



# ACTIVITY PACK

for

## LEVEL 6

(Year 5)

## Places



How to use this pack:

1. This pack is intended for Year 5 and Year 6 learners and focuses on the theme **PLACES**.
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
<b>Monday</b>	Listening	It's Holiday Time	3-5
<b>Tuesday</b>	Reading	Postcards from Egypt Italy and the USA infographic charts	6-9
<b>Wednesday</b>	Speaking	Role Play Presentation	10-12
<b>Thursday</b>	Writing	Postcard Non-Chronological Report	13-18
<b>Friday</b>	Literature	Prose: Gulliver's Travels	19-23

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

### It's Holiday Time

#### Pre-Listening/Warmer

Look at this picture. Say aloud the first word that comes to your mind.



Ask: Have you ever been on a holiday abroad?

Have you ever stayed overnight in another village or town in Malta or Gozo? Why do we go on holiday?

- Before you went on holiday what did you do? (packed your luggage, ensured that your pet is being cared of, locked everywhere, got the right currency, booked transport, hotel ...)
- During the holiday where did you go? What did you do? (visited new places, took photos, ate in restaurants, bought souvenirs ... ) What kind of transport did you use most? Where the locals helpful? Where did you stay? ...
- After the holiday what did you do? (unpacked the luggage, looked at all the photos, displayed souvenirs ... )

If the learner has never been on a holiday, ask the following questions: Where would you like to go? Why? What is the thing that you would like to do most? What do you expect to happen during your holiday?

#### Listening

##### Procedure

1. Learners read the questions.
2. 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.
3. Learners attempt to answer the questions.
4. Play/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.

**Jenny:** We're talking about holidays and we're asking: Where do you go on holiday? Where do you stay and what do you do? So phone us to tell us about your holidays. First on the line we have Chris. Hi, Chris.

**Chris:** Hi.

**Jenny:** And where do you go on holiday?

**Chris:** I go to France with my family.

**Jenny:** And where do you stay?

**Chris:** We stay in a tent.

**Jenny:** And do you like that?

**Chris:** I love it.

**Jenny:** What do you do?

**Chris:** We swim in the pool, play football, tennis, and sometimes go horse-riding. And I speak French! Au revoir!

**Jenny:** Au revoir! Sounds good! And now on the phone we have Karen. Hi, Karen!

**Karen:** Hi.

**Jenny:** So, Karen. Where do you go on holiday?

**Karen:** We stay in the UK.

**Jenny:** And where do you stay?

**Karen:** We have a caravan.

**Jenny:** A caravan. Who do you go with?

**Karen:** My mum, dad and sister.

**Jenny:** And is the caravan big?

**Karen:** Oh, well – it's OK.

**Jenny:** And where do you go?

**Karen:** We go to different places every year – sometimes England, sometimes Scotland and sometimes Wales. This year, we are going to Ireland.

**Jenny:** And what do you do?

**Karen:** We visit different places. I like going to museums. We go for lots of walks in the hills, too. And every evening, we sit and play games like cards. It's great fun.

**Jenny:** Sounds good, Karen. And finally on the line we have Tara. Hi, Tara.

**Tara:** Hi, Jenny!

**Jenny:** So, Tara, where do you usually go?

**Tara:** Well, we don't stay in the UK. We go somewhere exciting.

**Jenny:** The UK can be exciting. Where are you going this year?

**Tara:** We're going to America. We often go there.

**Jenny:** And how are you going to America?

**Tara:** We're flying.

**Jenny:** And where are you going to stay?

**Tara:** In a five-star hotel with a swimming pool.

**Jenny:** Oooh! What will you do all day?

**Tara:** Swim, sunbathe and shop!

**Jenny:** Mmm, enjoy yourself! So James, where are you going this year?

**James:** I'm not going on holiday this year. I'm studying for my exams!

**Jenny:** Oh no! Perhaps next year?

**James:** Yes! If I pass!

A. Fill in the blanks by writing Chris, Karen or Tara near the countries they are going to visit and under the pictures of the places where they are going to stay.

The USA: \_\_\_\_\_

France: \_\_\_\_\_

Ireland: \_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

B. What are Chris, Karen and Tara going to do on holiday? Match the people to the activities.



Karen



Chris



Tara



### Post-listening

Fill in your own passport.

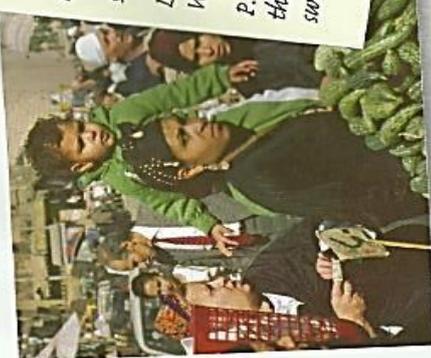
Passport		My Destination	
	Last name:	Country	
	First name:	Continent	
	Birth day:	Population	
		Capital city	
		Currency	
Gender:		Flag	
Place of birth:		Languages spoken	
Signature:		Interesting facts	
Date of issue:		Signature:	

## READING TASKS

### Reading Task 1: When do people send postcards? Why do they send them?

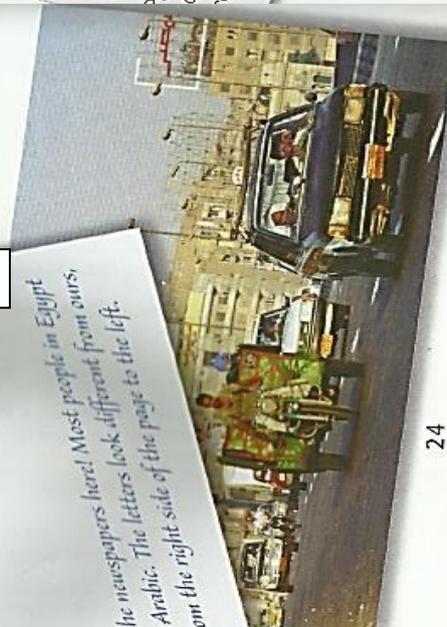
**1**

*Dear Rod,*  
*In Cairo we buy food from street stalls. Dad pays with Egyptian money. Dad likes falafel. They're made with beans fried with spices and shaped into little balls.*  
*Love,*  
*Walter*  
*P.S. We got some fresh figs and mangoes from the market. I love mangoes. They are big and sweet and juicy.*



