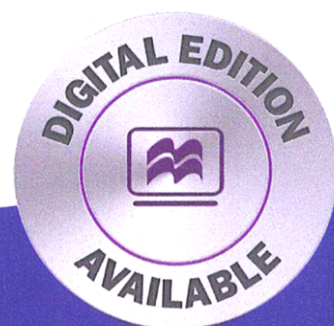


6

**Macmillan**

# English

**Language Book**



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# Scope and sequence: Units 1-9

|                     | Theme                   | LANGUAGE BOOK 6  |                                   |  |
|---------------------|-------------------------|--|-----------------------------------|--|
|                     |                         | Reading and understanding  | Vocabulary                        | Language building                          |
| <b>Unit 1</b>       | <b>Making decisions</b> | stimulus: <i>Decision time</i><br>text type: story with a moral dilemma<br>comprehension: literal comprehension/extension                            | synonyms and antonyms             | first, second and third person pronouns    |
| <b>Unit 2</b>       | <b>Making decisions</b> | stimulus: <i>The Panama Canal</i><br>text type: information/explanatory text with diagrams<br>comprehension: literal comprehension/extension         | dictionary definitions            | brackets for adding additional information |
| <b>Unit 3</b>       | <b>Going places</b>     | stimulus: <i>Journey to the centre of the Earth</i><br>text type: narrative (sci-fi) in diary form<br>comprehension: literal comprehension/extension | use of exciting adjectives        | adjectival phrases                         |
| <b>Unit 4</b>       | <b>Going places</b>     | stimulus: <i>Tourism</i><br>text type: discussion text<br>comprehension: literal comprehension/extension   | small words in long words         | adverbial phrases                          |
| REVISION: UNITS 1-4 |                         |  |                                   |  |
| <b>Unit 5</b>       | <b>Challenges</b>       | stimulus: <i>Escape from the Castle of Doom</i><br>text type: adventure story<br>comprehension: literal comprehension/extension                      | categorising words                | compound sentences (revisions)             |
| <b>Unit 6</b>       | <b>Challenges</b>       | stimulus: <i>Writing letters</i><br>text type: different types of letter<br>comprehension: literal comprehension/extension                           | prefixes <b>un</b> and <b>dis</b> | reflexive pronouns                         |
| <b>Unit 7</b>       | <b>Communicating</b>    | stimulus: <i>The Game Show</i><br>text type: play<br>comprehension: literal comprehension/extension  | alliteration                      | gender of nouns                            |
| <b>Unit 8</b>       | <b>Communicating</b>    | stimulus: <i>The Hidden Persuaders</i><br>text type: persuasive writing in advertisements<br>comprehension: literal comprehension/extension          | rhyming                           | gerunds                                    |
| <b>Unit 9</b>       | <b>Communicating</b>    | stimulus: <i>Reading Poetry</i><br>text type: choral poetry/conversation poems/rap<br>comprehension: literal comprehension/extension                 | homonyms                          | relative pronouns                          |
| REVISION: UNITS 5-9 |                         |  |                                   |  |

| LANGUAGE BOOK 6   |                            | FLUENCY BOOK 6   | LANGUAGE BOOK 6  |  |
|---|----------------------------|--|--|--|
| Grammar   | Fluency                    | Spelling   | Writing  | Reading extension  |
| present simple and continuous; past simple and continuous | Back to school!            | doubling final consonant before suffixing, e.g. stop – stopped             | choosing a way to complete a story as a class and on own | <i>Bird and Boy</i> (poem)                                       |
| expressing future time                                    | Through the canal          | magic <b>e</b> dropped before suffixing, e.g. operate – operating          | explaining how something works, with diagrams            | <i>The crow and the water jug</i> (fable)                        |
| first conditional   | Volcanoes!                 | suffixing verbs ending consonant + <b>y</b> , e.g. try – tried             | continuing a story; composing diary entry for next day   | <i>Journey to the South Pole</i> (biography)                     |
| present perfect and past simple                           | In the Himalayas           | suffix <b>ment</b>   | discussion text  | <i>Loggerhead turtles</i> (information)                          |
| REVISION: UNITS 1-4                                       |                            |  |  |  |
| past perfect  | Animax Studios             | <b>sion</b> and <b>ssion</b> at end of words                               | story planning/ writing next two chapters                | <i>Finding Magic</i> (poem)                                      |
| passive – present and past                                | Meet the author!           | suffix <b>ery</b>  | different kinds of letters                               | <i>Roald Dahl</i> (biography)                                    |
| future passive  | Jungle survival            | <b>ate</b> at end of words   | scene for a play   | <i>The English Language</i> (information text with flow diagram) |
| relative clauses  | The latest craze           | <b>c</b> after <b>x</b> and <b>ce</b> after <b>n</b> , e.g. exciting, once | designing own posters/adverts                            | <i>Just Joking</i> (wordplay)                                    |
| second conditional  | Children's Poetry Festival | negative prefixes <b>in, im</b>  | choral poem/ rap poem                                    | <i>I live in a city</i> (poem)                                   |
| REVISION: UNITS 5-9                                       |                            |  |  |  |

