



ENGLISH

Stay-at-home

RESOURCE PACK

For

YEAR 5 AND YEAR 6

WEEK 2



How to use this pack:

1. This pack is intended for Year 5 and Year 6 students and focuses on the theme 'Food'.
2. Perhaps you could start by covering the Listening and Reading Tasks first to prepare them for the Speaking and Writing Tasks. Suggestion: Do a listening task and a reading task a day followed by any of the follow-up tasks.
3. Then cover the Speaking and Writing Tasks. Suggestion: Do a speaking task and a writing task closer to the end of the week and encourage your children to use the vocabulary they learned in the reading and listening tasks. Also, encourage your children to use the 'writing frames' as illustrated on p. 15. Click on the link on p. 14 for further examples of writing frames.
4. The Literature Task can be done on any day throughout the week. It is not only meant to promote reading but also to expand language awareness and structure and encourage different levels of interpretation and connection with oneself, the world and other texts.
5. The Extra Activities can be done any day during the week and offer a fun and educational way how to learn about the theme of 'Food'.
6. The Movie List not only supplements the topic but is an entertaining way how to expose students to the theme of ' Food'.
7. We hope you find this resource pack useful. Any suggestions or feedback would be welcome. Kindly contact pamela.zerafa@ilearn.edu.mt

Listening Tasks

Listening Task 1

The students listen to a food quiz and they have to guess what the food item is.

PROCEDURE

- a) First the students read the question.
- b) Read the text below. The text is **heard** for the first time. (The students may start writing if they wish to.)
- c) Students attempt to answer the question.
- d) Read the text. Text is **heard** for the second time.
- e) Students try to complete all of the task.
- f) Final revision of answers by students.

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

Exercise 1: Listen to the food quiz and guess the food.

a) _____

b) _____

c) _____

d) _____

e) _____

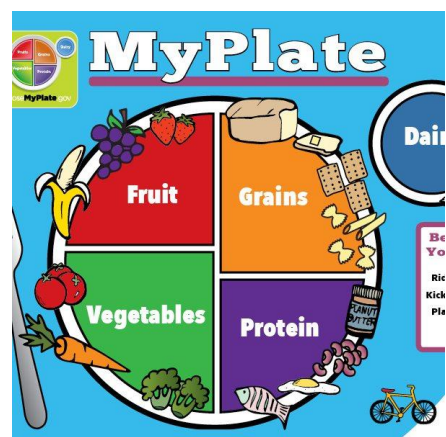
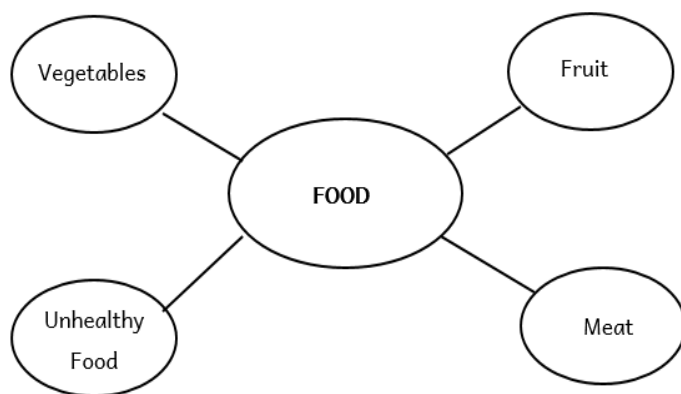
f) _____

g) _____

h) _____

Follow-up Tasks:

- a) Students describe their favourite food in detail. Use a lot of adjectives.
- b) Students sort the food into 'healthy' and 'unhealthy'.
- c) Students can discuss the Healthy Plate (a new version of the Food Pyramid). Help them research this.
- d) Students write their own food quiz with three clues.
- e) Students make a word web and list as many food items as possible.



Listening Task 2

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

PROCEDURE

- a) First the students read the questions.
- b) The text is heard for the first time. (The students may start writing if they wish to.)
- c) The questions are read out and students answer them.
- d) Text is heard for the second time.
- e) The questions are read out again and students answer any unanswered questions.
- f) Final revision of answers by students.

Exercise 1. What have Eve, James and Chloe got for lunch? Fill in the table.

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

Eve	James	Chloe

Follow-up Tasks

- Discuss with the students who has the healthiest lunch.
- Plan various school lunches for a week.
- Come up with recipes for different sandwiches. Be creative.
- Listen to Carla's Sandwich story on storyonline.com.

Listening Task 3

Pancake Day is a British tradition which takes place on Tuesday, the day before Ash Wednesday.

PROCEDURE

- First the students read the questions.
- The text is heard for the first time. (The students may start writing if they wish to.)
- The questions are read out and students answer them.
- Text is heard for the second time.
- The questions are read out again and students answer any unanswered questions.
- Final revision of answers by students.

Do you like pancakes? Every year in the UK we have Pancake Day. It is always on a Tuesday. It's also called Shrove Tuesday. Sometimes it's in February. Sometimes it's in March. It is exactly 47 days before Easter.

Exercise 1. Read the sentences about Pancake Day and circle True (T) or False (F). Then listen to check your answers.

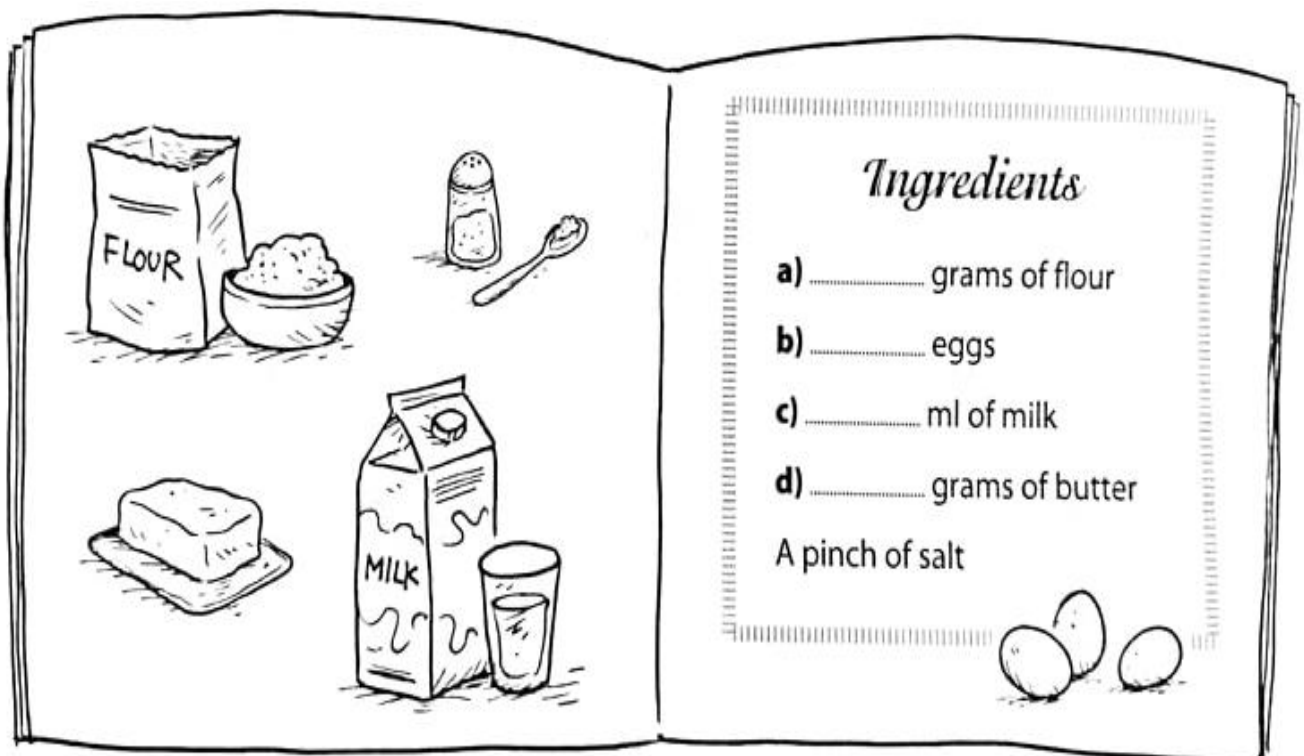
- | | | |
|---|---|---|
| a) Pancake Day is on a Thursday. | T | F |
| b) Pancake Day is never in April. | T | F |
| c) Pancake Day is sometimes in March. | T | F |
| d) Pancake Day is always in February. | T | F |
| e) Pancake Day is always 47 days before Easter. | T | F |