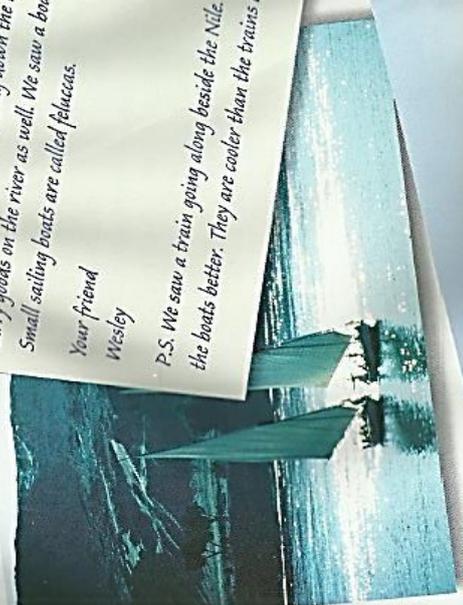
**2**

*Dear Mandy,*  
*We're staying in Cairo. It's the biggest city in Egypt. We went to a market called a souk. Mum bought some gold and silver jewellery.*  
*Love,*  
*Stephen*  
*P.S. We can't read the newspapers here! Most people in Egypt speak and write in Arabic. The letters look different from ours, and people read from the right side of the page to the left.*



**3**

*Dear Leroy,*  
*We're on a big boat. It is travelling down the River Nile. Boats carry goods on the river as well. We saw a boat carrying cotton. Small sailing boats are called feluccas.*  
*Your friend*  
*Wesley*  
*P.S. We saw a train going along beside the Nile. Mum and I like the boats better. They are cooler than the trains and buses.*



**4**

*Dear Bob,*  
*Not everything in Egypt is old! We came to see the Aswan Dam. People built it across the Nile to hold the river back. There's a big lake on the other side of the dam.*  
*Love,*  
*Bruce*  
*P.S. My uncle says that the water in the dam is used to make electricity. The Aswan dam is nearly four kilometres long - that's more than two miles.*



From Postcards from Egypt by Helen Arnold

1. Who wrote the postcard to:

a. Mandy?

\_\_\_\_\_

b. Rod?

\_\_\_\_\_

c. Leroy?

\_\_\_\_\_

d. Bob?

\_\_\_\_\_

2. Write THREE facts about the Aswan Dam.

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

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

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

3. What do these words mean?

a. souk

\_\_\_\_\_

b. Arabic

\_\_\_\_\_

c. felucca

\_\_\_\_\_

d. falafel

\_\_\_\_\_

e. mangoes

\_\_\_\_\_

4. In which postcard can you find information about:

a. means of transport?

\_\_\_\_\_

b. the Arabic alphabet?

\_\_\_\_\_

c. Egyptian food?

\_\_\_\_\_

d. buildings?

\_\_\_\_\_

5. Which of the things described on the postcards would you like to do or see?  
Why?

\_\_\_\_\_

\_\_\_\_\_

Reading Task 2 – Compare and contrast these two infographics.

Infographics are a collection of pictures, charts, and text that gives easy-to-understand information about a topic.

*A Traveling Kid's Guide to:*  
**Italy**

BoundRound.com

bound round  
for families who travel

1. The very small San Marino and Vatican city are actually independent states located inside Italian borders!

2. Italian architects were the first use the domes and arches that we see today in modern buildings!

3. Rome, Italy's capital city is nicknamed the 'Eternal City' since people believe Rome will never collapse!

Italy frequently has earthquakes + has many volcanos, including the famous Mount Vesuvius!

Italy makes the second-largest amount of olive oil in the world! That's a lot of olives!

€€ €1.07

Euro

(km) (m) (cm)

*A Traveling Kid's Guide to:*  
**USA**

USA

1. America is home to the largest airforce!

2. The first astronaut to go to the moon was an American!

3. Alaska is the largest American state, but California has the most people!

The Bison is America's biggest native land animal and can weigh up to 2,000lbs

American's national bird, the Bald Eagle, can dive for prey at speeds up to 100mph!

USD US Dollar

\$ \$1.37

(mi) (ft) (in)

bound round  
for families who travel

Hello!

BoundRound.com

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

- |   |   |   |
|---|---|---|
| a. Italy and the USA have different currencies.           | T | F |
| b. There are islands near both countries.                 | T | F |
| c. The flags of these two countries have stripes.         | T | F |
| d. Ice cream is cheaper in Italy.                         | T | F |
| e. The capital of the USA is Washington DC.               | T | F |
| f. The car is a popular means of transport in Italy only. | T | F |
| g. Height in the USA is measured in metres.               | T | F |
| h. San Francisco is in Italy.                             | T | F |

2. From the texts, find the name of:

- |              |       |            |       |
|--------------|-------|------------|-------|
| a. a fruit   | _____ | d. a bird  | _____ |
| b. a volcano | _____ | e. a state | _____ |
| c. a mammal  | _____ |            |       |

3. Which of the two countries would you like to visit? \_\_\_\_\_

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

4. A **landmark** can be a building, a large tree, statue ... that is easy to see, is important and easy to recognise. Now look up a famous landmark in Italy or USA and fill in this **fact file**.

Name of landmark:		Picture or Drawing:
Name of city:		
What is it?		
Why is it important?		

## SPEAKING TASKS

### Speaking Task 1 – Role Play



Imagine you are a tourist who has just arrived in Malta. You visit a tourist information office to ask for information on places to visit. Start the **role-play**.

