



ACTIVITY PACK

for

LEVEL 6

(Year 5)

Jobs



How to use this pack:

1. This pack is intended for Year 5 and Year 6 learners and focuses on the theme **JOBS** .
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	Mahatma Gandhi	3-7
Tuesday	Reading	Roald Dahl What do you want to be when you grow up?	8-15
Wednesday	Speaking	Interview Compare and Contrast Discussion	16-18
Thursday	Writing	Message to thank someone Biography	19-23
Friday	Literature	Drama: The Assistant	24-28

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

LISTENING TASK

Mahatma Gandhi

You are about to learn about an Indian leader who fought for the rights of India without using violence.

Pre-Listening/Warmer

Look at these pictures. In these pictures, you can see Mahatma Gandhi at different stages of his life, as well as two monuments dedicated to him.



Mohandas Karamchand Gandhi in his earliest known photo, aged 7, c. 1876



Gandhi and his wife Kasturba (1902)



Gandhi photographed in South Africa (1909)



Mahatma Gandhi spinning yarn, in the late 1920s



Monument to M. K. Gandhi in New Belgrade, Serbia. On the monument is written "Nonviolence is the essence of all religions".



Monument to M. K. Gandhi in Madrid, Spain.

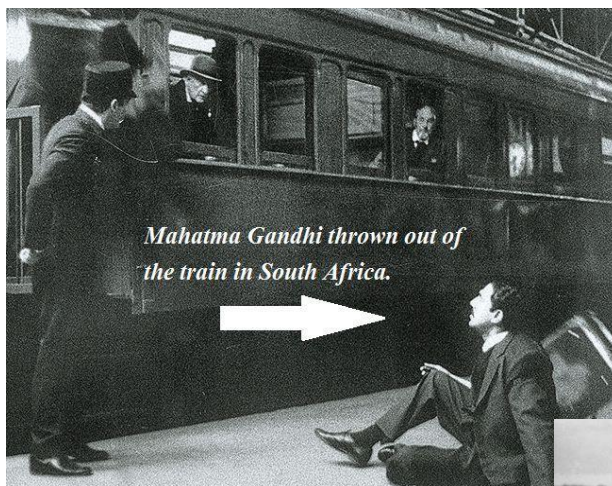
Ask: How can you tell the pictures are old? What impression does Gandhi give you? Mahatma Gandhi has several monuments all over the world. Why do you think so?

Background information about Mahatma Gandhi.

Gandhi was born in India. When Gandhi was 18 years old, he went to England to study law. After he became a lawyer, he went to the British colony of South Africa where he experienced laws that said people with dark skin had worse rights than people with light skin. He decided then to become a political activist, so he could help change these unfair laws.

During Gandhi's life, India was a colony of the United Kingdom, but the Indians wanted independence. When he returned to India, he helped cause India's independence from British rule.

People of many different religions and ethnic groups lived in British India. Many people thought that the country should break into separate countries so that different groups could have their own countries. Gandhi was a Hindu, but he liked ideas from many religions including Islam, Judaism and Christianity, and he thought that people of all religions should have the same rights and could live together peacefully in the same country.



Ask: What was Gandhi's job? Was he intelligent? How do you think he prepared himself to become a good lawyer and a devoted politician? After learning all this, what do you think of Mahatma Gandhi? Was he in favour of unity and fairness? Did he believe that all of us are equal?

Before listening to the text, explain the following words:

- ✓ Hindus believe in a god called Brahman. Brahman takes on many forms that some Hindus worship as gods or goddesses in their own right.
- ✓ Muslims follow the religion of Islam. The basic belief of Islam is that there is only one God, Allah, who is the sole and sovereign ruler of the universe.

Useful link: <https://www.hinduismfacts.org/islam-vs-hinduism/>



Listening

Procedure

1. Learners read the questions.
2. Click on this link for the text <http://talinmalta.wixsite.com/elrc/audio-clips-for-stay-at-home-packs> or read the text below. Learners listen to the text for the first time. Learners may start writing if they wish to.
3. Learners attempt to answer the questions.
4. Play/read the text again. The text is heard for the second time.
5. Learners try to complete all of the tasks.
6. Learners revise answers.

Narrator: It's 1879, in India. Gandhi lives with his family in a comfortable home.

Mother: That boy is always reading. He will get a good job.

Father: Perhaps he will be a lawyer.

Narrator: At school, there is a spelling test. A Government Inspector is watching.

Narrator: Gandhi can't spell one of the words. The teacher notices.

Teacher: Look, Mohandas, you've got one wrong. Copy from the boy next to you.

Gandhi: But that's cheating, sir!

Narrator: But Gandhi isn't always a 'good' child! He's a Hindu, and Hindus don't eat meat, but one day ...

Friend: Hey, Mohandas – have a piece of chicken. It's delicious!

Gandhi: OK!

Narrator: In 1882, Gandhi gets married. He is thirteen.

Narrator: It's 1893. Gandhi is now a lawyer. He goes to work in South Africa. One day, on a train ...

Guard: Get out of first class! Coloureds travel in third class!

Gandhi: I have a first class ticket. I'm a lawyer.

Guard: Get out of this carriage or I'll throw you off the train.

Narrator: Gandhi is shocked at the difficult life of Indians in South Africa.

Gandhi: These rules are not fair. I must stay here and help my people.

Narrator: Newspapers around the world report on Gandhi's protests in South Africa.

Newspaper seller 1: Times! Gandhi fights anti-Indian laws! Times!

Newspaper seller 2: Get the Post! Gandhi leads non-violent protests! Buy the Post!

Newspaper seller 3: Read all about it! Gandhi wins! South Africa changes its laws!

Narrator: Gandhi wins the fight and decides to leave South Africa.

Gandhi: Now I must go home. India needs me.

Narrator: It's 1918. The British rule India. Life for the Indian people is difficult.

Gandhi: Friends, the British think they are better than us. We cannot start our own businesses. We cannot get a good education. We must fight for independence!

Gandhi: Tomorrow will be a 'No-Work Day' in all of India. We will all stay at home and fast. We will win with our non-violent protest.

Friend: You are a good man – we will call you 'Mahatma' – Great Soul.

Narrator: The British put a tax on salt. When poor Indian people take salt from the beach, they have to give money to the British. Gandhi leads the Salt March.

Gandhi: Watch me break the law.

Judge: You will go to prison!

Gandhi: Good! Now I can have a rest.

Narrator: It's 15th August, 1947, in Delhi, India. After 90 years of British government, India wins independence!

