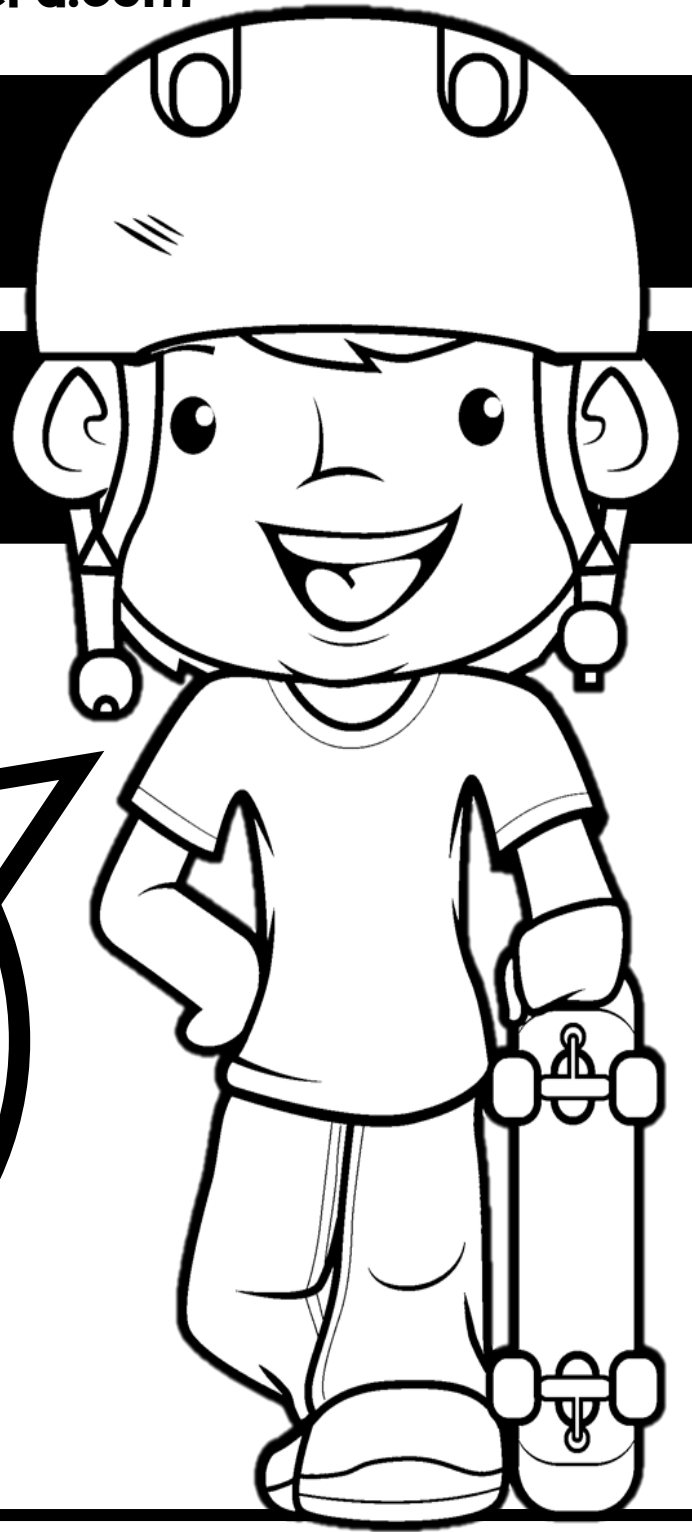


YEAR 6

UNIT 9



TEXTBOOK-
BASED
ENGLISH
WORKSHEETS

SCHOOL:

NAME:

CLASS:


TEACHER'S NAME:

