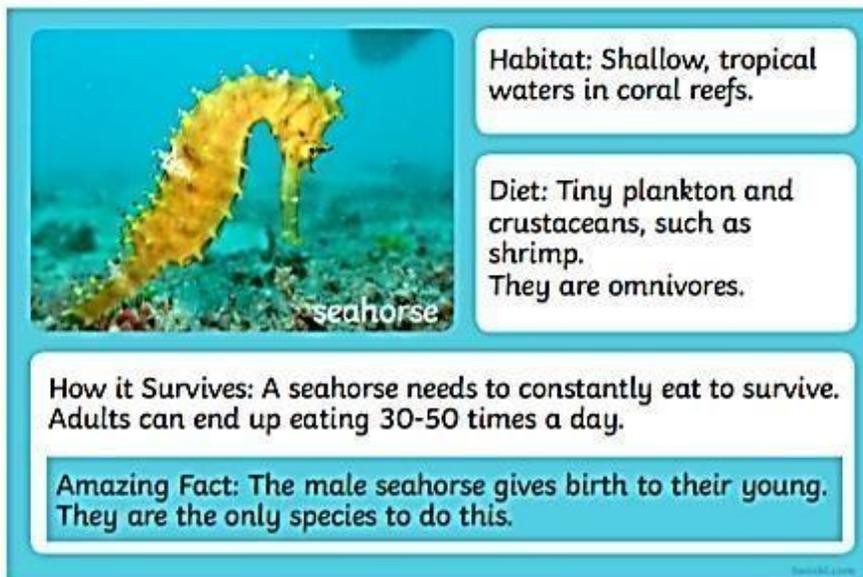
## WRITING TASKS

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 - Fact file

You are a marine explorer (a person who explores the sea environment and its creatures). After a dive, you write a fact file about one sea creature you have seen to keep a record of your explorations.

This **writing model** of a fact file can help you. Try to use the same sub-titles.



**Habitat:** Shallow, tropical waters in coral reefs.

**Diet:** Tiny plankton and crustaceans, such as shrimp. They are omnivores.

**How it Survives:** A seahorse needs to constantly eat to survive. Adults can end up eating 30-50 times a day.

**Amazing Fact:** The male seahorse gives birth to their young. They are the only species to do this.

This **word mat** can help you.

pretty wobbly happy  
beautiful friendly sneaky  
colourful shiny ugly  
wet creepy clever greedy  
bright tiny massive  
slow gentle cute swift  
strange grumpy luminous  
timid sticky shy huge  
dangerous beastly quick  
calm bold alone scary  
smart predatory cunning

This writing frame can guide you.



Turtles live...

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Turtles eat...

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Turtles survive...

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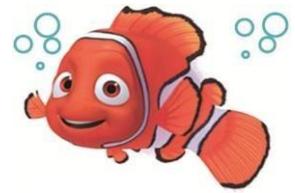
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## Long Writing Task - A short story

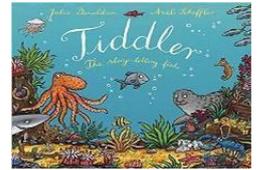
You will participate in a short story competition. Imagine that you are a fish. Write about an unforgettable adventure you had underwater. Write your adventure.



Read Julia Donaldson's *Tiddler: The Story-telling Fish* for some ideas.

You can view and read the book on this link:

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



A short story should consist of an **introduction** in which you set the scene (who is involved, time, place), a **main body** consisting of three paragraphs in which you present the problem, culminating in a climax leading to the resolution and a fit **conclusion**.

These are some **transition words** that can help you build suspense in a story.

all of a sudden, abruptly, at once, before I knew it, just then, in a flash, instantly, little by little, out of the blue, shockingly, suddenly, unexpectedly, quickly, slowly, without warning

Use adjectives from this word mat.