Shouts from the crowd: We are free! Long Live Mahatma Gandhi!

Narrator: But Gandhi is not celebrating ...

Gandhi: This is a very dangerous time. Muslims and Hindus are fighting. I will not eat until the violence stops.

Narrator: It's ten past five on 30th January, 1948, in Delhi. The violence between Muslims and Hindus stops. Gandhi is very thin. He comes to talk to the people. BUT ...

Gandhi: Oh God! ... Oh God!

A. Underline the correct answer.

1. Gandhi's father thinks his son will be a (teacher, lawyer, shopkeeper).
2. Hindus eat (fruit, vegetables, meat).
3. Gandhi gets married at the age of (twenty-three, thirteen, thirty-three).
4. After leaving South Africa, Gandhi goes to (Britain, USA, India).
5. Gandhi takes (seafood, salt, money) from the beach.
6. Gandhi dies in (1948, 1949, 1950).

B. Put these pictures in the correct order.



C. Match the years with the events.

a.	1882		Mahatma Gandhi gets married.
b.	1893		India gains Independence.
c.	1947		The violence between Muslims and Hindus stops.
d.	1948		Mahatma Gandhi becomes a lawyer.

Post-listening

A **biography** is the story of a person's life written by someone else. Now that you have learned who Mahatma Gandhi was, fill in this **mini-biography** writing frame.

Person's Name:		Picture/Drawing of Mahatma Gandhi
Date of Birth:		
Place of Birth:		
Jobs:		
Childhood:		
Adulthood:		
Most famous for:		
Fun Facts:		
Famous Quote:		

Useful links:

https://kids.kiddle.co/Mahatma_Gandhi

https://www.ducksters.com/biography/mohandas_gandhi.php

<https://www.youtube.com/watch?v=wM2UEj4p8bI>

READING TASKS

Reading Task 1: You have certainly heard of Roald Dahl, a famous author of children's books. You've probably read one of his books or watched a film based on one of them. *Charlie and the Chocolate Factory*, *The BFG*, *Matilda* ... just to mention a few. Did you know that apart from being an author Roald Dahl was also a spy and much more?

ROALD DAHL



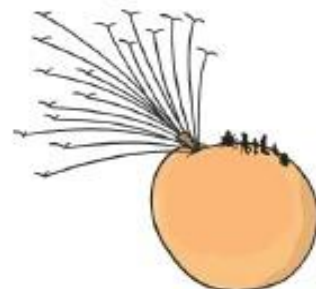
Roald Dahl was born on 13th September 1916 in Llandaff, Wales. His parents were from Norway. He had an older sister called Astri, but in 1920, she sadly died when she was only 7 years old. Roald's father was so distraught that he fell ill from pneumonia and a few weeks later, he also died. At this time, Roald's mother was pregnant with her third child, who was born in the autumn. She was called Asta. His mother was a great story teller and had a fabulous memory. Roald remembered many tales that she told about trolls and other mythical Norwegian characters. His father had been a wonderful woodcarver despite only having one arm. He had an interest in "lovely paintings

and fine furniture". He was very intelligent and knew a lot about many different things.



Despite having a happy home life, Roald had an unhappy time at his school in Wales and was often 'caned' for bad behaviour. As a result, his mother sent him to boarding school in Weston-Super-Mare. He was just nine years old when he arrived at St. Peter's School and met the 'twitching' Latin teacher Captain Hardcastle, the all-powerful Matron – certainly inspiration for Miss Trunchball in 'Matilda', who "disliked small boys very much indeed" - and the cane-wielding Headmaster.

At the age of 13, Roald attended Repton Public School in Derbyshire. He was happier here. He was brilliant at sports. However, his English master said Roald was "quite incapable of marshalling his thoughts on paper". The boys at the school were sometimes asked to be chocolate testers for a famous chocolate company, and this experience later inspired the book 'Charlie and the Chocolate Factory'.



After he left school, he wanted adventure so he got a job with Shell Oil Company. He was sent to Africa for



three years, but after only one year, the Second World War broke out, so he enlisted with the Royal Air Force (RAF) and became a pilot. In 1940, Roald Dahl was posted to Libya where he flew a Gloster Gladiator plane. He crashed in the Western Desert in North Africa and suffered such severe injuries to his head and back that he had to stay in hospital in Egypt for six months. He returned to the RAF, but after a while, he began suffering terrible headaches from his accident. This meant that he had to return to the UK and could not fly planes anymore.

In 1942, Roald was posted to Washington in the USA to work as an assistant air attaché. He met the author C.S. Forester, who suggested that Roald should write about his experiences flying planes in the desert. This led to Roald being paid for the first time for writing, which was in the Sunday Evening Post newspaper.

In 1951, Roald had a collection of stories published in a book called *Someone Like You*. During this year, he also married the actress Patricia Neal. They lived in Great Missenden in Buckinghamshire, England. He wrote many of his famous stories there.

Roald Dahl and Patricia Neal had five children: Olivia, Tessa, Theo, Ophelia and Lucy. Olivia tragically died at the age of 7 from measles encephalitis. A year before that, Theo was involved in an accident. His pram was hit by a New York cab and he suffered a brain injury. Roald became very involved with the care that Theo now needed, and he even helped invent a piece of equipment that people with Theo's injury would need. During this time, *'James and the Giant Peach'* was published, which was Dahl's first book for children. Roald Dahl started telling his fantastical stories to his children at bedtime. He realised how much his own children enjoyed his stories and decided to write them down for all children to enjoy.

Roald Dahl had a great talent for seeing the world through children's eyes. He said, "If you want to remember what it's like to live in a child's world, you've got to get down on your hands and knees and live like that for a week. You'll find you have to look up at all these giants around you who are always telling you what to do and what not to do."

He had a passion for encouraging children to read. He believed that children should be "comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."



1. Fill in:

a.	Dahl's date of birth	
b.	Dahl's place of birth	
c.	Dahl's sisters' names	
d.	Dahl's father's cause of death	
e.	Dahl's parents' country of origin	
f.	Dahl's father's job	

2. Roald Dahl had bad experiences at school. Underline the FIVE-WORD phrase in the text which describes what used to happen to him at school.

3. **Inspiration** happens when something moves someone to act, create, or feel an emotion.

Miss Trunchball is the fictional headmistress of Matilda. She is harsh, cruel and terrorises her pupils.



a. Who inspired Roald Dahl to create the character of Miss Trunchball in Matilda? Why?

b. What other experience inspired Roald Dahl to write a book?

4. His English master said Roald Dahl was “quite incapable of marshalling his thoughts on paper...”

What did the English master mean by those words?