## Scope and sequence: Units 10-18

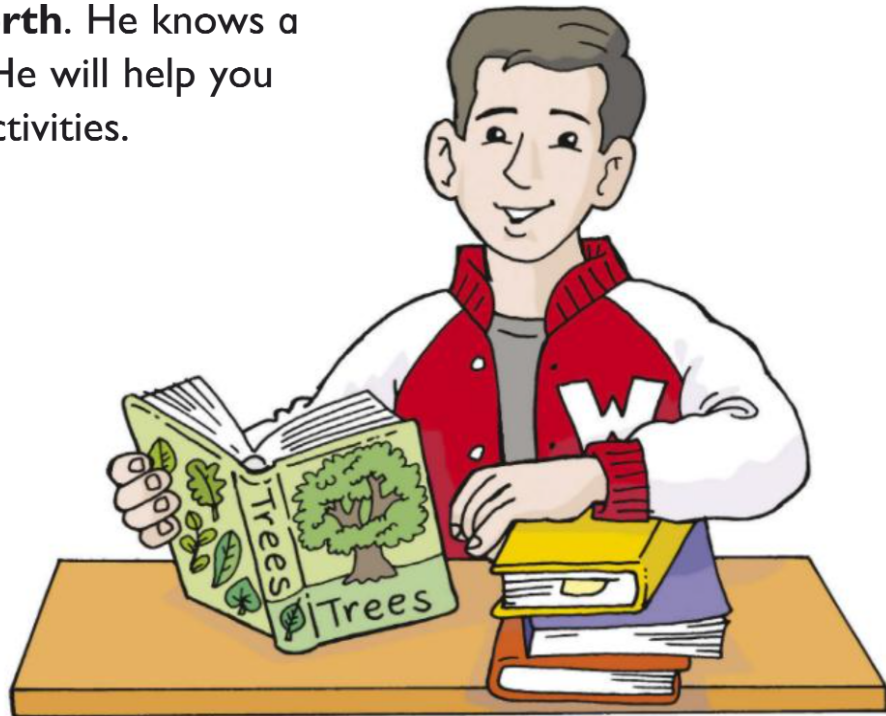
|                       | Theme             | LANGUAGE BOOK 6  |                                   |                                      |
|-----------------------|-------------------|--|-----------------------------------|--------------------------------------|
|                       |                   | Reading and understanding  | Vocabulary                        | Language building                    |
| <b>Unit 10</b>        | <b>India</b>      | stimulus: <i>Anwar and Ashraf</i><br>text type: playscript<br>comprehension: literal comprehension/<br>extension                         | adjectives                        | simple and compound sentences        |
| <b>Unit 11</b>        | <b>India</b>      | stimulus: <i>All about tigers</i><br>text type: information passage<br>comprehension: literal comprehension/<br>extension                | gender                            | subheading/<br>paragraphing          |
| <b>Unit 12</b>        | <b>Rescue</b>     | stimulus: <i>Black Beauty</i><br>text type: classic fiction<br>comprehension: literal comprehension/<br>extension                        | homophones                        | <b>who/which</b> clauses             |
| <b>Unit 13</b>        | <b>Rescue</b>     | stimulus: <i>Grace Darling</i><br>text type: biography<br>comprehension: literal comprehension/<br>extension                             | synonyms                          | abstract nouns                       |
| REVISION: UNITS 10-13 |                   |  |                                   |                                      |
| <b>Unit 14</b>        | <b>Rubbish</b>    | stimulus: <i>Stig of the dump</i><br>text type: narrative<br>comprehension: literal comprehension/<br>extension                          | regular and irregular past tenses | paragraphing                         |
| <b>Unit 15</b>        | <b>Rubbish</b>    | stimulus: <i>Where does our rubbish go?</i><br>text type: information/flow diagram<br>comprehension: literal comprehension/<br>extension | antonyms                          | adverbial clauses                    |
| <b>Unit 16</b>        | <b>Schooldays</b> | stimulus: <i>The One That Got Away</i><br>text type: short story<br>comprehension: literal comprehension/<br>extension                   | collective nouns                  | adverbial clauses                    |
| <b>Unit 17</b>        | <b>Schooldays</b> | stimulus: <i>Interview with John Little</i><br>text type: interview<br>comprehension: literal comprehension/<br>extension                | difficult words                   | positioning of clauses               |
| <b>Unit 18</b>        | <b>Schooldays</b> | stimulus: <i>Poetry</i><br>text type: acrostic/list/rhyming poems<br>comprehension: literal comprehension/<br>extension                  | contractions                      | apostrophes of possession (revision) |
| REVISION: UNITS 14-18 |                   |  |                                   |                                      |