PROCEDURE

- a) First the students read the questions.
- b) The text is heard for the first time. (The students may start writing if they wish to.)
- c) The questions are read out and students answer them.
- d) Text is heard for the second time.
- e) The questions are read out again and students answer any unanswered questions.
- f) Final revision of answers by students.

Pancakes are delicious. Let me tell you how to make them. You need 100 grams of flour, two eggs, 300 millilitres of milk, a pinch of salt and 25 g of butter for frying.

Exercise 2. How do you make pancakes? Listen and write numbers next to the ingredients.



PROCEDURE

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- d) Text is heard for the second time.
- e) The questions are read out again and students answer any unanswered questions.
- f) Final revision of answers by students.

Put the flour and salt in a bowl. Crack the eggs. Put them in the flour. Gradually add the milk. Whisk the mixture. Melt the butter in the frying pan. Add some mixture. Fry it for a couple of minutes. Then flip the pancake over and cook on the other side. Eat it with lemon and sugar. Delicious! Some people eat them with strawberry jam or chocolate sauce. Some people like them with ham and cheese. What would you like on your pancake?

Exercise 3. Now look at the pictures, listen and put them in order.



Follow-up Tasks

- Students research fun facts about pancakes.
- Discuss with the students what they would like to have on their pancake.

Reading Tasks

Reading Task 1

Zach's story

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

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

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

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



Glossary

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

preservatives: chemicals added to food to help it stay fresh

Exercise 1. Underline the correct word or phrase

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

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

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

Follow-up tasks

- a) Have students build a glossary with new words they come across in the text using the (online) dictionary or thesaurus.
- b) Students write an advertisement for Zach's business.
- c) Students write a set of questions that they would like to ask Zach.

Reading Task 2

Fairtrade

A little of what you fancy does you good

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

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

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



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

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



Planning for the future

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

Did you know?

1. According to this text, chocolate has four benefits. List them.

a) _____

b) _____

c) _____

d) _____

2. What is 'Fairtrade'?

3. From the text find two businesses that use Fairtrade farmers.

a) _____ b) _____

Follow-up tasks

- a) Students make a list of more benefits that chocolate has. Ask them to convince you that eating chocolate is not ALL bad!
- b) Students look for food products in their kitchen which have the Fairtrade logo.
- c) Students draw a poster to persuade other persons to buy products that have been produced through Fairtrade.

WRITING

For templates and guidelines, please refer to the Writing Resource Pack





attached or via this link:

https://curriculum.gov.mt/en/syllabi_as_from_sept_2018/Documents/Yr03_to_Yr06_English/English_Level_5_Writing_Genre_Resource_Pack_2020.pdf

Short Writing Tasks

A set of instructions

- a. Your parents offered to cook your favourite breakfast, banana pancakes. Write the recipe for them to follow. Do not forget to include the list of ingredients. The pictures and sentences can help you.

	
	
You will need: 125g flour, 150ml milk, 1 egg, a knob of butter, 1 banana, a dollop of honey	
Safety: Ask an adult to help with the cooking using a hot pan.	
Serve with sliced banana and honey.	
Melt a small amount of butter in a frying pan.	
Whisk the flour, milk and egg together until you get a smooth batter.	
Weigh out all the dry ingredients.	
Pour a small amount of the batter into the hot pan.	
Cook the pancake for approximately 2 minutes on each side.	

- b. Yesterday you made a chocolate mug pudding using the ingredients in the picture. Your best friend asked you for the recipe. Write it down for him / her.

Remember to use a Writing Frame for both sets of instructions.



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

A message

Read Jackie's Blog and the reply he gets from Taro. Write Jackie a message similar to Taro's. Tell him about your own favourite traditional food, what's in it and how often you eat it. Write the message.

Write



Jackie's BLOG My Blog News Contact

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

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

Follow me

Advert

You are holding a bake sale in aid of Puttinu Cares. Write an advert to let people know when the bake sale is, where it will be held, at what time, the reasons for the bake sale and what you will be selling. Write the advert. Once ready, feel free to scan it and send it to pamela.zerafa@ilearn.edu.mt



Long Writing Tasks

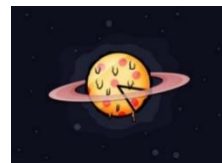
Article

It is 'Healthy Eating' week at school. Your teacher asked you to write an article for the school magazine about healthy eating habits. Write the article.



Short Story

You want to participate in a short story competition about strange dreams. You decide to write about when you dreamt you visited a planet where everything was made of food. Write your short story. You may use some ideas from the 'Cloudy with a chance of meatballs' movie. Use the Plot Matrix (taken from <https://storytellingschools.com/wp-content/uploads/2018/05/the-plot-matrix-planning-sheet.jpg>) to help you plan your story.



Plot Matrix Planning Sheet

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

The form is decorated with various illustrations. On the left, there is a girl in a knight's outfit, a dinosaur, a rocket, a cactus, an axe, a flower, a ghost, and a tank. On the right, there is a large monster made of food (a hot dog body, a hamburger head), a crown, a bottle, a skull, a padlock, and a scroll. At the bottom, there is a small creature and a scroll. The logo 'storytelling schools' is at the bottom right.

Speaking Tasks

Speaking Task 1

Talking Point

read. What does Gary order? How much does he pay?

Waiter: Hello. What can I get you?

Gary: Hello. I'd like a chicken and tomato sandwich, please.

Waiter: Would you like anything to drink?

Gary: I'll have a strawberry smoothie, please.

Waiter: Can I get you anything else?

Gary: No, thank you!

...

Waiter: Here you are! Enjoy your meal.

Gary: Thank you! Can you also get me the bill, please?

Waiter: Of course! That's £4.50, please.

Gary: Here you are! Thank you very much.

Waiter: You're welcome!



2 ROLE PLAY: You are at Central Café. Take roles and act out a dialogue similar to Ex. 1.

Central Café	
Sandwiches & Snacks	
Cheese and onion	£2.50
Tuna	£3.50
Vegetarian	£4.00
Chicken and tomato	£2.50
Slice of pizza	£2.50
Cheeseburger	£5.00
Burger	£4.50
Drinks	
Coffee	£1.25
Tea	£1.25
Cola	£1.00
Fruit smoothies	£2.00

Useful Language

Taking orders

- What can I get you?
- How can I help you?
- Can I get you anything else?
- Is there anything else you'd like?

Ordering food and drinks

- I'd like ..., please.
- Could I have ..., please?
- I'll have ...
- Just ...

Speaking Task 2

Compare and Contrast

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

- How are these two pictures alike?
- How are they different?
- Look at the first picture. a) Where are they? b) What are they doing? c) What food do we eat at a party?
- Look at the second picture. a) Where are they? b) What are they doing? What food do we eat at school?