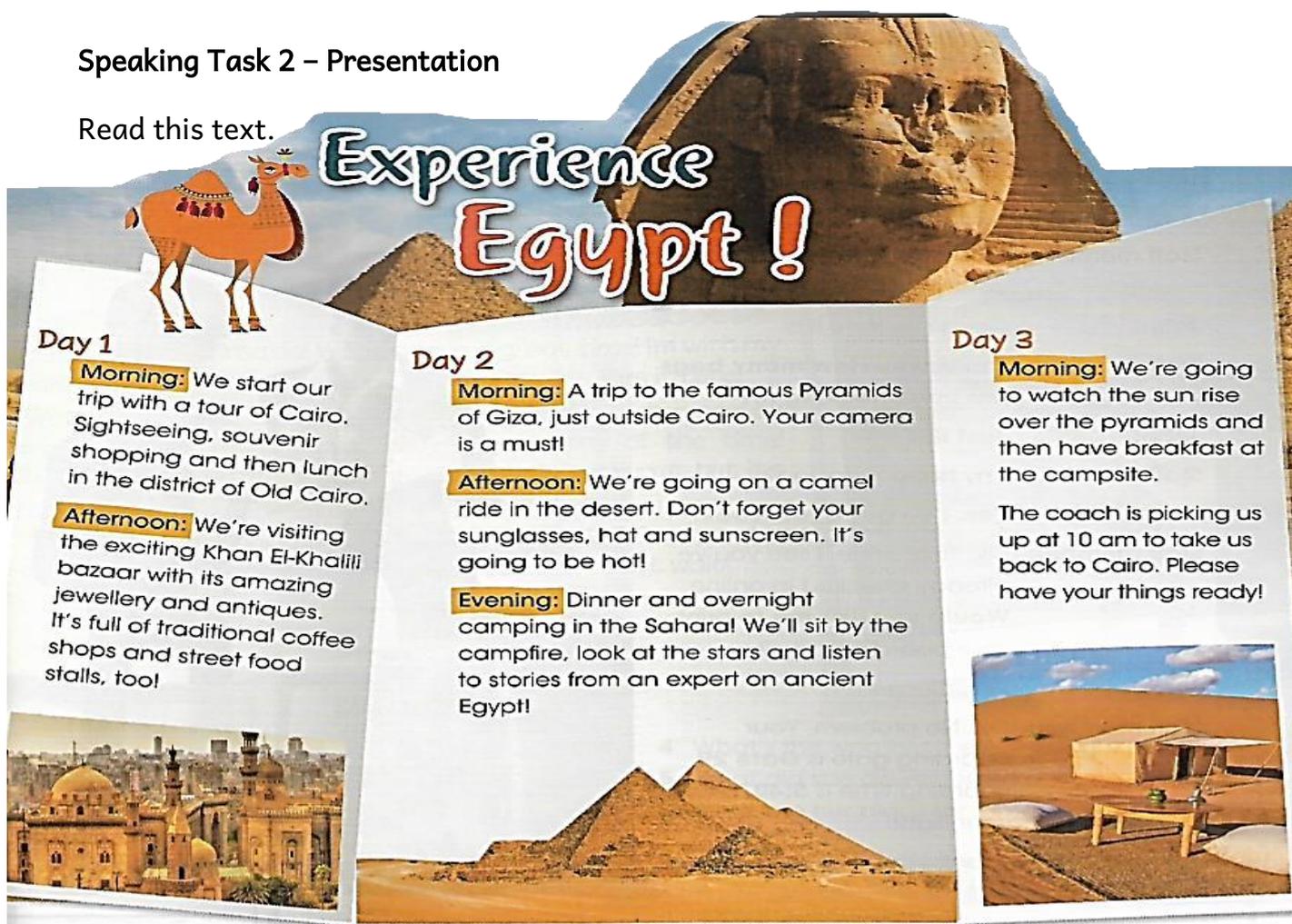
You can invert the roles and pretend to be the tourist information centre assistant. Use the map for reference.

These **sentence starters** can help you!

- ✓ Good morning!
- ✓ How can I help you?
- ✓ I'd like to ... please!
- ✓ What ... in mind?
- ✓ I always dreamed of ...
- ✓ I've always wanted to see/visit ...
- ✓ If you like art/shopping/museums/ ... you can ...
- ✓ Let me check!
- ✓ Which place is closest to/furthest away from ...?
- ✓ How many tickets do you need?
- ✓ I would like to ...
- ✓ I'm interested in ...
- ✓ Where can I visit/see/enjoy...?
- ✓ What can you tell me about ...?
- ✓ How do you spell ...?
- ✓ Can I ... ?
- ✓ Wonderful!
- ✓ How can I get there?
- ✓ Sounds great!
- ✓ Thanks! I'll ...
- ✓ How much are ...?
- ✓ Does this bus/street/...?
- ✓ Can you book...?
- ✓ Which place do you suggest for ...?
- ✓ Let me help you.
- ✓ What are the opening/closing hours of ...?

## Speaking Task 2 – Presentation

Read this text.



# Experience Egypt!

**Day 1**

**Morning:** We start our trip with a tour of Cairo. Sightseeing, souvenir shopping and then lunch in the district of Old Cairo.

**Afternoon:** We're visiting the exciting Khan El-Khalili bazaar with its amazing jewellery and antiques. It's full of traditional coffee shops and street food stalls, too!



**Day 2**

**Morning:** A trip to the famous Pyramids of Giza, just outside Cairo. Your camera is a must!

**Afternoon:** We're going on a camel ride in the desert. Don't forget your sunglasses, hat and sunscreen. It's going to be hot!

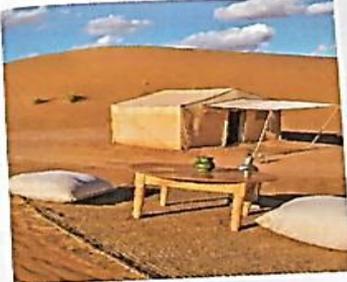
**Evening:** Dinner and overnight camping in the Sahara! We'll sit by the campfire, look at the stars and listen to stories from an expert on ancient Egypt!



**Day 3**

**Morning:** We're going to watch the sun rise over the pyramids and then have breakfast at the campsite.

The coach is picking us up at 10 am to take us back to Cairo. Please have your things ready!