| LANGUAGE BOOK 6   | FLUENCY BOOK 6                             |                           | LANGUAGE BOOK 6                                      |  |
|---|--|---------------------------|--|--|
| Grammar   | Fluency                                    | Spelling                  | Writing  | Reading extension  |
| present perfect – active and passive/<br>past action – present result | An Indian market                           | words ending <b>ck/ic</b> | playscript   | <i>The Taj Mahal</i><br>(information text)                 |
| modal verbs   | Wildlife in India – Sariska Nature Reserve | <b>ory</b> words          | information organised with paragraphs/<br>subheading | <i>Jazeera in the Sun</i><br>(story extract)               |
| <b>may/might</b> to show possibility + conditional                    | The National Horse Show                    | suffix <b>able</b>        | first person narrative – changing viewpoint          | <i>The Bed and Breakfast Star</i><br>(story extract)       |
| modals + passive infinitive   | Sea Rescue!                                | suffix <b>ible</b>        | biography  | <i>The Lion and the Mouse</i><br>(fable)                   |
| REVISION: UNITS 10-13   |  |                           |  |  |
| reported speech   | It's rubbish!                              | <b>age</b> words          | continuing a story – description                     | <i>Don't Dump It – Re-use It</i><br>(factual)              |
| question tags   | Where <i>can't</i> our rubbish go?         | suffix <b>y</b>           | flow diagram   | <i>The Poet and the Trees</i><br>(poem)                    |
| reported speech – <b>have/had; will/would</b>                         | The happiest days of your life?            | <b>ary</b> words          | continuing a story                                   | <i>Tanni Grey-Thompson</i><br>(autobiography)              |
| reported questions  | School stories                             | suffix <b>ous</b>         | interview/<br>reflective writing                     | <i>Impressions of a New Boy</i><br>(poem)                  |
| <b>wish</b> + past tense  | Goodbye!                                   | <b>au</b> words           | poetry   | <i>The Model We're Making in Class with Miss</i><br>(poem) |
| REVISION: UNITS 14-18   |  |                           |  |  |

