

How to use this pack:

1. This pack is intended for Year 5 and Year 6 learners and focuses on the theme **MEDIA**.
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	Books or Technology?	3-6
Tuesday	Reading	Internet Safety Day	7-11
Wednesday	Speaking	Conversation Cards Picture Prompt	12-13
Thursday	Writing	List Short Message Argumentative Article	14-18
Friday	Literature	Haiku: Amazon Haiku: Internet Limerick: Internet	19 -22

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

Books or Technology?

You are about to listen to a reporter interviewing four London students. These students share their opinions about the use of tablets in schools.

Pre-Listening/Warmer

Ask: Look closely at these pictures. What can you see? Which ones do you use most? Which ones do you never or hardly ever use? Why?



Explain: We call these items **media**. Media consists of communication channels through which we share news, music, movies, education, advertisements and information. It includes physical and online newspapers and magazines, television, radio, telephone, the Internet, fax and billboards.

Ask: Which ones have become a necessity? Why? Put them in order of importance in your life.

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.

Nicky: Some schools in America have stopped buying textbooks and have started giving students iPads. Lucky students, I say! I'd love to have an iPad.

Ben: Well I use my iPad a lot, and I love it. But what do British students think? Here's our reporter Alex with the story.

Alex: I'm here with four students from a school in London – Josh, Asha, Victor and Caitlin. So, Josh first – tell me, would you like to use an iPad in school?

Josh: Of course! I think everyone would! I'm happier using a computer than reading books. It's faster, more interesting, more modern ... everything.

Alex: Wow!

Josh: And you look much cooler when you're using an iPad.

Alex: Asha, how about you? Are you a fan of iPads in schools, too?

Asha: No, I'm not, actually. iPads cost £500 each – so, they're much more expensive than books. I think it's better to spend money on normal computers that everyone can use.

Alex: So the cost is a problem for you.

Asha: Yes, but another thing is ... iPads are great at home, but kids are less careful with school things, so ... erm ... the iPads would get broken.

Alex: So Asha is not a fan. How about you, Victor?

Victor: I think it's a good idea – mostly. Erm... I feel much more comfortable reading a computer screen than reading a book. But I disagree with Asha about the cost – I think iPads would actually be cheaper than books.

Alex: How is that?

Victor: Well, books get old – after two or three years you need to buy new ones.

Alex: Why's that?

Victor: Well, firstly, they get old and then the subjects in the books get old too. For example, in my English textbook there is a photo of Prince William – he looks about nine years old in it! But with an iPad, you can get new pages and pictures in seconds.

Alex: You said you're mostly in favour of iPads. Why not completely?

Victor: Well, iPads are fantastic, and they cost a lot of money; so I'd be worried to carry one in my bag – people would want to steal it.

Alex: Thank you. Now Caitlin, what do you think?

Caitlin: I'd love an iPad. All students enjoy using an iPad, so they would enjoy learning more. Also, my timetable is complicated with lots of subjects and books, but with an iPad I just have one thing in my bag, so iPads are lighter to carry.

Alex: So, thanks everyone – very interesting opinions there, generally in favour of having iPads in school.

1. Listen to the interviews about iPads. Tick (✓) what the students say.

	It's cheaper.	It's lighter.	It's faster.	It's more expensive.	It's more interesting.	It's easier to break.
Josh						
Asha						
Victor						
Caitlin						

2. Fill in with ONE word from the text.

Josh: I'm a.) _____ using a computer than reading books. It's faster, more interesting, b) _____ modern ... everything.

Asha: iPads cost £500 each – so, they're c) _____ more expensive than books. I think it's d) _____ to spend money on normal computers that everyone can use.

Victor: I think it's a good idea – mostly. Erm, I feel much more e) _____ reading a computer screen f) _____ reading a book. But I disagree with Asha about the cost – I think iPads would actually be cheaper than books ...

Caitlin: I'd love an iPad. All students would enjoy using an iPad, so they would learn more. Also, my timetable is complicated with lots of subjects and books, but with an iPad I just have one thing in my bag, so iPads are lighter g) _____ carry.

Post - listening

What do you think?

A game of cards is
(more/less) fun than
a computer games.

Using a library is
(more/less) difficult
than using the Internet.

A laptop or computer
is (less/more) useful
than a mobile phone.

Reading a book is
(faster/slower)
than reading on
screen.

