

3

Macmillan

# English

Language Book



Mary Bowen  
Louis Fidge  
Liz Hocking  
Wendy Wren



# Scope and sequence: Units 1–9

FLUENCY BOOK 3		LANGUAGE BOOK 3		
		Reading and understanding	Working with words	Sentence building
REVISION				
<b>Unit 1</b>	<i>This is Tex</i>	reading text: <i>Professor Inkspot's telescope</i> text type: story with clear beginning, middle and end	mechanisms	punctuating direct speech
<b>Unit 2</b>	<i>Up in space</i>	reading text: <i>Chinese dragons</i> text type: descriptive information	descriptive sentences	using conjunctions <i>and</i> and <i>but</i>
<b>Unit 3</b>	<i>The first key</i>	reading text: <i>Space travel</i> text type: factual information	past tenses	pluralising nouns ending with vowel + y and consonant + y
REVISION: UNITS 1–3				
<b>Unit 4</b>	<i>In the desert</i>	reading text: <i>Animals in the Gobi desert</i> text type: information and labelled pictures	desert animals	pluralising nouns ending with <i>f</i> or <i>fe</i>
<b>Unit 5</b>	<i>Yorgi's house</i>	reading text: <i>The horse race</i> text type: story with a strong opening	verbs for animal movements	punctuating sentences – full stops, question and exclamation marks
<b>Unit 6</b>	<i>A strange race</i>	reading text: <i>The amazing ostrich</i> text type: information	text-related vocabulary	past tense of some irregular verbs
REVISION: UNITS 4–6				
<b>Unit 7</b>	<i>The big balloon</i>	reading text: <i>Birds in the air; Did you see it?</i> text type: poems	matching animals with verbs; definitions	collective nouns
<b>Unit 8</b>	<i>Pirates!</i>	reading text: <i>Holiday island</i> text type: dialogue	adjectives	adding <i>ing</i> to cvc verbs (hop – hopping) and magic <i>e</i> verbs (take – taking)
<b>Unit 9</b>	<i>Jack</i>	reading text: <i>A letter from a sailor</i> text type: a letter	adjectives	adding <i>ed</i> to cvc verbs (rip – ripped) and magic <i>e</i> verbs (smile – smiled)
REVISION: UNITS 7–9				

LANGUAGE BOOK 3

Grammar	Listening	Spelling	Class writing
<b>REVISION</b>			
There were buttons on the machine. There was a handle, too. Professor Inkspot pushed the buttons. Then he pulled the handle.	What did he see? (identifying descriptions)	<b>oo</b> (short sound as in <b>cook</b> )	simple story with clear beginning, middle and end
A dragon and a king met every night. The dragon had nine heads. The king told the dragon about his problems.	The poor man and the dragon. (listening for detail)	<b>u</b> (short sound as in <b>bull</b> )	description of a dragon
Did they fly in a space shuttle? They visited the moon but they did not stay there.	Who is speaking? (identifying characters)	<b>ea</b> (short sound as in <b>head</b> ; long sound as in <b>leaf</b> )	information about a journey
<b>REVISION: UNITS 1–3</b>			
A camel is as strong as a yak. A gazelle is faster than a snow leopard.	Two brothers. (identifying characters; listening for detail)	<b>y</b> sounding <b>ee</b> as in <b>jelly</b>	labelling and describing an animal
Shirav was the fastest rider in the valley. Sukhe's horse was the strongest.	Who is speaking? (identifying family members)	<b>oi</b> and <b>oy</b>	choosing a strong opening and finishing a story
A lion is <b>the most dangerous</b> animal. An elephant is <b>more intelligent</b> than an ostrich A is good. B is better. C is the best. D is bad. E is worse. F is the worst.	Extraordinary animals. (listening for descriptive detail)	<b>aw</b> (sounding <b>or</b> as in <b>draw</b> )	information about an animal
<b>REVISION: UNITS 4–6</b>			
The birds are going to fly over the snow. The balloon is going to rise into the sky.	A holiday on Coconut Island. (identifying locations on a map)	<b>air</b> and <b>are</b> (sounding <b>air</b> as in <b>glare</b> )	completing a rhyming poem
You must be careful! You mustn't climb on the rocks.	What must they take? (listening for detail)	<b>ew</b> (sounding <b>oo</b> as in <b>grew</b> )	completing a dialogue
Tom wanted to touch the spines. Why were they dangerous? The spines were dangerous because they had poison in them.	Hats and monkeys. (listening to and retelling a story)	<b>wh</b> words	a letter