People 	Objects 	Good feelings 	Bad feelings 	Size 	Time 
adorable	bright	brave	angry	big	ancient
adventurous	clear	calm	annoyed	colossal	brief
aggressive	distinct	cheerful	anxious	enormous	early
annoying	drab	comfortable	ashamed	gigantic	fast
beautiful	elegant	courageous	awful	great	late
clumsy	filthy	determined	bewildered	huge	modern
confident	gleaming	eager	bored	immense	old
considerate	grotesque	elated	clumsy	large	quick
excitable	long	encouraged	confused	little	rapid
glamorous	magnificent	energetic	defeated	long	short
grumpy	muddy	enthusiastic	defiant	mammoth	slow
helpful	precious	excited	depressed	massive	swift
important	sparkling	exuberant	disgusted	mini	young
intimidating	spotless	fantastic	disturbed	minuscule	
obnoxious	strange	fine	dizzy	puny	
odd	unsightly	healthy	embarrassed	short	
talented	unusual	joyful	envious	tall	
thoughtless	valuable	pleasant	frightened	teeny	
timid		relieved	hungry	tiny	
handsome			lonely		

This writing frame is handy.

CHARACTERS

Who are they? What will they be like?

SETTING

Which words will you use to describe the setting and the surroundings?

OPENING

How will you set some scenes and introduce the characters?

BUILD UP

How will you change the atmosphere?

MAIN EVENT

What will happen? How will the characters feel?

ENDING

How will the story end? How will everyone feel?

When you are ready from your story make sure you are able to tick all the **success criteria**.

### 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 TASKS

### Task 1

#### Pre-Reading/Warmer Task:

Click on this link <https://www.youtube.com/watch?v=ptngrokhewc> to learn more about sharks

Try to answer these questions:

- ✓ Where are the speakers?
- ✓ What is a shark's favourite colour?
- ✓ What does Dave do?
- ✓ Which fish has a long pointy nose?
- ✓ What is the largest shark?
- ✓ What musical instrument is the speaker holding in her hand?
- ✓ What does the great white shark eat?

Now you are going to read a poem by Lord Alfred Douglas. Use a **dictionary** to find out the meaning of these new words from the text. Then match the word with the explanation.

a.	treacherous		behaviour
b.	astounding		dangerous
c.	demeanour		consists of the qualities that make a person
d.	character		ask for something
e.	appealing		amazing
f.	warning		something that makes you aware of any troubles

**Main Task:** Read the poem. Answer questions about it.

### **The Shark by Lord Alfred Douglas**

A treacherous monster is the Shark  
He never makes the least remark.

And when he sees you on the sand,  
He doesn't seem to want to land.

He watches you take off your clothes,  
And not the least excitement shows.

His eyes do not grow bright or roll,  
He has astonishing self-control.

He waits till you are quite undressed,  
And seems to take no interest.

And when towards the sea you leap,  
He looks as if he were asleep.

But when you once get in his range,  
His whole demeanour seems to change.

He throws his body right about,  
And his true character comes out.

It's no use crying or appealing,  
He seems to lose all decent feeling.

After this warning you will wish  
To keep clear of this treacherous fish.

His back is black, his stomach white,  
He has a very dangerous bite.



1. Fill in:

The title of the poem is a) \_\_\_\_\_. It is written by b) \_\_\_\_\_. It has c) \_\_\_\_\_ stanzas made of two d) \_\_\_\_\_ each. The words at the end of each line e) \_\_\_\_\_ together.

2. Find ONE word in the poem which means:

- a. eagerness - \_\_\_\_\_
- b. interest - \_\_\_\_\_
- c. behaviour - \_\_\_\_\_
- d. personality - \_\_\_\_\_
- e. emotion - \_\_\_\_\_

3. Underline the meaning of the phrase “once you get in his range”.

- a. Once the shark sees you.
- b. Once you get close to the shark.
- c. Once you go swimming.

4. What do these words describe?

- a. black - \_\_\_\_\_
- b. dangerous - \_\_\_\_\_

5. The poet ends this poem with a piece of advice. What is it?

\_\_\_\_\_

6. How does this poem make you feel? \_\_\_\_\_

Why? \_\_\_\_\_

**Post Task**

Create a **fact file** about the shark. This **writing frame** is useful.

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<b>Image of my animal</b>

<b>Introduction</b>

<b>Appearance</b>

<b>Habitat</b>

<b>Diet</b>

<b>Interesting Facts</b>
<ul style="list-style-type: none"><li>●</li><li>●</li></ul>

## Literature Task 2

**Pre-Reading/Warmer Task:** Watch the video about sea turtles on the link <https://www.youtube.com/watch?v=aSPppmnTrWE> Try to answer these questions.