Keeping in touch with
friends on Messenger
is (easier/more
difficult) than meeting
up with them.

Use some of the **expressions/sentence starters** from the listening in your discussion.

- ✓ I think ...
- ✓ It's better to ...
- ✓ That's a good idea.
- ✓ Another thing is ...
- ✓ I disagree with you about ...
- ✓ I'm not a fan of ...
- ✓ ... is a problem
- ✓ I'm mostly in favour of ...



READING TASK

The Internet has many fun and interesting things to offer. It can be your oyster! Just as we all have safety rules that we live by in our everyday lives, there are also safety rules for the Internet. This text will explain further.

Internet Safety Day

What is Internet Safety Day all about?

Internet Safety Day has been marked each year since 2005, in over 100 countries worldwide.



The theme this year is 'Be the Change: Unite for a Better Internet'. It aims to raise awareness of online safety issues and events and activities are happening all across the UK.

The UK Safer Internet Centre

The UK Safer Internet Centre is coordinated by three leading charities: Childnet International, the South West Grid for Learning and Internet Watch Foundation. The centre has one mission: to promote the safe and responsible use of technology for young people. The aim is that children and young people are aware of how to use the Internet safely and responsibly, making good choices and keeping themselves safe.



How can children be kept safe?

It sounds strange to talk about not being 'safe' on the Internet when we are often at home using different devices. However, the Internet is like a huge door to the outside world. This means there are an unimaginable number of strangers out there.

There are some rules which everyone should follow. These rules allow people to make responsible choices and stay safe online.

Some uses of the Internet:

- gaming
- shopping
- learning new information



Did you know?

It is illegal for anyone under the age of 13 years old to have a Facebook account.



Internet Safety Day

Never share your personal details online. You wouldn't suddenly tell a person you didn't know what school you go to or what your phone number is, so don't pass this sort of information on to someone online. No matter how long you have been 'chatting' or emailing someone, they might not be the person they say they are. They must be treated as a stranger.

Is it safe?

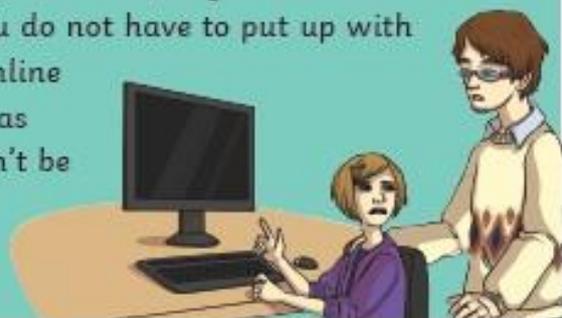


Don't open any attachment on an email. It could be a virus, which will damage your computer or affect your contact list. It could then be sent to everyone you know, harming their devices too.

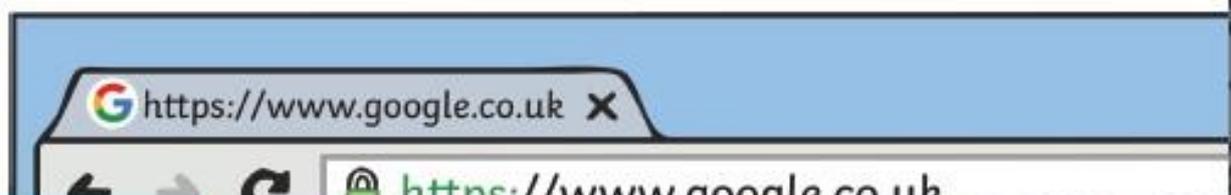
Block any emails from people you don't recognise. Just because they might use your name, if you don't recognise their name, delete and block them.

Never meet anyone without an adult with you. Even if you have been in contact with someone online, meeting them in person on your own is very dangerous. Not everyone can be trusted.

If someone is nasty to you, or about you, online, or you see something upsetting, tell an adult. You do not have to put up with unpleasant behaviour, and bullying online (cyberbullying). Cyberbullying is just as upsetting as face-to-face bullying. Don't be tempted to reply to them. Inform an adult immediately!



We can all help make the Internet a safer place. It is a wonderful tool for many reasons, and can make life a lot easier. However, if it is misused, it can be dangerous and worrying. Make the right choices and stay safe online.



1. Underline.

- a. Internet Safety Day is celebrated (weekly, monthly, annually).
- b. Internet Safety Day is celebrated in the (UK, Europe, all over the world).