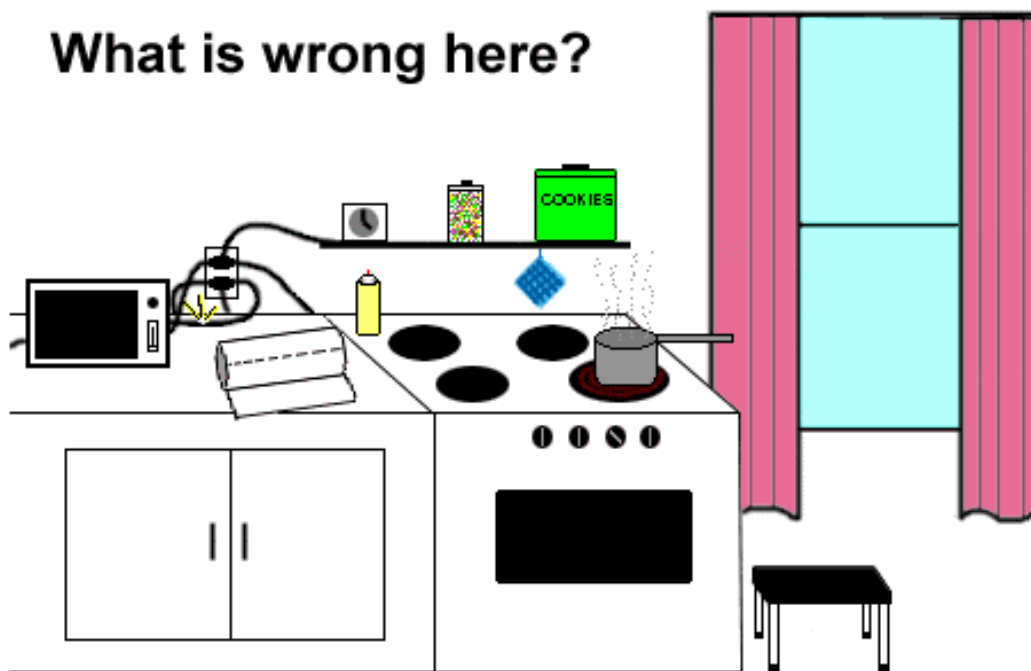


Speaking Task 3

Speak for 2 minutes and try to persuade the people at home how beneficial eating healthy (and chocolate) is, by referring to the reading text and other information you might find online.

Speaking Task 4

Look at this picture. What is wrong with this kitchen? Talk about it with an adult at home.



After discussing it, take the quiz by clicking on this link:
<https://www.mclpaya.org/kitchen-safety-quiz/>

Speaking Task 5

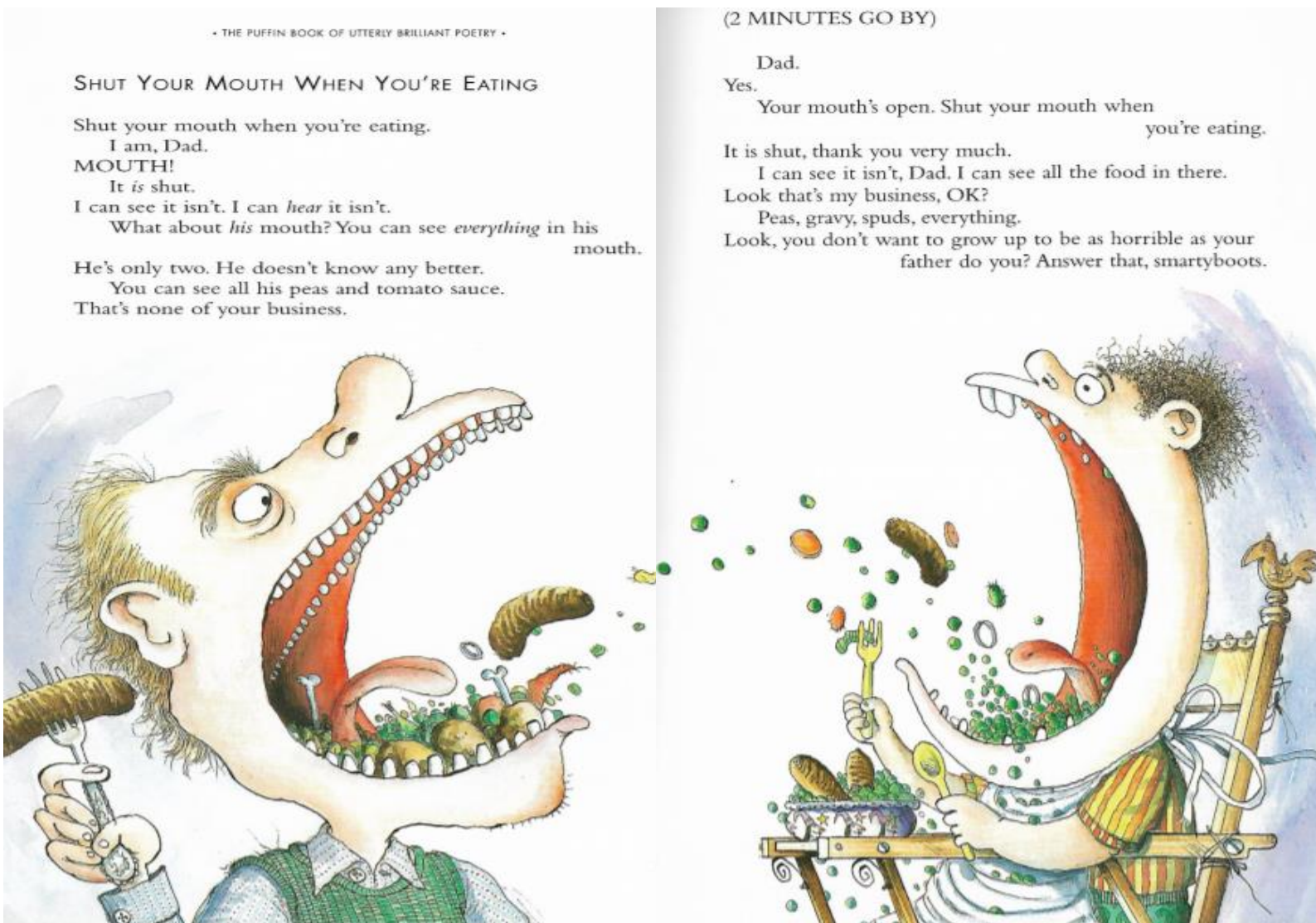
Create your own cooking video by giving instructions of any recipe you love making. Be creative. We would love to hear from you. Send the video over and with your permission, we'll upload it on our website.

Literature Tasks

Literature Task 1

Shut your Mouth when you're Eating by Michael Rosen

<https://www.youtube.com/watch?v=OouFxobk-fs>



Answer the questions overleaf and then try our Kahoot quiz by clicking on this link: https://kahoot.it/challenge/0674745?challenge-id=fc800eef-9fac-4ec3-8137-9b6d6d7f4942_1584709222378

1. What is the title of the poem? _____
2. Who is the poet? _____
3. What is the poem about?

4. How many people are talking in this poem? _____
5. Circle the part in the poem which you enjoyed reading the most. Why is it your favourite part?

6. How does the poem make you feel? _____

Why? _____
7. Does it remind you of anything?