- ✓ Where did the speaker go?
- ✓ What is the difference between the loggerhead turtle and a green sea turtle?
- ✓ What are scutes?
- ✓ Which other animals have scutes?
- ✓ What are the names of the turtles in the video?
- ✓ Why is it important to pick trash from the beach?
- ✓ How long can sea turtles live?
- ✓ Would you like to visit such a place?

Read the story called “The Birth of the Turtles!”. Use your **dictionary** to look up the words in **bold**.

You can use the **online dictionary** on <https://kids.wordsmyth.net/we/>.

**Main Task:** Read the story and then answer the questions.

### The Birth of the Turtles

Amanda was really excited. They had waited many days and finally, that night, the baby turtles were going to **hatch**. Her Daddy was going to take her to the beach to see them!

So, Amanda and her father got up when it was still dark, took their torches, and carefully made their way to the beach. Her father made her promise to respect the baby turtles, not to make any noise, and to do what he told her. Well, Amanda was willing to do almost anything if it



meant that she could go and see the turtles hatch. She didn't really know what it would be like, but her older brother had told her that the turtles are born on the beach just a few metres from the water's edge. After hatching, they quickly **scuttle** towards the sea. All that sounded very exciting to her!

**Crouching** quietly, by the light of only one of the torches set very low, Amanda and her Daddy waited. She looked all over, hoping to see Mother Turtle, and she almost missed the appearance of the first baby turtle. It was so tiny!

It moved very clumsily, like most babies; and without waiting for either its brothers or sisters or mother, it started to scuttle towards the sea. Gradually, more and more baby turtles appeared, and all ran towards the water. Amanda and her Daddy stayed hidden and quiet, watching the wonderful **spectacle** of that crazy race to the sea.

But then something happened which, to Amanda, seemed horrible. Some seagulls and other birds arrived, and they started to eat some of the little turtles. She kept looking everywhere to see whether Daddy Turtle would turn up to give those birds a good hiding. But he never came.

Amanda was watching all this with tears in her eyes, and when the first group of baby turtles finally reached the water and were safe from the birds, she gave out a little cry of happiness. Even with the birds eating quite a few little turtles, in the end many more reached the sea, and Amanda was very pleased that they had managed to do so.

On their way home, her father, who had noticed the tears in Amanda's eyes, explained to her that turtles were born that way. Mother Turtle lays many eggs, hides them in the sand, and off she goes. When the baby turtles hatch out, they have to try to reach the sea on their own. Lots of them get eaten by other animals, and not only on the sand but also in the water. He



explained to her that the few turtles who manage to become adults live for many, many years.

Amanda was really glad to have learned so much about the turtles that night, but on the way home all she could think of was how happy she was to have a family; happy that her parents and her older brother and sister had helped her and cared for her so much right from the day she was born.

Adapted from <https://freestoriesforkids.com/children/stories-and-tales/birth-turtles>

1. Underline

- a. The story takes place (in the morning, in the afternoon, at night).
- b. Amanda is the (youngest, oldest, middle) child in her family.
- c. When a baby turtle is born, it (looks for its mother, races to the sea, waits for the other turtles to hatch).

2. Put the facts in the right order.

Suddenly some birds started eating the baby turtles, thus making Amanda cry.	
Amanda and her father went to the beach.	1
The baby turtles reached the water and Amanda cried with happiness.	
On their way home, her father explained that Mother Turtle laid the eggs and went away.	
Amanda and her father switched on the torch and waited for the turtles to hatch.	
When the baby turtle hatched out of its egg, it moved to the water's edge.	
Amanda felt grateful that she had a family who loved her and took care of her.	

3. Amanda compares the baby turtle to a baby. Why does she do that?

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4. How does the story make you feel? \_\_\_\_\_

Why? \_\_\_\_\_

5. Does it remind you of a story you have read or a film you have seen? Yes/No

Which film/book does it remind you of? \_\_\_\_\_

6. Do you like the ending of the story? Yes/No

Write a short different ending to the story.

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**Post Task:**

Write a **caption** to describe this photo.