2. A **mission** is a task or duty that one has to do.

What is the mission of the UK Safer Internet Centre?

3. Gaming, shopping and learning new information are three uses of the Internet. List TWO more uses.

a. _____

b. _____

4. According to the text, there are FIVE rules that you must follow to stay safe on the Internet. List them.

a. _____

b. _____

c. _____

d. _____

e. _____

5. From the text find ONE word which means:

a. organisations which provide help to those in need _____

b. pieces of mechanical or electronic equipment _____

c. something which is difficult to understand or believe _____

d. not allowed _____

e. bullying happening online _____

6. A **comparison** is when two things are compared to each other.
From the text, find ONE comparison about the Internet. Underline it.

7. Match the answer with the question.

Why ...		Because ...
a. should you never share personal details online?		it is very dangerous.
b. should you never open an attachment on an email?		cyberbullying is very upsetting and a trusted adult can help you.
c. should you block emails from people you don't recognise?		the person you might have been chatting to or emailing might not be the person they say they are.
d. should you never meet someone you have only met online alone?		it could be a virus that could damage your computer.
e. should you tell an adult if someone is nasty to you online?		they are strangers and may have sent you the email to upset you or it could be a virus.

8. A **purpose** is an intention/goal/aim that needs to be achieved.
What is the purpose of this text?

9. It's Internet Safety Day. Create a **poster** about this celebration.

The **writing frame** can help you.

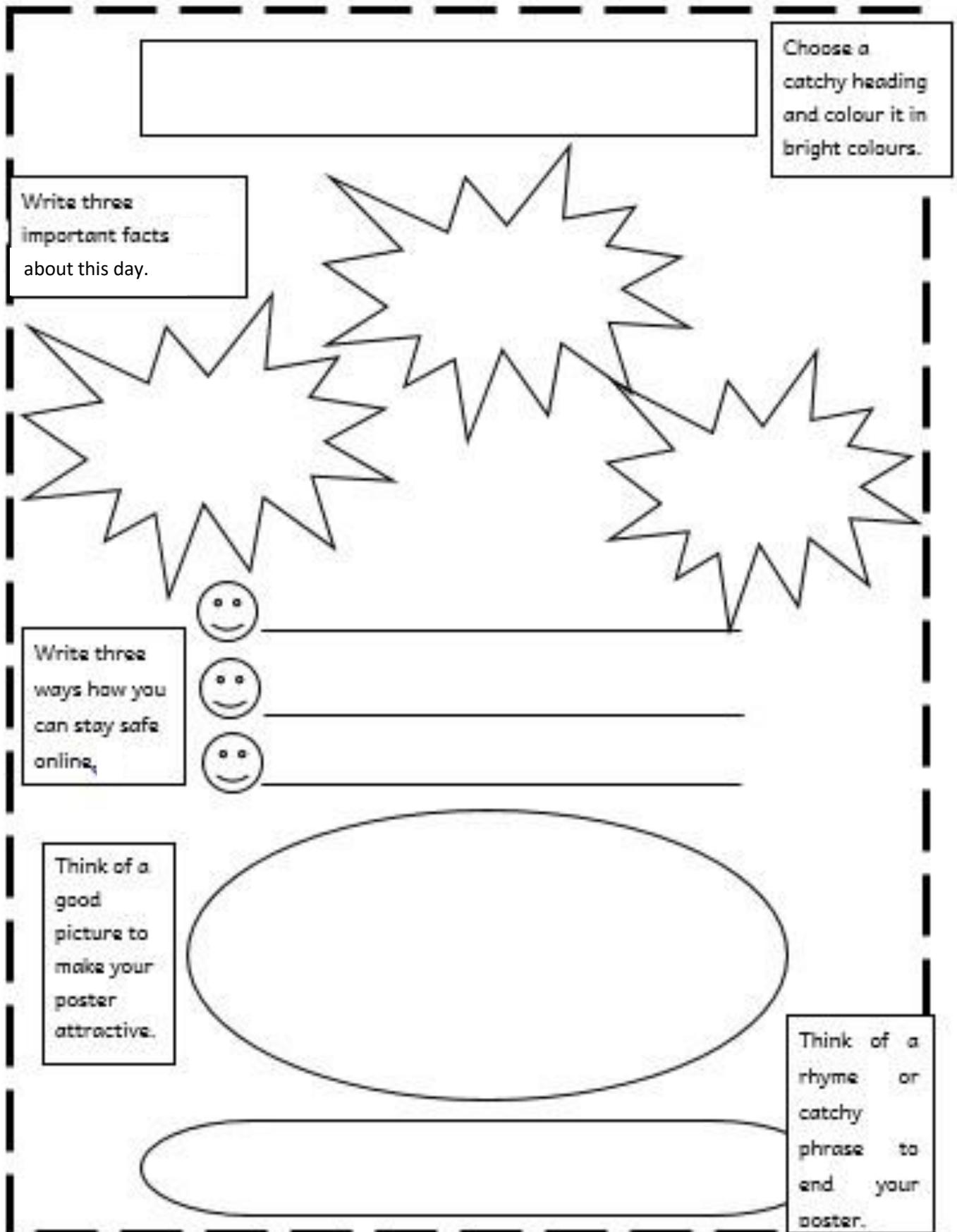
Choose a catchy heading and colour it in bright colours.

