



ACTIVITY PACK

for

Level 6

(Year 5)

School and Education



How to use this pack:

1. This pack is intended for Year 5 and Year 6 learners and focuses on the theme **SCHOOL AND EDUCATION**.
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	School Uniform	3-5
Tuesday	Reading	School Children Punished Over Wrong Trousers School of Hope	6-11
Wednesday	Speaking	Discussion Interview	12-13
Thursday	Writing	Poster Argumentative Article	14-19
Friday	Literature	Prose: How Green You Are!	20-24

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

LISTENING TASK

School Uniforms

You are about to listen to four pupils talking about their school uniform.

Pre-Listening/Warmer

Ask: Look closely at these pictures. What can you see in each picture? What do all pictures have in common?



Ask: Do you like your school uniform? Why? Describe it to me.

Click on the following links and then discuss the questions below:

https://kids.kiddle.co/School_uniform

<https://www.msn.com/en-za/news/world/school-uniforms-from-around-theworld/ss-BBPB1LK>

Which is your favourite uniform? Why?

Which one do you think would be the most/least comfortable?

Listening

Procedure

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

Hi! My name's Tilly. We've got a school uniform. It's a green jacket with a green jumper. Girls have a green skirt as well but boys don't have green trousers. They wear grey trousers. We all wear a white shirt and a tie. The tie is green with gold stripes. I don't like the uniform because it's a bit boring but it makes life easier. I don't need to decide what to wear every morning!

Hello. I'm Will. We have a school uniform and I think it looks OK, but the teachers are very strict about it. I got detention last week because I went to school with odd socks. One sock was purple and the other one was blue. I didn't know I had odd socks on but my history teacher saw them and gave me detention for two hours!

Hi, my name's Mike. I think our school uniform's great. It's not fashionable but everyone is the same. No one feels bad because other kids are wearing designer clothes or expensive trainers. We wear blue polo shirts with grey trousers or skirts for the girls.

Hi! I'm Sasha. I hate my school uniform. It's very old-fashioned. I think we should wear what we like. The teachers are very strict about it too. Last year, I was in detention three times because of my uniform. The first time was because I wore earrings – they were only really small. The other times were because my skirt was too short. Some people say pupils behave better at school when they wear a uniform. I don't agree. If the rules are too strict, almost everyone breaks them. We should have some freedom, I think!

A. Tick (✓) the correct statement.

	I like my uniform.	I do not like my uniform.	I want to wear my uniform.	I do not want to wear my uniform.
Tilly				
Will				
Mike				
Sasha				

B. Fill in.

At Tilly's school the pupils wear a 1) _____ jacket and jumper with a 2) _____ shirt. Tilly doesn't like her uniform but, it 3) _____ life easier. She doesn't have to 4) _____ what to wear each day. Will thinks that the rules about uniforms are too 5) _____ at his school. Last week he was in 6) _____ because he went to school with 7) _____ socks. At Mike's school the pupils wear 8) _____ polo shirts with 9) _____ trousers or skirts. He likes his uniform because everyone looks the 10) _____. Sasha 11) _____ her uniform because it's very 12) _____. She was in detention because she wore 13) _____ and because her 14) _____ was too short.

Post-listening

Design and label your own school uniform. Then describe it.

READING TASKS

Reading Task 1

What happens when a pupil in your school does not wear the school uniform properly? Read this text to learn about what happened to a number of pupils in a school in England.

BreakingNewsEnglish - The Mini Lesson

School children punished over wrong trousers

8th September, 2014



A school in Britain has apologised to more than 50 students for punishing them after they wore the wrong trousers to class. Pupils at Heaton

Manor school in the north of England were taken out of class and given detention for not conforming to school uniform rules. They had to spend around eight hours in a small classroom for breaking the rules. School bosses said many of the trousers were "skintight" and were not appropriate dress for school. Head teacher Lynne Ackland explained that the school had been in the process of tightening its uniform rules. She said she had not anticipated the variety of trouser styles her pupils would wear. She admitted the school had been too strict with the students.