(A caption consists of a sentence or phrase which describes who is in the picture, who is doing what, when, where and why. It can also include a quote or a saying, which can be humorous or inspirational. Use present tense.)

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## FOLLOW UP ACTIVITIES

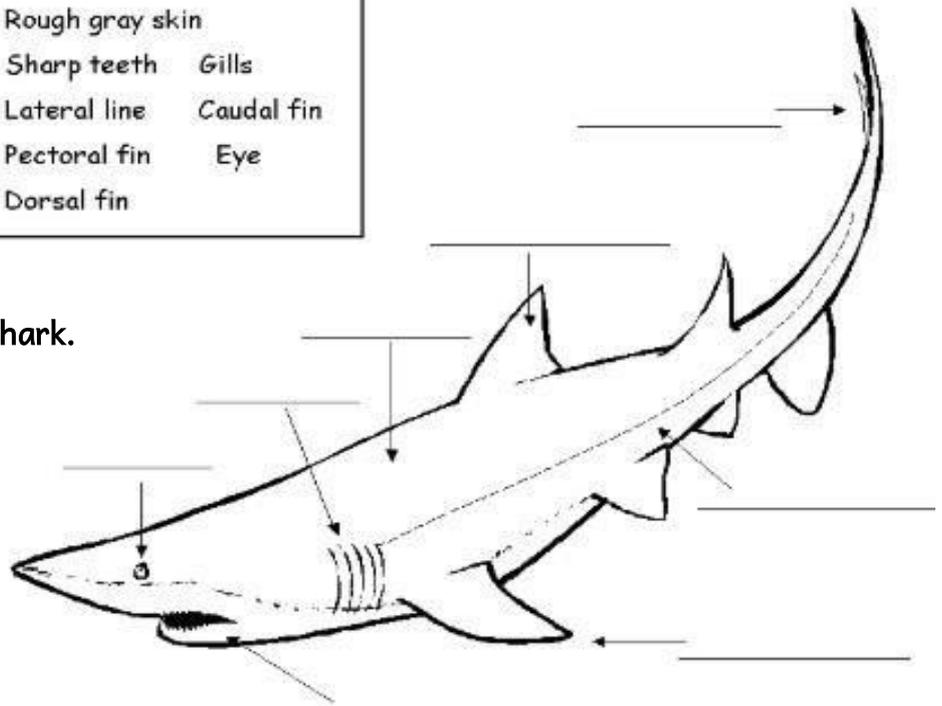
Test your knowledge of fish by clicking on these links.

<https://learnenglishkids.britishcouncil.org/word-games/underwater-animals-1>

<https://learnenglishkids.britishcouncil.org/word-games/underwater-animals-2>

Rough gray skin	
Sharp teeth	Gills
Lateral line	Caudal fin
Pectoral fin	Eye
Dorsal fin	

Label the parts of the shark.



Write an acrostic poem using the word SHARKS.

1. First, think of a theme, in this case, sharks.
2. Next, collect ideas about it e.g. hunter, teeth, circling, fin ...
3. Then write the letters of your word vertically down in capital letters.
4. Finally use your ideas to write each line in the poem

Some examples:

**F**ins are moving  
**I** am swimming  
**S**alty ocean is my home  
**H**urry, a shark is coming!



**D**ancing on the waves  
**O**ver the water I jump  
**L**ong strides swimming  
**P**erfectly gliding  
**H**appy and playful  
**I** laugh all day  
**N**ever-ending adventures



**S**neakily glide  
**H**unting for prey  
**A**lways silently watching  
**R**eady for a chase  
**K**rill, dolphins or YOU!



**O**ver the waves  
**C**reeping under the water  
**E**very type of creature  
**A**nimals that breathe underwater  
**N**ear the ocean floor



Write the diary of a diver.

Useful link: <https://www.youtube.com/watch?v=Mufuz3s6hOQ>

Dear diary, today I... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw a picture of something you did or saw.



