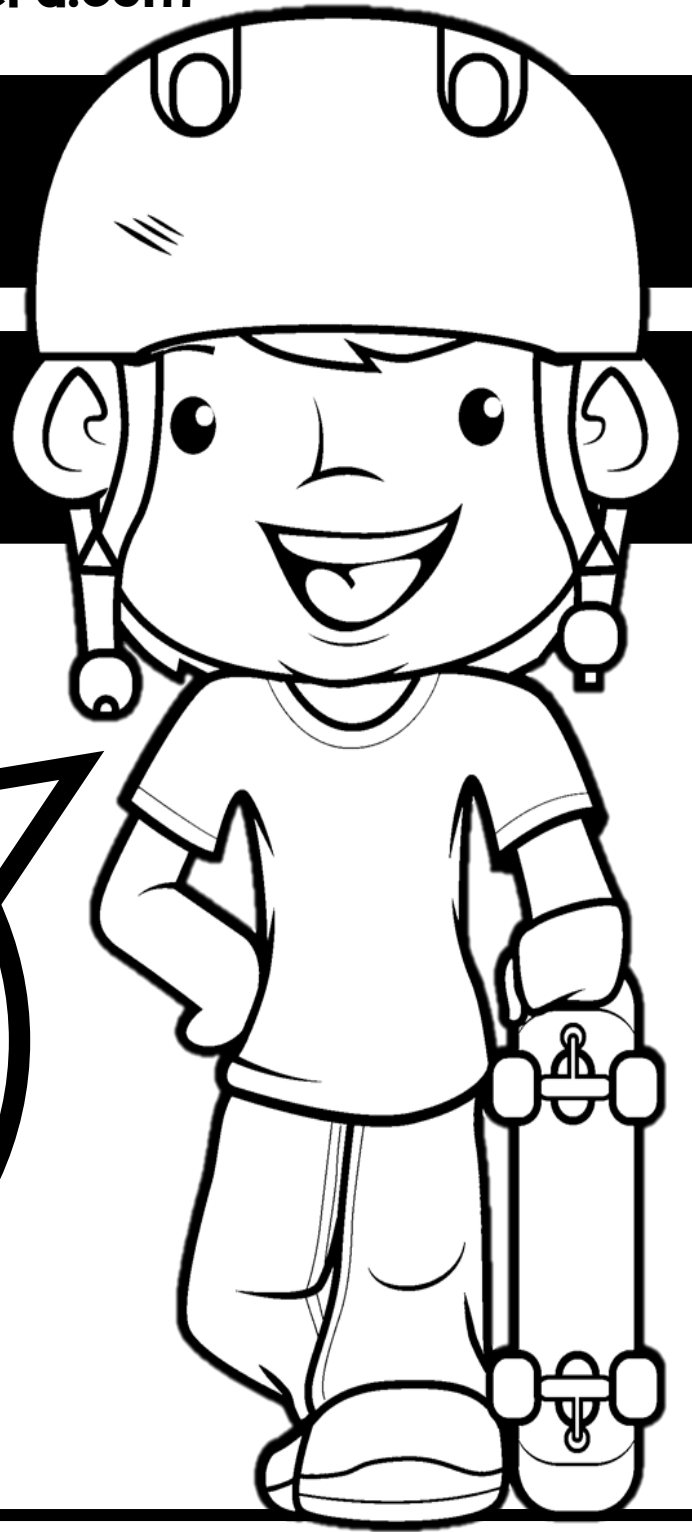


# YEAR 6

# UNIT 7



TEXTBOOK-  
BASED  
ENGLISH  
WORKSHEETS

**SCHOOL:**

**NAME:**

**CLASS:**

**TEACHER'S NAME:**

# READING

Read the words. Then search and colour. (page 82)

- |           |                 |            |         |           |
|-----------|-----------------|------------|---------|-----------|
| accordion | classical music | folk music | perform | pop music |
| promote   | rap             | rhythm     | tour    | tune      |

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

Read the words again and write the meaning. (page 82)

No	WORDS	MEANING
1	accordion	
2	classical music	
3	folk music	
4	perform	
5	pop music	

No	WORDS	MEANING
6	promote	
7	rap	
8	rhythm	
9	tour	
10	tune	

# READING

I. Discuss the questions and write the answers. (page 82)

1 How many different types of music you can think of? Write below.

-----  
-----  
-----

2 What's your favourite type of music? Why?


-----  
-----  
-----

3 When do you usually listen to music?

-----  
-----  
-----

4 How do you listen to music?

-----  
-----  
-----

2.  2.1 Look at the article on pages 82-83 and answer the questions below. Then read the text quickly and check your answers. (page 82)

1 What types of text does it contain?

-----  
-----  
-----

2 Who do you think the man in the photo is?

-----  
-----  
-----

# READING

Read the article on pages 82 -83 and write the correct answers. You can also opt to play a running dictation game with your partner using this worksheet.