Parents were furious at the treatment their children received. A mother of an 11-year-old told reporters: "[My daughter] was in that room for eight hours yesterday and she was deeply distressed. I'd understand if she'd behaved badly, but this is punishment for a pair of trousers the teachers don't like....She's lost two days' education because of this ridiculous rule and I'm absolutely livid." She added: "We were sent out letters from the school to say pupils must wear black, tailored trousers. In my opinion, [my daughter's] trousers are tailored; they are not skintight. The school should be more specific." Ms Ackland said: "We clearly need to be much more specific with people in future."

Sources: *The Guardian* / *The Independent*

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

- | | | |
|--|---|---|
| a. A school in England apologised to over 500 pupils. | T | F |
| b. Pupils were given 8 hours' detention for not following a dress code. | T | F |
| c. School bosses said skin-tight trousers were inappropriate for school. | T | F |
| d. The head teacher said the school should have been stricter. | T | F |
| e. Parents agreed with the pupils getting detention. | T | F |
| f. One parent was angry her daughter had lost two days of education. | T | F |
| g. The school did not send a letter informing parents of the dress code. | T | F |
| h. The head teacher said the school should be clearer about uniforms. | T | F |

2. Match the meaning of the words.

a.	apologised		assortment
b.	conforming		disobeying
c.	breaking		anguished
d.	appropriate		absurd
e.	variety		said sorry
f.	furious		viewpoint
g.	distressed		suitable
h.	ridiculous		complying
i.	opinion		exact
j.	specific		enraged

3. A **policy** is a set of guidelines or rules.

Does your school have a strict uniform policy?

Yes/No

What happens if you do not wear your uniform as expected?

4. What other policies (rules) does your school have (e.g. healthy eating policy)? List **TWO** of them.

a. _____

b. _____

5. The following are a list of school no-no's. Which ones do you believe are the biggest no-no's? Rank them starting from the biggest.

purple hair	
sleeping in class	
truancy	
bullying	
cheating during tests and exams	
being late for assembly	

Reading Task 2

Read this text about a girl who was home schooled.

School of Hope by Mary Beth Maslowski

What would you be doing if you weren't going to school? Illness forced 18-year-old Rachel Rosenfeld to stay home from school for almost a whole year. But that didn't stop her from helping to build a school in faraway Cambodia, in south-eastern Asia!



Rachel, from Harrison in the state of New York, had a stomach disorder that was causing her a lot of pain. When possible, Rachel studied at home with a private tutor and did a lot of reading. One day, Rachel read an article about children in Cambodia who can't go to school. The article also reported that some parents in Cambodia are so poor that they have to sell their daughters. That's when Rachel decided to build a school.

Rachel contacted an organisation called American Assistance for Cambodia, where she found out what she could do to help. Rachel had to find a way to create something from nothing – on the other side of the world! “I needed to raise \$13,000 just for the buildings,” she says. “In truth, I was pretty confused about how I would raise enough money to build and maintain an entire school.”

Rachel started by sending out hundreds of mailings, hoping people could help. She let people buy signs with their names on them for things inside the school, like desks and chairs. She even made T-shirts and sold them for \$20 each.

Rachel also had to find time to do all the work. “I was going to doctors and hospitals quite frequently and trying to keep up my studies.” But eventually Rachel managed to raise about \$52,000. The World Bank and the Asian Development Bank contributed \$10,000 and \$13,000 respectively.

When the school was ready, Rachel and her family flew to Cambodia. But getting to the school wasn't easy. The R.S. Rosenfeld school is in a small village, close to the famous Angkor Wat, a huge 12th century Buddhist temple. The village has neither electricity nor running water. Chickens, cows and other animals roam free here. “We had to stop because two oxen were fighting in the middle of the road,” says Rachel.



The school is equipped with five computers and Internet access for 300 primary-school pupils. Rachel says she was surprised by how well behaved the kids were.

Back home, Rachel’s work is not finished. She stays in touch with the school. Every year, additional funds are required, for example for the computer teacher and the generator.

For anyone interested in fund-raising, Rachel has some advice: “Don’t give up when times get hard,” she says. “It’s important to be passionate, creative and definitely stay organised. It’ll all pay off!”