8. Think of 3 more table manners one should have. List them.

a) _____

b) _____

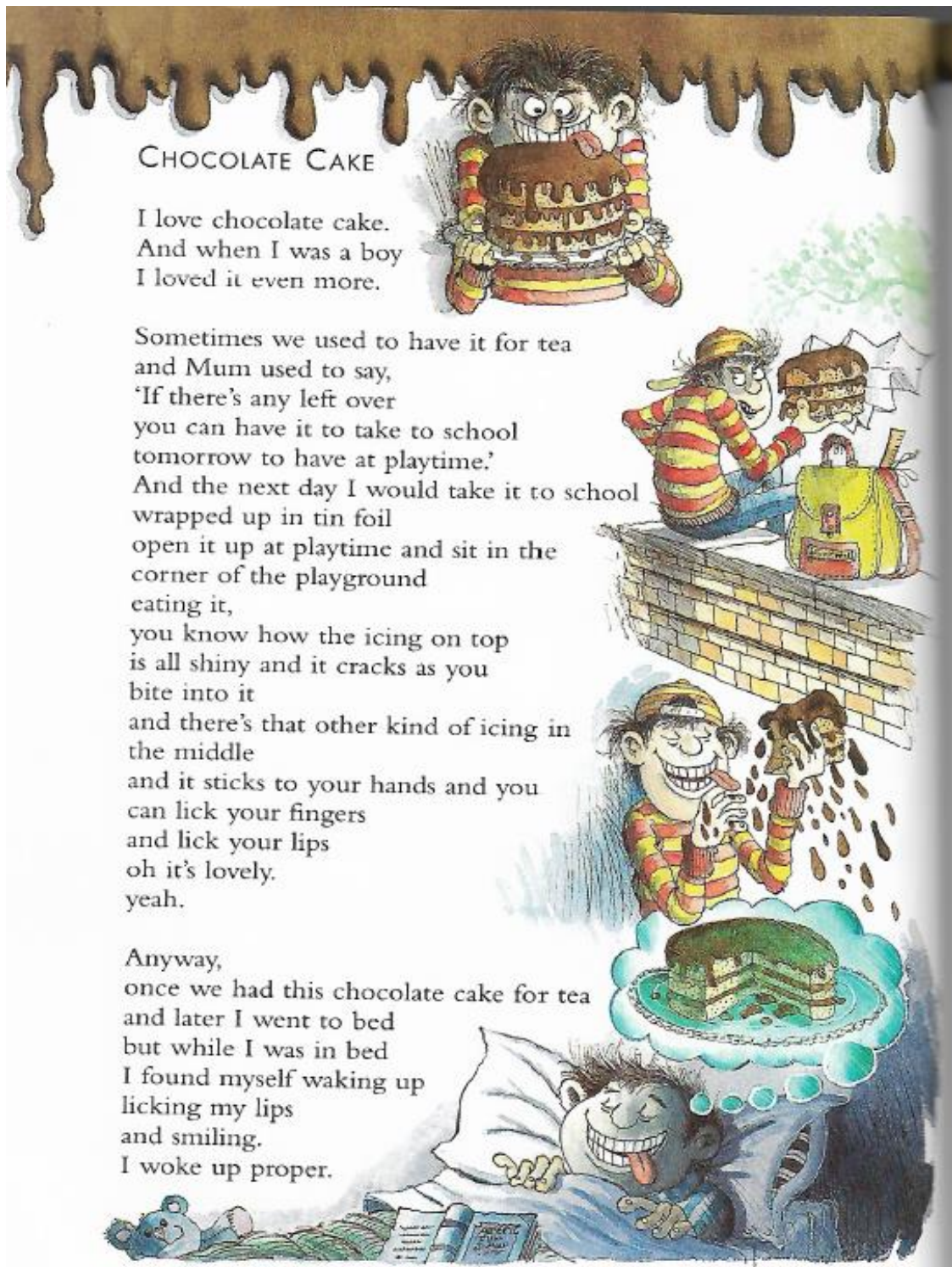
c) _____
9. The father was being a **hypocrite**. Look that word up. What does it mean? It might come in handy sometimes!

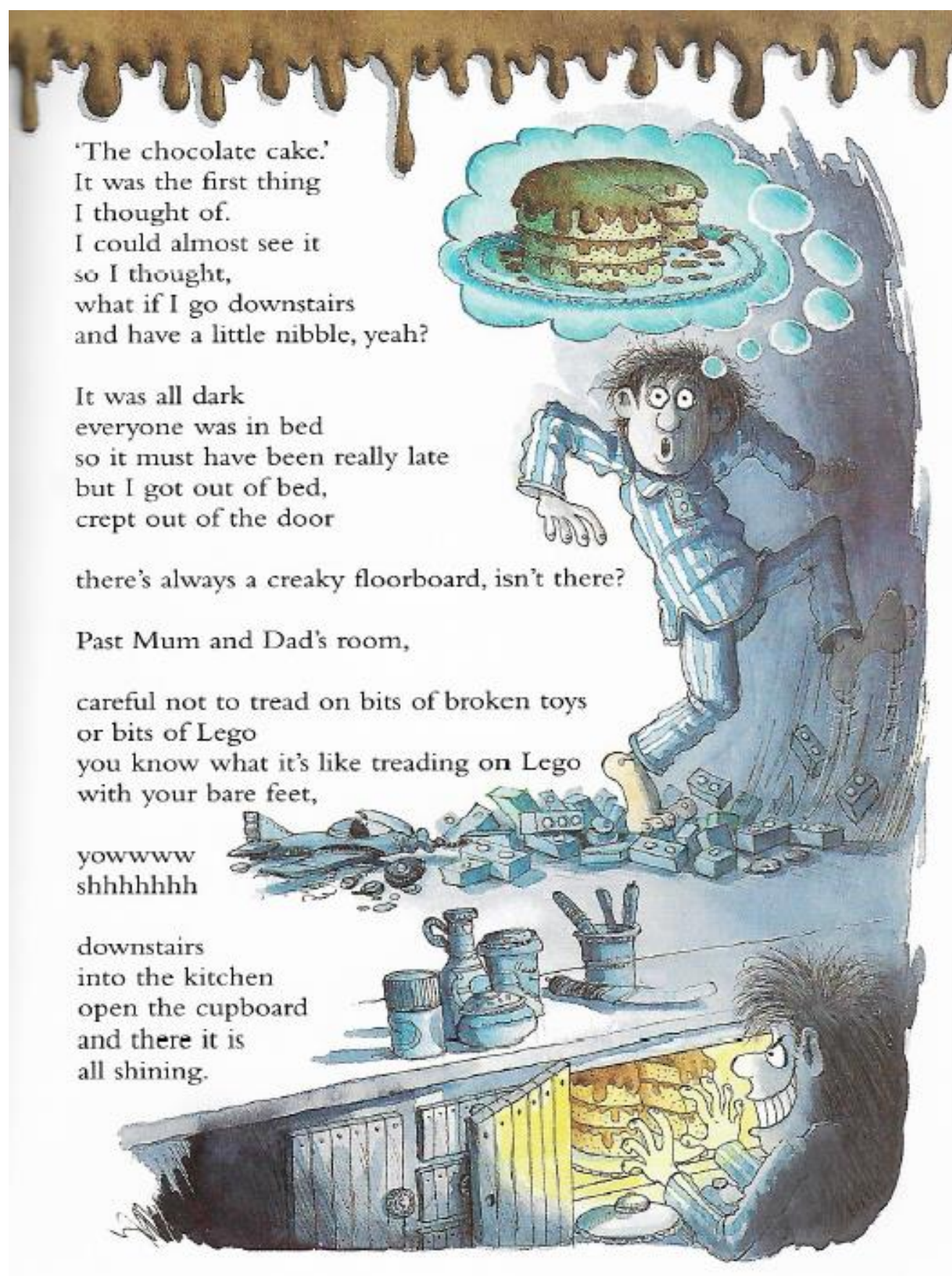
Literature Task 2

Read this poem “Chocolate Cake” and listen to the poet recite it by clicking on this link: <https://www.youtube.com/watch?v=7BxQLITd00c>. Now, please play the Kahoot

quiz on your tablet by clicking on this link:

https://kahoot.it/challenge/0303858?challenge-id=fc800eef-9fac-4ec3-8137-9b6d6d7f4942_1584713141661





So I take it out of the cupboard
put it on the table
and I see that
there's a few crumbs lying about on the plate,
so I lick my finger and run my finger all over the crumbs
scooping them up
and put them into my mouth.

oooooooooooooooooooo

nice.