## Songboard magazine talks to... *Martin Stark*



### >> What's your favourite type of music?

I like all kinds of music – I often listen to pop music or rap, and I like some classical music, too. \_\_\_\_\_

### >> \_\_\_\_\_?

A lot of people ask me that! Folk music is a type of traditional music which isn't usually popular with young people. But I think it's the most interesting kind of music. The songs tell great stories about people's lives, \_\_\_\_\_

Some of these songs have been around for hundreds of years. Every country has its own folk music and I think it's a great way to learn about your culture.

### >> Tell us about your new song.

I've always been interested in folk stories from Europe. \_\_\_\_\_ It has everything that makes a good story – drama, action and humour – so I decided to write a song about it.

### >> How do you write your songs?

\_\_\_\_\_. All folk songs have a narrative – a story. My song starts with, 'As I was walking'. I think about where I am, who I'm with and what we're doing. Then I think about what I'm going to do next and the story starts to develop. Next, I think about the tune and rhythm of the song – \_\_\_\_\_

### >> We know you play the guitar. \_\_\_\_\_?

I play the piano, too, \_\_\_\_\_  
Everyone says it will be difficult, but I disagree – it's quite similar to the piano.

### >> What are your plans for the future?

I'm going to promote my music through social media so that more people can hear it. And I'm going to continue to tour and perform, of course!  
\_\_\_\_\_

Listen! Can you hear the guitars? We are going to start in a few minutes.

# READING

Read the lyrics of the song on page 83. Write the lyrics below and sing with your friends.

## *The legend of Robin Hood*



# READING

3. Read the words. Look up their meaning and example of sentence in the dictionary on page 140. Then complete the table below. (page 83)

No	WORDS	MEANING	EXAMPLE OF SENTENCE
1	accordion		
2	classical music		
3	folk music		
4	perform		
5	pop music		
6	promote		
7	rap		
8	rhythm		
9	tour		
10	tune		

# READING COMPREHENSION

I. Read the text on pages 82-83 again. Answer the questions. (page 84)

1 Why does Martin love folk music?

-----  
-----  
-----

2 Why is the folk story about Robin Hood his favourite?

-----  
-----  
-----

3 What three things does he say are important in writing a song?

-----  
-----  
-----

4 How is Martin going to promote his music? Why?

-----  
-----  
-----

5 Where did Robin Hood live?

-----  
-----  
-----

6 Was he a good person? Give one reason for your answer.

-----  
-----  
-----

# READING COMPREHENSION

## 2. Read the questions. Colour Interview or Song. (page 84)

1	Which text is about someone who lived hundred years ago?	Interview	Song
2	Which text talks about someone's interest?	Interview	Song
3	Which text is a story?	Interview	Song
4	Which text has questions and answers?	Interview	Song
5	Which text has different verses?	Interview	Song
6	Which text has rhyme and rhythm?	Interview	Song

## 3. Discuss the question with a partner and write the answers. (page 84)

1 What else do you learn about Robin Hood in Martin's song?

-----  
 -----  
 -----  
 -----

2 What popular folk stories do you have in your culture?

-----  
 -----  
 -----  
 -----

3 Why do you think these stories are so popular?

-----  
 -----  
 -----  
 -----



# WORKING WITH WORDS

## Prefixes (*im -* and *dis -*)

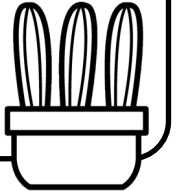
You can often change the meaning of a word by adding a prefix.

Many negative words start with the prefix *un-*. Others begin with *im-* or *dis-*.