This is called an **itinerary**. An **itinerary** is a detailed plan for a journey, including a list of places to visit, and other information such as dates, lodging/places to stay, and means of transport to be used during the journey. Itineraries can be found online or collected from travel agencies. Some tours send their itineraries in the post.

Imagine that your friend is visiting Malta. Plan a **5-day itinerary**. Include places you will visit and activities you will do. You may add food you will eat and people you will meet. You can use PicCollage.

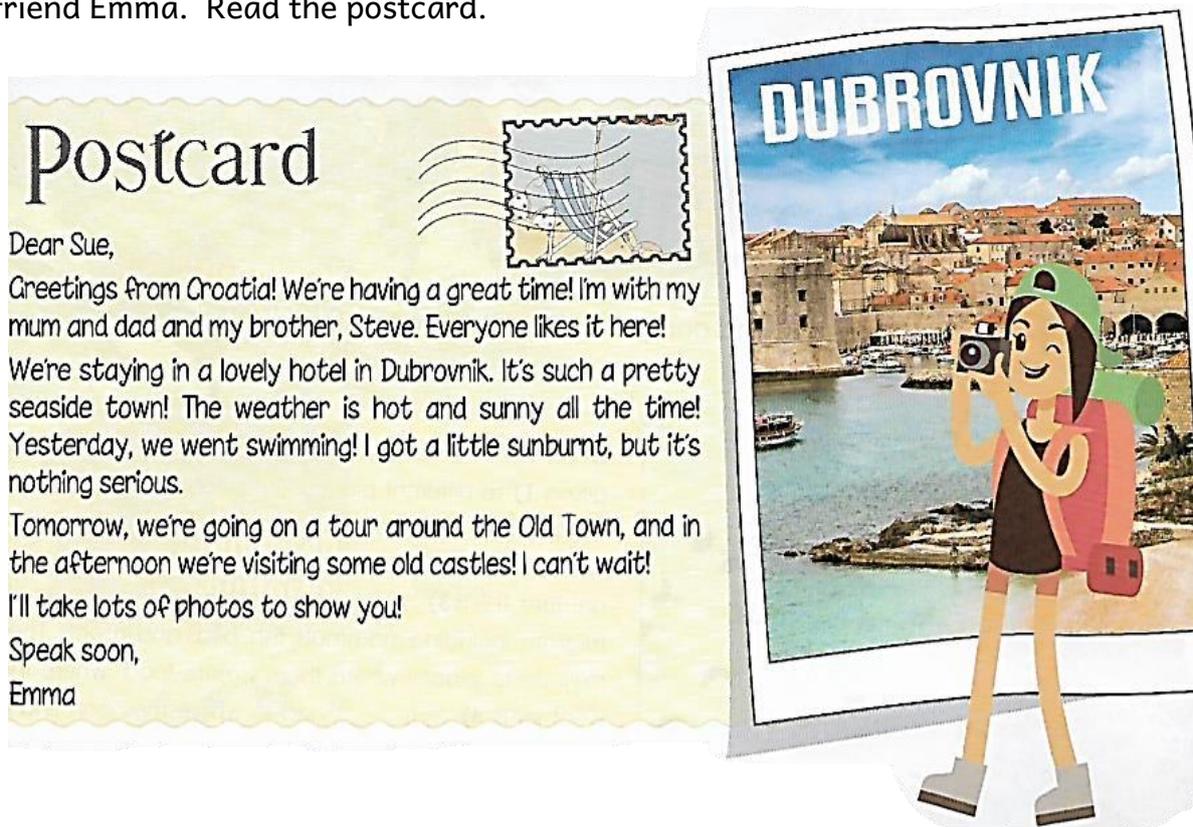
Useful link: <https://www.theworldwasherefirst.com/malta-itinerary-seven-days/>

## 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 - Postcard

Emma is on holiday in Dubrovnik, a city in Croatia. She picked a postcard with the picture of one of the main tourist sites and wrote a message on the back to her friend Emma. Read the postcard.

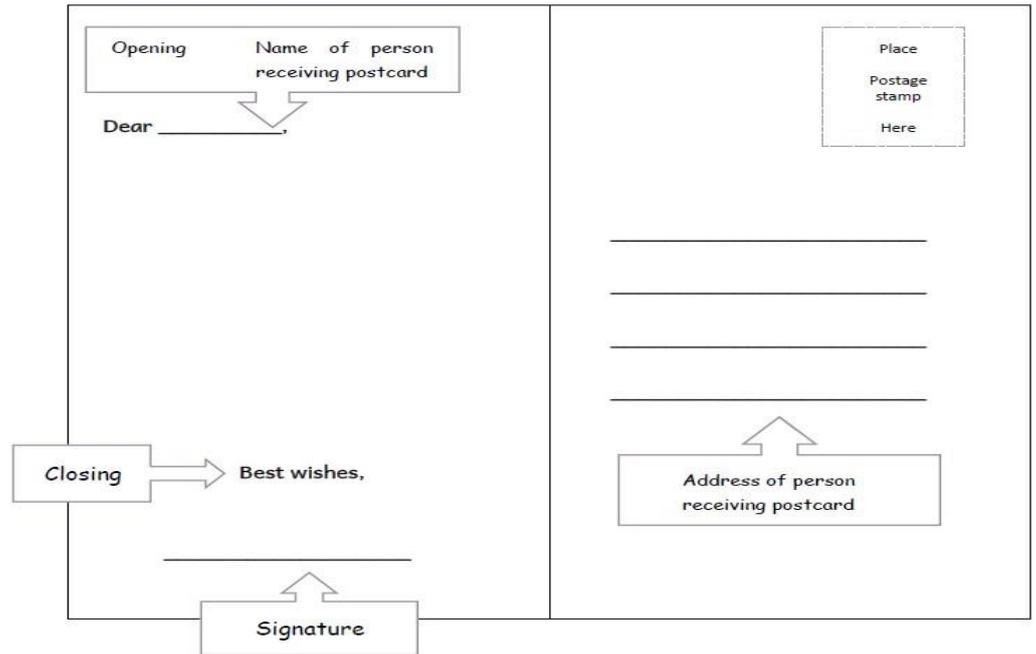


You are going to pretend to be abroad and like Emma you are going to write a postcard to your friend. Keep these **question prompts** in mind:

- ✓ Where are you?
- ✓ Who are you with?
- ✓ Where are you staying?
- ✓ What's the weather like?
- ✓ What did you do the day before?
- ✓ What are your plans for the next day?