## Some characters you will meet in this book:

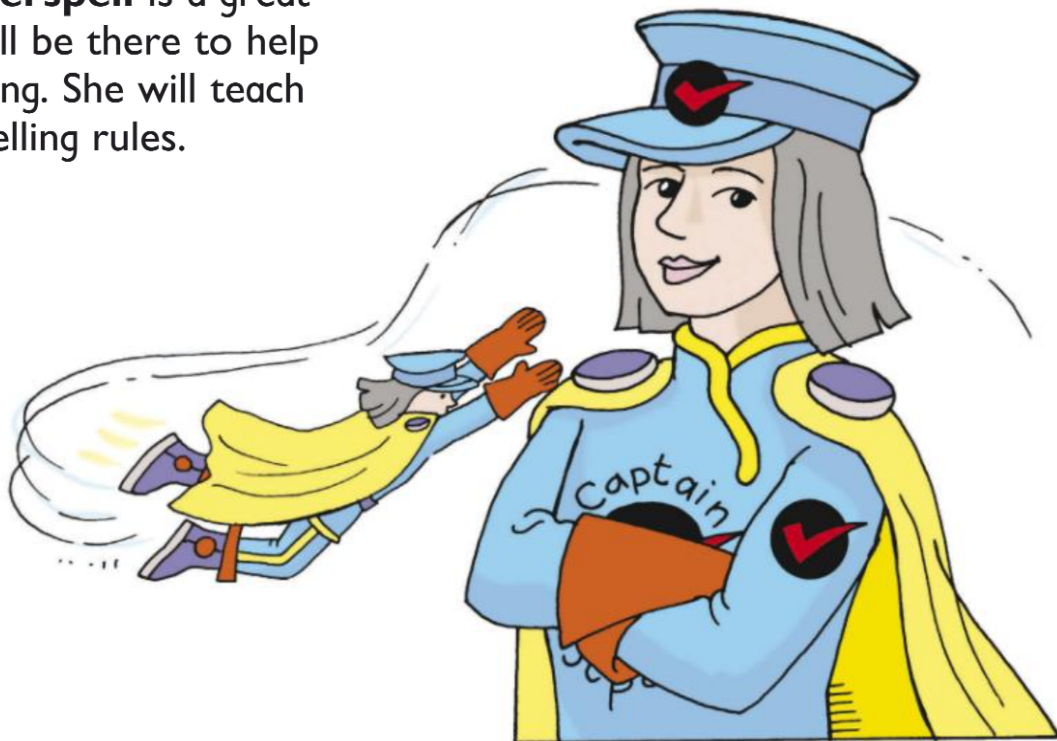
This is **Wordsworth**. He knows a lot about words. He will help you with vocabulary activities.



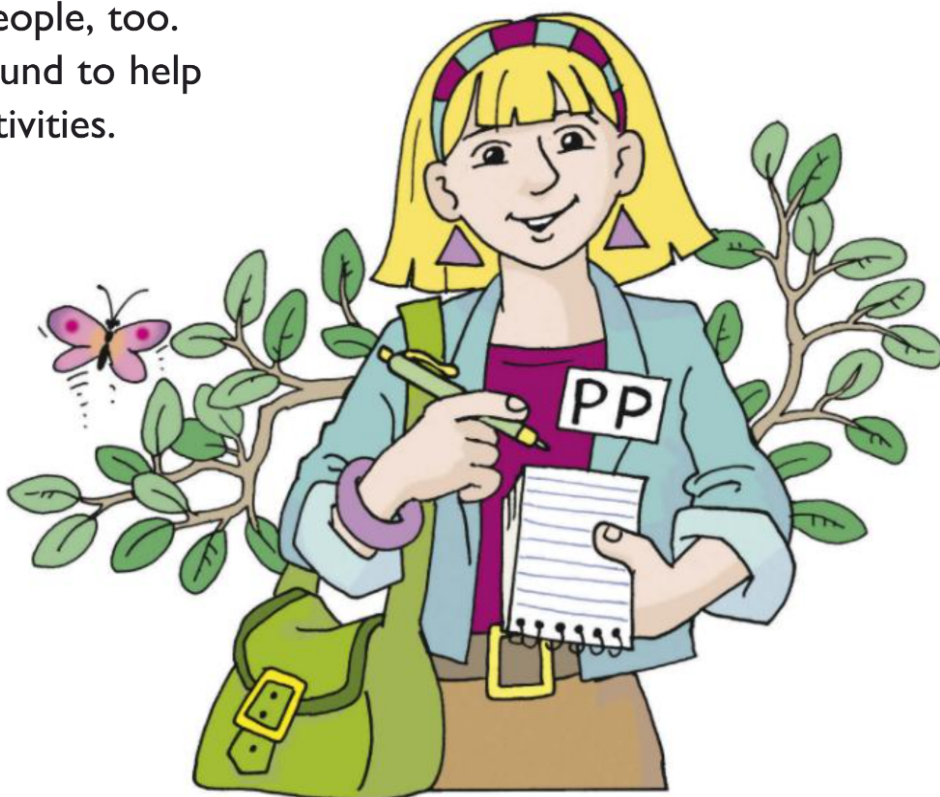
**Bernie the Builder** will help you with grammar. He will help you to build sentences correctly.