Adapted from <https://www.onestopenglish.com/download?ac=4053>

1. Rachel is ill. Fill in the doctor’s form for her.

Dr. J. Domsky New York	<u>CERTIFICATE OF HEALTH</u>	
First name: <u>Rachel</u>	Surname: _____	
Age: _____	Address: _____, <u>New York</u>	
Health problem: <u>Rachel has a serious</u> _____ <u>disorder</u>		

2. Circle True or False.

- | | | |
|---|---|---|
| a. Rachel did not attend school because of a stomach illness. | T | F |
| b. At home, Rachel used to spend her time writing articles. | T | F |
| c. Rachel’s Cambodian friend told her that children in Cambodia did not go to school. | T | F |
| d. Cambodia is in Asia. | T | F |
| e. Cambodia is a very poor country. | T | F |
| f. Rachel tried to raise money by making signs with her name on. | T | F |
| g. In total \$75, 000 were collected for the school. | T | F |
| h. Rachel is still raising money for the school. | T | F |

3. Tick (✓) four correct facts about the school.

The school was near a popular temple.	
The school was in a village with no electricity or water.	
The school kept animals on its grounds.	
The school had computers and Internet access.	
The school Rachel built was a secondary school.	
The pupils who attended the school were obedient.	

4. Match the words from the article with their definitions.

a.	distant from you		tutor
b.	help		faraway
c.	someone who gives private lessons		roam
d.	a building used for worship		assistance
e.	move with no particular purpose		equipped with
f.	provided with the things you need		temple
g.	collecting money for a good-purpose		generator
h.	someone who uses force to rule a country		fund-raising
i.	a machine that produces electricity		dictator

5. In which order did the events take place? Number them from 1-6.

Rachel went to Cambodia.	
Rachel opened a school there.	
Rachel got ill and could not go to school.	
Rachel decided to build a school.	
Rachel read an article about Cambodia.	
Rachel raised some money.	

Read this sentence from paragraph 3, "In truth, I was pretty confused about how I would raise enough money ..." Pretty means quite.

Can you think of something you find:

- a. pretty interesting? _____
- b. pretty boring? _____

6. Complete Rachel's diary:

Tuesday
Today I'm flying to Cambodia with _____ (who)!
I'm so excited! I'm going to see my school. It's called the _____,
_____ (name of school) and it's got
300 _____ (types of student).
It's in a small _____

_____ (describe location).

Wednesday
We're here at last! But the journey wasn't very easy because the roads are made of dirt and there are _____ (name three types of animal) roaming in the road.
The village hasn't got _____ or _____ (two types of facility). Tomorrow we are going to open the school. I'm so happy!

7. To build a school you need funds for the building, the desks, the chairs, the books ... How can you raise money to build a school?

You can....

- a. write to a big bank to ask for money.
- b. email people to ask for money.
- c. _____
- d. _____

SPEAKING TASKS

Speaking Task 1 – Discussion

Read the questions thoroughly, research the topic on the card and think critically. Then you can make up your own mind about the topic and use your opinions to carry on a discussion.

- ✓ Do uniforms prepare pupils for life at work?
- ✓ Are uniforms important for giving the school a good image?
- ✓ Do uniforms take away a pupil's individuality?
- ✓ What are the advantages of wearing a school uniform?
- ✓ Should pupils have a say about their uniform?
- ✓ Would it be OK for pupils to wear piercings and make-up?

The Listening Task, the Reading Task and the **argumentative article** on page 17 can give you plenty of ideas.

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

Remember that a good discussion needs to meet the following **success criteria**.



Make sure you can tick all the following:

I stuck to the time-limit (5 minutes).

I understood the topic well and discussed it in full.

I organised my ideas and provided examples to support my views.

I was completely prepared for the discussions.

I maintained eye contact with my listeners/the camera.

I spoke clearly and pronounced words correctly.

Speaking Task 2 – Interview

Imagine you are a radio host or a TV host. You can interview the Head of School, the class teacher or the class LSE. What would you like to ask them? Would you like to know how they spend their working days? Do you want to know more about their role? Would you like to know what expectations they have for their pupils and for their school?

- ❖ Brainstorm what you would like to know.
- ❖ Write it down.
- ❖ Form suitable questions.



Remember to ask questions that do not require a yes or no answer. The questions asked should encourage the person being interviewed to talk about themselves and share his or her thoughts. These **question starters** can help you.