REVISION: UNITS 7–9

# Scope and sequence: Units 10–18

FLUENCY BOOK 3		LANGUAGE BOOK 3		
		Reading and understanding	Working with words	Sentence building
<b>Unit 10</b>	<i>What a trip</i>	reading text: <i>Pictures</i> text type: information	opposite meanings of adjectives	adverbs of manner ending <i>ly</i> e.g. slowly
<b>Unit 11</b>	<i>Under the sea</i>	reading text: <i>The diving lesson</i> text type: story with a strong setting	verbs for sound and movement	the importance of verbs in sentences
<b>Unit 12</b>	<i>The wreck</i>	reading text: <i>Coral reefs</i> text type: information	types of fish and coral	comparative adjectives ending consonant + <i>y</i> , e.g. tiny – tinier
REVISION: UNITS 10–12				
<b>Unit 13</b>	<i>The flower seller</i>	reading text: <i>Millie's London diary</i> text type: descriptions of people	personal description	personal pronouns
<b>Unit 14</b>	<i>The chariot race</i>	reading text: <i>The Romans</i> text type: information, diagrams and labelled pictures	opposite meanings	past tense verbs ending vowel + <i>y</i> , (play – played) and consonant + <i>y</i> (carry – carried)
<b>Unit 15</b>	<i>Be careful, Mobi!</i>	reading text: <i>Delicious ice cream</i> text type: poems	rhyming words	<i>a / an</i> + adjective + noun
REVISION: UNITS 13–15				
<b>Unit 16</b>	<i>Mobi and the crystals</i>	reading text: <i>Glass</i> text type: information and instructions for making things	glass objects	using conjunctions <i>because</i> and <i>so</i>
<b>Unit 17</b>	<i>A clever elephant</i>	reading text: <i>Eddie, the Emerald Island Detective</i> text type: strip story	words with similar meanings	superlative adjectives, e.g. tall – tallest
<b>Unit 18</b>	<i>Gloomdrop's box</i>	reading text: <i>The selfish giant</i> text type: descriptive story	verbs and adverbs	direct speech – with reporting clause at beginning or end
REVISION: UNITS 16–18				

LANGUAGE BOOK 3

Grammar	Listening	Spelling	Class writing
Torches helped cave people to see when they were painting. Newspapers started to have photographs. People saw what was happening all over the world.	Put the pictures in the correct order. (sequencing)	<b>ph</b> words	description of actions in a photograph
While Uncle Roy was tidying up the hut, Andy was swimming.	Complete the song. (listening for detail)	compound nouns	a story with a strong setting.
Fishermen and divers can damage the coral. Nobody could find out why. Fifty years ago in Australia, starfish ate the coral.	What could they do? (listening for detail; identifying activities)	suffix <b>ful</b>	description of a coral reef
<b>REVISION: UNITS 10–12</b>			
Is there any water in it? There isn't any water in it. The gardener is going to put some water in it. Has she got any gloves? She hasn't got any gloves. There are some yellow flowers in her basket.	How many mistakes did she make? (listening for detail)	prefix <b>un</b>	describing a person's appearance
How many people liked to watch chariot races? Lots of/A lot of people. How much time did they spend at the stadium? Lots of/A lot of time.	Name the charioteers. Who won the race? (logic puzzle; following a sequence of actions)	prefix <b>dis</b>	labelling pictures and describing them
Would you like a lolly? The lolly in your hand is melting. I love ice cream. The ice cream in this café is delicious.	Make an ice cream surprise! (following a recipe; sequencing)	<b>c</b> sounding <b>s</b> as in <b>mice</b>	completing a rhyming poem
<b>REVISION: UNITS 13–15</b>			
The Romans often had glass jars in their homes. Roman glass was usually beautiful. Painters sometimes paint glass. You must always be careful with glass objects. You must never drop a glass bottle.	What is Professor Inkspot talking about? (listening for detail)	suffix <b>er</b> as in <b>painter</b>	instructions for making a necklace
Can we help you? Can I look in your suitcase?	Who stole Mrs Moneypot's necklace? (following directions)	syllables	speech bubbles for a strip story
The wind blew fiercely/more fiercely/the most fiercely.	Who are friends? (listening for detail)	<b>ch</b> words	a descriptive story
<b>REVISION: UNITS 16–18</b>			

