

Macmillan

English

Language Book

5

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MACMILLAN

Scope and sequence: Units 1-9

	Theme	LANGUAGE BOOK 5		
		Reading and understanding	Vocabulary	Language building
Unit 1	Water	stimulus: <i>The Quest</i> text type: mystery story comprehension: multiple choice/ extension	adjectives	abstract nouns
Unit 2	Water	stimulus: <i>The Water Cycle</i> text type: information/explanation comprehension: sequencing a process/ extension	alphabetical order	phrases
Unit 3	Adventures	stimulus: <i>Cliffhanger</i> text type: adventure story comprehension: true or false/extension	root words	apostrophes – omission and possession
Unit 4	Adventures	stimulus: <i>Woodlands Adventure Park</i> text type: information/persuasive writing comprehension: cloze/inferential/ personal response/extension	or/er words	adverbs from adjectives
REVISION: UNITS 1-4				
Unit 5	Mysteries	stimulus: <i>The Mysterious Cupboard</i> text type: fantasy fiction story comprehension: narrative sequence/ extension	homophones	adjectives with y and ful
Unit 6	Mysteries	stimulus: <i>The Mystery of the Mary Celeste</i> text type: interview comprehension: find the mistakes/ inferential/extension	definitions	simple sentence; subject/verb/ object
Unit 7	Up in the sky	stimulus: <i>Daedalus and Icarus</i> text type: play comprehension: multiple choice/extension	definitions	simple and compound sentences
Unit 8	Up in the sky	stimulus: <i>Man on the Moon</i> text type: newspaper report comprehension: true or false/extension	synonyms	phrasal verbs
Unit 9	Up in the sky	stimulus: <i>Soft landings/Moonlight/ Spaceflight/Stars</i> text type: rhyming poetry/haikus comprehension: literal/inferential/extension	words with more than one meaning	ing adjectives
REVISION: UNITS 5-9				

LANGUAGE BOOK 5	FLUENCY BOOK 5		LANGUAGE BOOK 5	
Grammar	Fluency	Spelling	Writing	Reading for enrichment
present simple and present continuous <i>The fisherman is mending his nets. He goes fishing every day.</i>	1 <i>Holidays</i>	suffix ive	continuing a story	<i>The Quest</i> (mystery story)
past simple and past continuous <i>While the plane was flying over the forest, John looked out of the window.</i>	2 <i>African explorers</i>	tion words	sequencing a process	<i>Water's for ...</i> (poem)
present perfect and past simple <i>Have you ever seen a polar bear? Yes, I saw one yesterday.</i>	3 <i>Andes adventure</i>	ent/ence words	adventure story	<i>A Real-Life Adventure</i> (biography)
future will ; first conditional <i>What will they do at the park? If the weather is fine, they will have a picnic.</i>	4 <i>Yellowstone National Park</i>	ant/ance words	letter writing	<i>What's an adventure race?</i> (personal recount)
REVISION: UNITS 1-4				
modal verbs – should/ought to/must <i>We should unpack the suitcases. We ought to empty the boxes. First we must have something to eat.</i>	5 <i>Going underground</i>	ture words	imaginative writing	<i>The caves at Wookey Hole</i> (information/explanation)
present simple passive <i>The ship is sailed by the crew. Meals are cooked in the galley.</i>	6 <i>Mystery in Peru</i>	gu words	interview	<i>The Bermuda Triangle</i> (information)
conversational phrases – agreement <i>So do I. Me too. Neither do I. Me neither.</i>	7 <i>TV stars</i>	ie words	a play scene	<i>Wings</i> (information/explanation)
present continuous with future meaning <i>Five astronauts are going to the moon tomorrow. Their rocket is taking off at 10am.</i>	8 <i>'KidzWorld' magazine</i>	ei words	newspaper report	<i>I want to be an astronaut</i> (poem)
exclamations and result clauses <i>It's so hot! It's such a hot day! They are such good players that they win every match.</i>	9 <i>The sky at night</i>	tch words	haikus	<i>Our Solar System</i> (information)
REVISION: UNITS 5-9				