What happened when _____ ?

Where were you during _____ ?

Why did _____ ?

Can you remember when _____ ?

How do you feel about _____ ?

What about _____ ?

What do you think will _____ ?

Please tell our listeners exactly _____

Good luck and have fun!

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 - Poster

Like Rachel Rosenfeld, you and your friends are planning to build a new school in a poor country. You need plenty of assistance. Use the **writing frame** to create a poster to encourage people to help.

Choose a catchy heading and colour it in bright colours.

Write three important facts about the new school.

Write three ways how people can help you build the school.

Think of a good picture to make your poster attractive.

Think of a rhyme or catchy phrase to end your poster and encourage people to help you.

The writing frame includes a large rectangular box at the top for a heading, three starburst shapes in the center for facts, three horizontal lines with smiley faces for ways to help, a large oval for a picture, and a smaller oval at the bottom for a rhyme or phrase.

Long Writing Task - Argumentative Article

Should pupils wear a school uniform? Write an article for your school website discussing the advantages and disadvantages of school uniforms. In the end, express your opinion. Remember to find reasons to support your opinion.

In an **argumentative article** you must state the pros (advantages) and cons (disadvantages) and then express your opinion. State if you are in favour or against, by giving valid reasons.

Plan:

Paragraph 1: Introduction/Argument

Paragraph 2: Pros/Advantages

Paragraph 3: Cons/Disadvantages

Paragraph 4: Conclusion/Your Opinion

Use the **table** below to make two lists (pros and cons). The reasons you write down will help you form an opinion. Look at them and decide whether pupils should wear a school uniform or not.

Reasons why pupils should wear a uniform at school	Reasons why pupils should not wear a uniform at school

These two **word mats** offer useful words and phrases for argumentative articles.

<p>Introducing Your Argument</p> <p>I think that...</p> <p>I strongly believe that...</p> <p>It is obvious that...</p> <p>It is clear that...</p> <p>My position is that...</p> <p>It is undeniable that...</p> <p>The fact is that...</p> <p>I ask you to consider</p> <p>In my opinion, ...</p>	<p>Developing Your Argument</p> <p>Furthermore, ...</p> <p>In addition to...</p> <p>Moreover, ...</p> <p>Likewise, ...</p> <p>Firstly, ...</p> <p>Again, ...</p> <p>Next, ...</p> <p>The most compelling reason is that...</p> <p>Without doubt, ...</p>	<p>Admitting Counter Arguments</p> <p>Although it is true that...</p> <p>Admittedly, ...</p> <p>While some people may think that...</p> <p>Unfortunately, it may be the case that...</p> <p>I acknowledge that...</p> <p>I can understand that...</p> <p>I appreciate that...</p> <p>It is unfortunately true that...</p> <p>I concede that...</p>	<p>Countering</p> <p>However, ...</p> <p>Nevertheless, ...</p> <p>Even so, ...</p> <p>Whereas...</p> <p>Nonetheless, ...</p> <p>Despite...</p> <p>But...</p> <p>In fact, ...</p> <p>Conversely, ...</p>	<p>Conclusion</p> <p>In summary, ...</p> <p>To conclude, ...</p> <p>Finally, ...</p> <p>All this taken into account, ...</p> <p>In conclusion, ...</p> <p>For these reasons, ...</p> <p>All in all, ...</p> <p>In short, ...</p> <p>Ultimately, ...</p>
--	---	---	--	--

Persuasive Writing

Introductions

I think...

For this reason...

I feel that...

I am sure that...

It is certain...

I am writing to...

Of course...

In the same way...

On the other hand...

In this situation...

Making your point

Firstly, secondly, thirdly...

Furthermore...

In addition...

Also...

Finally...

Likewise...

Besides...

Again...

Moreover...

Similarly...

Surely...

Certainly...

Specifically...

If...then...

because...

Details

For example...

In fact...

For instance...

As evidence...

In support of this...

Endings

For these reasons...

As you can see...

In other words...

On the whole...

In short...

Without a doubt...

In brief...

Undoubtedly...

Other Words

reasons

arguments

for

against

unfair

pros

cons



This is a **writing model** of an **argumentative article** about the pros and cons of pupils wearing uniforms.