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

The writing frame and writing model can help you.



10 phrases/sentences you can use:

- ✓ I'm having a lovely / great time.
- ✓ I'm thinking of you.
- ✓ The weather's been lovely/gorgeous/chilly/horrible ...
- ✓ It's our third day in ...
- ✓ I'm flying back on the ...
- ✓ I've only got three days to go.
- ✓ I've caught the sun a bit.
- ✓ Don't think much of the food.
- ✓ Say hello to ...
- ✓ Wish you were here.



## Long Writing Task - A non-chronological report

Choose a country you would like to visit. Do some research on this country and collect and organise the information under different headings. Write a detailed report.

**unit 11**

### Exploring Greece



In geography, Ben's class was exploring different countries of the world. The teacher asked each child to pick a country and write a report on it. Ben chose Greece. First, he got an information book on Greece. Then he made some notes. He wrote his notes under different headings. Here are the notes he made.

**Introduction**

South East Europe, in the Mediterranean Sea  
 over 130,000 square kilometres  
 over 10 million  
 Population  
 Main language Greek  
 Capital city Athens

**Landscape**

long coastlines, 20% of country - small islands  
 plains and forest in the south; lots of mountains in north  
 highest mountain - Mount Olympus (2,917 metres high)  
 longest island - The island of Crete  
 longest river - The River Alakmon (297 km long)

**Main industries** tourism (historic sites; good beaches)  
 farming  
 fishing

**History** ancient Greek civilisation - about 4,000 years old  
 historic sites to visit include:  
 The Acropolis in Athens  
 The Palace of Knossos in Crete (according to legend - the home of the Minotaur monster)

Here is the report Ben wrote from his notes.

**Introduction**  
 Greece is in South East Europe and covers over 130,000 square kilometres. It is in the Mediterranean Sea. Greece has a population of over ten million people and its main language is Greek. Its capital city is Athens.

**Landscape**  
 Greece has got a long coastline. About twenty per cent of the country is made up of islands. The largest island is Crete. In the south of Greece there are plains and forests but in the north it is very mountainous. The highest mountain is Mount Olympus (2,917 metres high) and the longest river is Alakmon (297 kilometres long).

**Industries**  
 The sea is important to Greece. Fishing is one of its main industries. Tourism is also an important industry because many people go to Greece for their holidays and there are many interesting historic places to visit. Farming is important, too.

**History**  
 Greece has a long history. The Ancient Greek civilisation began about 4,000 years ago. The Acropolis in Athens was built about 2,500 years ago and was a meeting place for the important people of the city. According to legend, a monster called the Minotaur was kept in a maze under the Palace of Knossos in Crete.



Other headings are: Climate; Landmarks; Currency; People and Culture; National Celebrations; Customs and Traditions; Popular Food, Famous People; Interesting Facts ...

This writing frame can help you.

# Non-Chronological Report

Title: \_\_\_\_\_

Introduction:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sub-heading: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sub-heading: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Fun Fact!**

Sub-heading: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Then make sure you can tick all the **success criteria** for a non-chronological report.

### Writing a non-chronological report



- 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 refers to its subtitle.
- 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.



## LITERATURE TASK

### Pre-Reading/Warmer Task:

Meet Lemuel Gulliver. He is the fictional protagonist and narrator of *Gulliver's Travels*, a **fictional satire** by Jonathan Swift.



Lemuel Gulliver visits four places:

- a. Lilliput, a land of little people;
- b. Brobdingnag, a land of big people;
- c. Laputa, a land of intelligent but useless people;
- d. Houyhnhnm, a land of horses.

**Note:** A **fictional satire** is a funny piece of writing which makes fun of someone or something in order to uncover the problems and weaknesses of that someone or something.

You are going to read an excerpt from the book. Use a **dictionary** to find out the meaning of these new words from the text.

a.	survivor		stretching beyond
b.	horizon		a person who outlives an accident, illness, war, etc.
c.	astonishment		tied securely
d.	fastened		to make a hole in or through
e.	straining		a person or animal that lives in a place
f.	peered		the line where the earth or sea seems to meet the sky
g.	instance		a drink that has a special or magical effect on someone
h.	pierced		great surprise or wonder
i.	captors		only just
j.	inhabitants		a copy of something that is much smaller
k.	miniature		to look narrowly or curiously
l.	scarcely		someone who has captured a person or thing
m.	potion		a certain point or situation

**Main Task:** Read this excerpt. Work out the exercise.

In this part of the story, Lemuel Gulliver, a ship's doctor, is the only survivor to reach the shore when his boat goes down in a great storm in 1699. Exhausted, he falls into a deep sleep; he tells of what happened next.