The prefix *im-* comes before a word beginning with *p* or *m*:

impossible

disagree



Make these words negative by adding *im-* or *dis-*. Then check your answers in a dictionary. (page 84)

1. honest  
dishonest

2. polite

3. perfect

4. appear

5. mature

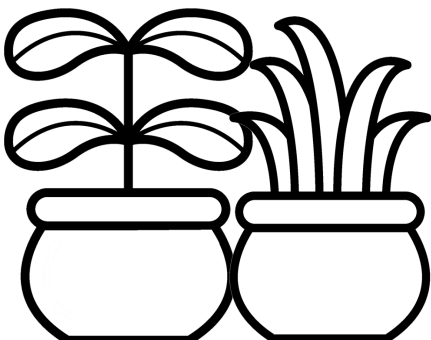
6. respect

7. patient

8. mortal

10. approve

9. obedient



# GRAMMAR

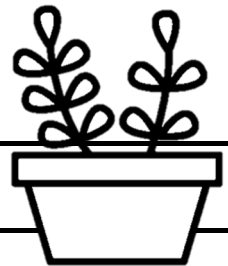
Study the table below. (page 85)

will / won't	Use <i>will/won't</i> to make prediction about the future.	My son <u>will</u> be a doctor one day. She <u>won't</u> finish her homework.
going to	a) Use <i>going to</i> to talk about future plans and intentions.	She's <u>going to</u> visit Japan next month.
	b) Use <i>going to</i> to make a prediction based on something we can see or hear right now.	Look! He's <u>going to</u> jump out of the car!

Write the correct answers.

going to

will



- 1 He's \_\_\_\_\_ see my brother tomorrow.
- 2 I bet she \_\_\_\_\_ receive the award soon.
- 3 Maryam \_\_\_\_\_ be a good teacher one day.
- 4 I'm \_\_\_\_\_ to buy the books this Saturday.
- 5 The car is \_\_\_\_\_ to hit the tree!

2. Complete the dialogue with the correct form of *will* or *going to*. (page 85)

John	In the future, I think music 1) <u>will sound</u> _____ (sound) completely different. There 2) _____ (not be) any musical instruments. We 3) _____ (use) computers to make music.
Tracey	I don't agree! I love the sound of different instruments. I 4) _____ (learn) to play lots of instruments. I 5) _____ (write) songs with my best friend and we 6) _____ (perform) for our families and friends.
Alex	Look! The lights are going down. The musicians are on the stage. The concert 7) _____ (start). Be careful! You 8) _____ (drop) your chocolates on the floor!

# GRAMMAR

**Discuss with a partner and complete the table below. (page 85)**

1) Do you think computers will replace musical instruments in the future? Why/ Why not?

2) What music are you going to listen to this week?

Values :

3) What are the advantages of playing a musical instrument?

4) What is your favourite musical instrument? Write and draw.

# LANGUAGE IN USE

Arrange the letters to form words. (page 86)

aralcend  
-----

diingmht  
-----

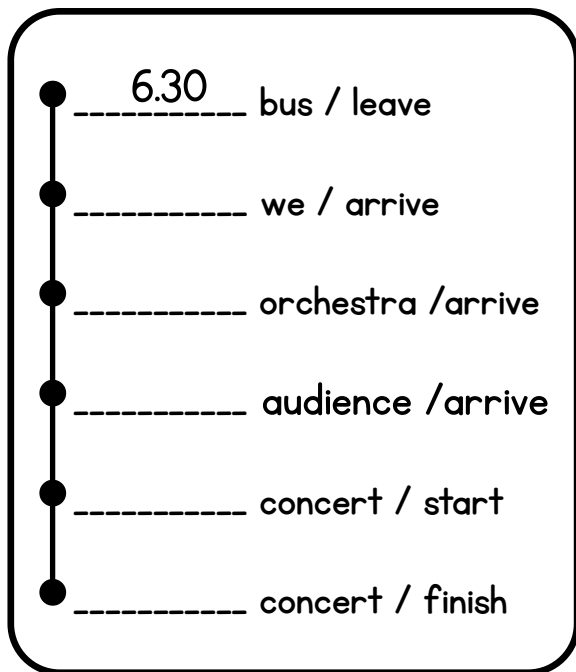
oeashtrcr  
-----

aerrsehal  
-----

1.  2.2 Listen and say. Then act out with a partner. (page 86)

A	What time does your concert start on Saturday?
B	It's on the calendar ... Look! It starts at 7 o'clock.
A	OK, thanks. What time does the bus leave?
B	It leaves at 10 o'clock.
A	That's a long day!
B	I know. We arrive at the concert hall at twelve. Then we have a rehearsal at 1.30. It finishes at 3.30.
A	Do you have a break?
B	Yes, after the rehearsal. We're free until 6 o'clock.
A	That's good. And what time does the concert finish?
B	It finishes at 9.30. The bus leave at 10 o'clock so we get back at midnight.
A	Great! I'll be there to meet you.