Should Children Wear School Uniforms?

There are many arguments for, and lots against children wearing school uniforms. Some believe that children should wear school uniforms because teachers are able to identify their students when they go on excursions, and it stops children competing for who wears the nicest clothes. However, some suggest that children should not wear school uniforms because it is boring and it can cost the parents a lot of money.

The first argument for wearing a school uniform is that people will know what school you come from. On excursions, it is easy for the teachers to know where their children are if they are in their school uniform. This can decrease the chances of children being lost, and it also allows for children to stay safe in their surroundings.

Secondly, school uniforms are a good idea because they make all the children look the same. If there weren't school uniforms, rich children might wear very expensive clothes with brand names, while poor children would not be able to afford these. Pupils would try to compete with each other to have the nicest clothes, and this would mean that parents might have to spend a lot of money buying new and different clothes for their children. In the long run, it would save parents money if their children had a school uniform to wear.

On the other hand, wearing school uniforms is boring. Children are not able to choose their own clothes, even though they like to be individuals.

In addition, school uniforms still cost a lot of money. Some schools may only require you to purchase one type of uniform to wear throughout the whole year, however, most schools require you to purchase a summer, winter and a sports uniform. Also, because the uniforms are to be worn every day, parents will have to buy a couple of sets of each uniform so they don't have to worry about washing them every single night. While some parents may be able to afford new ones for their children, other families may not.

After considering the arguments on both sides of the issue, I believe that children should wear school uniforms, however they should have some say in the style and the colour.



The **writing frame** can help you.

Title of your argument: _____

Top tip!
Write in the
third person:
'they', 'their'...

First of all, you need to introduce your argument.

In this balanced argument, I will be discussing _____

Now use your for and against planning sheet to write the next paragraph. Look at the first 'for' point and write about that.

To begin with _____

Top tip!
Use words from
the 'Useful Words
and Phrases
Sheet'.

Now look at the first 'against' point and write an opposing paragraph.

On the other hand, _____

You need to write the second 'for' point next..

Many people believe that _____

Now the second 'against' point.

However, _____

Now it's time for the concluding paragraph. This is the part where you weigh up the arguments and say which side you agree with.

In conclusion, I believe _____

LITERATURE TASK

Pre-Reading/Warmer Task:

When you reach Year 6, you will probably start feeling excited and maybe anxious because the next scholastic year you will go to a new school. You will make new friends, meet new teachers and wear a new uniform. Now click on this link. It's a clip from a film which does not need any introduction.

<https://www.youtube.com/watch?v=SafKm0tsSOw>



Then try to answer these questions.

- ✓ What was the name of the train?
- ✓ In which school year were the pupils on board the train?
- ✓ How do you think they felt when they left the train?
- ✓ How do you think they felt when they first set eyes on Hogwarts?
- ✓ Describe their uniform. Do you like it? Is it suitable for a school of witchcraft and wizardry?
- ✓ The pupils met Professor Minerva McGonagall at the top of the stairs. Do you like what she was wearing? Do you think teachers should wear a uniform at school?
- ✓ What do you think of Draco Malfoy?
- ✓ How did you feel for Ron Weasley at the end of the clip?



You are going to read an extract from the book *How Green You Are!* by Berlie Doherty. Julie is starting a new school. Just like Ron Weasley, Julie also gets to feel intimidated by some nasty bullies. Use a **dictionary** to find out the meaning of these new words from the text.

a.	convent school		plump
b.	daft		a school where many of the teachers are nuns
c.	chubby		transported in a wheeled vehicle
d.	embroidered		foolish
e.	trundled		made a sudden movement
f.	staggered		needlework to decorate cloth
g.	lurched		move unsteadily from side to side
h.	gutter		a person who looks down on others
i.	snob		a trough along the eaves of a house to catch and carry off water

Main Task: Read the extract. Then answer questions about it.

How green you are!

There was a kid in our street called Julie. None of the others could stand her. She went to a different school from us, a convent school, where they had to wear uniform. The first day she went to that school, I remember, we all followed her up the road to the bus-stop, laughing at her. She looked daft. She was wearing a green school coat that was too big for her, so that her little pink hands stuck out all chubby from the sleeves, and she was weighed down with all sorts of rubbish – a shiny brown leather satchel, and a shoe-bag with a bunch of roses embroidered on it, and a hockey-stick. And she had her hair done in pigtails with green ribbons, and a stupid green hat stuck on her head.