Write three important facts about this day.

Write three ways how you can stay safe online,

Think of a good picture to make your poster attractive.

Think of a rhyme or catchy phrase to end your poster.



SPEAKING TASKS

Speaking Task 1 – Conversation Cards

Pick a card, read the questions thoroughly, research the topic on the card and think critically. Share and discuss your opinion with your family and friends.

<p>Did you know that staring at a screen before bedtime is like running a race and then trying to sleep?</p> <p>What do you suggest doing in order to have a proper night's rest?</p>	<p>Have you ever clicked on a link just to find it is an advert? These are adverts in disguise.</p> <p>How can we be smart and not be tricked into buying their products or clicking on the link?</p>
<p>Doctors have been warning us that we are spending too much time sitting in front of screens. As a result, we are becoming unfit and prone to health problems.</p> <p>What do you think can be done to avoid these health problems?</p>	<p>Your friend saw pictures of herself/himself online. These pictures had been edited with hurtful comments about him/her. People were liking and commenting on them and your friend was devastated.</p> <p>What do you think your friend should do? What do you learn from this unfortunate story?</p>
<p>Due to Covid-19, schools were closed and teaching happened online.</p> <p>What do you think of online teaching? What are its pros and cons?</p>	<p>Sharing personal information online is a big NO because it leads to many dangers.</p> <p>Do you know what these dangers could be?</p>

Speaking Task 2 – Picture Prompt



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.

- ✓ What you can see in the picture?
- ✓ What do you think the people in the picture are doing?
- ✓ Describe one of them.
- ✓ 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?
- ✓ What do you think of the use of tablets in classes?
- ✓ Do you prefer using tablets or books? Why?

WRITING TASKS

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

Short Writing Task - List of Rules

Your school magazine is dedicating next week's issue on Staying Safe ONLINE. Write FIVE rules on what needs to be done to stay safe on the Internet. (The Reading Task is helpful!)



Writing a list

 **Success
Criteria**

<input type="checkbox"/>	My list is neat and legible.
<input type="checkbox"/>	My list has a title.
<input type="checkbox"/>	My list includes a number of items related to the title.
<input type="checkbox"/>	I checked for spelling errors.



Short Writing Task – Short Message in the form of a Phone Chat

Your friend Sam received an email with an attachment from a stranger. Sam is not sure if he should open the email, so he texts you for your advice. Write him a message to tell him it is dangerous; explain the risks and ask him to delete the email and block the sender.

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

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

Hey! What are you up to? I need some advice. I received ...

14:35

S

[Empty speech bubbles for response]

[Circular input field]

Long Writing Task - Argumentative Article

Write an **article** for your school website to express the advantages and disadvantages of the Internet. Discuss whether the Internet is safe or dangerous and include your opinion too!

In an **argumentative article**, you must state the advantages and disadvantages of a topic as well as your opinion, whether you are in favour or against. Support your arguments with valid reasons.

Plan:

1. **Introduce**, the debate by saying what the situation is.
2. In the **second paragraph**, talk about the advantages or reasons in favour. Use expressions like *One advantage of ...* and *Another advantage of ...*
3. In the **third paragraph**, give the disadvantages or reasons against. You can start this contrasting paragraph with *On the other hand ...*
4. Finally, **sum up** the main arguments using *To sum up ...* or *To conclude ...* **Give your opinion too**, using expressions like *Personally ...* or *In my opinion ...*

Use the table below to list different reasons which can then help you write your article. Then have a look at them and decide whether you think the Internet is safe or dangerous by weighing the pros and cons. Do the pros outweigh the cons?