2. Write times to complete a new itinerary. Then write sentences.



6.30 bus / leave  
-----  
we / arrive  
-----  
orchestra / arrive  
-----  
audience / arrive  
-----  
concert / start  
-----  
concert / finish  
-----

1	The bus leaves at 6.30.
2	
3	
4	
5	
6	

# LANGUAGE IN USE

**Make a new dialogue. Use your information in Activity 2. Then act out with a partner. (page 86)**

A What time does the bus leave?

B It leaves at .....

A What time do you arrive at the concert hall?

--	--

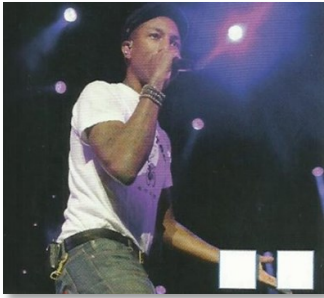
# LISTENING

1. Look at the photos. What does each one show? Match. (page 87)

a) a musical

b) traditional music

c) pop music



2. 2.3 Listen and check. Then number the photos in order. (page 87)

3. 2.3 Listen again and complete the notes. (page 87)

happy      mum      lively      catchy      cheerful      rhythm      tune      cheerful

<i>Happy</i> by Pharrell William	It's really 1) <u>catchy</u> . It always makes me feel 2) _____.
<i>Bambo</i> by Ba Cissoko	It's got a great 3) _____. The song is 4) _____ and 5) _____.
<i>Consider Yourself</i> from the musical <i>Oliver!</i>	It's got a great 6) _____, really fast and 7) _____. It reminds me of my 8) _____.

4. 2.3 Circle Paul, Clare or Anna. More than one correct answer is possible. Then listen again and check. (page 87)

1	Who talks about a song that is happy?	Paul	Clare	Anna
2	Who talks about a song that their parent also like?	Paul	Clare	Anna
3	Who talks about a song that uses a traditional instrument?	Paul	Clare	Anna
4	Who talks about a song that isn't in English?	Paul	Clare	Anna
5	Who talks about a song that is about making people feel important?	Paul	Clare	Anna

Discuss the questions. Give reasons for your answers. (page 87)

1 Do you know any of these songs? If yes, do you like them? If not, would you like to listen to any of them?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 Which songs make you feel happy?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# WRITING

## LEARNING TO LEARN : Understanding rhythm in a song

Songs follow a pattern. You stress certain syllables or words in each line. 'Stress' means you say them more strongly. This creates a rhythm, or pattern. In a song, this is called the 'beat'. In this song, verse, the underlined syllables and words are stressed :


It's such a bore! It's all the same,  
 I've finished my computer game.  
 I've read my books from front to back,  
 And listened to a whole soundtrack.


Read the verse out loud and clap the rhythm. Then count the syllables in each line. How many are there?



There are \_\_\_\_\_ syllables.


I.  2.4 Listen to the song. Write the title of the song and answer the questions. (page 88)

TITLE: \_\_\_\_\_

It's such a bore! It's all the same,   
 I've finished my computer game.  
 I've read my books from front to back,  
 And listened to a whole soundtrack.

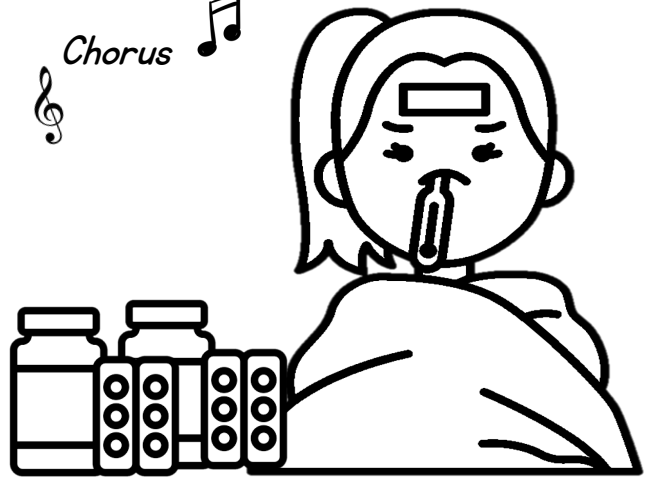
I'm missing art and match today,  
 Rehearsals for the new school play.   
 I'm happy when I run around,  
 But being inside makes me feel down.