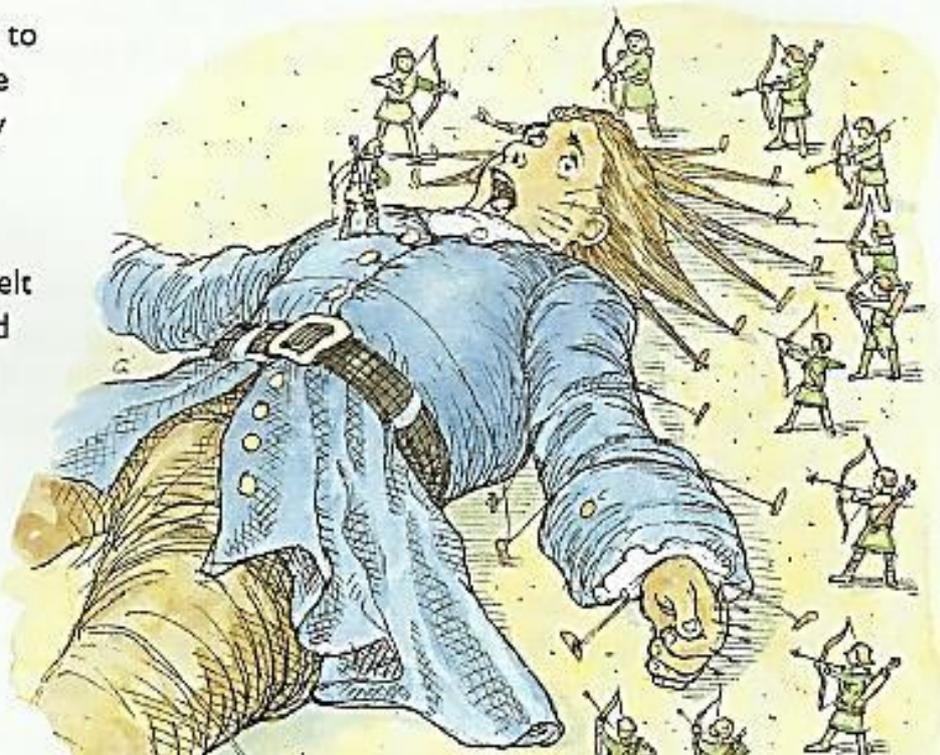
I must have slept for a long time, for the sun had just begun to rise above the horizon when I awoke. I tried to stand up but found to my astonishment that I could not move. My hands and feet and even my hair seemed to be fastened to the ground. The sun was getting hotter. Then I was horrified to feel some small creatures moving along my left leg and up to my chest. Straining to lift my head a little, I peered down and saw a tiny human creature not much bigger than my middle finger. He was followed by about forty more of the same kind.

I was so astonished that I roared aloud. With this they all ran back in fright, and some even fell off. However, they soon returned and one climbed up to where he could get a full sight of my face.

"*Hekinah degull!*" he called out but, although I've studied several other languages beside my native English, I could not understand what he meant.

With a violent pull, I managed to break a few of the strings that bound my left hand. I then tried to catch some of the annoying little creatures, but I could not – they ran away far too quickly.

Then one of them cried aloud, "*Tolgo phonac!*" In an instance I felt my left hand and my face pierced with hundreds of tiny arrows. Although it was very painful, I decided not to anger my tiny captors further. I lay still and tried to think about how to get free later, when they had all gone away and left me alone.

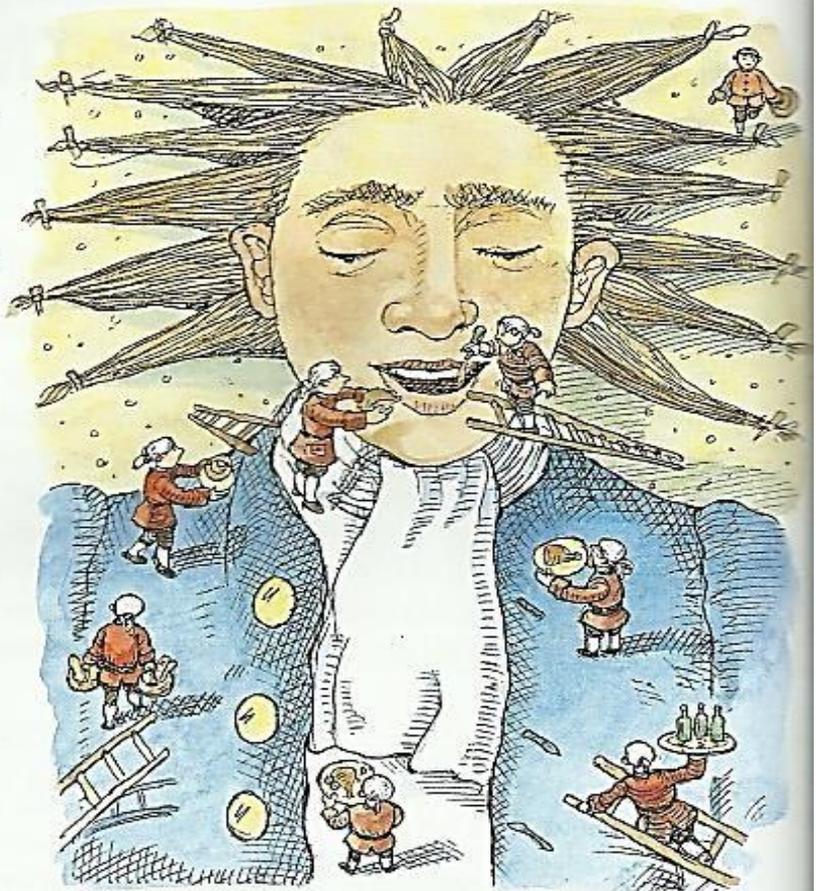


After a little while, I heard some knocking near my right ear and the sound of a great crowd. Turning my head as far as I could, I saw that some of the tiny people were building a tower about half a metre high. Now one little man, who seemed to be important, climbed up to the top of it and made a long speech, not a word of which I could understand. He said the word "Lilliput" several times, however, and I guessed that this might be the name of the place I was in. He looked quite friendly, and since I was very hungry, I put my finger to my mouth to indicate this.

Before long, about a hundred inhabitants set ladders against my sides and climbed up and walked towards my mouth, carrying little baskets of food: miniature legs of lamb, tiny roasted turkeys and sides of beef. They were deliciously cooked, but three of them together made scarcely a mouthful for me.

Then someone called out, "*Peplum selam.*" At this, they loosened the cords that bound me a little, so I was able to turn on my side. Before I knew it I was fast asleep. Only later did I discover that their doctors had put a sleeping potion into my food.