Reasons why the Internet is a very useful tool	Reasons why the Internet is a very dangerous tool

Different **sentence starters** for opinion 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>
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Use **TEEL** to develop strong and valid arguments:

T	E	E	L
Topic	Evidence	Explanation	Link
I strongly believe...	For example...	This shows...	From this, we can conclude...
Another point to consider is...	This is illustrated by...	This means...	It is clear that...
First of all...	This can be seen...	Therefore...	In conclusion...
It is quite obvious that...	Data shows...	Because of this...	We can therefore see...

This is a **writing model** of an argumentative article about the Internet. Use some ideas and pay attention to the linking words as well as the valid arguments made.

Is the internet bad for young people?

It is now easier than ever to access the internet, whether you are using a computer, phone or tablet. There is no doubt that many young people are spending more and more time online, with both positive and negative consequences.

One advantage of the internet is that young people can do research for their schoolwork and homework. This often helps teenagers to widen their knowledge and improve their grades. Another positive aspect of the internet is that people can practise foreign languages by chatting to friends in other countries. This is also a good way of keeping in touch with friends and family around the world.

On the other hand, there are also negative consequences. Some young people become addicted to online gaming and this can mean that they waste too much time playing these games. This can have a negative effect on their schoolwork, the amount of exercise they get and their social lives. In addition, excessive internet use can mean that some young people hardly talk to their families because they are always on the computer.

To sum up, spending time on the internet can have a negative impact on young people, but it also has many advantages. Personally, I think the internet is an incredible tool and the benefits of internet access outweigh the dangers. However, we should be careful not to use the internet excessively.

LITERATURE TASK

Pre-Reading/Warmer Task:

Have you ever heard of the word **haiku**?

A haiku is a poem, which consists of 3 lines.

The first and last lines of a haiku have 5 syllables and the middle line has 7 syllables.

The lines rarely rhyme.

This is an example of a **haiku**.



Have you ever heard of the word **limerick**’?

A limerick is a silly poem with five lines.

They are often funny or nonsensical and generally, they rhyme: aabba

This is an example of a **limerick**.

A Limerick

There was a young girl on a tower
 Who looked just as fresh as a flower.
 Her hair was like silk,
 Her skin smooth as milk,
 But her breath made the strongest knight cower.

_ Author Unknown



You are going to read two haikus and a limerick.

They are about the Internet.

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

a.	check out		a very intelligent person or one with exceptional skill in a particular area of activity
b.	genius		to settle a bill
c.	server		threats used to force a person to do something
d.	duress		the right or ability to approach, enter, or use
e.	access		a computer that serves many things to user, or client machines

Main Task: Read these poems. Then answer questions about them.

Haiku about an Internet site: Amazon by Jane Smith

Everything you want
Just search, choose, click and check out
No need to leave home



Haiku about the Internet by Marvin Brato Sr

Internet is fast
Is human genius invent
Dies when the brain drains!



Limerick about the Internet by Loke Kok Yee

Yesterday my server let me down
Too many people messing around
The net I have no access
Caused me much duress
It was the bill not paid I found



1. What is a haiku?
 - a. a short poem
 - b. a short play
 - c. a short report

2. What is a limerick?
 - a. a short poem
 - b. a short play
 - c. a short report

3. Which of the poems rarely rhymes?
 - a. Haiku
 - b. Limerick

4. Which of the poems is usually funny?
 - a. Haiku
 - b. Limerick

5. The first haiku is about Amazon. Why does this poem say “no need to leave home”?
 - a. A person called Amazon will shop for you.
 - b. You can shop online from your own home.
 - c. The weather is stormy.

6. What does the line “is human genius invent” mean in the haiku *Internet*?
 - a. The Internet is a genius.
 - b. The Internet is a human being.
 - c. The person who invented the Internet is a genius.

7. What does the line “it was the bill not paid, I found” in the limerick mean?
 - a. The poet has several bills.
 - b. The Internet crashed.
 - c. The Internet stopped working because he had not paid his bills.