*I thought it would be fun at first,*   
*But being ill is just the worst!* 

*Chorus* 

I watch the clock, I wait for when,  
 My friends will be online again.  
 They'll tell me stories of their day,  
 But I'll have nothing new to say.

*Chorus* 



1 Where is the girl?

\_\_\_\_\_

\_\_\_\_\_

2 How does she feel?

\_\_\_\_\_

\_\_\_\_\_

3 What's the problem?

\_\_\_\_\_

\_\_\_\_\_

# WRITING

3. Look at the song lyrics again. Answer the questions. (page 89)

Which words rhyme? Find and underline the words on the previous worksheet.  
Then write the words below.

1

---



---



---

How many verses are there?

2

---



---



---

Which part is the chorus?

3

---



---



---

What is the difference between a verse and the chorus? Match.

4



1	verse
2	chorus

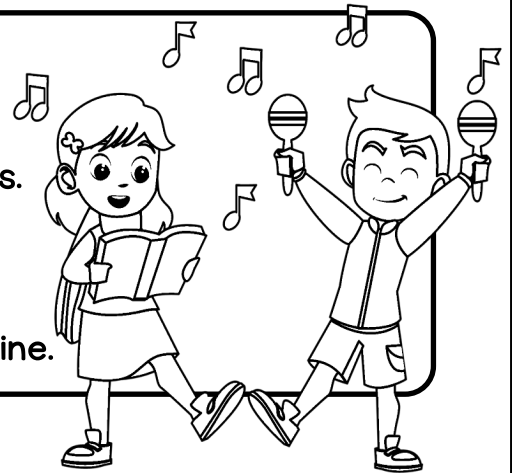
a	is repeated several times
b	tells the story
c	describes actions and events
d	describes the main idea of the song



# WRITING

4. **Work as a class. Write a new verse for the song. Follow the instructions. (page 89)**

- Use the plan below to help you.
- Use the words in the boxes or your own ideas.
- Think about which words need to rhyme.
- Think about the number of syllables in each line.



ages

~~days~~

go

pages

pictures

radio

(Line 1 *How long has she been ill?*)

It's been    days   , but feels like                     ,

(Line 2 *What's she doing now?*)

Drawing                      on                     .

(Line 3 *What else is she doing?*)

I'm listening to the                     ,

(Line 4 *What's she waiting for?*)

And waiting for the day to                     .



5.  **2.4 Listen again and learn the tune.**

**Then add your class verse and sing a long. (page 89)**

# SPEAKING

I. Choose a song that you like. Make notes to answer the questions. Use the phrases to help you (page 90)

1 What sort of song is it (rap, a pop song, etc.) ?

-----  
-----  
-----

2 Why have you chosen it?

-----  
-----  
-----

3 Why do you like it?

-----  
-----  
-----

4 How does it make you feel?

-----  
-----  
-----

5 What does it remind you of?

-----  
-----  
-----

6 What's the song about?

-----  
-----  
-----

- It's got a great tune / rhythm / story ...
- It's really catchy / lively / cheerful / romantic ...
- It makes me feel happy / sad / relaxed / energetic / optimistic ...
- It reminds me of ...

# SPEAKING

**2. Connect ideas in your notes in Activity 1 to prepare your talk. (page 90)**

E.g.

It makes me feel happy because I first heard it on holiday. It's a traditional song, but it's really catchy so it makes you want to dance.

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

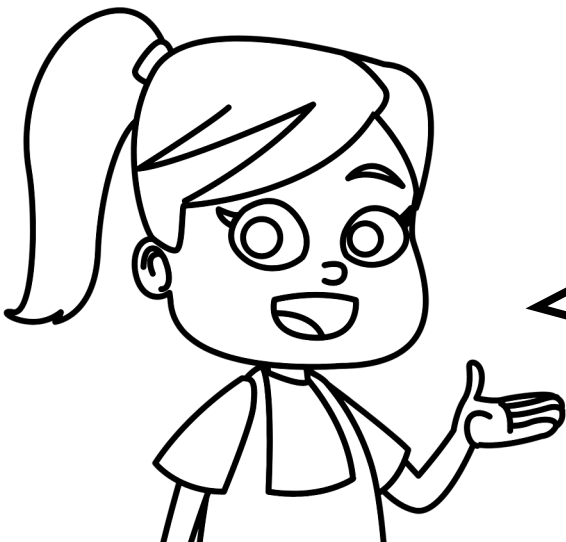
-----

-----

-----

-----

**3. Give a short talk about your song. Use your notes in Activities 1 and 2. (page 90)**



E.g.  
I'm going to talk about a song called \_\_\_\_\_  
I've chosen it because my grandma used to sing it to me...