Then
I look again
and on one side where it's been cut,
it's all crumbly.
So I take a knife
I think I'll just tidy that up a bit,

cut off the crumbly bits
scoop them all up
and into the mouth

oooooooooooo mmmm
nice.

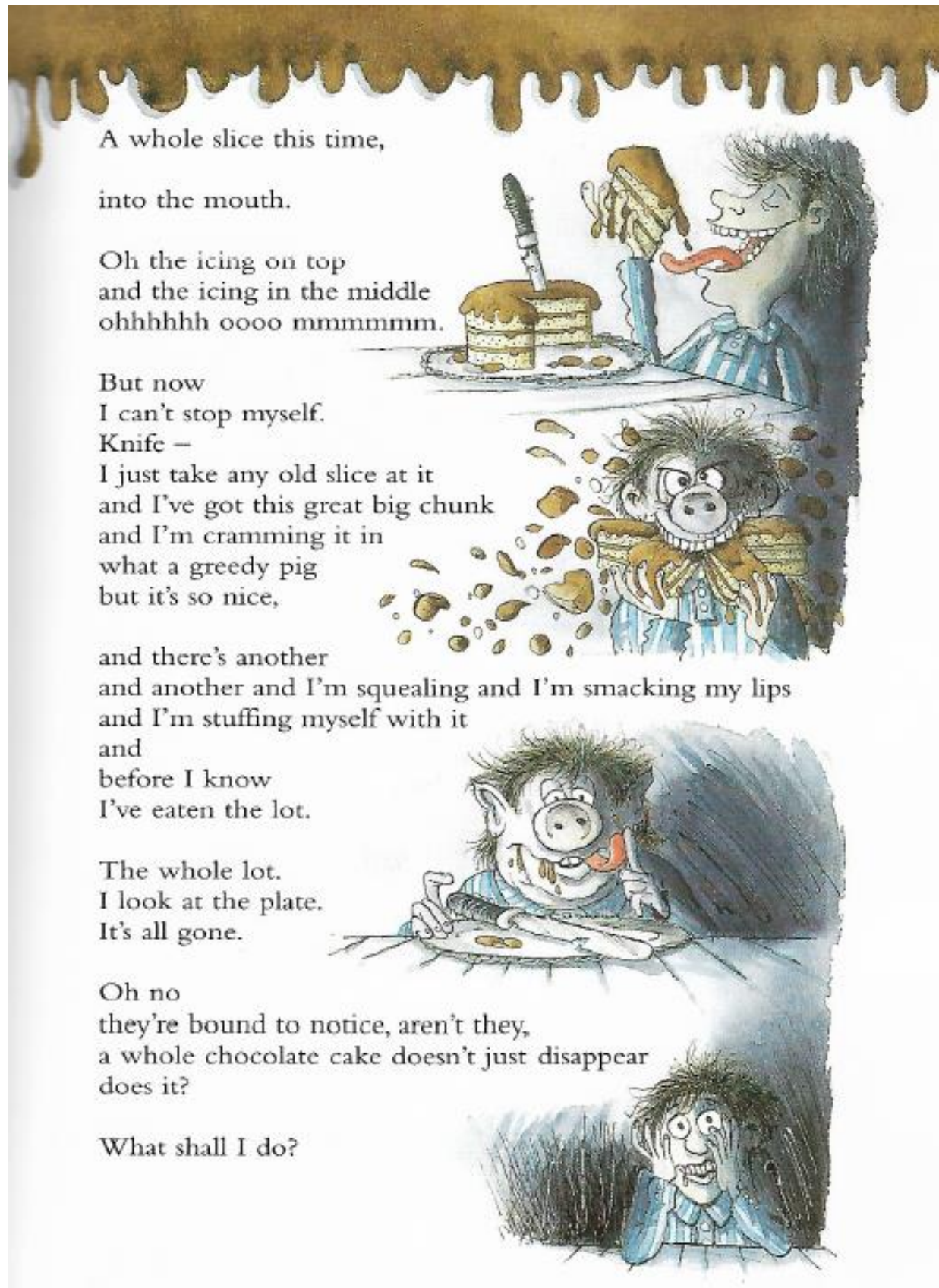
Look at the cake again.

That looks a bit funny now,
one side doesn't match the other
I'll just even it up a bit, eh?

Take the knife
and slice.

This time the knife makes a little cracky noise
as it goes through that hard icing on top.





I know. I'll wash the plate up,
and the knife

and put them away and maybe no one
will notice, eh?

So I do that
and creep creep creep
back to bed
into bed
doze off
licking my lips
with a lovely feeling in my belly.
Mmmmmmmmmmm.



In the morning I get up,
downstairs,
have breakfast,
Mum's saying,
'Have you got your dinner money?'
and I say,
'Yes.'



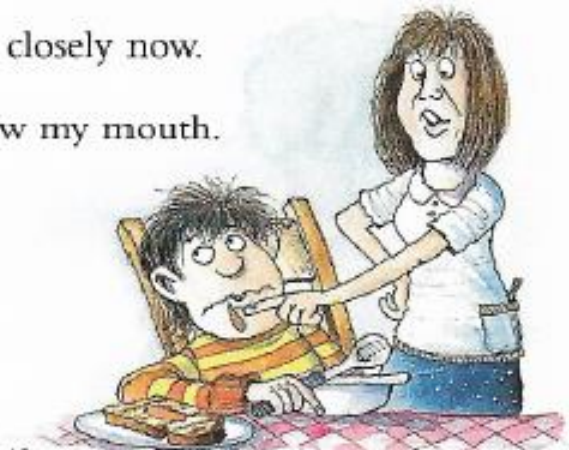
'And don't forget to take some chocolate cake with you.'
I stopped breathing.