### Word Search

a	q	u	a	c	u	l	t	u	r	e	q	t
c	o	t	i	b	i	h	o	r	p	n	e	h
i	g	r	q	w	n	f	k	c	e	i	u	e
d	n	m	v	e	r	u	b	i	v	r	l	v
i	i	p	o	s	t	j	x	o	r	a	a	i
f	h	e	c	o	s	y	s	t	e	m	s	t
i	s	t	b	k	x	j	e	l	s	q	e	c
c	i	i	r	c	j	e	h	a	n	u	t	u
a	f	u	o	m	u	q	n	z	o	i	k	r
t	r	f	l	a	t	s	a	o	c	h	c	t
i	e	o	w	p	t	o	e	q	u	e	y	s
o	v	s	n	v	e	r	c	d	o	k	c	e
n	o	i	t	u	l	l	o	p	g	t	h	d

- marine
- pollution
- ocean
- coastal
- ecosystems
- overfishing
- aquaculture
- acidification
- destructive
- conserve
- prohibit

## IDIOMS

IDIOM	MEANING	EXAMPLE SENTENCE
big fish	an important person	Mr Smith must be a <b>big fish</b> because he has his own private driver 24/7.
fish for compliments	try to manipulate people to praise you	I think she is a bit insecure. She is always <b>fish</b> ing for compliments.
better fish to fry	more important matters to deal with	I don't think the director will be bothered with this minor problem because he has <b>better fish to fry</b> .
like shooting fish in a barrel	very easy	The maths task was as easy as <b>shooting fish in a barrel</b> .
a fish story	a big lie	I can't believe it! The story of the accident was <b>a fish story</b> .
drink like a fish	drink a lot of alcohol	The captain of the boat <b>drinks like a fish</b> .
a fish out of water	a person who is unfamiliar to the surroundings	When I went to the office, I felt like <b>a fish out of water!</b>
it smells fishy	something appears strange	At first, Peter ignored Anna and now all of a sudden they are best buddies. It all <b>smells fishy</b> .

### Task 1

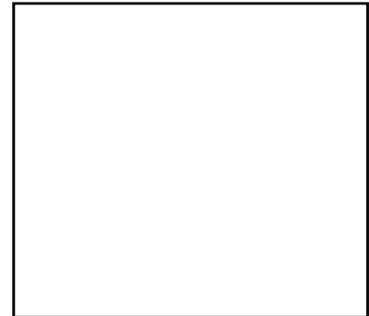
During Show and Tell, you invite your neighbour Albert to visit the class and speak to them about his life and his job. Before he comes to school, the teacher wants to know more about him. Describe him to her by using some of the fish idioms. Then draw a picture of him.

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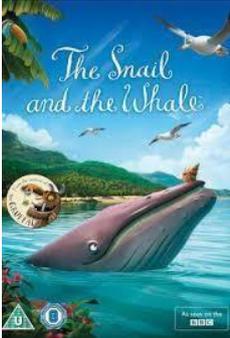
### Task 2

#### Idioms Charades

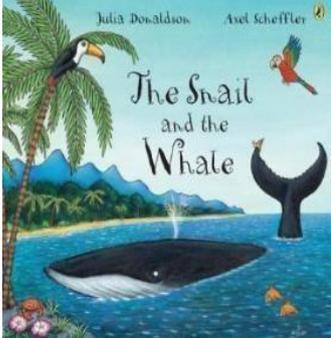
Write each idiom on a piece of paper. Pick one but keep it a secret from the other players. Act it out. The other players must guess the idiom from your actions. Finally invert the roles and try to guess the idioms yourself.

READ AND WATCH

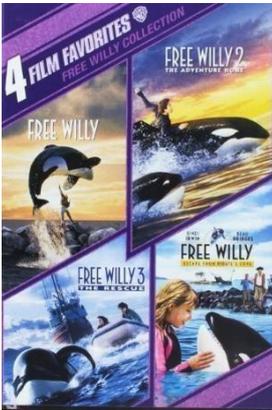
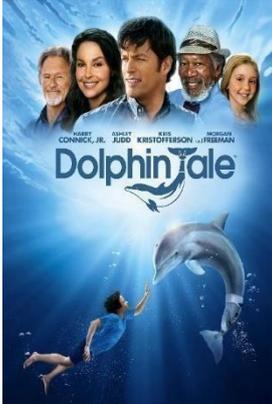
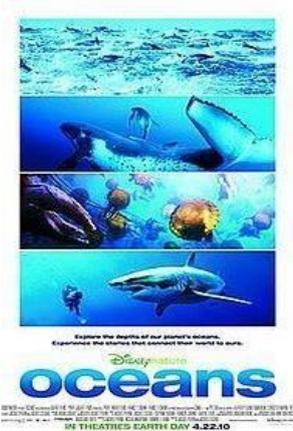
BOOKS:



Read *The Snail and the Whale* by Julia Donaldson and then watch the film based on the book. Is the film faithful to the book?