She went bright red when she came out of her house and saw us all waiting on the other side of the road for her. She looked as if she wanted to go back in but her mum kissed her goodbye and shut the door flat in her face and went off back to bed. So Julie smiled at us, in a half-proud, half-scared sort of way, that made her look more as if she was going to burst into tears, and marched up the street, pigtails bobbing, and over the main road to the bus-stop, and stood there gazing across at us with blank eyes while the traffic trundled backwards and forwards between us.



I wanted to shout ‘Good luck Julie!’ to her, but I daren’t, in case the others laughed at me too. So I just stood there while they shouted ‘Jolly hockey sticks,’ across at her, and then Kevin started them off singing, ‘How green you are, how green you are, how green you are, how green....,’ ever so softly, to the tune of ‘Auld Lang Syne’ till her bus came, and then they sang it at the tops of their voices as she staggered onto the bus and moved down to the back seat. She just sat there, staring out at us with her face all blank and closed up, as if she couldn’t see us any more, and as the bus lurched forward we all waved and ran off to our big school up the hill.

But I felt a bit sad about all that. Julie had been my friend, sort of my best friend, up till then. We used to play marbles in the alley-way together, and sail paper boats down the gutter when it rained, and we’d spent all our hot summers together playing rounders on the field over the railway line and helping with the donkey-rides on the beach. It felt as if none of that had ever happened. I trailed up the hill after the others, thinking how different she looked wearing that stiff new uniform instead of her tatty little cotton dress and gym shoes. Marie was waiting for me and when I caught up with her she linked her arm in mine.

‘That’s her gone, the snob!’ she said. ‘Will you be my best friend now, Bee?’

She’d been wanting to be my best friend for ages.

And I had to say yes, because I didn’t want to be called a snob too.

But I kept thinking about her during the day. It was a new school for us too, but at least we were all there together, and had been in Junior School together. It must have been really strange for her, going to a new school all on her own, and a convent school at that, with nuns like great black crows floating down the corridors and carrying her off to chapel. I was dying to know what it was like. So on my way home from school I bought a bar of Cadbury’s, and I dashed to her house after tea, when none of the other kids were around. I thought we’d sit on her step, like we always did, and share out the Cadbury’s, and I’d tell her about our school and she’d tell me all about the nuns and everything, but when she opened the door she just stood there, all clean and different in her stiff long uniform still, and said, ‘I can’t possibly play out tonight. I’ve got Latin homework to do.’

That did it. I ran off round to Marie’s and we shared out the Cadbury’s bar and then we went and played ball against Julie’s house.

1. What is the name of the story?
 - a. How green you are!
 - b. You look green!
 - c. Good luck, Julie!

2. Underline the sentence in the story that indicates that Julie was not popular with the kids in her street.

3. Bee says that Julie was “weighed down with all sorts of rubbish.” What was she referring to?

4. How do you think Julie felt that day?
 - a. Julie felt embarrassed.
 - b. Julie felt cool.
 - c. Julie felt proud.

5. Julie’s hair was
 - a. tied in a ponytail.
 - b. tied in pigtails.
 - c. tied in a bun.

6. What does shut the door “flat in her face” mean?
 - a. She closed the door in her face.
 - b. She smashed her face against the door.
 - c. She left the door slightly open.

7. Bee did not dare shout, “Good luck, Julie!” because she was afraid the others would laugh at her. What would you have done in her place?

8. Kevin started singing “How green you are!” because
 - a. he thought Julie was jealous.
 - b. Julie’s uniform was green.
 - c. he was a good singer.

9. Underline the **FOUR** activities that Julie and Bee used to do together.

- a. play hockey
- b. learn Latin
- c. sail paper-boats
- d. play with marbles
- e. play Rounders
- f. help with donkey-rides

10. The phrase “nuns like great black crows” is

- a. a simile.
- b. an idiom.
- c. a rhyme.