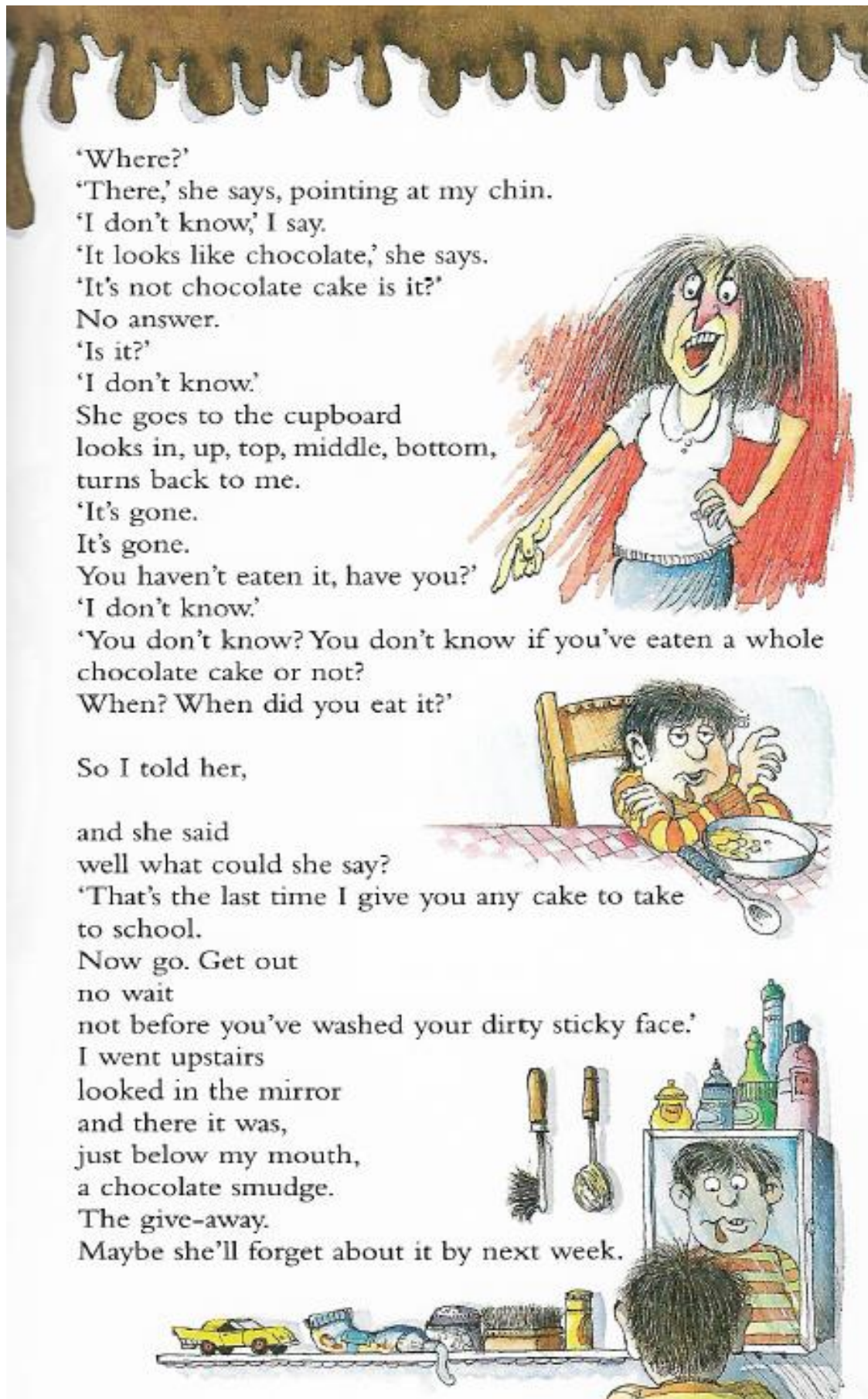
'What's the matter,' she says,
'you normally jump at chocolate cake?'



I'm still not breathing,
and she's looking at me very closely now.

She's looking at me just below my mouth.
'What's that?' she says.
'What's what?' I say.
'What's that there?'





Extra Activities



Puzzle 20

GREAT APPETITE

- ☐ BEANS
- ☐ BREAD
- ☐ BRUSSELS
- ☐ CABBAGE
- ☐ CAKES
- ☐ CARROTS
- ☐ CHEESE
- ☐ CHIPS
- ☐ CHOCOLATE
- ☐ CRACKERS
- ☐ EGGS
- ☐ FISH
- ☐ MEAT
- ☐ MUSH-ROOMS
- ☐ PEAS
- ☐ PIES
- ☐ POTATOES
- ☐ PUDDING
- ☐ SALAD
- ☐ SAUSAGES
- ☐ YOGHURT

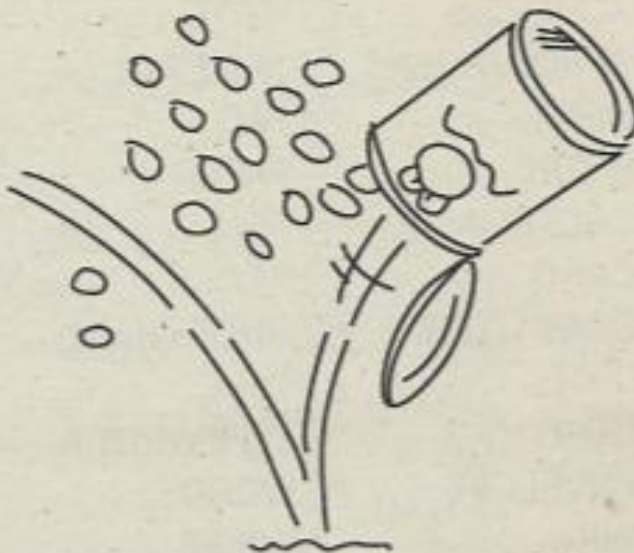


M	P	I	B	P	U	D	D	I	N	G	R	T	S	O
U	U	N	R	I	O	R	D	E	S	E	E	H	C	O
S	D	G	E	E	O	T	Q	F	I	S	M	T	H	H
H	A	M	A	S	P	S	A	L	A	D	U	N	I	O
R	S	U	D	A	B	D	W	T	W	V	H	V	P	E
O	T	M	S	A	U	E	R	R	O	P	K	W	S	T
O	C	A	J	A	Y	P	A	J	O	E	U	C	R	A
M	E	A	E	X	G	O	D	N	K	A	S	H	T	L
S	G	Z	R	M	E	E	G	I	S	S	Z	I	T	O
O	A	E	U	R	H	J	S	H	N	Z	C	O	C	C
A	B	P	G	Y	O	S	C	A	U	M	A	A	H	O
P	B	R	B	G	C	T	I	R	T	R	K	S	O	H
A	A	H	L	I	S	D	S	F	E	E	T	H	C	C
R	C	R	A	C	K	E	R	S	S	F	Q	R	A	R
C	G	D	F	G	V	H	S	L	E	S	S	U	R	B

Puzzle 54

VEGETABLES

- ☐ ARTICHOKE
- ☐ ASPARAGUS
- ☐ AUBERGINE
- ☐ BROCCOLI
- ☐ BRUSSELS
SPROUT
- ☐ CABBAGE
- ☐ CARROT
- ☐ COURGETTE
- ☐ FENNEL
- ☐ MUSH-
ROOM
- ☐ ONION
- ☐ PARSNIP
- ☐ PEAS
- ☐ PEPPER
- ☐ POTATOES
- ☐ RED
CABBAGE
- ☐ SPINACH
- ☐ SWEDE
- ☐ SWEET-
CORN
- ☐ TURNIP



N	E	O	I	N	O	E	N	I	G	R	E	B	U	A
E	G	N	I	B	B	A	C	A	R	R	O	T	T	E
N	A	I	L	O	C	C	O	R	B	N	N	S	U	A
G	B	S	W	E	D	E	U	B	B	I	I	R	O	S
E	B	T	H	A	D	O	R	O	I	S	O	N	R	P
K	A	A	S	B	G	O	G	A	E	P	N	A	P	A
O	C	A	B	B	A	G	E	O	G	E	N	F	S	R
H	D	I	E	A	N	A	T	C	A	B	E	L	S	A
C	E	H	T	G	D	A	T	U	R	N	I	P	L	G
I	R	N	O	E	T	F	E	N	N	E	L	A	E	U
T	I	P	R	O	N	E	F	L	N	N	E	R	S	S
R	S	T	P	E	A	H	C	A	N	I	P	S	S	O
A	S	W	E	E	T	C	O	R	N	E	L	N	U	N
S	P	E	S	R	E	P	P	E	P	P	I	I	R	I
M	U	S	H	R	O	O	M	B	S	A	E	P	B	O