8. Which poem rhymes?
 - a. Haiku - Amazon
 - b. Haiku – Internet
 - c. Limerick – Internet

9. The line “Everything you want” in the haiku “Amazon” has how many syllables?
 - a. five syllables
 - b. seven syllables
 - c. ten syllables

10. Which line has seven syllables?
 - a. No need to leave home
 - b. Is human genius invent
 - c. Too many people messing around

Post Task:

Write your own haiku!

Haikus can be about anything.

1. Try to write a haiku about one form of media (e.g., television, mobile phone, laptop ...).
2. Think of adjectives you can use to describe your chosen media (e.g., helpful, new, interesting, modern, expensive ...).
3. Now write your haiku:

_____ (title)

_____ (5 syllables)

_____ (7 syllables)

_____ (5 syllables)

4. Draw a picture illustrating the form of media you described in your haiku.



FOLLOW UP ACTIVITIES

Internet Safety

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



settings
 safety
 twitter
 passwords
 friend

spam
 privacy
 facebook
 troll
 virus



Do you know the meaning of all these words? Use your own dictionary or an online dictionary.

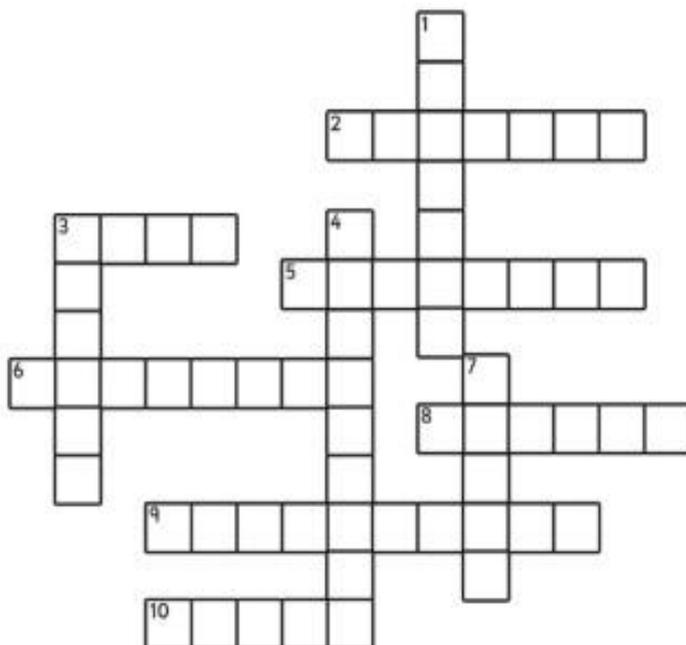
ACROSS

- 2 So that strangers can't talk to me, I have my ____ settings restricted.
- 3 All of my ____ email goes into my junk mail.
- 5 I like to go on my ____ account to catch up with old friends.
- 6 I adjust my ____ to what I prefer.
- 8 My ____ and I keep in touch through facebook.
- 9 I would call somebody a ____ who says horrible things online.
- 10 I constantly check my computer so I don't get a ____.

DOWN

- 1 I like to follow celebrities on my ____ account.
- 3 I have to be careful of my ____ when I am on the internet.
- 4 I have many different ____ just incase somebody finds one of them out.
- 7 A ____ hides behind the anonymity of the internet and winds people up.

Internet Safety Crossword



IDIOMS

IDIOM	MEANING	EXAMPLE SENTENCE
bells and whistles	something which has lots of cool features	This car costs a lot. It comes with all the bells and whistles!
blow a fuse	someone suddenly gets very angry	Be careful not to blow your fuse! Try to stay calm!
bright as a button	a very intelligent and pleasant person	She is such a clever, young lady, she's as bright as a button.
cog in the machine	necessary but of small significance	I'm tired of working in this large organisation. I don't want to be just a cog in the machine anymore.
hit the panic button	when you forget all logic and act as though the world is about to end	When he realised his son was in danger, he hit the panic button. He leapt from his seat and ran out to his car.
to be in tune with somebody	you completely understand the other person	We are best friends because we are in tune with each other!
to be on the same wavelength	you understand each other and agree because you share interests or opinions	It's great to work with people who are on the same wavelength as you.
to make someone tick	the reason you behave as you do	I have never been able to understand what makes John tick. He is a very private person and doesn't like to share his thoughts and feelings.