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

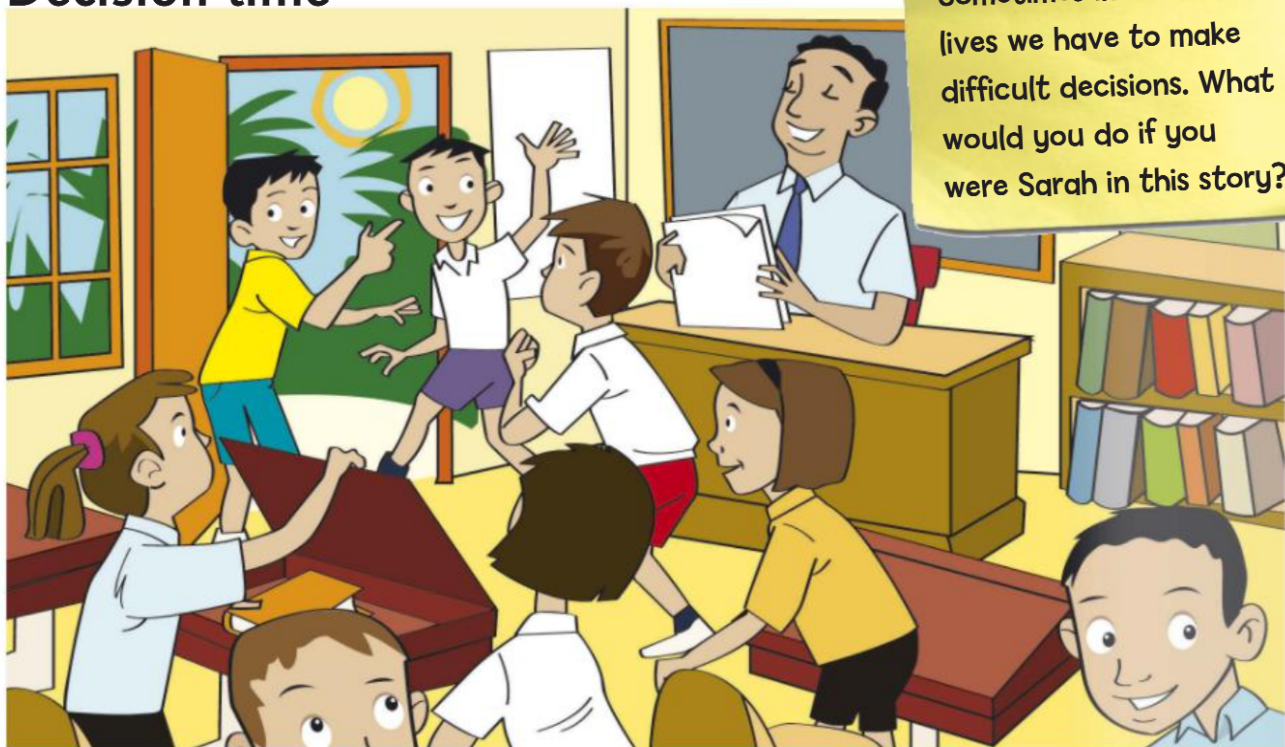


**Penny Pen** loves writing.  
She loves helping people, too.  
Penny is always around to help  
you with writing activities.





## Decision time



'Put your books away quietly and go out to play,' Mr Graham said. 'You have all worked hard this morning. Well done!'

The children quickly put their things in their desks and headed towards the playground. They were glad it was time for a break. It was hot and sticky in the classroom.

Soon the classroom was quiet and empty. Mr Graham sat at his desk and enjoyed the quietness for a few moments. He could hear the noise of children shouting and playing outside. Mr Graham got up, stretched and went to the staff room for his break.

In the playground children were having a great time. Some children were standing in the shade of the trees, chatting and joking. Others were racing and chasing each other in the bright sunshine. Sam, Ben, Dan and Sarah were playing with a ball. It was so hot, they were all sweating.

'I'm too hot,' Sam said. 'Let's stop and have a rest.'

Ben agreed. 'Good idea. I'm getting fed up with this game, anyway.'

'Let's sit down for a while,' Dan suggested. He ran towards the shade of the tree where it was cooler.

'I've got a can of drink in my bag in the classroom,' Sarah said. 'I'll go in and get it.'

'Hurry up,' Sam said, 'before I die of thirst!'



Sarah smiled as she went into the school. It was dark and cool inside. It took a moment or two for her eyes to get used to the darkness. Sarah walked down the corridor. It was strange to be in school on her own. Everywhere was so quiet. Her footsteps echoed on the wooden floor. She glanced into each empty classroom as she walked along.

Just before Sarah got to her classroom, she stopped to look at her painting on the wall outside. She was very proud of it. Sarah turned to go into her classroom but a sudden movement inside the room made her stare. She stopped in amazement. There, standing at Mr Graham's desk, was Wayne. He was looking in it. He did not look up. He did not see or hear Sarah at the door. What was he doing? Why was he looking in Mr Graham's desk? Why wasn't he outside?