READING

1. Look at the text on pages 108-109 and circle the correct answers. (page 108)

1	What type of text is it? a) a text message b) an email c) a discussion forum
---	---

2	How many people give their opinion? a) five b) three c) four
---	---

2  2.13 Read the text quickly. What are they discussing? Tick (✓) two correct answers. (page 108)

a	healthy eating	
b	how to make food	

c	TV programmes	
d	how much sugar is in food	

Read the words and draw pictures. (pages 108-109)

sugar

bread

soup

meat

salt

milk

READING

3. Read the sentences. Write the meaning of the underlined words based the context of the sentences. (pages 108-109)

1	Even 'healthy' <u>snacks</u> have much more sugar than we think! The meaning of <u>snacks</u> :
2	I think the problem is that food producers add sugar to <u>products</u> because we like things that taste sweet. The meaning of <u>products</u> :
3	I think the problem is that food producers add sugar to products because we like things that taste <u>sweet</u> . The meaning of <u>sweet</u> :
4	You shouldn't have more than six <u>teaspoons</u> of sugar a day, but there are seven teaspoons in just one fizzy drink! The meaning of <u>teaspoons</u> :
5	The <u>media</u> always try to scare us about food! The meaning of <u>media</u> :
6	I think people are clever enough to make their own food <u>choices</u> . The meaning of <u>choices</u> :
7	I <u>blame</u> the advertisers. The meaning of <u>blame</u> :
8	Can I just say that there's more to a healthy <u>diet</u> than eating less sugar? The meaning of <u>diet</u> :
9	A friend told me yesterday that she had an <u>app</u> called 'Sugar smart'. The meaning of <u>app</u> :
10	You use your phone on the <u>barcode</u> of food and drinks and the app shows you how much sugar is in the product! The meaning of <u>barcode</u> :

WORKING WITH WORDS



Word groups: related words

Identifying related words is a useful way to help you work out the meaning of new words. For example : *I think the **advertisers** are to blame.* You know the word *advert-* what do you think *advertisers* means? The people who make adverts! You look in the dictionary, you will also find the verb *advertise*. So that's three words you've learnt from one.

Find a word related to these ones in the text on pages 108-109. Use your dictionary to find a third word for each. (page 110)

No	WORD 1	WORD 2 (RELATED WORD)	WORD 3 (RELATED WORD)
E.g.	advert	advertisers	advertise
1	product		
2	healthy		
3	agree		

Write the words under the correct word group.

teacher

education

bakery

teaching

baker

possibility

educator

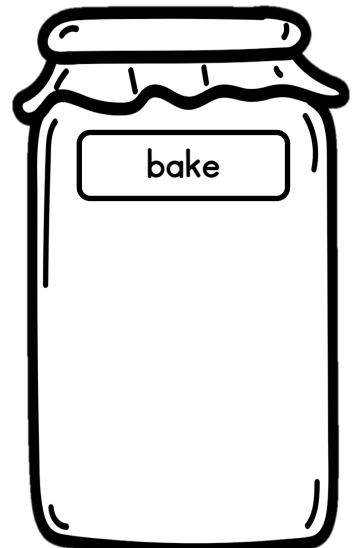
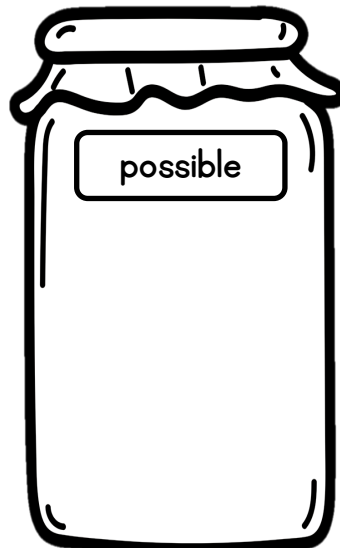
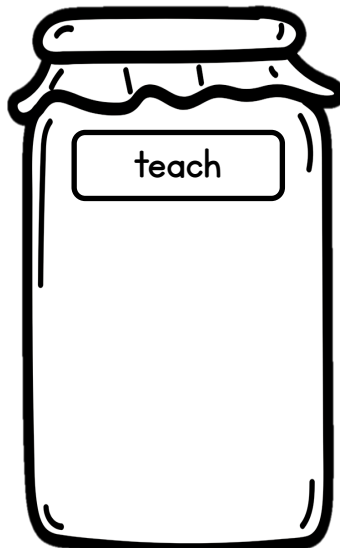
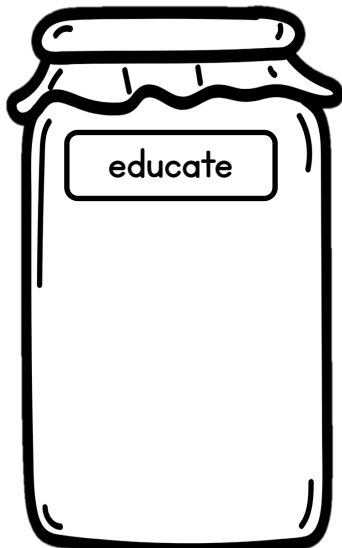
impossible