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

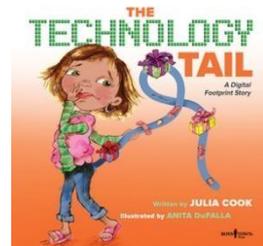
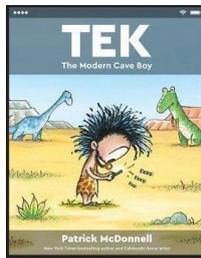
E.g., I'm very careful when I am around my boss. He's a person known for **blowing his fuse** in the split of a second.

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.

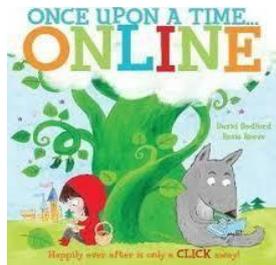
READ AND WATCH

BOOKS:



[Read Out Loud | TEK: THE MODERN CAVE BOY - YouTube](#)
[YouTube](#)

[The Technology Tail -](#)



[Once Upon a Time ONLINE by David Bedford - YouTube](#)

FILM:



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> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">fiction</td> <td style="width: 50%;">horror</td> </tr> <tr> <td>biography</td> <td>non-fiction</td> </tr> <tr> <td>humour</td> <td>mystery</td> </tr> <tr> <td>science-fiction</td> <td>crime ...</td> </tr> </table> <p>Other _____</p>	fiction	horror	biography	non-fiction	humour	mystery	science-fiction	crime ...		
fiction	horror									
biography	non-fiction									
humour	mystery									
science-fiction	crime ...									
<p>Plot:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Setting:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Characters:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>								
<p>Connecting:</p> <p>Compare the book to another book, movie or event that you were reminded of. Explain why.</p> <p>_____</p> <p>_____</p> <p>_____</p>										
<p>What was your favourite part?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Would you recommend the book? To whom and why?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Rating:</p> <p>☆☆☆☆☆</p>								

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/> <hr/>		
<p>Do you recommend the film? Yes / No</p> <p>Why? _____</p> <hr/> <hr/>		

MATERIAL TAKEN/ADAPTED FROM:

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

<https://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediateb2-writing/against-essay-about-internet>

<https://www.poemhunter.com/poems/internet/page-1/>

<https://www.myenglishteacher.eu/blog/10-idioms-technology/>

40 Listening Activities for Lower-Level Class by Scholastic

ANSWERS

Listening Task

1.

	It's cheaper.	It's lighter.	It's faster.	It's more expensive.	It's more interesting.	It's easier to break.
Josh			✓		✓	
Asha				✓		✓
Victor	✓			✓		
Caitlin		✓				

2. a. happier b. more c. much d. better e. comfortable
f. then g. to

Reading Task

1. a. annually b. all over the world
2. to promote the safe and responsible use of technology/children and young people become aware of how to use the Internet safely and responsibly, make good choices and keep themselves safe.
3. chatting, emailing, online courses, online banking ...
4. a. Never share your personal details online.
b. Don't open any attachment on an email.
c. Block any emails from people you don't recognise.
d. Never meet anyone without an adult with you.
e. If someone is nasty to you or about you, or you see something upsetting, tell an adult.
5. a. charities b. devices c. unimaginable d. illegal e. cyberbullying
6. "the Internet is like a huge door to the outside world"

7.

Why ...		Because ...
a) should you never share personal details online?	d	it is very dangerous.
b) should you never open an attachment on an email?	e	cyberbullying is very upsetting and a trusted adult can help you.
c) should you block emails from people you don't recognise?	a	the person you might have been chatting to or emailing might not be the person they say they are.
d) should you never meet someone you have only met online alone?	b	it could be a virus that could damage your computer.
e) should you tell an adult if someone is nasty to you online?	c	they are strangers and may have sent you the email to upset you or it could be a virus.

8. to teach young people how to be safe on the Internet.

Literature Task

a	check out	b	a very intelligent person or one with exceptional skill in a particular area of activity.
b	genius	a	to settle a bill
c	server	d	threats used to force a person to do something
d	duress	e	the right or ability to approach, enter, or use
e	access	c	a computer that serves many things to user, or client machines

1. a

2. a

3. a

4. a

5. b

6. c

7. c

8. c

9. a

10. b

READING FOR PLEASURE

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

Some free eBooks are available on the following sites:

<https://www.oxfordowl.co.uk/>
http://www.storiesfromtheweb.org/earlyyears/sfw07_stories.asp
<http://www.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