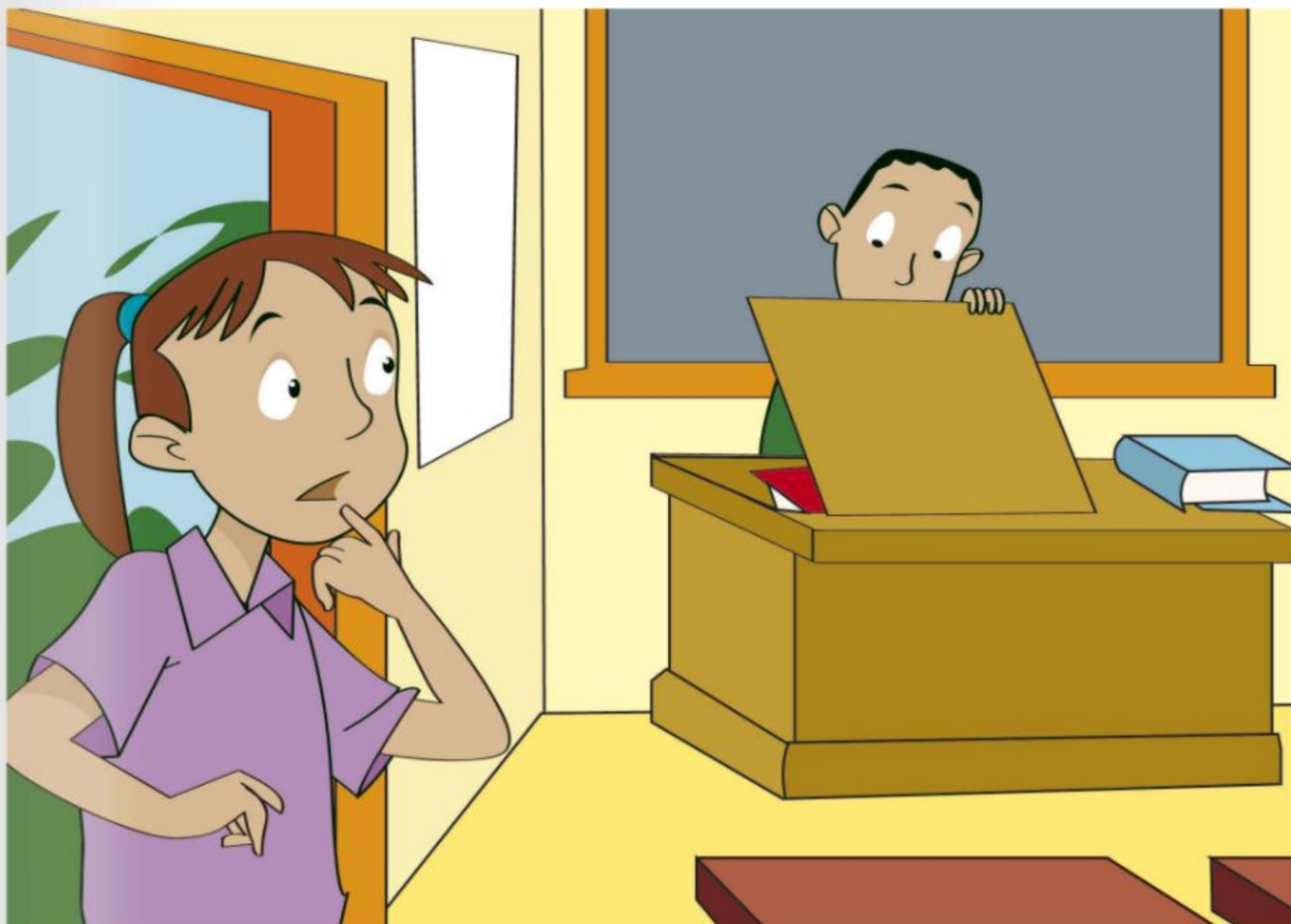
Sarah's heart beat fast. She didn't know what to do. Her mind buzzed with all sorts of questions and thoughts.

'Shall I go in and ask him what he's doing?'

'Shall I go and get Mr Graham?'

'Shall I pretend I haven't seen anything and go outside again?'

Then all of a sudden Sarah knew what to do ...