Scope and sequence: Units 10-18

	Theme	LANGUAGE BOOK 5		
		Reading and understanding	Vocabulary	Language building
Unit 10	Exploration	stimulus: <i>The shipwreck</i> text type: narrative adventure story comprehension: multiple choice/extension	word definitions	direct speech (review)
Unit 11	Exploration	stimulus: <i>Exploring Greece</i> text type: summary notes/non-fiction report comprehension: correcting sentences/extension	definitions	forms of sentence
Unit 12	Environment	stimulus: <i>The Stream</i> text type: narrative adventure story comprehension: cloze exercise/extension	synonyms	future tense with will
Unit 13	Environment	stimulus: <i>Join World Watch</i> text type: persuasive writing in form of leaflet comprehension: true or false/extension	alphabetical order	active and passive verbs
REVISION: UNITS 10-13				
Unit 14	Inventions	stimulus: <i>Kate is made smaller</i> text type: fantasy fiction story comprehension: multiple choice/extension	words and definitions/parts of speech	gender
Unit 15	Inventions	stimulus: <i>Television</i> text type: biography/expressing a point of view comprehension: literal comprehension questions/extension	homophones	more about compound sentences and clauses
Unit 16	The Senses	stimulus: <i>A night in the jungle</i> text type: narrative story comprehension: sequencing/extension	synonyms/antonyms	reported speech (review)
Unit 17	The Senses	stimulus: <i>How your ear works</i> text type: explanatory text and diagrams comprehension: matching sentence beginnings and endings/extension	root words	changing verbs to nouns by suffixing
Unit 18	The Senses	stimulus: <i>The Five Senses Shop</i> text type: list poems comprehension: literal comprehension questions/extension	onomatopoeia	separating sentence tags with commas
REVISION: UNITS 14-18				

LANGUAGE BOOK 5	FLUENCY BOOK 5		LANGUAGE BOOK 5	
Grammar	Fluency	Spelling	Writing	Reading for enrichment
reported speech (time shift present to past) <i>'I'm tired.' Jim said that he was tired.</i> <i>'I can't swim.' The girl said that she couldn't swim.</i>	10 <i>Ocean explorers</i>	two-syllable words – first syllable a long vowel	continuing a story (in chapters)	<i>The Dolphin</i> (poem)
past simple passive <i>The stadium was rebuilt in 1869.</i> <i>The Olympic Games were held there in 1896.</i>	11 <i>Journey in Greece</i>	words in which ci/ti sound like sh	non-fiction report	<i>Marco Polo</i> (biography)
present perfect + for/since <i>He has lived there for years.</i> <i>They have been on their farm since 1999.</i>	12 <i>'The River'</i>	words with same letter sound but different letter pattern	story settings	<i>How to make a solar still</i> (instructional text)
present perfect continuous + for/since <i>She has been in Borneo since 1995.</i> <i>People have been cutting down trees for years.</i>	13 <i>Let's recycle!</i>	suffixes ful/less	persuasive writing – posters	<i>The litter song</i> (poem/song)
REVISION: UNITS 10-13				
reported commands <i>James told Kate to sit down.</i> <i>He told her not to touch the machine.</i>	14 <i>Interview with a star</i>	wa (sound of a is modified after w)	writing a story sequel	<i>Cat's eyes</i> (biography)
modal verbs have to (past, present, future) <i>They always have to work hard.</i> <i>Jenny had to give a talk last week.</i> <i>Suzy will have to give a talk tomorrow.</i>	15 <i>Children's TV</i>	words in which i sounds like ee	expressing a point of view	<i>Albert the TV addict</i> (story with a moral)
question tags <i>It's noisy, isn't it?</i> <i>They're not dangerous, are they?</i>	16 <i>Night animals</i>	prefixes pre and mis	characterisation	<i>Your five senses</i> (explanatory text)
used to to express the past <i>They used to live by the sea.</i> <i>He used to play on the beach.</i>	17 <i>Look here!</i>	war/wor words	explanatory texts and diagrams	<i>My Hands</i> (poem)
reflexive pronouns <i>I baked the cake myself.</i> <i>The boys are enjoying themselves.</i>	18 <i>The big quiz</i>	homophones	non-rhyming list poem	<i>The Old Man and the Strong Man</i> (trad story from Iran)
REVISION: UNITS 14-18				

Some characters you will meet in this book

This is **Wordsworth**. He knows a lot about words. He will help you with vocabulary activities.