FILMS:



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

Book Review		
<p>My Book Cover:</p> 	<p>Book Title: _____</p> <p>Author: _____</p> <p>Illustrator: _____</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>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> <p>☆☆☆☆☆</p>

# Film Review



<p>Title:</p> <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/>		

**MATERIAL TAKEN/ADAPTED FROM:**

<https://learnenglishkids.britishcouncil.org/>

<http://iheartenglishmag.blogspot.com/2013/06/sea-life.html> [www.twinkl.com](http://www.twinkl.com)

<https://www.natgeokids.com/uk/discover/geography/generalgeography/oceanfacts/>

<https://animals.mom.me/sea-creature-facts-for-children-6901926.html>

<https://www.teachwire.net/news/adjectives-ks1-and-ks2-english>

<https://freestoriesforkids.com/children/stories-and-tales/birth-turtles>

**ANSWERS**

**Listening Task**

A. cod, whale, jellyfish

B. a. sliding                      b. hiding

C. a. snake                      b. below                      c. sand                      d. near

D. a. sliding                      b. crashing

E.

5	sea snake	3	lobster
1	cod	9	jellyfish
7	whale	6	squid
10	shark	2	hake
4	crab	8	sea snail

**Post-Listening**

a. 8                      b. 12m                      c. air

d. 500                      e. drumming                      f. blue whale

### Reading Task 1

1. a. Arctic Ocean                      b. Atlantic Ocean                      c. Indian Ocean  
     d. Pacific Ocean                      e. Southern Ocean
2. a. the Midnight Zone    b. the Trench                      c. the Abyss  
     d. the Sunlight Zone    e. the Twilight Zone
3. Sunlight does not reach this layer so it is very dark.
4. a. unique                      b. prey                      c. pitch dark                      d. invertebrates
5. It is very deep.

### Reading Task 2

1. a. more    b. live                      c. smallest    d. A few                      e. smelling and hearing
2. a. T                      b. F                      c. T                      d. T                      e. F                      f. F
3. b, c, a, d, e, g, d
4. The shark's teeth move forward when needed.
5. a. They have 300 sharp triangular teeth.  
     b. They are warm-blooded.  
     c. They are one of the most well-known and deadliest sharks in the world.
- 6.

	A group of ...		is called a ...
a	fish	d	bed
b	sardines	e	pod
c	whales	a	catch/haul/shoal
d	oysters	b	family
e	dolphins	c	school
f	seahorses	g	smack
g	jellyfish	f	herd

**Literature Task 1**

a.	treacherous	c	behaviour
b.	astounding	a	dangerous
c.	demeanour	d	consists of the qualities that make a person
d.	character	e	ask for something
e.	appealing	b	amazing
f.	warning	f	something that makes you aware of any troubles

- a. The Shark    b. Lord Alfred Douglas    c. eleven    d. lines    e. rhyme
- a. excitement    b. notice    c. demeanour    d. character    e. feeling
- b. once you get close to the shark
- a. the shark’s back    b. the shark’s bite
- To keep clear of this treacherous fish.

**Literature Task 2**

- a. at night    b. youngest    c. races to the sea

2.

Suddenly some birds started eating the baby turtles, thus making Amanda cry.	4
Amanda and her father went to the beach.	1
The baby turtles reached the water and Amanda cried with happiness.	5
On their way home, her father explained that Mother Turtle laid the eggs and went away.	6
Amanda and her father switched on the torch and waited for the turtles to hatch.	2
When the baby turtle hatched out of its egg, it moved to the water’s edge.	3
Amanda felt grateful that she had a family who loved her and took care of her.	7

- It moved clumsily like babies.

## 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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END OF DOCUMENT

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