5. What happened to Roald Dahl after he left school? Put the events in order.

He was involved in a plane crash.	
Roald Dahl became an assistant air attaché (an Air Force officer who is part of a mission).	
Roald Dahl started working with Shell Oil Company.	
His son, Theo was involved in a car accident.	
Dahl became a pilot with the RAF	
Roald Dahl published his first book for children.	
Dahl spent six months in Egypt.	
Dahl started writing for the Sunday Evening Post newspaper.	
Roald Dahl moved to England with his wife Patricia Neal.	
Dahl's daughter died of measles.	

6. From the text find the name of:

- a. a mythical creature _____
- b. a school _____
- c. a desert _____
- d. an author (apart from Roald Dahl) _____
- e. a disease _____

7. In your own words, explain what Roald Dahl thought a writer should do, if he/she was going to write books for children.

8. Suggest TWO REASONS based on the text you read, that explain why Roald Dahl started to write stories for children.

- a. _____
- b. _____

Reading Task 2: Do you want to become an author or a pilot like Roald Dahl? What do you want to be when you grow up? Read this article.

WHAT DO YOU WANT TO BE WHEN YOU GROW UP?



BY ALISON DOYLE | Updated March 16, 2020

"What do you want to be when you grow up?" is a question you will likely hear a lot as you're growing up. If you're not sure, review these tips and advice on how to consider career options and decide on what could be the best career path for you. And don't be concerned if you don't have a definitive answer to this question. After all, grownups change jobs and careers quite frequently.

Choosing a Career

Choosing a job or a career is one of the most important decisions of your life. If you're like numerous young people, you don't know the answer to the big "What do you want to be when you grow up?" question, and you're stressed about it. That's even more likely to be the case if everyone you know is asking you what you want to do.

Maybe you have a few ideas about what path you'd like to pursue, but you don't know whether these ideas are realistic or not. Deciding on a career isn't easy. If you haven't figured it out yet, you're not alone.

Determine Whether Your Dream Can Be a Career

If you're lucky enough to have a passionate interest, it's a good place to start exploring the options for what you could do. Maybe you love to sing, but you know that your chances of making it as a singer are slim because there's so much competition. What about other jobs where you can take advantage of your musical talents? Maybe you could become a music teacher or perhaps a sound engineer.

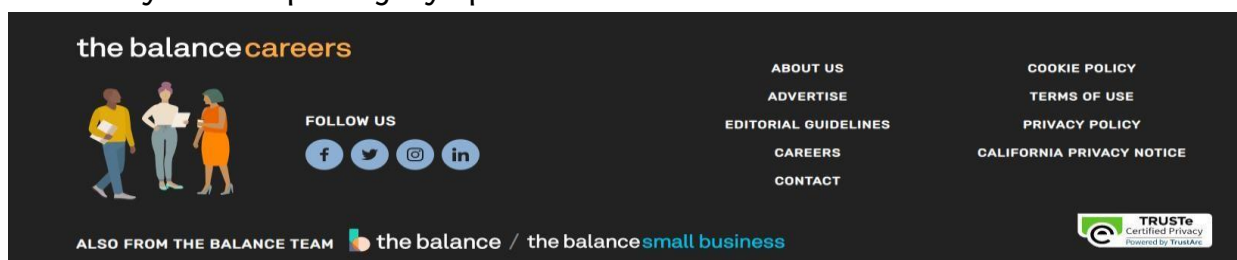
How to Get Started

1. Make a list of three to five jobs you've thought about. Keep in mind that you can always remove and add jobs from the list as you learn more about what you like and don't like about them.
2. Organise the list, putting your favourites at the top. For your top three choices, list the positives and negatives. For example, if "veterinarian" is at the top of your list, a positive reason for choosing this field is that you love working with animals. On the negative side, it takes a lot of studying.
3. Take some career tests. Once you get the results of your career test, you'll be able to compare the results to the list you made. If you find a match, it's a good place to start digging deeper.
4. Talk to a teacher or guidance counsellor. A teacher will likely have some things to say about your ideas and your talents. If you don't like what the teacher has to say, you don't have to follow the advice. But it won't hurt to hear it. Talk to other trusted friends and family members, too.
5. Learn more about the job by doing some online research. Some questions you can ask yourself, and seek answers to include.

Try Out Some Career Options

You can also learn more by testing out career options. You may be able to spend time with professionals who work at the jobs you're interested in to get the scoop on what they are like. Volunteering or doing an internship are other ways you can learn more about a role before you decide to pursue it. The more information you have, the easier it will be to make a decision.

And if someone asks you what you want to be, you can answer the question truthfully: "I'm exploring my options."



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Adapted from <https://www.thebalancecareers.com/what-do-you-want-to-be-when-you-grow-up-2059788>

1. This article is an online article. How can you tell? Give ONE reason.

2. a. This online article is meant to (give information on how to find jobs, identify jobs suitable for pupils, encourage pupils to find a job in summer).

b. The phrase “your chances of making it as a singer are slim” means (you need to lose weight to be a singer, it is not easy to become a singer, you have a good chance of becoming a singer).

3 The article has lots of advice on how to choose a future career. List THREE pieces of advice found in the text.

a. _____

b. _____

c. _____

4 Underline the sentence in the text, which means that doing something would not be harmful and might even be helpful.

5 Underline the FOUR-WORD idiom which means to receive information.

6 Which ONE WORD in the article means that the article was changed and made more recent? _____

7 Match the words found in the text with their meaning.

a.	review		worried or uncomfortable about something
b.	concerned		a person who gives advice
c.	pursue		when a student works for a period of time to gain practical experience
d.	passionate		to look at or study again
e.	counsellor		spending some of your free time helping others
f.	volunteering		follow
g.	internship		a strong feeling or emotion

8. The “How to Get Started” section suggests many ways which can help you choose a career. Look at the table. In the first column make a **list** of 3-5 jobs that interest you. In the second column put them in order of preference.

Jobs you are interested in		Jobs you are interested in, in order of preference	
1		1	
2		2	
3		3	
4		4	
5		5	

Pick your number one favourite job and make a list of pros (advantages) and cons (disadvantages). You might need to ask your parents and teacher for some advice. Good luck!

Pros of becoming a _____	Cons of becoming a _____

SPEAKING TASKS

Speaking Task 1 – Interview



Professor Charmaine Gauci is the Superintendent of Public Health within the Ministry for Health in Malta. She has been giving the nation constant updates on the Covid-19 situation in Malta. At the end of the press conference, a pack of journalists starts asking her several questions.