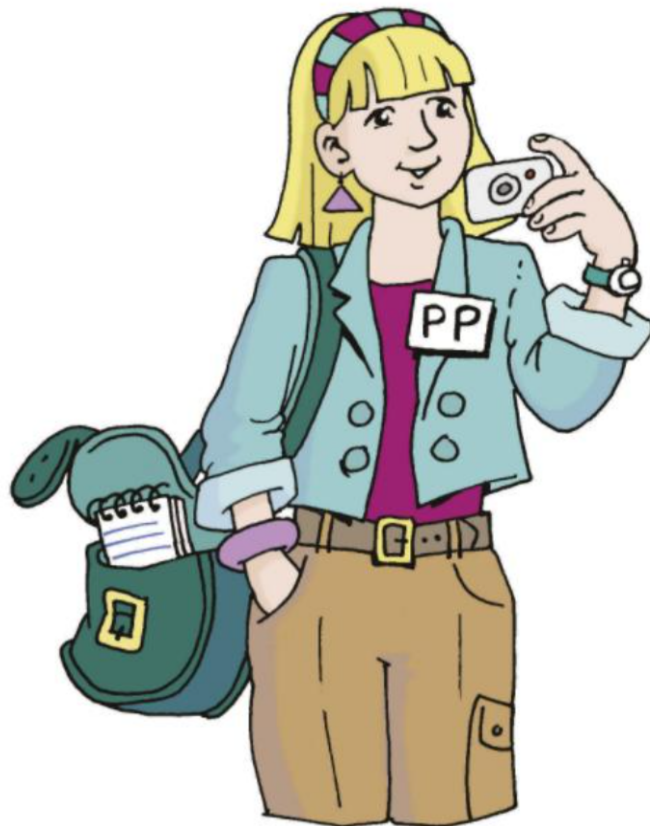
Bernie the builder will help you with grammar. He will help you to build sentences correctly.



Captain Superspell is a great speller. She will be there to help you with spelling. She will teach you helpful spelling rules.



Penny Pen loves writing. She loves helping people, too. Penny is always around to help you with writing activities.



The Quest



This is the beginning of a mystery story. Daeng is a fisherman in Thailand. He goes fishing every day. At the moment he is in the harbour. He is getting ready to go out in his boat.

Daeng was worried. He looked up at the sky. It was clear and blue. He looked round him at the calm sea. There was no wind and the monsoon rains had not come yet. The monsoon would come soon. During the monsoon, there would be rain all day, every day, for weeks and weeks.

But today it was perfect weather for fishing. Daeng turned his eyes from the sky and looked at his boat. It was a good fishing boat. He listened to the noise of the engine. Everything was alright. Why was he worried?

Daeng looked at the boy who was sitting quietly in the bottom of the boat. The boy was mending some fishing nets. Lek was a good boy. He helped Daeng a lot. Lek was clever and he learnt fast.

'What is wrong?' Daeng said to himself. He looked at the sky again. 'I have been a fisherman here in Si Racha for many years. But I have never been frightened before. And I don't understand why I am frightened. There is no reason for my fear.'

When he had no money for food, Daeng often went fishing in bad weather. He sailed his boat when the waves in the rough sea were huge. And he had never been frightened. Today the sea was calm, but he was frightened.

'We'll look for fish close to Si Racha today,' Daeng said to the boy. Lek looked up. He was surprised.

'But the weather is good,' said Lek. 'There is no wind. Why don't you go further away from the beach? There are more fish away from land.'

'We'll stay here!' Daeng replied.

The boy said nothing. There was something wrong with Daeng today. Perhaps Daeng was worrying about his money problems. Daeng had bought the boat three months ago. It was very expensive.

Lek stood up and picked up the fishing net slowly.

* * * * *





Daeng stopped the boat and looked at the water. There were no rocks here. There was no danger. But he could not forget the words of the fortune-teller yesterday.

'Be careful at sea,' the fortune-teller had told him. 'There is death in the sea.'

What did the fortune-teller mean? Who was going to die? How were they going to die? What was going to kill them? A storm? Was Daeng's boat going to sink?

* * * * *

'OK! The fishing net is in the water now!' Lek shouted to Daeng.

The boat moved slowly forward over the blue water.

Lek turned round and looked at Daeng. Daeng was worried.

'What is it?' asked Lek. 'Is everything OK?'

'I don't feel well,' Daeng said. 'We'll go back when we've pulled in the net. I'll be OK tomorrow.'

Suddenly the boat stopped moving.

Daeng leant over the side of the boat. He looked down into the water.

'The fishing net has caught on something!' he said.

Daeng went to the other side of the boat and looked into the water. 'I can't see anything,' he said.

'Are there any rocks here?' asked Lek.

Daeng shook his head. 'No, there aren't any rocks here.'

'What is it, then?' asked Lek.

'I don't know, but we've got to pull the net into the boat again!' Daeng was worried.