Puzzle 39

FOUND IN THE KITCHEN

- ☐ BOWLS
- ☐ BREAD BIN
- ☐ CAN OPENER
- ☐ CHIP PAN
- ☐ CHOPPING BOARD
- ☐ COLANDER
- ☐ EGG CUP
- ☐ FOOD MIXER
- ☐ FORK
- ☐ FRYING PAN
- ☐ GRATER
- ☐ KETTLE
- ☐ KNIFE
- ☐ MEAT DISH
- ☐ MILK JUG
- ☐ MIXING BOWL
- ☐ MUG
- ☐ PASTRY/BRUSH

- ☐ PLATE
- ☐ SAUCEPAN
- ☐ SCALES
- ☐ SIEVE
- ☐ SPATULA
- ☐ SPOON
- ☐ TEAPOT
- ☐ WHISK



B	R	E	A	D	B	I	N	N	A	P	P	I	H	C
F	O	O	D	M	I	X	E	R	W	U	S	R	H	A
O	Q	W	M	E	A	T	D	I	S	H	V	O	Q	N
R	B	Z	L	L	P	A	L	U	T	A	P	S	P	O
K	D	R	P	S	A	S	N	O	O	P	S	O	A	P
M	N	Q	U	A	O	R	P	X	I	L	Z	I	E	E
I	A	I	O	S	S	L	M	N	L	A	C	D	F	N
X	P	C	F	S	H	T	G	R	A	T	E	R	T	E
I	E	X	J	E	R	B	R	I	Z	E	P	G	E	R
N	C	E	A	L	O	F	R	Y	I	N	G	P	A	N
G	U	I	L	A	F	G	G	K	Z	R	S	U	P	E
B	A	T	R	C	L	U	I	X	Q	J	Y	C	O	V
O	S	D	R	S	N	M	I	L	K	J	U	G	T	E
W	H	I	S	K	E	T	T	L	E	N	P	G	Z	I
L	C	B	L	M	A	C	O	L	A	N	D	E	R	S

Yum, yum . . .
maggotty
biscuits!
Draw some.







Draw a dinosaur's snack.



Descriptions

Charlie does find the last Golden Ticket and joins the tour of the chocolate factory with four other children and their families. Willy Wonka leads them into the Chocolate Room. This description is from the book.

The Chocolate Room

They were looking down upon a lovely valley. There were green meadows on either side of the valley and along the bottom of it there flowed a great brown river.

What is more, there was a tremendous waterfall halfway along the river – a steep cliff over which the water curled and rolled in a solid sheet, and then went crashing down into a boiling churning whirlpool of froth and spray.



Below the waterfall (and this was the most astonishing sight of all), a whole mass of enormous glass pipes were dangling down into the river from somewhere high up in the ceiling. They really were enormous, those pipes. There must have been a dozen of them at least, and they were sucking up the brownish, muddy water from the river and carrying it away to goodness knows where.

From Charlie and the Chocolate Factory by Roald Dahl

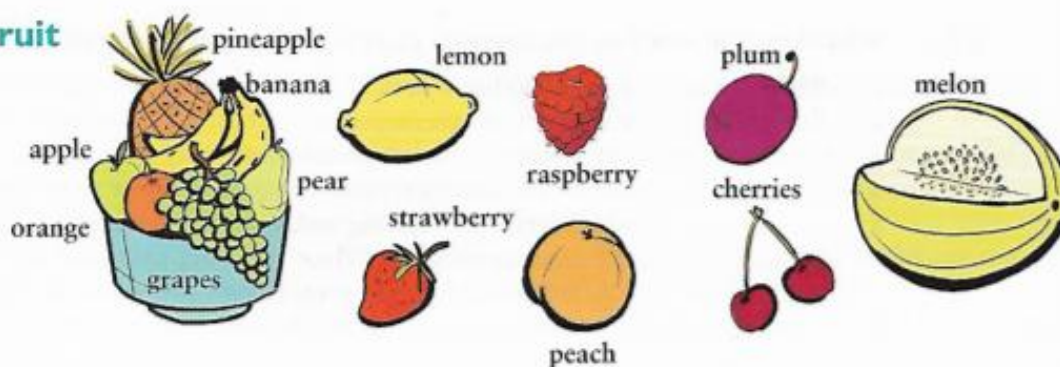
1

Use the description above to draw the Chocolate Room. Add something of your own to the picture – something to add some colour and make the room even more astonishing. Write a description of what you have drawn. Read this out to the rest of the class.

Draw the chocolate room here...

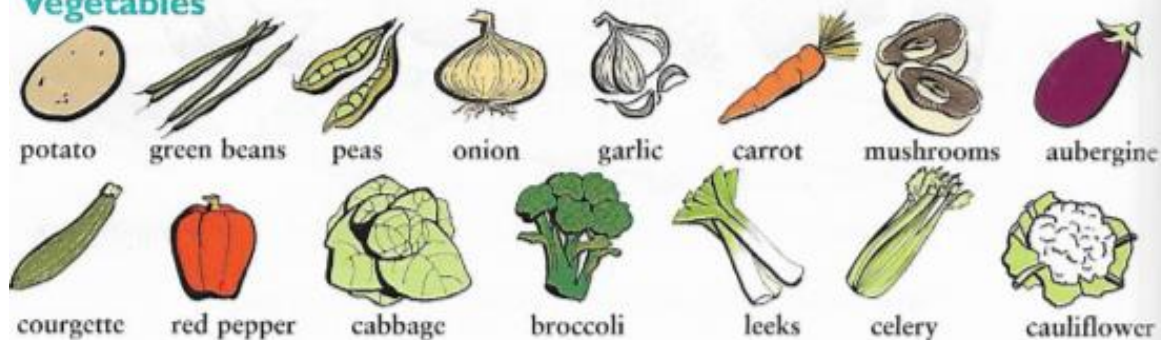
Helpful Notes

Fruit



You normally peel oranges and bananas (= remove the skin) before you eat them.

Vegetables



I peeled the potatoes and chopped the carrots. (= cut into small pieces)

Salad

A salad is usually a mixture of uncooked vegetables. In Britain it often contains lettuce, but may also contain tomato, cucumber, and other things. We often put salad dressing (usually a mixture of oil and vinegar, or oil and lemon juice) on salad.



Meat (animals), fish and seafood

<i>animal:</i>	cow	calf (= young cow)	lamb (= young sheep)	pig	chicken
<i>meat:</i>	beef	veal	lamb	pork	chicken



Cooking and restaurants

Ways of cooking food

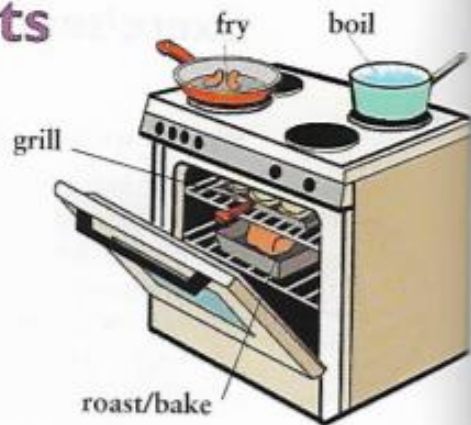
boil: in water, e.g. potatoes or rice

fry: in oil or butter above the heat, e.g. sausages

grill: under the heat, e.g. toast or meat

roast: in the oven using oil, e.g. meat

bake: in the oven without oil, e.g. cakes



How would you like your steak?

Rare (= cooked quickly and red inside); **medium-rare** (= cooked longer but still red in the middle); **medium** (= cooked more and pink); or **well-done**. (= cooked longer and not pink)

What does it taste like?