educate

teach

possible

bake



GRAMMAR

Study and discuss the table below. (page III)

Reported speech— present tenses

No	DIALOGUE	REPORTED SPEECH
1	'Sugar is bad for you.'	I said sugar was bad for you.
2	'I love sugar.'	He said he loved sugar.
3	'I'm eating all the cakes!'	He said he was eating all the cakes.

Complete the reported sentences with the correct form of verb. (page III)

No	DIALOGUE	REPORTED SPEECH
1	'I'm doing a project about food,' said Zara.	Zara said she _____ was doing _____ a project about food.
2	'I sometimes disagree with the media,' said Andy.	Andy said he sometimes _____ with the media.
3	'We're worried about children's diet,' said the doctors.	The doctors said they _____ worried about children's diet.
4	Mum said, 'I'm cooking vegetable soup for dinner.'	Mum said she _____ vegetable soup for dinner.
5	Penny said, 'Soup often has extra sugar in it.'	Penny said soup often _____ extra sugar in it.

Ask a partner and complete the table below. Then report his/her answers to the class. (page III)

Partner's name : _____

No	QUESTION	PARTNER'S ANSWER	REPORTED SPEECH
1	What's your favourite snack?		
2	What do you want to do when you leave school?		
3	What are you doing right now?		

E.g.

He said his favourite snack was yoghurt.



LANGUAGE IN USE

Study and discuss the table below. (page 112)

	Person	Place	Thing
Affirmative statements	someone	somewhere	something
Affirmative statements, negative meaning	no one	nowhere	nothing
Questions/ negative statements	anyone	anywhere	anything

 **2.14 Listen and say. Then act out with a partner. (page 112)**

A	Have you started your research for our healthy eating project?
B	Yes, I have. But I've got a problem.
A	What's wrong?
B	I've lost my mum's tablet! I can't find it anywhere .
A	Oh, no! It must be somewhere .
B	I've looked all over the school. There's nowhere I haven't checked!
A	Don't worry! Someone will find it. Have you told anyone else?
B	No one knows yet.
A	Can I do anything to help?
B	Wait! My phone's ringing! Hello, Tomoko ... It's Tomoko. She's found something ... it's my tablet! Thanks, Tomoko, that's fantastic!



2. Circle the correct word. (page 112)

1	The tablet must be somewhere/anywhere .
2	Alice looked all over the school, but it wasn't nowhere/anywhere .
3	No one/Anyone knew where her tablet was.
4	There was nothing/anything in her bag.
5	Someone/No one found the tablet and called Alice.

LANGUAGE IN USE

3. Make a new dialogue about something you have lost. You may use Activity 1 as your reference. (page 112)

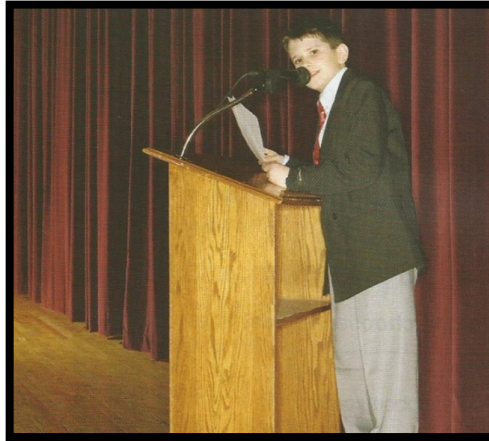
A I've lost my watch. I can't find it anywhere.