Imagine you are one of the journalists. Write a set of questions you would like to ask her. Maybe you would like to know:

- more about her job?
- what her aspirations were when she was young?
- how she feels at this point in her career?
- what subjects she studied to become a doctor?
- if she had other jobs?
- what challenges she faces every day?
- what inspires her?

- ❖ 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 should encourage the person being interviewed to talk freely and to answer in detailed sentences. 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 _____

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?
- Name some challenges that the people in the first picture face in their job.
- Name some challenges that the people in the second picture face in their job.
- What kind of training would the people in the first picture need for their job?
- What kind of training would the people in the second picture need for their job?
- What do you want to become when you grow up? Why?

Speaking Task 3 – Discussion

Read the questions thoroughly, research the topic on the card and think critically. Afterwards you can share and discuss your opinion with your family and friends.

Legally primary school pupils can't work but most pupils can handle some responsibility. Some "jobs" can be fun (e.g. watering the plants) while others involve more responsibility and the safety of others (e.g. dog walking).

How can you be responsible at home and around your community?
What duties or jobs can you have?



The Reading Task and this picture can give you plenty of ideas.

Useful : <https://www.thebalancecareers.com/jobsfor-12-year-olds-2085432>

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.

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 – A message to say thank you

During the Covid-19 lockdown, you have been told to stay home and be safe. In the meantime, many people were trying to help you and support you. Your parents or guardians, your teacher, your headmaster or headmistress, doctors and nurses, the delivery person who delivers your orders at your doorstep ... All these people deserve a big THANK YOU.

Choose a person who has been there for you and write him or her a short message to thank him/her.

The writing frame and word mat can help you.

Greeting: Write the name of the person who will read this message.

Closing: Write a closing word eg. Love, Sorry, Thank You, etc.

Write the name of the person writing the message.

Message Content
Write your message here.
What is the purpose for writing this message?
Keep it short and straight to the point.

Inspirational Adjectives

bold	strong	successful	consistent	helpful
hard	working	resilient	calm	friendly
true	silly	unique	dedicated	honest
creative	amazing	authentic	charismatic	original
open	responsible	different	determined	remarkable
organised	kind	sensible	leader	reachable
confident	polite	happy	accepting	reliable


Phrases you can use:

- ✓ You're the best.
- ✓ I'm humbled and grateful.
- ✓ You knocked me off my feet!
- ✓ My heart is still smiling.
- ✓ Your thoughtfulness is a gift I will always treasure.
- ✓ Sometimes the simplest things mean the most.
- ✓ You made my day.
- ✓ I'm touched beyond words.
- ✓ All I can say is wow! (Except, of course, I'm grateful.)
- ✓ My heart just keeps thanking you and thanking you.
- ✓ You're a blessing to me.
- ✓ Thank you for being my angel.
- ✓ This has been a challenging time, and I appreciate you so much.
- ✓ You have no idea how much your help has meant.
- ✓ For all the little and big ways you've pitched in...thanks!
- ✓ There was nothing random about your acts of kindness.
- ✓ Thank you for all you have done.
- ✓ I can never thank you enough. But this is a start.
- ✓ You always know how to make life brighter for everyone you know.
- ✓ I can't possibly repay you.
- ✓ You are always so helpful.
- ✓ You make the world a nicer place.
- ✓ You went above and beyond, and I am touched and grateful.
- ✓ You took common courtesy to an uncommon level.
- ✓ We're so grateful for your help.


Closing phrases you can use:

- ✓ Warmly,
- ✓ Love,
- ✓ With love,
- ✓ Lots of love,
- ✓ Love always,
- ✓ Much love to you,
- ✓ Love and thanks,
- ✓ Warmest thanks,
- ✓ Beyond grateful,
- ✓ Feeling spoiled,
- ✓ Gratefully,
- ✓ With gratitude,
- ✓ Blessings,
- ✓ God bless,
- ✓ God bless you,
- ✓ God bless you now and always,

When you are ready, go through the **success criteria** for writing a message and make sure you can tick them all.

Writing a message 

- My message starts with a salutation 'Hi' or 'Dear' followed by a comma and the name of the recipient or just with the name of the recipient.
- My message has a closing 'From', 'Yours' or 'Love' followed by a comma and your name or just your name.
- My message is clear, focused and easy to understand.
- I used the first person 'I'.
- I used a friendly, chatty style of writing.
- My sentences begin with capital letters.
- My sentences end with correct punctuation marks.
- I checked for spelling errors.
- My message is neat and legible.



Long Writing Task - Biography

Think of a famous person (e.g. a person you admire, an actor, a writer, a doctor, a scientist, an astronaut, a queen, a footballer, a singer ...). Learn more about this person by doing some research about him/her. Write a biography about this person.

Note: The information in a biography is organised into **sub-headings** (like a report). A biography consists of **facts** (true statements) and not opinions.

The **writing model** of a biography on the next page can help you.

Tom Daley

Wow! Who is that figure twirling through the air high above the swimming pool, and what is he all about? Read on and find out...

¹ an introduction that summarises the main events of the person's life

Introduction¹

British diver Tom Daley has represented his country in many competitions worldwide, including three Olympic Games. He specialises in platform dives - both as a solo athlete and in synchronised events.



Family and Early Life²

Thomas Robert Daley was born in Plymouth on 21st May 1994.³ His father, Rob, trained⁴ as an electrician while his mother (Debbie) was a housewife. Tom is their eldest child: his two brothers, William and Ben, are three and five years younger than him. Tom attended local schools and, despite his education being interrupted by competitions, he still achieved great exam results at his secondary school.

² information about the key events in the person's life in chronological paragraphs

³ specific facts about achievements, influences and significant people

Sporting Beginnings²

Having learned to swim at the age of four³, Tom then began⁴ diving lessons at his local pool aged seven. Although, he was also keen on other sports including judo. He was soon spotted by diving coach Andy Banks, who became⁴ his trainer when Tom was eight years old. From that age onwards, Tom was part of an increasingly intensive training regime - including regular lessons and training camps in other cities. He has admitted that he found being away from home very difficult⁵ as a young child, and when Tom was placed in a competitive squad and began travelling to diving events, his father decided he would give up his job and accompany Tom on the road; had he not been there, Tom might not have become so successful.

⁵ their feelings about different points and events in their life

⁴ verbs written in past tense and third person

First Signs of a Star²

Only one month after his tenth birthday, Tom became the youngest-ever winner of the under-18 platform competition³ in the National Junior Championships. Unfortunately, despite the fact he had met the tough qualification standard for the 2006 Commonwealth Games, Tom couldn't be selected for the England team at that time since he wasn't⁴ old enough. However, later in 2005 at the British Championships, he did become the under-18 champion in 10m platform and 3m springboard.