Taste the sauce (= try a bit to see if it's good) and add salt if necessary.

You can really **taste** the garlic in this. It's very **tasty**. (= lots of flavour; a positive word)

Describing food and drink

salty: lots of salt hot/spicy: lots of spices, e.g. curry, chilli

sweet: lots of sugar (*opp* bitter, e.g. very strong coffee, or **sour**, e.g. lemons)

fresh: recently produced or picked, e.g. **fresh bread**, **fresh fruit**

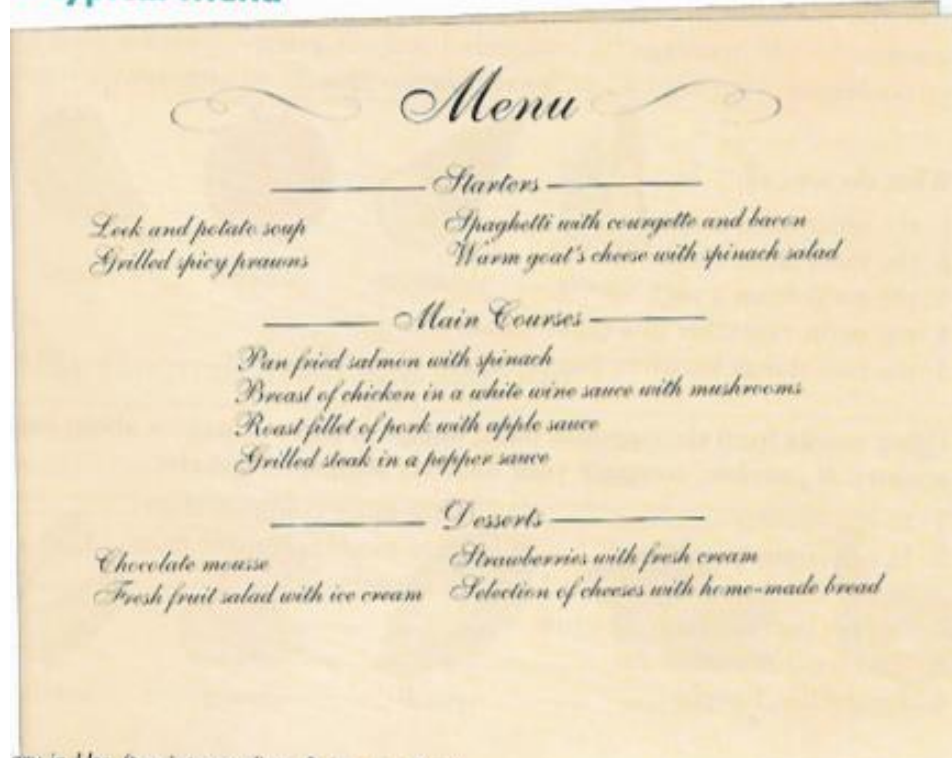
fattening: food which makes you **put on weight**/get fat, e.g. cream, cakes, etc.

healthy: good for your health/fitness, e.g. salad or fruit

chilled (= very cold), e.g. white wine is usually chilled

still: describes water without gas; **sparkling** is water with gas (also called **fizzy water**)

A typical menu



salt and pepper



napkins



toothpicks



vinegar oil

Try to watch...

Ratatouille



Charlie and the Chocolate Factory (Try to watch the 1971 and 2005 versions)

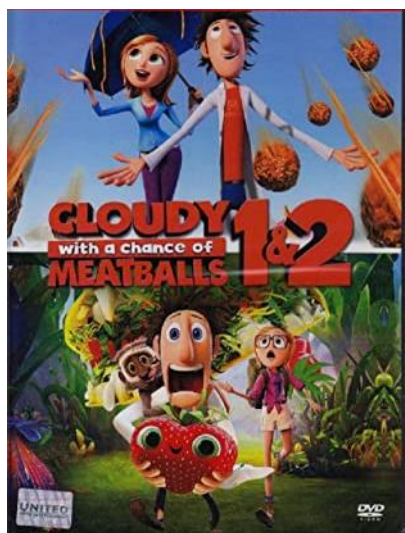


Tip:

Read *Charlie and the Chocolate Factory* by Roald Dahl and compare the book to the movie version.

You can also compare both movie versions with the book and check out which version was the most loyal to the book.

Cloudy With A Chance Of Meatballs 1 And 2



<u>Answers</u>

Listening Task 1

Exercise 1:

- | | | | |
|----------------|--------------|-----------|-----------|
| a) banana | b) ice cream | c) crisps | d) pizza |
| f) beef burger | f) carrot | g) butter | h) coffee |

Listening Task 2

Exercise 1:

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

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

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

Listening Task 3

Exercise 1:

- a) F b) T c) T d) F e) T

Exercise 2:

- a) 100g b) 2 c) 300ml d) 25g

Exercise 3:

- a) 3 b) 7 c) 5 d) 9 e) 4 f) 1 g) 8 h) 2 i) 6

Reading Task 1

- 1 a) never b) 7 c) 5

- 2 a) 3 b) 2 c) 1 d) 4

Reading Task 2

1 a) Chocolate helps your memory. b) Chocolate helps you feel good. c) Chocolate may prevent tooth decay. d) Chocolate helps you live longer. 2. Fairtrade

makes sure that the people who produce the things are paid fairly for their work.

3. a) Tate b) Lyle

Literature Task 1

1. “Shut your mouth when you’re eating” 2. Michael Rosen 3. It is about a father who tells his son not to eat with his mouth open. 4. 2 persons 5 – 7: Student’s answers. 8. Some examples: Chew with your mouth closed. Keep your smartphone off the table and set it to silent or vibrate. Remember to use your napkin. Wait until you're done chewing to sip or swallow a drink. Cut only one piece of food at a time. Avoid slouching. Don’t place your elbows on the table while eating. 9. A *hypocrite* is a person who acts in a way that goes against what he or she claims to believe or feel e.g. dad tells his son not eat with his mouth open and dad eats with his mouth open himself....

Useful links:

<https://www.storylineonline.net/books/carlas-sandwich/>

<https://www.storylineonline.net/books/enemy-pie/>

Material taken/adapted from:

Draw it! A doodle a day by Sally Kindberg

English Vocabulary in Use Pre-intermediate by Stuart Redman

Hodder Cambridge Primary English Stage 5 Learner’s Book by Anne Basden

Large Print Bumper Word Search

Puffin Book Of Utterly Brilliant Poetry by Brian Patten

I Wonder 6 Pupil’s Book by Bob Obee

Ready to Go Lessons for English by Emily Budinger

READING for Pleasure

Don't forget to **read for at least 20 minutes a day**. Some free eBooks are available on the Literacy Pro App on your tablet or by clicking here:

https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query&type=book&age_group&level&level_select&book_type&series&fbclid=IwAR0bkEPpBVu8O0fsr1z1XAIB5TQyaGAuz4RXEUbo1msDSa91ih-yio0K-l8

If you want someone to read to you, you can always go online and choose a story which tickles your fancy: <https://www.storylineonline.net/>

Teachers and Parents, for more resources, you can visit

<http://taleinmalta.wixsite.com/elrc/resources>

or the official curriculum website:

https://curriculum.gov.mt/en/syllabi_as_from_sept_2018/Pages/yr03_to_yr06_English.aspx

or the Digital Resources tab:

https://curriculum.gov.mt/en/digital_resources/Pages/Primary-English-Resources.aspx

If you need any help, feel free to contact us. We are more than happy to help you make the most of this situation. Let's not lose sight of what's important here, everyone's health and safety. Take good care.

Hugs,

Pam, Mary Jude and Urieth

The English Primary Department (2020)