B Oh, no! It must be somewhere.

--	--

LISTENING

1. Look at the photo (page 113) and answer the questions. (page 113)



1 What's the boy doing?

2 Is this a formal or an informal situation?

3 How do you think he feels? Why?

2. Maya and James are taking part in a debate : 'Multi-tasking is the best way to work.'
What is multi-tasking? Do you agree with the statement? Discuss by answering the questions and completing the mind map. (page 113)

1 What is multi-tasking?

I agree / disagree
with the statement.
It is because....

Values : Why is it important to listen to other people's opinions?

WRITING

LEARNING TO LEARN : USE TOPIC SENTENCES

An essay is divided into paragraphs. Each paragraph discusses a different topic. A good essay contains topic sentences. A topic sentence is usually the first sentence in a paragraph. It introduces the main idea of the paragraph so the reader knows what it will be about. Topic sentences give your essay structure and make your arguments clearer.

Read the essay below. Write the topic sentences in the correct place. (page 114)

- | | |
|---|--|
| a | Secondly, I don't agree that we should cut any food from our diet. |
| b | Every day, we hear about another food that is bad for our health. |
| c | In my opinion, people shouldn't listen to the media. |
| d | Firstly, I think a small amount of sugar is good for you. |

- 1) Every day, we hear about another food that is bad for our health.
 One week it's meat and the next it's bread. Now sugar is in the news, but I don't believe that the media is always right.
- 2) _____
 A sweet snack can give you energy when you feel tired. When I'm sad, my mum gives me some chocolate to make me feel better.
- 3) _____
 I believe that it's important to eat a variety of food from different food groups, and to eat the right amount to stay healthy.
- 4) _____
 They should make their own food choices. Meat, bread and even sugar are important in our diet, but we need to be careful that we don't eat too much.

I. Read Bart's opinion essay again and tick (✓) the best title. (page 114)

1	Is sugar bad for your health?	
2	Should we listen to the media for advice about food?	
3	Should people eat what they want?	

WRITING

2. Answer the questions based on the essay on page 114. (page 115)

1	Does Bart agree with what the media say about unhealthy food? -----
2	What arguments does he give to support his opinion? 1) ----- ----- 2) ----- ----- 3) ----- -----

3. Write the phrases in the essay that Bart uses to give his opinion. (page 115)

1	
2	
3	
4	
5	

4. Bart divided his essay into four paragraphs. Match each paragraph to its purpose. (page 115)

1	Introduction
2	Main body 1
3	Main body 2
4	Conclusion

a	Give a first argument to support your opinion.
b	Summarise your arguments.
c	Explain the topic and give your opinion.
d	Give a second argument.

WRITING

5. Prepare an opinion essay on the topic: 'Are school uniforms a good idea?' Work as a class to complete the plan. (page 115)

Introduction	<p>Introduce the topic : <u>There are many advantages and disadvantages to wearing school uniform.</u></p> <p>Give your opinion: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Main body (Argument 1)	<p>Topic sentence: _____</p> <p>_____</p> <p>Supporting sentences : _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Main body (Argument 2)	<p>Topic sentence: _____</p> <p>_____</p> <p>Supporting sentences : _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Conclusion	<p>Summary: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

THINK ABOUT IT!

1. Imagine that your school has won a RM 20, 000 prize. How will you spend the money? Match the options a-d to arguments 1-4. (page 117)

OPTIONS	
a	Improve the food in the canteen.
b	Buy new sports equipment.
c	Buy new books for the library.
d	Buy a tablet for every student.