Lek looked at him. Something was wrong. Now Lek began to worry too. There were huge creatures in the sea. They could be dangerous. Was the fishing net caught on a sea creature? Lek put his hand in his pocket and touched his knife.

Comprehension



1 Look back. Find the correct answers. Circle them.

- | | | |
|---|-------------------------------|---------------------------|
| 1 Daeng was | a a fisherman. | b a fortune-teller. |
| 2 On that day the sea was | a rough. | b calm. |
| 3 Daeng was | a worried. | b happy. |
| 4 Daeng told Lek that | a he was worried. | b he didn't feel well. |
| 5 When the fishing net got caught, Daeng said | | |
| | a 'It's caught on the rocks.' | b 'I can't see anything.' |
| 6 Lek thought that the fishing net could be caught on | | |
| | a a creature. | b a knife. |

2 Discuss your answers to these questions.

- 1 Why was Daeng worried?
- 2 Why did Lek think that Daeng was worried?
- 3 How do you know that Daeng was a brave fisherman?
- 4 Why do you think Daeng said, 'I don't feel very well.'?
- 5 What do you think the fishing net was caught on?



Vocabulary

1 Find *adjectives* in the story which describe:

- | | | |
|---------------------------|---------|---------|
| 1 the sky | c _____ | b _____ |
| 2 the sea | c _____ | |
| 3 the weather for fishing | p _____ | |
| 4 the fishing boat | g _____ | e _____ |
| 5 Lek | g _____ | c _____ |

2 Find *adjectives* which mean the opposite. Use the thesaurus on page 166.

- | | | | |
|-------------|-------|-----------|-------|
| 1 calm | _____ | 2 perfect | _____ |
| 3 good | _____ | 4 clever | _____ |
| 5 expensive | _____ | 6 well | _____ |

Language building

Remember! A **noun** is a naming word.



a boat



the boy



Most **nouns** name things which you can touch, taste, hear, smell or see.

Some **nouns** name things you think or feel.

We call these **abstract nouns**.

Daeng is **frightened**. He feels **fear**.

There is no
reason for
my **fear**.



1 Tick ✓ the correct column.

- 1 sadness
- 2 engine
- 3 happiness
- 4 rocks
- 5 goodness

noun

abstract noun



2 Match the *adjectives* and the *abstract nouns*.

adjective

- 1 frightened
- 2 kind
- 3 angry
- 4 dangerous
- 5 dark

abstract noun

- a kindness
- b anger
- c darkness
- d fear
- e danger

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Grammar

Do you remember Daeng and Lek?



It is a beautiful day. The sun **is shining** and a warm breeze **is blowing**. Daeng, the fisherman, **is sitting** in his boat in the harbour. He **is mending** his nets. Lek **is helping** him. They **are getting** ready to go fishing.

Daeng **goes** fishing every day. Lek **helps** him. They **go** out in the boat early every morning and **come** back late in the afternoon. They **work** hard and always **catch** lots of fish.

1 Answer these questions.

- 1 What is Daeng doing this morning?
- 2 What is Lek doing?
- 3 What are Daeng and Lek doing?
- 4 What does Daeng do every day?
- 5 Do Daeng and Lek go fishing every morning or every evening?



2 Ask and answer about the text.

sun – shine

Is the sun shining?

Yes, it is.

birds – sing

Are the birds singing?

Yes, they are.

1 warm breeze – blow?

2 Daeng – sit – boat?

3 Daeng – mend – boat?

4 Daeng – help – Lek?

5 Daeng and Lek – fish?

6 they – get ready?

3 Ask and answer about the text.

Daeng – go fishing – every day?

Does Daeng go fishing every day?

Yes, he does.

Lek and Daeng – mend the nets?

Do Lek and Daeng mend the nets?

Yes, they do.

1 Lek – help Daeng – every day?

2 they – go out – every morning?

3 they – come back – in the afternoon?

4 they – go fishing – at night?

5 Daeng – work hard?

6 Daeng and Lek – catch – many fish?



Turn to
Fluency Book 5
Programme 1.



Spelling

The suffix **ive** can change a **noun** into an **adjective**.

expense

Daeng's boat was very expensive.

noun = expense

adjective = **expensive**



1 Do these word sums. Make the *adjectives*.

1 expense + ive = expensive

2 mass + ive = _____

3 secret + ive = _____

4 act + ive = _____

2 Read the words. Discuss what they mean. Use the dictionary pages.

3 Use the *adjectives* you have made to finish these sentences.

1



The tree is _____.

2



This girl is _____.