# THINK ABOUT IT!

**1. Read and match the scripts to the type of film. How did you decide? Underline the words or phrases that helped you. (page 91)**

a) romantic film	b) action film	c) comedy	d) horror film
------------------	----------------	-----------	----------------

**1**  
 A: Give me your hand.  
 B: I can't! It's too dangerous. I'm going to fall!  
 A: We have to get down before Rex escapes.  
 B: The rope! Give me the rope!  
 A: Uh... uh ... here!  
 B: Aaaaargh!  
 A: You did it! Now let's go and get Rex.

**3**  
 A: Give me your hand, Patrick.  
 B: We've had a good life, haven't we? We've got great children...  
 A: And now our grandson has got married.   
 B: Yes. Are you happy, Emily?  
 A: Of course! It's going to be a good year.  
 B: It's going to be a wonderful year!

**2**  
 A: Give me your hand.  
 B: Why? What's happened?  
 A: I heard a noise downstairs.  
 B: Oh! What do you think it is?  
 A: I don't know—but I'm going to find out.  
 B: I'm frightened.  
 A: Don't be frightened. Stay here.   
 B: No, I'm coming with you!  
 A: *(whispers)* There's someone in the living room....  
 A and B : Aaaaargh!

**4**  
 A: Give me your hand.  
 B: I don't want to. What are you going to do with it?   
 A: Nothing!  
 B: Well, why do you want it then?  
 A: Just...Ah! I can see...chocolate on this hand.  
 B: Um... I don't know why ...  
 A: I do! You've eaten all my chocolates!

**2**  **2.5 Listen to four pieces of music. Think about how they make you feel. Write two adjectives to describe each piece. (page 91)**

Piece 1 : _____	Piece 3 : _____
Piece 2 : _____	Piece 4 : _____

**3**  **2.5 Listen again. Match each piece of music to a film script, 1-4. (page 91)**

Piece 1 : Script ___	Piece 2 : Script ___	Piece 3 : Script ___	Piece 4 : Script ___
----------------------	----------------------	----------------------	----------------------

**4. Listen to volunteers read one of the scripts with the music they chose. Is it the best music for the script? Why? / Why not? (page 91)**

-----

-----

-----

-----

-----

-----

# READING TIME 3

 2.6 Read the play on pages 92-94 and complete the table below. (page 92)

## *A stranger to the rescue*

1	List out the characters.	
2	Where are the characters?	
3	What's the problem?	
4	How many ideas do they have to solve it?	
5	Who's your favourite character? Why?	

## *Activities*

I. Read the play on pages 92-94 again. Complete the sentences. (page 95)

1	They can't continue along the path because <u>a tree has fallen across it.</u>
2	The horse can't move the tree because _____
3	They can't cut the tree with the axe because _____
4	The branches don't catch fire because _____
5	Henry has heard of a community of people who _____
6	The best way to solve a problem is to _____

# READING TIME 3

## *Activities*

**2. Imagine you are Roger. Write a diary entry about your favourite part of the play. (page 95)**

E.g. I was feeling very worried when I looked up and saw Henry running towards us with a strange man. I was pleased that someone else was here to help.

Dotted lines for writing a diary entry.

**2. What does the play teach you about solving problems? Think and tick (✓). (page 95)**

1	If you can't work out how to solve a problem, ask for help.	
2	There's always one correct way to solve a problem.	
3	If you can't solve a problem the first time, try again.	
4	There are some problems that you can't solve.	
5	Every problem has a solution, but you may have to try different ideas	

# READING TIME 3

## Activities

4. Can you think of a different solution to the problem? Use the pictures to help you, or your own ideas. (page 95)



### A DIFFERENT SOLUTION

A large, empty rectangular box with a black border, intended for writing a different solution to the problem.

5. Watch the video to see a different ending of the story. Which ending do you prefer? Why? Write below. (page 95)

Five horizontal dashed lines for writing the answer to question 5.

# NOTES

The page contains a series of horizontal lines for writing notes, starting below the 'NOTES' header and ending near the bottom of the page. The lines are evenly spaced and extend across the width of the page.



# NOTES

A series of horizontal lines for writing notes, including a wide header space and 29 uniform rows.