² information about the key events in the person's life in chronological paragraphs

Continued Success²

Progress, achievements and awards came⁴ thick and fast after that for Tom: he was junior 10m champion at the British Championships in 2005, 2006 and 2007; BBC Young Sports Personality of the Year³ award winner three times and by the age of 14, he was Britain's youngest competitor at the 2008 Beijing Olympics.³ There, he reached⁴ the final with his dive partner Blake Aldridge, as well as competing in the individual 10m event. At 16, he was a double-gold winner at the Commonwealth Games.

³ specific facts about achievements, influences and significant people

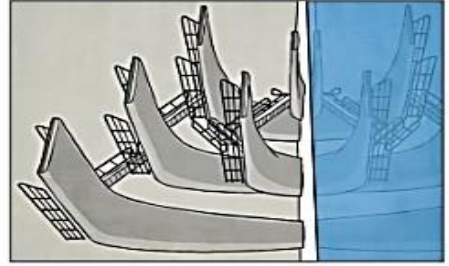
Family Tragedy²

Sadly, Tom's biggest supporter - his father - was diagnosed with a brain tumour when Tom was only 12. He died in 2011.³ Tom was devastated by the loss and has credited his dad with making him the person he is today.⁵

⁴ verbs written in past tense and third person

Poster Boy²

In the lead-up to the London 2012 Olympic Games, Tom was one of the British athletes promoting the Games around the country.³ He won a bronze medal in the individual 10m dive (which he dedicated⁴ to his late father) but unfortunately finished 4th in the synchronised event.



⁵ their feelings about different points and events in their life

After the success of the 2012 Games, Tom returned to training and school, studying hard for his exams. He became a celebrity supporter of ChildLine³, a children's helpline run by the NSPCC, and revealed that he had been bullied⁴ earlier in his schooldays. Because of this, Tom's parents moved him to a new school; he was much happier there⁵.

³ specific facts about achievements, influences and significant people

Competition success continued meanwhile, and in 2016, Tom was selected for the Rio Olympics. He was⁴ hugely disappointed⁵ not to win a medal in the individual event but that was partly forgotten when he and partner Daniel Goodfellow won bronze³ in the synchronised 10m dive.

⁴ verbs written in past tense and third person

Dedicated Sportsman

Even at that point, aged only 22, Tom was already regarded as a 'veteran' athlete³, and is seen as an inspiration for young sports fans across the United Kingdom. His determination and willingness to train incredibly hard make him an excellent role model. As Tom says, "Oh, you have to want it more than anything. It has to be the biggest thing in your life – otherwise why would you do it?"⁶

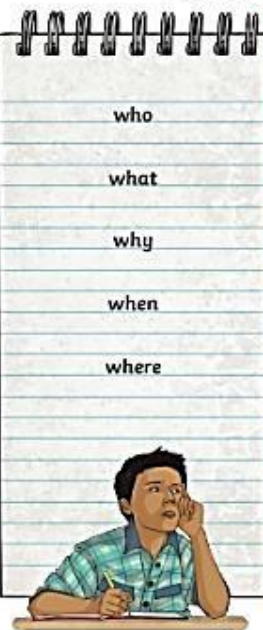
⁷ a conclusion about how they are/ will be remembered


⁵ their feelings about different points and events in their life

⁴ quotes from the person themselves or other key people in their life

This word mat can help you.

Year 6 Information Text: Biography

	who	born	lived	grew up	liked	
	what	died	felt	became	is/was known for	
	why	parents	child	adolescent	adult	famous
	when	success(ful)	well-known	determined	hard-working	inspirational
	where		motivational	celebrity	renowned	
		once	after	soon	as an adult	as a child
		next	during	since	when he/she was	
		when	eventually	as he/she was growing up		

 visit [twinkl.com](http://www.twinkl.com)

This **writing frame** can guide you.

_____ Fact File

<p>Full Name: _____ _____ _____</p> <p>Date of Birth: _____ _____ _____</p> <p>Place of Birth: _____ _____ _____</p> <p>Famous for: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____</p>	<p>Who were they? _____ _____ _____ _____ _____</p> <p>Their life: _____ _____ _____ _____ _____</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
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an introduction that summarises the main events of the person's life?	
information about the key events in the person's life in chronological paragraphs?	
specific facts about achievements, influences and significant people?	
verbs written in past tense and third person?	
their feelings about different points and events in their life?	
quotes from the person themselves or other key people in their life?	
a conclusion about how they are/will be remembered?	

Make sure you have ticked all the **success criteria** for writing a biography.

LITERATURE TASK

Pre-Reading/Warmer Task:

In the picture you can see a shop.

- ✓ What kind of shop is it? (antique shop)
- ✓ What does it sell?
- ✓ Have you ever been to a shop like it?
- ✓ What kind of customers would visit such a shop?
- ✓ Look carefully again at this picture. Your mother's birthday is round the corner. What would you get her from this shop?



You are going to read Scene 1 of a play called *The New Assistant* by Donn Byrne.