3



The watch is _____.

4



This boy is lazy. He is not _____.

Class writing

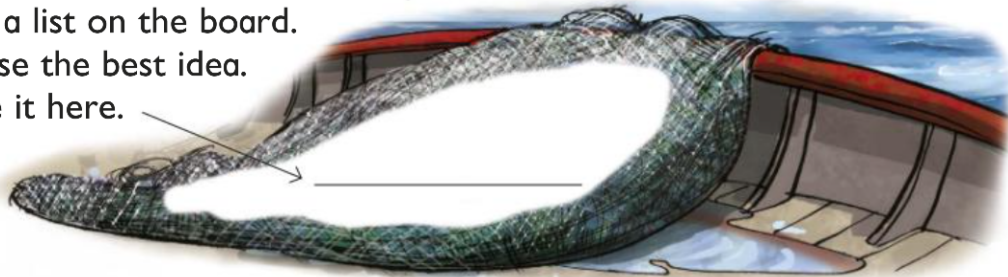
Let's solve the mystery!



- 1 Daeng and Lek got the net free.
- 2 They pulled up the net.
- 3 In the net was something which was:
 - very heavy
 - very old
 - **not** valuable.



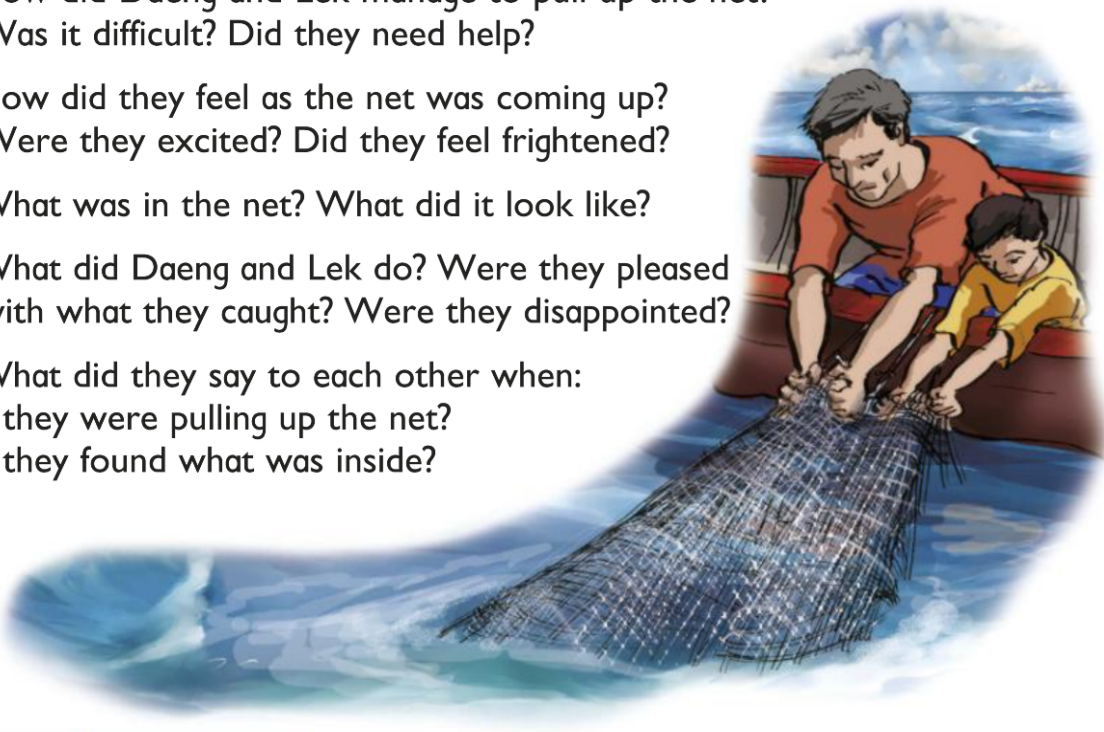
- 2 Discuss what you think was caught in the net.
- 2 Make a list on the board.
- 3 Choose the best idea.
- 4 Write it here.



- 3 Write a paragraph together on the board.

Think about and discuss:

- 1 How did Daeng and Lek manage to pull up the net?
Was it difficult? Did they need help?
- 2 How did they feel as the net was coming up?
Were they excited? Did they feel frightened?
- 3 What was in the net? What did it look like?
- 4 What did Daeng and Lek do? Were they pleased with what they caught? Were they disappointed?
- 5 What did they say to each other when:
 - they were pulling up the net?
 - they found what was inside?