ARGUMENTS		
1	Technology is the future.	
2	It's a great place to get information.	
3	A healthy body means a healthy mind.	
4	A good brain needs healthy food.	a

2. Work in pairs. Look at options a-d in Activity 1 again. What's the best way to spend RM 20, 000? Number the options 1-4. (page 117)

1 = most important

4 = least important

OPTIONS		
a	Improve the food in the canteen.	
b	Buy new sports equipment.	
c	Buy new books for the library.	
d	Buy a tablet for every student.	

3. Write three supporting arguments for our number 1 option in Activity 2. (page 117)

E.g. Option a : Improve the food in the school canteen.

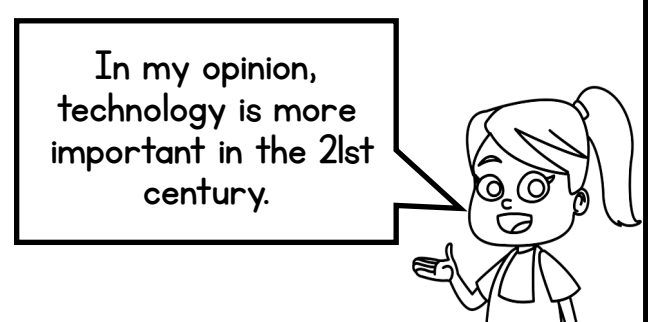
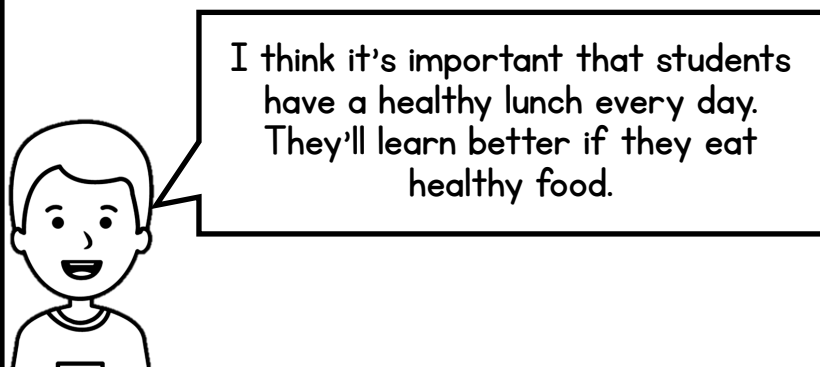
1	The canteen will be a more popular place.
2	Students will learn better if they eat healthy food.
3	Health is more important than books or technology.

.....

Option ___ :

1	
2	
3	

4. Work in groups. Use your arguments to persuade the rest of the group that your option is the best way to spend RM 20, 000. (page 117)



READING TIME 4

🔊 2.16 Read the article on pages 118-120. What stories does the text talk about. (page 118)