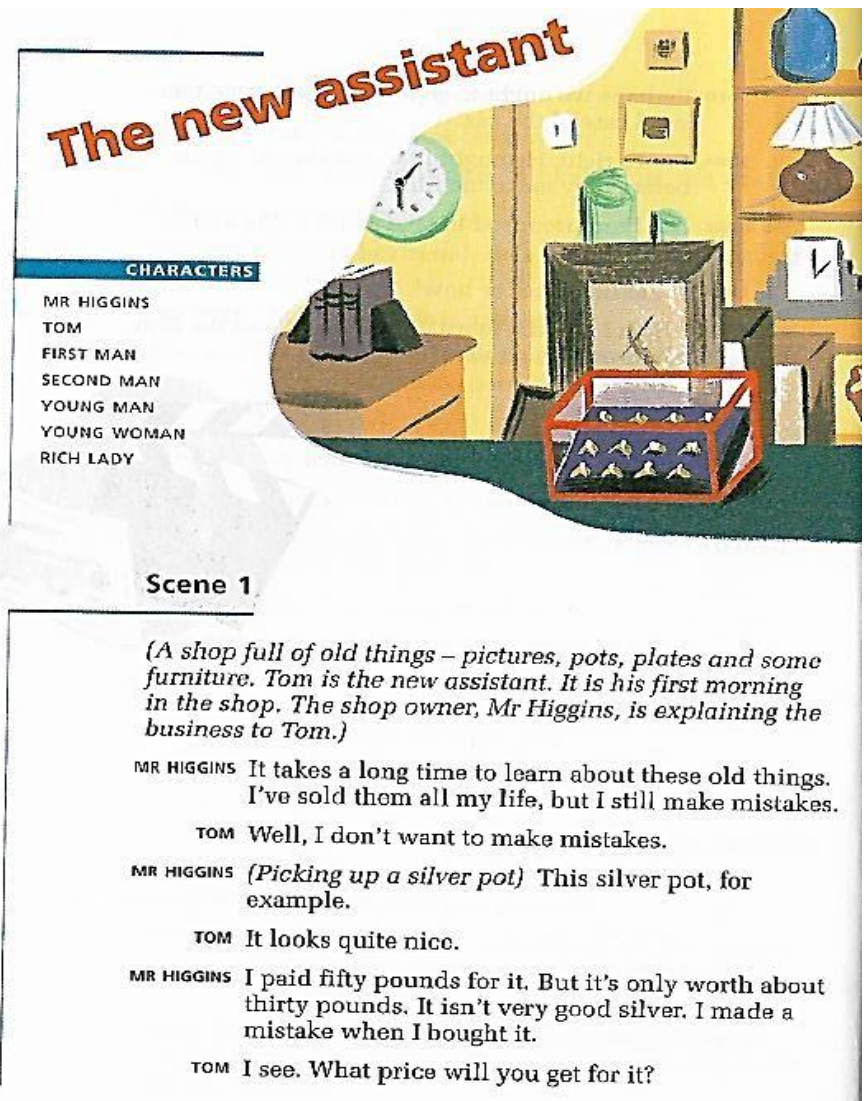
A **scene** is part of an act in a play. Before you read Scene 1, let's go through the different features of a play.

A **play** consists of:

acts, scenes, stage directions, setting description, props, names of characters written in bold and on the left-hand side, a fresh new line whenever a new character speaks, sometimes a colon between the character's name and what he or she says, no speech marks, stage directions written in italics and are within brackets.

Using pencil and ruler, match the following features as seen in this script.

- a. title of play
- b. stage directions
- c. props
- d. names of characters
- e. scene
- f. setting description



The new assistant

CHARACTERS

MR HIGGINS
TOM
FIRST MAN
SECOND MAN
YOUNG MAN
YOUNG WOMAN
RICH LADY

Scene 1

(A shop full of old things – pictures, pots, plates and some furniture. Tom is the new assistant. It is his first morning in the shop. The shop owner, Mr Higgins, is explaining the business to Tom.)

MR HIGGINS It takes a long time to learn about these old things. I've sold them all my life, but I still make mistakes.

TOM Well, I don't want to make mistakes.

MR HIGGINS *(Picking up a silver pot)* This silver pot, for example.

TOM It looks quite nice.

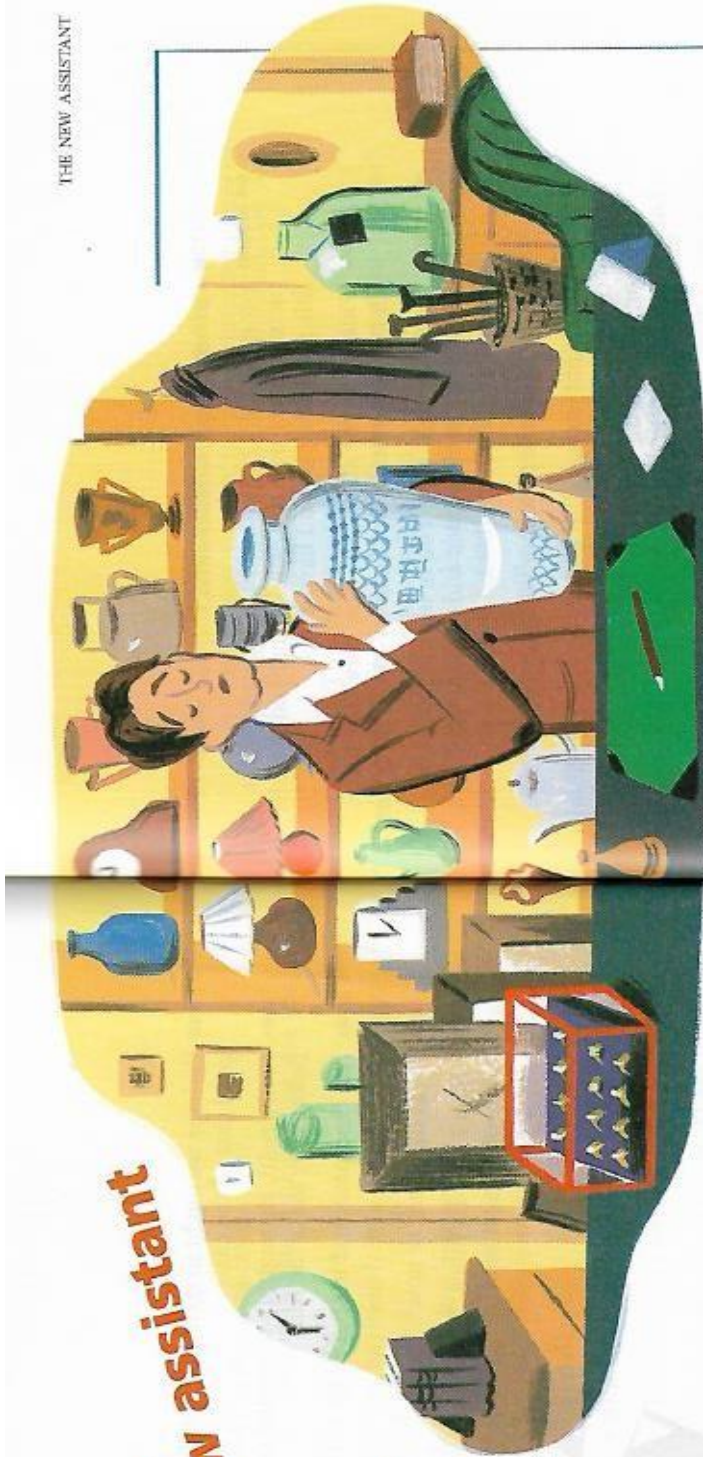
MR HIGGINS I paid fifty pounds for it. But it's only worth about thirty pounds. It isn't very good silver. I made a mistake when I bought it.

TOM I see. What price will you get for it?