# Comprehension



## 1 Answer these questions with proper sentences.

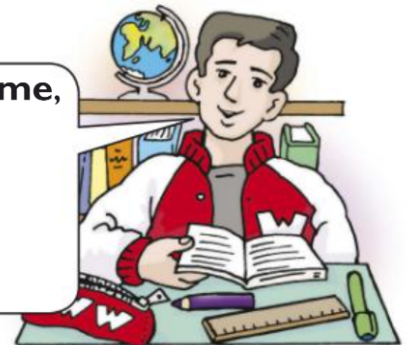
- 1 What was the name of the teacher?
- 2 Why were the children glad it was time for a break?
- 3 Who was playing with a ball in the playground?
- 4 Who said he was too hot?
- 5 Why did Sarah go back into school?
- 6 Was it bright or dark inside school?
- 7 What did Sarah look at on the wall?
- 8 Who was looking in Mr Graham's desk?

## 2 Discuss your answers to these questions.

- 1 What was the weather like? How do you know?
- 2 Why do you think Mr Graham sat at his desk when the children went outside?
- 3 How can you tell the children were having a great time at break?
- 4 Why did Dan run towards the shade of the tree?
- 5 Why did Sarah's footsteps echo as she walked along?
- 6 Why do you think Wayne was looking inside Mr Graham's desk?
- 7 What do you think Sarah will do?

# Vocabulary

A **synonym** is a word that means the **same**, or nearly the same, as another word: 'pleased' means the same as 'glad'.  
An **antonym** is a word that means the **opposite** of another word: 'miserable' is the opposite of 'glad'.



## 1 Find each adjective in the text on pages 8–9. Write a synonym and an antonym for each adjective. Use the thesaurus on page 167.



| adjective   | synonym | antonym |
|-------------|---------|---------|
| 1 cool      | a _____ | a _____ |
| 2 quiet     | b _____ | b _____ |
| 3 bright    | c _____ | c _____ |
| 4 sticky    | d _____ | d _____ |
| 5 empty     | e _____ | e _____ |
| 6 glad      | f _____ | f _____ |
| 7 difficult | g _____ | g _____ |
| 8 strange   | h _____ | h _____ |

## Language building



Remember! A **pronoun** may be **singular** (one) or **plural** (more than one).

### First person

First person pronouns refer to the person (or persons) **who is (or are) speaking**.

I waited for Sarah and **we** went out to play.

### Second person

Second person pronouns refer to the person (or persons) **we are speaking to**.

Will **you** bring me a can of drink?

### Third person

Third person pronouns refer to the person (or persons) **we are speaking about**.

**They** sat under the tree and ate **their** sandwiches.

|                        | singular                              | plural             |
|------------------------|---------------------------------------|--------------------|
| First person pronouns  | I, me, mine                           | we, us, ours       |
| Second person pronouns | you, yours                            | you, yours         |
| Third person pronouns  | he, him, his, she, her, hers, it, its | they, them, theirs |



- 1** Underline the *pronouns* in each sentence.  
Say if they are *first, second or third person pronouns*.

- Mr Graham smiled when he said, 'You have all worked hard.'
- It was hot and they were all sweating.
- 'We can sit here,' Sarah said as she ran to the tree.
- 'Will you sit next to me?' Sam asked Ben.
- 'Is this book yours?' Wayne asked Sarah.



- 2** This text is written in the *third person*. Underline the *third person pronouns*.

Sarah did not like the empty school. She heard footsteps echoing all around her. The darkness frightened her. She decided to stop and look at the paintings on the wall. Hers was near the top. Then Sarah looked in the classroom. She stopped and stared at what she saw.

Now imagine you are Sarah. Tell the story in the **first person**. Begin like this:  
I did not like the empty school.





# Grammar

Do you remember the children in Mr Graham's class?



The children in Mr Graham's class **have** a break every morning. If the weather **is** fine, they **go** outside into the playground. Today the sun **is shining** so the children **are playing** outside.



Yesterday it **was raining** so the children **did not go** outside. They **stayed** in the classroom. They **were playing** quietly when suddenly Dan **shouted**, 'Look!' The sun **was shining** through the rain. They **saw** a rainbow in the sky.








## 1 Answer these questions.

- 1 What do the children have every morning? Where do they go if the weather is fine?
- 2 What are the children doing now? What is the weather like?
- 3 What was the weather like yesterday? Did the children go outside?
- 4 What were they doing when Dan shouted?
- 5 What did they see? Why?