11. What were the two things Bee did, so the others would not bully her?

- a. _____
- b. _____

12. At the end of the story Bee decides to stop being friends with Julie.

- a. Why? _____
- b. Write down **TWO** things Bee did which show that she was no longer Julie’s friend.
 - i. _____
 - ii. _____

Post-Reading:

Do you like the way the story ends?

Yes/No

Write a different ending for this story.

FOLLOW UP ACTIVITIES

Create your own school **fact file**:

School Name:		Draw your school:
Location:		
Population:		
Hours:		
Name of Headmaster/Headmistress:		
Name/s of Assistant Head/s:		
Class Teacher:		Draw your classroom:
LSE:		
Best friend/s:		
Uniform:	Draw a picture:	Subjects taught:
		Favourite subject:
School activities:		Circle the school facilities: gym garden chapel hall playground library art room music room kitchen other: _____
Favourite school activity:		

Learning App. Play this game on your tablet. Follow the link <https://learningapps.org/7587344>

IDIOMS

IDIOM	MEANING	EXAMPLE SENTENCE
the school of hard knocks	difficult experiences that happen in someone's life and that influence the type of person they become	He is tough because he grew up in the school of hard knocks .
read between the lines	understand something that is not expressed directly	A wise person can read between the lines .
put two and two together	guess what is happening or what something means based on what they have seen or heard	It did not take her long to put two and two together and solve the case.
teacher's pet	the teacher's favourite	Being so well-mannered, Carl immediately became the teacher's pet .
do your homework	prepare for something by learning as much as you can about it	You could tell he was well prepared for the interview. It was clear he had done his homework .
tell tales out of school	reveal secrets, knowing that doing so will cause problems for someone else	Telling tales out of school will make you unpopular with your friends.
make the grade	succeed	If you believe in your dreams and work hard you will make the grade .
have your nose in a book	people who always seem to be reading.	He had his nose in a book for the entire camping trip.

Task 1: Choose THREE idioms from the table and put them in a sentence.

E.g. If you prepare well for the job interview, you will **make the grade**.

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 *Matilda* by Roald Dahl and then watch the film directed by Danny DeVito. Do you notice any similarities or differences between the two versions?



Malory Towers, St Clare's and Hogwarts School of Witchcraft and Wizardry are three famous **fictitious** British boarding schools. **Fictitious** means that these schools are not real but exist only in books. Why don't you read them? You can also watch the Harry Potter films. Which of these schools would you like to attend?



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; margin: 10px 0;">  </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> <tr> <td colspan="2">Other _____</td> </tr> </table>	fiction	horror	biography	non-fiction	humour	mystery	science-fiction	crime ...	Other _____			
fiction	horror											
biography	non-fiction											
humour	mystery											
science-fiction	crime ...											
Other _____												
<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; margin-top: 10px;">  </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/> <hr/>	<p>Setting:</p> <hr/> <hr/> <hr/> <hr/>	<p>Favourite part:</p> <hr/> <hr/> <hr/> <hr/>
<p>Summary of the story:</p> <hr/> <hr/> <hr/> <hr/>		
<p>Do you recommend the film? Yes / No</p> <p>Why? _____</p> <hr/> <hr/>		

MATERIAL TAKEN/ADAPTED FROM

<https://www.twinkl.com/mt/>

<http://www.onestopenglish.com/teenagers/spot-on-news-lessons-forteens/pdf-content/school-of-hope-elementary/157362.article> <https://breakingnewsenglish.com/1409/140908-school-uniform-m.html>

40 Listening Activities for Lower-Level Class by Scholastic
How Green You Are! by Berlie Doherty

ANSWERS

Listening Task

A

	I like my uniform.	I do not like my uniform.	I want to wear my uniform.	I do not want to wear my uniform.
Tilly		✓	✓	
Will	✓			
Mike	✓		✓	
Sasha		✓		✓

- B 1. green 2. white 3. makes 4. decide 5. strict
 6. detention 7. odd 8. blue 9. grey 10. same.
 11. hates 12. old-fashioned 13. earrings 14. skirt

Reading Task 1

1. a. F b. T c. T d. F e. F f. T g. F h. T

2.

a	apologised	e	assortment
b	conforming	c	disobeying
c	breaking	g	anguished
d	appropriate	h	absurd
e	variety	a	said sorry
f	furious	i	viewpoint
g	distressed	d	suitable
h	ridiculous	b	complying
i	opinion	j	exact
j	specific	f	enraged

Reading Task 2

1.