The new assistant

CHARACTERS

- MR HIGGINS
- TOM
- FIRST MAN
- SECOND MAN
- YOUNG MAN
- YOUNG WOMAN
- RICH LADY



Scene 1

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MR HIGGINS It takes a long time to learn about these old things. I've sold them all my life, but I still make mistakes.

TOM Well, I don't want to make mistakes.

MR HIGGINS *(Picking up a silver pot)* This silver pot, for example.

TOM It looks quite nice.

MR HIGGINS I paid fifty pounds for it. But it's only worth about thirty pounds. It isn't very good silver. I made a mistake when I bought it.

TOM I see. What price will you get for it?

MR HIGGINS Perhaps thirty-five pounds. So I'll lose fifteen pounds. But look at that picture over there. *(He points to a picture.)*

TOM The big one, near the window?

MR HIGGINS That's the one. Well, I paid only twenty pounds for it, but I'll sell it for sixty

TOM A profit of forty pounds. That's good.

MR HIGGINS Yes, it's not bad. But remember, some things in the shop are worth a hundred pounds and more.

TOM But how can I know the price? I can't be sure.

MR HIGGINS I'll tell you, of course. I don't want to lose money!

TOM But you may not be here. What shall I do then?

MR HIGGINS I've thought of that. I've marked the price in very small numbers. You can try to get a bigger price. The customer won't see the numbers.

TOM I'm beginning to understand.

MR HIGGINS For example, I've marked the price behind the picture. Sixty pounds. And I've marked it under this pot. Pick it up and have a look.

TOM (*Picking up the silver pot*) Yes, here's the price. Thirty-five pounds. But I can try to sell it for forty.

MR HIGGINS That's the right idea! You're learning quickly! Yes, ask for forty pounds and perhaps you'll get thirty-five. That's business.

TOM But perhaps the customer will only offer thirty.

MR HIGGINS That's not enough. But he may buy two or three things. Then you can sell it for thirty. Do you understand the idea?

TOM Yes. I mustn't lose money.

MR HIGGINS That's right. If you lose money, you're not the right assistant for me!

TOM But you'll be in the shop today, won't you?

MR HIGGINS I have to go out for a short time. For about an hour. But it's all right. Remember, I've marked the price on things. If you're not sure, don't sell.

TOM All right. I'll take care.

MR HIGGINS Look, there's a man outside the shop now. He's coming in. Listen to me and you'll learn something.

(*The man comes into the shop.*)

MR HIGGINS Good morning, sir.

FIRST MAN Good morning. I wanted to look round your shop.

MR HIGGINS Yes, of course, sir. Are you looking for something special? Are you interested in pictures, for example?

FIRST MAN No, not pictures. But I'm interested in glass things.

MR HIGGINS Glass? I have a few good pieces of glass. Allow me to show you, sir. (*He takes out some pieces of glass and puts them in front of the man.*) Do you like any of these?

FIRST MAN This vase is rather nice.

MR HIGGINS Yes, it is, isn't it? It's quite an old piece. I haven't many pieces like that.

FIRST MAN My wife likes glass things. I'm looking for a present for her.

MR HIGGINS Well, she'll certainly like this.

FIRST MAN How much is it?

MR HIGGINS Ten pounds, sir. Not much for a vase like this.

FIRST MAN I know. But I didn't want to spend ten pounds.

MR HIGGINS All right. You can have it for seven pounds fifty pence. I paid six pounds for it. I must make a small profit, mustn't I?

FIRST MAN That's a fair price. All right. I'll take it.

MR HIGGINS You won't be sorry, sir. Your wife will like it. (*He puts the vase in some paper. The man pays him and takes the vase.*) Thank you, sir. Perhaps we'll see you again.

FIRST MAN Yes, I'll come in if I'm near your shop. Goodbye.

MR HIGGINS Goodbye, sir.

(*The customer goes out. Mr Higgins and Tom are alone in the shop.*)

MR HIGGINS Well, do you understand the idea?

TOM Yes, but you didn't make much profit. Only one pound fifty.

MR HIGGINS Of course I did. I made quite a good profit.

TOM But you paid six pounds for the vase.

MR HIGGINS Oh, I said that. But in fact I paid four pounds. So I made a profit of three pounds fifty. That's not bad, is it?

TOM It's very good.

MR HIGGINS And you must do the same, young man. Well, I'm going out now. I'll be back before twelve. Remember, if you're not sure, don't sell.

TOM I won't forget, Mr Higgins.

(Mr Higgins puts on his coat and goes out.)

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

- | | | |
|---|---|---|
| a. Three characters take part in Scene 1. | T | F |
| b. During this scene, two customers come into the shop. | T | F |
| c. Mr Higgins is helping Tom understand his job duties. | T | F |
| d. Mr Higgins wants to sell the silver pot for the cost of £50. | T | F |
| e. At the end of the scene, Mr Higgins exits the stage. | T | F |

2. How will Tom know the real price of the objects?

3. Underline the SIX-WORD phrase, which shows that Mr. Higgins has been doing this job for a very long time.

4. At the end of the scene, Mr. Higgins gives Tom some advice. What is it?

Why? _____

5. Do you like Mr. Higgins?

Yes/No

Why? _____

Post-Reading Task: What do you think happens in Scene 2? Come up with your own version of Scene 2. This **writing frame** can help you.

Title: _____

Characters: (Who are they? Describe them)

Scene 2 (Set the scene. Where is it? Who is there?)

Narrator

Stage directions (_____)

_____ :

Character name

Speech

_____ :

FOLLOW UP ACTIVITIES

Learning Apps: Play this *Guessing the Job* game by clicking on <https://learningapps.org/5932195>

Play this *Who wants to be a Millionaire?* game? by clicking on <https://learningapps.org/2326720>

Jobs and Professions



















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

1. Find these jobs and professions below in the word search.

1. fisherman
2. lorry driver
3. fire fighter
4. baker
5. photographer
6. architect
7. dentist
8. plumber
9. postman
10. builder
11. vet
12. gardener
13. waiter
14. electrician
15. police officer
16. painter

2. Now write the numbers of these jobs (1-16) below the right picture.

							
<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
							
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

IDIOMS

IDIOM	MEANING	EXAMPLE SENTENCE
get the sack	to be fired	I just got the sack . I have three hours to pack up my things and leave the office.
off the hook	free from obligation	Jason said he'd finish the project tonight, so you're off the hook .
learn the ropes	become more familiar with a job	It will take me several months to learn the ropes , but I'm sure I will learn how to do my job well.
hanging by a thread	in great danger of elimination or failure	Your job is hanging by a thread . You really need to improve.
burn the candle at both ends	work very long hours	I've been working two jobs I'm very tired. I'm burning the candle at both ends .
pink slip	dismissed from employment	After teaching for ten years, I got the pink slip last Tuesday.
out of work	unemployed	I've been out of work since December. Hope I find a new job soon!
move up the world	become successful	You're driving a BMW now. I can see you're moving up in the world .