**Jonathan Swift**



1. Who is the narrator of the story?
  - a. Lemuel Gulliver
  - b. Jonathan Swift
  - c. The tiny human creatures
  
2. When Gulliver woke up it was
  - a. early in the morning.
  - b. close to midday.
  - c. very late in the afternoon.

3. What happened when Gulliver gave a big shout?
  - a. The tiny creatures shot tiny arrows at Gulliver.
  - b. The tiny creatures ran away and some fell off.
  - c. The tiny creatures climbed up Gulliver and shouted at him.
  
4. One of the small creatures cried aloud “Tolgo phonac!” What do you think he meant?
  - a. “Shoot the arrows”
  - b. “Untie the man”
  - c. “Feed the man”
  
5. Gulliver decided not to anger his tiny captors further because
  - a. he was scared of them.
  - b. he was very tired and hungry.
  - c. he wanted them to go away so he can plan his escape.
  
6. Gulliver says that the “three of them together made scarcely a mouthful for me”. Why do you think he says this?
  - a. The food was not cooked properly.
  - b. The basketfuls of food were tiny.
  - c. Gulliver had very big mouth.
  
7. After the meal, the tiny creatures loosened the cords. Why do you think they did so?
  - a. They trusted Gulliver.
  - b. They made friends with Gulliver.
  - c. They knew he was going to fall asleep soon.
  
8. Find ONE WORD from the passage that could be used instead of:
  - a. forceful      -      \_\_\_\_\_
  - b. figured out    -      \_\_\_\_\_
  - c. show            -      \_\_\_\_\_
  - d. restrained     -      \_\_\_\_\_

9. Do you think Gulliver was intelligent? Yes/No  
Give ONE REASON to explain your answer.

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10. Do you think the tiny creatures trusted Gulliver? Yes/No  
Give ONE REASON to explain your answer.

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**Post-Reading Task:** Now click on this link <https://www.youtube.com/watch?v=DBqmnLGEh8>. This is the film version of the above episode. Write down the **similarities** between the text and the video clip.

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<b>FOLLOW UP ACTIVITIES</b>
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### Landmarks

In the long writing task you were asked to write a non-chronological report about a country of your choice. Write a non-chronological report about a famous world landmark which you have visited or wish to visit.

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

You can use PicCollage on your tablet or use the writing frame on the next page to help you.

Name \_\_\_\_\_

Title/Subject: \_\_\_\_\_



General Introduction	<b>Introduce the subject</b> Who? What? When? Where?
Paragraph 1	<b>Write about different aspects in each paragraph</b> <ul style="list-style-type: none"><li>- Information</li><li>- Interesting facts</li><li>- Technical vocabulary</li><li>- Descriptions</li><li>- Present tense</li><li>- General nouns</li><li>- Third person</li><li>- Formal writing</li></ul> <p>If needed, include diagrams, maps or pictures with captions (on separate sheet)</p>
Paragraph 2	
Paragraph 3	
Conclusion	<b>Summarise</b> <ul style="list-style-type: none"><li>- Recap key facts</li><li>- Ask a question</li><li>- Give an opinion</li><li>- Refer reader to more information</li></ul>

Name \_\_\_\_\_

Title/Subject: \_\_\_\_\_



General Introduction	Vocabulary
Paragraph 1	
Paragraph 2	
Paragraph 3	
Conclusion	



## The Seven Wonders of the World

Have you ever heard of the Seven Wonders?

The Seven Wonders of the Ancient World were those recognised as superior sculptural and architectural achievements. They were:

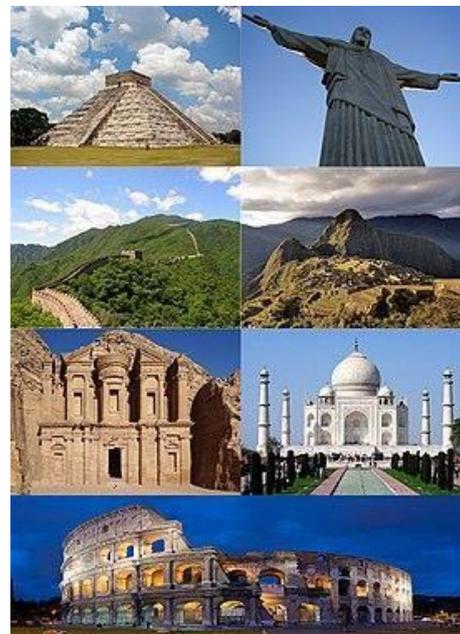
- The Pyramids of Giza
- The Hanging Gardens of Babylon
- Colossus of Rhodes
- The Lighthouse of Alexandria
- Statue of Zeus at Olympus
- Temple of Artemis
- Mausoleum at Halicarnassus



After a six-year-long global voting process (that included one million votes), the "New" Seven Wonders of the World were announced on July 7, 2007. The Pyramids of Giza, the oldest and only Ancient Wonder still standing, are included as an honorary candidate.

The New Seven Wonders are:

- The Taj Mahal
- The Colosseum in Rome
- Machu Picchu
- Petra
- Christ, the Redeemer
- The Great Wall of China
- Chichen Itza



Complete the following tasks:

### Task 1: Learning Apps:

Click on this link to play a game about the Ancient Seven Wonders

<https://learningapps.org/9870243>

Click on this link to play a game about the New Seven Wonders

<https://learningapps.org/5474023>

### Task 2:

## "New" Seven Wonders Vocabulary

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Complete the activity.

1. \_\_\_\_\_ Peru - a 'city in the clouds' built around 1440 by the founder of the Inca Empire
2. \_\_\_\_\_ India - built on the orders of Shah Jahan, the fifth Muslim Mogul emperor, to honor the memory of his wife
3. \_\_\_\_\_ Italy - great amphitheater in the center of Rome
4. \_\_\_\_\_ Honorary candidate - the oldest and only Ancient Wonder still standing
5. \_\_\_\_\_ Brazil - stands 38 meters tall on top of the Corcovado mountain overlooking Rio de Janeiro
6. \_\_\_\_\_ Mexico - the last and greatest of all Mayan temples
7. \_\_\_\_\_ Jordan - the glittering capital of the Nabataean empire of King Aretas IV
8. \_\_\_\_\_ China - built to link existing fortifications into a united defense system and better keep invading Mongol tribes out of China

### Task 3:

After learning about the Ancient and New Seven Wonders, make a PowerPoint presentation about either the Seven Ancient Wonders, the Seven New Wonders or one specific wonder.