Dr. J. Domsky New York	<u>CERTIFICATE OF HEALTH</u>	
First name: <u>Rachel</u>	Surname: <u>Rosenfeld</u>	
Age: <u>18</u>	Address: <u>Harrison</u> , <u>New York</u>	
Health problem: <u>Rachel has a serious</u> stomach <u>disorder</u>		

2. a.T b.F c.F d.T e.T f.F g.T h.T

3.

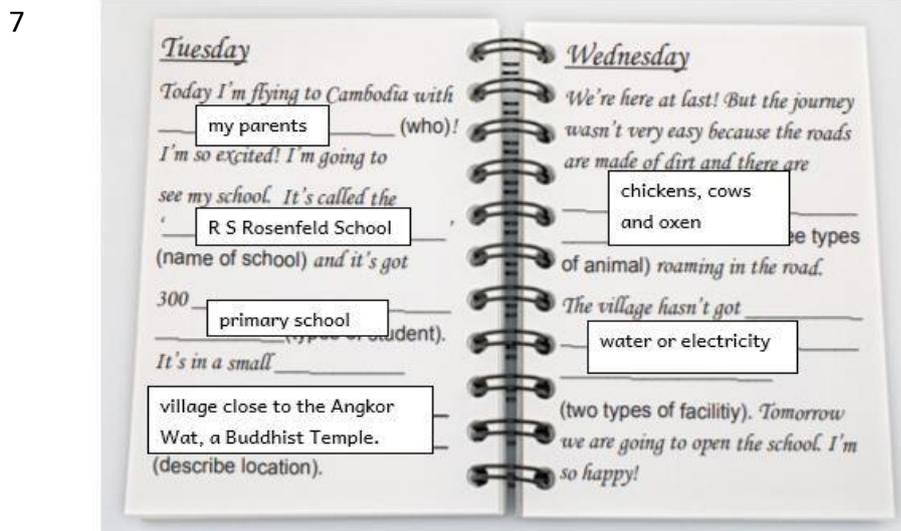
The school was near a popular temple.	✓
The school was in a village with no electricity or water.	✓
The school kept animals on its grounds.	
The school had computers and Internet access.	✓
The school Rachel built was a secondary school.	
The students who attend the school are obedient	✓

4.

a	distant from you	c	tutor
b	help	a	faraway
c	someone who gives private lessons	e	roam
d	a building used for worship	b	assistance
e	move with no particular purpose	f	equipped with
f	provided with the things you need	d	temple
g	collecting money for a good-purpose	i	generator
h	someone who uses force to rule a country	g	fund-raising
i	a machine that produces electricity	h	dictator

5.

Rachel went to Cambodia.	6
Rachel opened a school there.	5
Rachel got ill and could not go to school.	1
Rachel decided to build a school.	3
Rachel read an article about Cambodia.	2
Rachel raised some money.	4



8. organise sales, organise talent shows and raise funds from tickets, organise raffles ...

Literature Task

a.	convent school	c	plump
b.	daft	a	a school where many of the teachers are nuns
c.	chubby	e	transported in a wheeled vehicle
d.	embroidered	b	foolish
e.	trundled	g	made a sudden movement
f.	staggered	d	needlework to decorate cloth
g.	lurched	f	move unsteadily from side to side
h.	gutter	i	a person who looks down on others
i.	snob	h	a trough along the eaves of a house to catch and carry off water

1. a
2. None of the others could stand her.
3. Julie was carrying a shiny, brown, leather satchel, a shoe-bag with a bunch of roses embroidered on it and a hockey-stick.
4. a 5. b 6. a 8. b 9. c, d, e, f 10. a
11. a. Bee became Marie's friend.
 - b. She went to Julie's house after tea when none of the other kinds were around.
12. a. When Julie opened the door, she told her that she could not possibly play out that night because she had Latin homework to do.
 - b. i. Bee shares out the Cadbury's bar with Marie.
 - ii. Bee and Marie played ball against Julie's house.

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