Task 1: Imagine you are 18-year old Alex. You started working part-time this summer as a beach supervisor. Send a brief message to your aunty Lora to tell her about your job situation. Use some of the idioms in the table.

Task 2: Idioms Charades

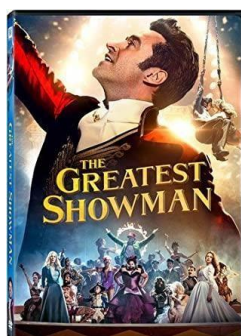
Write each idiom on a piece of paper. Pick one but keep it a secret from the other players. Act it out. The other players must guess the idiom from your actions. Finally invert the roles and try to guess the idioms yourself.

READ AND WATCH

In this pack we have read mini-biographies of several popular people. Use the Internet to look up the biography of your favourite idol.

You can also read some books by Roald Dahl and then watch the film adaptations of his books. See how they are inspired by true events in Roald Dahl's life.

There are plenty of biographies that you can watch. Here are a few.



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

Book Review

My Book Cover:



Book Title: _____

Author: _____

Genre:

fiction

horror

biography

non-fiction

humour

mystery

science-fiction

crime ...

Other _____

Illustrator: _____

Plot:

Setting:

Characters:

Connecting:

Compare the book to another book, movie or event that you were reminded of.
Explain why.

What was your favourite part?

Would you recommend the book? To whom and why?

Rating:



Film Review



<p>Title:</p> <hr/> <hr/>	<p>Circle the Genre:</p> <p>drama animation action romance comedy fantasy</p> <p>Other: _____</p>	<p>Rate it:</p> <p>☆☆☆☆☆</p>
<p>Characters:</p> <hr/> <hr/> <hr/>	<p>Setting:</p> <hr/> <hr/> <hr/>	<p>Favourite part:</p> <hr/> <hr/> <hr/>
<p>Summary of the story:</p> <hr/> <hr/> <hr/>		
<p>Do you recommend the film? Yes / No</p> <p>Why? _____</p> <hr/>		

MATERIAL TAKEN/ADAPTED FROM:

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

<https://www.thebalancecareers.com/what-do-you-want-to-be-when-you-growup-2059788> https://kids.kiddle.co/Mahatma_Gandhi

40 Listening Activities for Lower-Level Class by Scholastic Reading
Comprehension 5 by Louis Fidge.

ANSWERS

Listening Task

A. 1. lawyer 2. meat 3. thirteen 4. India 5. salt 6. 1948

B.



C.

a	1882	a	Mahatma Gandhi gets married.
b	1893	c	India wins Independence.
c	1947	d	The violence between Muslims and Hindus stops.
d	1948	b	Mahatma Gandhi becomes a lawyer.

Reading Task 1

1 a. 13th September 1916 b. Llandaff, Wales c. Astri, Asta
d. Norway e. woodcarver

2 was often “canned” for bad behaviour

- 3 a. the Latin teacher, Captain Hardcastle
 b. When Roald attended Repton Public School, he was asked to be a chocolate tester for a famous chocolate company.
- 4 He wasn't able to write down his thoughts.

5

He was involved in a plane crash.	3
Roald Dahl started working as an assistant air attaché (an Air Force officer who is part of a diplomatic mission).	5
Roald Dahl started working with Shell Oil Company.	1
His son, Theo was involved in a car accident.	8
Dahl became a pilot with the RAF	2
Roald Dahl published his first book for children.	10
Dahl spent six months in Egypt.	4
Dahl started writing for the <i>Sunday Evening Post</i> newspaper.	6
Roald Dahl moved to England with his wife Patricia Neal.	7
Dahl's daughter died of measles.	9

- 6 a. troll b. Repton Public School/St. Peters School/Weston-Super-Mare
 c. Western Desert d. C. S. Forester e. measles/pneumonia
- 7 A writer should try act and feel like a child to understand how the child feels.
- 8 His mother was a great story teller./His school experiences inspired him./ His flying experiences inspired him. /He used to tell stories to his own children and they enjoyed them.

Reading Task 2

- 1 The article has tabs./You can share the article./The article has a search bar./There is the article's url at the top of the page and at the bottom of the page.
- 2 a. give information on how to find jobs
 b. it is not easy to become a singer
- 3 Take advantage of your interests./Make a list of three to five jobs you have thought about./Organise the list of jobs starting with your favourite./Take some career tests./Talk to a teacher or guidance counsellor./Learn more about the job by doing some online research./Spend time with people on their job. /Volunteer or do an internship.
- 4 but it won't hurt to hear it
- 5 to get the scoop
- 6 updated

7

a	review	b	worried or uncomfortable about something
b	concerned	e	a person who gives advice
c	pursue	g	when a student works for a period of time to gain practical experience.
d	passionate	a	to look or study again
e	counsellor	f	spending some of your free time helping others
f	volunteering	c	follow
g	internship	d	a strong feeling or emotion

Literature Task

Using pencil and ruler, match the following features as seen in this script

- a) title of play
- b) stage directions
- c) props
- d) names of characters
- e) scene
- f) setting description

The new assistant

CHARACTERS
 MR HIGGINS
 TOM
 FIRST MAN
 SECOND MAN
 YOUNG MAN
 YOUNG WOMAN
 RICH LADY

Scene 1

(A shop full of old things – pictures, pots, plates and some furniture. Tom is the new assistant. It is his first morning in the shop. The shop owner, Mr Higgins, is explaining the business to Tom.)

MR HIGGINS It takes a long time to learn about these old things. I've sold them all my life, but I still make mistakes.

TOM Well, I don't want to make mistakes.

MR HIGGINS *(Picking up a silver pot)* This silver pot, for example.

TOM It looks quite nice.

MR HIGGINS I paid fifty pounds for it. But it's only worth about thirty pounds. It isn't very good silver. I made a mistake when I bought it.

TOM I see. What price will you get for it?

- 1 a. T b. F c. T d. F e. T
- 2 Mr. Higgins has marked the price in very small numbers on the objects.
- 3 I've sold them all my life.
- 4 He tells him not to sell if he is not sure because he does not want Tom to sell an item without making a profit.

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