## IDIOMS

IDIOM	MEANING	EXAMPLE SENTENCE
it's all Greek to me	hard to understand	I tried to read about the elections, but <b>it's all Greek to me.</b>
Indian summer	warm, sunny weather in autumn, when it should be getting cooler	I can't believe it's November and we're swimming. What <b>an Indian summer!</b>
more holes than Swiss cheese	incomplete, lacking important details	Sandra's story has <b>more holes than Swiss cheese.</b>
double Dutch	nonsense	Can you understand algebra? It's <b>double Dutch</b> to me.
when in Rome, do as the Romans do	when you're in a new place, follow the examples of the people around you	When I went on holiday to Sri Lanka, I used my hands to eat curry like everyone else. <b>When in Rome, do as the Romans do!</b>
Rome was not built in a day	you cannot expect to achieve important things in a short period of time	Ron should take his time and practise playing the piano instead of taking an exam so soon. <b>Rome wasn't built in a day.</b>
s/he could sell ice to Eskimos	s/he can persuade people to agree to things they don't need	That guy could <b>sell ice to Eskimos</b> because he was able to persuade my dad to buy a kettle even though we already had a new one.
New York minute	a very short time	It only took a <b>New York minute</b> for Tania to accept the offer.

**Task 1:** Do your own research! Find at least THREE more idioms that include places. List them here, write their meaning and use them in a sentence.

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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**

Read the book *Gulliver's Travels*. You can also watch the film and compare and contrast the two versions. Which one do you like better?

Watching films can be a form of armchair travel. Some animated films have real-life backgrounds. Start learning more about different destinations by watching:

- a) *Happy Feet* to discover Antarctica;
- b) *Moana* to discover the South Pacific;
- c) *The Secret Life of Pets* to discover New York;
- d) *Madagascar* to discover Madagascar;
- e) *Frozen* to discover Norway;
- f) *Rio* to discover Rio de Janeiro;
- g) *Kung Fu Panda* to discover China;
- h) *Ratatouille* to discover Paris;
- i) *Coco* to discover Mexico;
- j) *Paddington Bear* to discover London;
- k) *Finding Nemo* to discover the Great Barrier Reef in Australia.



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>Author: _____</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 ...	<p>Illustrator: _____</p>	
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> <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://www.twinkl.com/mt/>

<https://familytravel.com.au/country-infographics-facts-for->

<https://www.thoughtco.com/new-seven-wonders-of-the-world-printables-1832308>

<https://www.sparklebox.co.uk/previews/11576-11600/sb11584-nonchronological-report-writing-frames.html>

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

*Reading Comprehension 5* by Louis Fidge.

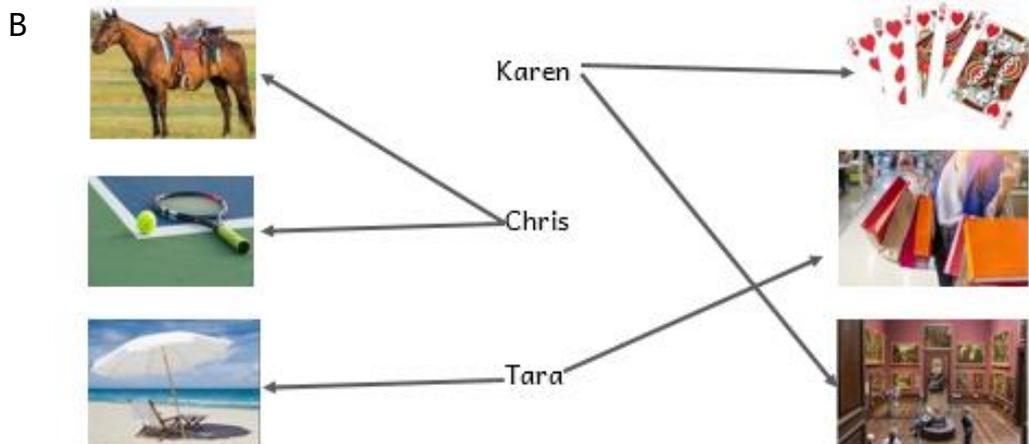
*Focus Comprehension 4* by John Jackman

**ANSWERS**

**Listening Task**

A

The USA: Tara	France: Chris	Ireland: Karen
		
Chris	Karen	Tara



### Reading Task 1

1. a. Stephen    b. Walter    c. Wesley    d. Bruce
2. People built Aswan Dam./It was built across the Nile to hold the river back./There is a big lake on the other side of the dam./The water in the dam is used to make electricity./It is nearly four kilometres across./It is more than two miles across.
3. a. a market                    b. the language of Egypt                    c. small sailing boat  
d. Egyptian food made with beans fried with spices and shaped into little balls  
e. fruit
4. a. 3                    b. 2                    c. 1                    d. 4

### Reading Task 2

1. a. T                    b. T                    c. T                    d. F                    e. T                    f. F                    g. F  
h. F
2. a. olive                    b. Mount Vesuvius                    c. bison                    d. bald eagle  
e. San Marino/Vatican city/Alaska/California

### Literature Task

a	survivor	e	stretching beyond
b	horizon	a	a person who outlives an accident, illness, war, etc.
c	astonishment	d	tied securely
d	fastened	h	to make a hole in or through
e	straining	j	a person or animal that lives in a place
f	peered	b	the line where the earth or sea seems to meet the sky
g	instance	m	a drink that has a special or magical effect on someone
h	pierced	c	great surprise or wonder
i	captors	l	only just
j	inhabitants	k	a copy of something that is much smaller
k	miniature	f	to look narrowly or curiously
l	scarcely	i	someone who has captured a person or thing
m	potion	g	a certain point or situation

1. a                    2. a                    3. b                    4. a                    5. c                    6. b                    7. c
8. a. violent                    b. guessed                    c. indicate                    d. bound

## 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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