The text talks about _____

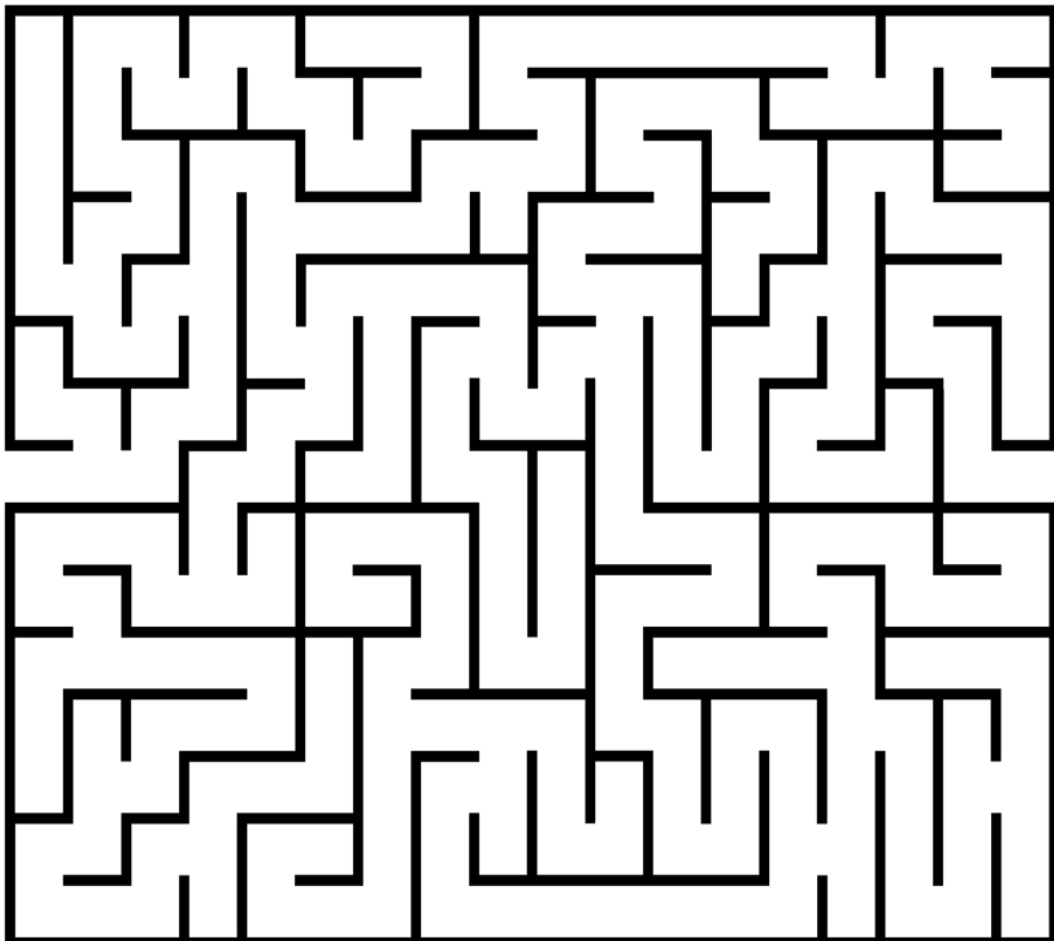
Activities

1. Read the article on pages 118-120 again. Match the descriptions to the stories. (page 121)

1	It's about two groups of princes.
2	It contains many famous stories, such as <i>Aladdin</i> .
3	It's about a powerful king in Mesopotamia.
4	They persuade us to buy a product.
5	They provide a 'map' to help people find their way.

a	Aboriginal songlines
b	adverts
c	<i>The Mahabharata</i>
d	<i>The thousand and One Nights</i>
e	<i>The Epic of Gilgamesh</i>

Aladdin has lost his magic lamp! Help him to find the magic lamp.



READING TIME 4

Activities

2. Find and write the answers to the questions in the text on pages 118-120. (page 121)

1 What is oral story telling? Why is it important?

2 How do Aboriginal songlines also work as 'maps'?

3 How long ago did writing first appear? Where?

4 What is the longest poem ever written? Who wrote it?

5 Why do companies use story telling in adverts?

READING TIME 4

Activities

3. Discuss and follow the instructions. Write your answers below. (page 121)

What were your favourite stories when you were young? Make a list of three stories that you remember.

- 1
- 1) _____
 - 2) _____
 - 3) _____

Compare your list with a partner. How many stories are the same? Write them below.

- 2
- _____
 - _____
 - _____
 - _____

Compare your lists as a class. How many stories are there altogether? How many of them do you know?

- 3
- _____
 - _____
 - _____

What do these results tell you about stories?

- 4
- _____
 - _____
 - _____
 - _____

READING TIME 4

Activities

4. Discuss the questions. Give reasons to your answers. (page 121)

1 Why do you think Vyasa said, 'If you listen carefully [to the *Mahabharata*], at the end you'll be someone else'?

2 Have you ever read a story that made you feel like this? If yes, which one?

3 What adverts can you think of that tell a story?

4 Where else can you find stories in the 21st century?