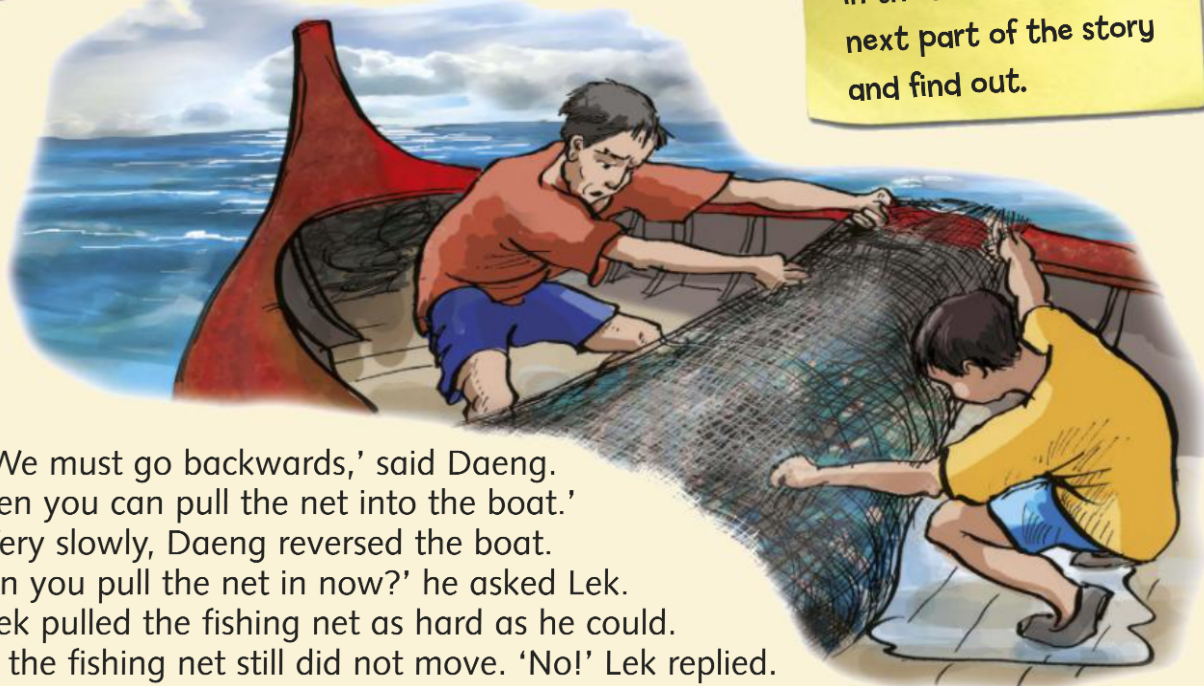




Reading for enrichment

What did you think Daeng and Lek caught in the net? Read the next part of the story and find out.

1



'We must go backwards,' said Daeng.
'Then you can pull the net into the boat.'
Very slowly, Daeng reversed the boat.
'Can you pull the net in now?' he asked Lek.
Lek pulled the fishing net as hard as he could.
But the fishing net still did not move. 'No!' Lek replied.

'Pull again!' Daeng told Lek.
Suddenly Lek shouted, 'Yes! It's coming!'
Daeng went quickly to the side of the boat and helped Lek. They started to pull the net into the boat.

'There are fish in the net!' Lek shouted. 'Look!'
Daeng looked into the net. He saw many silver fish there. But there was something else in the net. It was blue and white, and it was shining.

'What is that?' asked Daeng.
They pulled and pulled. At last, the fishing net lay in the bottom of the boat. Lek stepped forward and opened the net. He picked up the blue and white thing. It was a plate. Lek started to laugh.

'We've caught a plate! An old plate. Shall I throw it back into the sea?' he asked Daeng.
'No, no, wait a minute!' said Daeng. 'Give it to me.'
Daeng looked at the plate carefully.

'I saw a picture of a plate like this in a newspaper,' he said. 'The plate was very old. It was worth a lot of money.'

'But how did it get into our net?' asked Lek.
Daeng put the plate down and began to put the fish into baskets. When he had finished, he spoke to Lek.

'Perhaps there is a wreck down there.'
'A what?' asked the boy.
'A wreck – you know, a ship which sank a long time ago,' explained Daeng. 'There are lots of wrecks of old ships in the Gulf of Thailand. Perhaps that is why the net got caught. It was caught on a ship at the bottom of the sea. And this plate came from the ship.'