## 2 Look, ask and answer.

|           |  |  |  |  |  |
|-----------|---|---|--|---|---|
| Now       | ✓   | ✓   | ✓  | ✓   | ✓   |
| Every day | ✗   | ✗   | ✓  | ✗   | ✓   |

1 sun – shine

Is the sun shining?

Yes, it is.

Does it shine every day?

No, it doesn't.

2 it – rain

3 boys – laugh

4 girls – sing

5 dog – bark

## 3 Look at the picture and answer the questions.



- 1 What were the children doing when the teacher came into the classroom? (Say three things.)
- 2 What did the children do when the teacher came into the classroom? (Think of three things.)

Turn to  
Fluency Book 6  
Programme 1.





# Spelling



In words of **one-syllable** which contain a **short vowel in the middle**, we **double** the **last consonant** before we add a **suffix** which begins with a **vowel**.



Sarah is chat~~tt~~ing with her friends.

chat + ing = chat~~tt~~ing



Yesterday she chat~~tt~~ed with her Mum.

chat + ed = chat~~tt~~ed

## 1 Complete the chart.

|       | + ing    | + ed    |
|-------|----------|---------|
| stop  | stopping | _____   |
| drum  | _____    | drummed |
| _____ | planning | _____   |
| _____ | _____    | wagged  |
| _____ | patting  | _____   |
| jog   | _____    | _____   |
| _____ | _____    | wrapped |
| slip  | _____    | _____   |
| _____ | hugging  | _____   |
| hum   | _____    | _____   |

## 2 Write the correct form of the verb in each sentence.

- Sarah \_\_\_\_\_ (stop) and looked in the classroom.
- The man was \_\_\_\_\_ (drum) very loudly.
- Sarah \_\_\_\_\_ (plan) to get her can of drink from her bag.
- When I \_\_\_\_\_ (pat) the dog it \_\_\_\_\_ (wag) its tail with happiness.
- The athlete was \_\_\_\_\_ (jog) around the stadium.
- My Mum was \_\_\_\_\_ (wrap) my birthday present.
- When it was icy I \_\_\_\_\_ (slip) and hurt my leg.
- The small child \_\_\_\_\_ (hug) his teddy.
- Last night I was \_\_\_\_\_ (hum) in the bath.

## Class writing

Now you can decide how you want the story to end.



### 1 Read the three possible endings.

#### Ending one – story plan



Paragraph 1 Sarah asked Wayne what he was doing.

Paragraph 2 Wayne answered.  
Was he angry?  
What did he say?  
Did Wayne have a good reason?

Paragraph 3 What happens now?

#### Ending two – story plan

Paragraph 1 Sarah went to get Mr Graham.

Paragraph 2 What did Mr Graham do?  
Did he go and see Wayne?  
What did he say to Wayne?  
What did Wayne do?

Paragraph 3 What happens now?



#### Ending three – story plan



Paragraph 1 Sarah pretended she hadn't seen anything.  
She went outside again.

Paragraph 2 Did she say anything to her friends?  
Did she tell them?  
Did they decide to do nothing or did they decide to trap Wayne?

Paragraph 3 What happens now?

### 2 Have a class vote and choose which ending you want to use.

### 3 Follow the story plan for the ending you chose. Brainstorm your ideas. Write some notes for each of the three paragraphs on the board.

### 4 Now write your ending together in three paragraphs on the board.



### Bird and Boy

So you want to fly. Why?  
You haven't any feathers.  
Do you think it's good fun  
Being out in all weathers?  
Said Bird to Boy.

You haven't any wings,  
You can't build a nest.  
Why aren't you satisfied  
With the things you do best?  
Said Bird to Boy.

What would it be like?  
A sky full of boys,  
Their arms flapping, their big feet –  
And the noise!  
Said Bird to Boy.

Have you ever tried perching  
In some old tree  
When it's snowing? It's not funny,  
Believe me!  
Said Bird to Boy.

Be comfortable, do your own thing,  
Your skateboard, your bike,  
Your football, all the other  
Things you like.  
Why try to fly?  
Stay out of the sky,  
Said Bird to Boy.

Yes, you're right, I can't just  
Flap my arms and fly.  
But I dream about it often,  
Winging through the sky,  
Above the houses, the streets.  
I'd like to try.  
Said Boy to Bird.

*Leslie Norris*