# Revision



1 Listen and find the people.



Jim      Mr Carter      Mrs Carter      Joe      Lily  
 Miss Hill      Max      Tom      Andy      Mrs White



MTWThFS  
 Jim xxx xx  
 Dan xxx xx

Green Park sports  
 Football Basketball Tennis Swimming

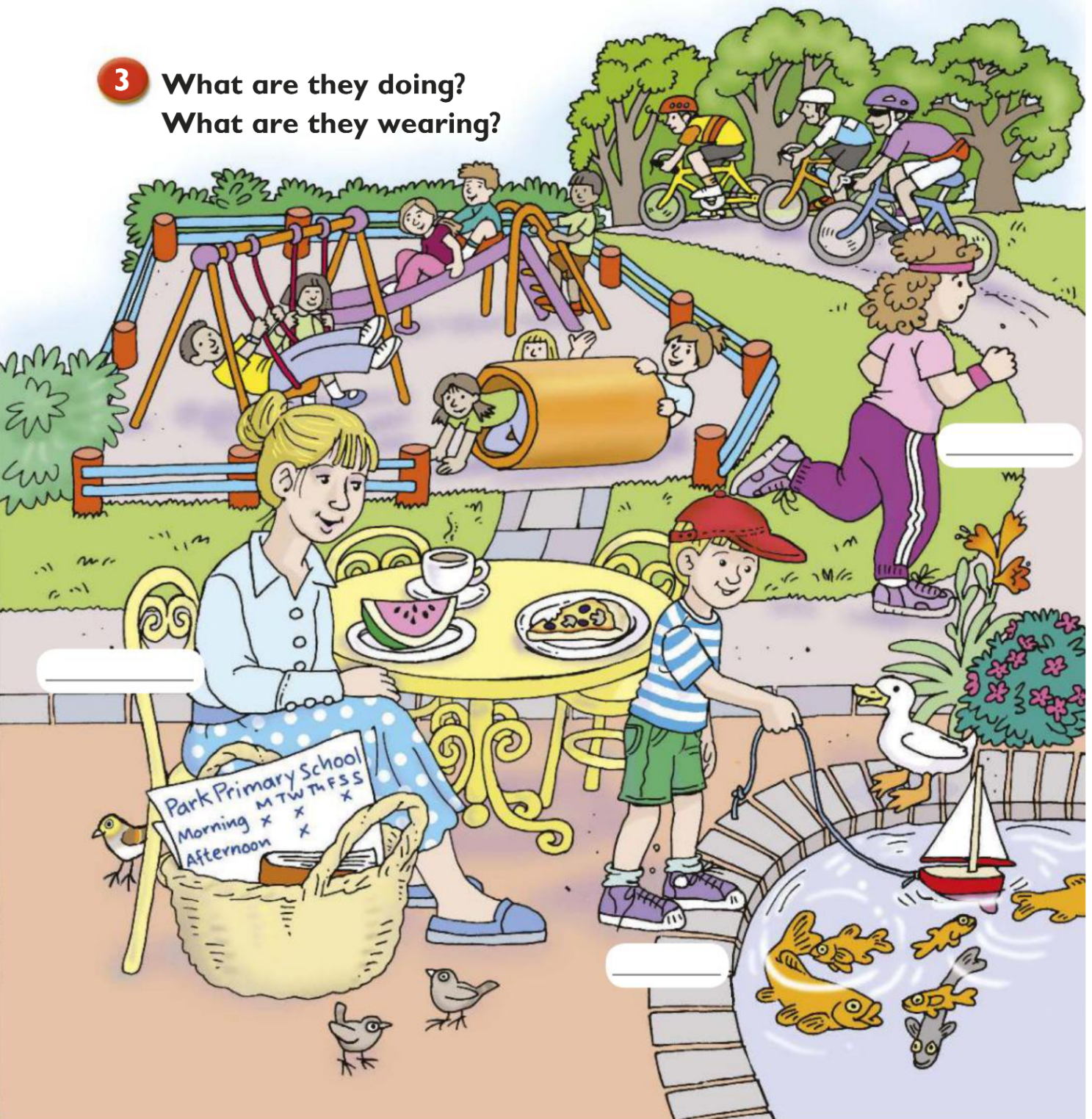
September

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 Whose are these things?



**3** What are they doing?  
What are they wearing?



**4** Who likes these things?



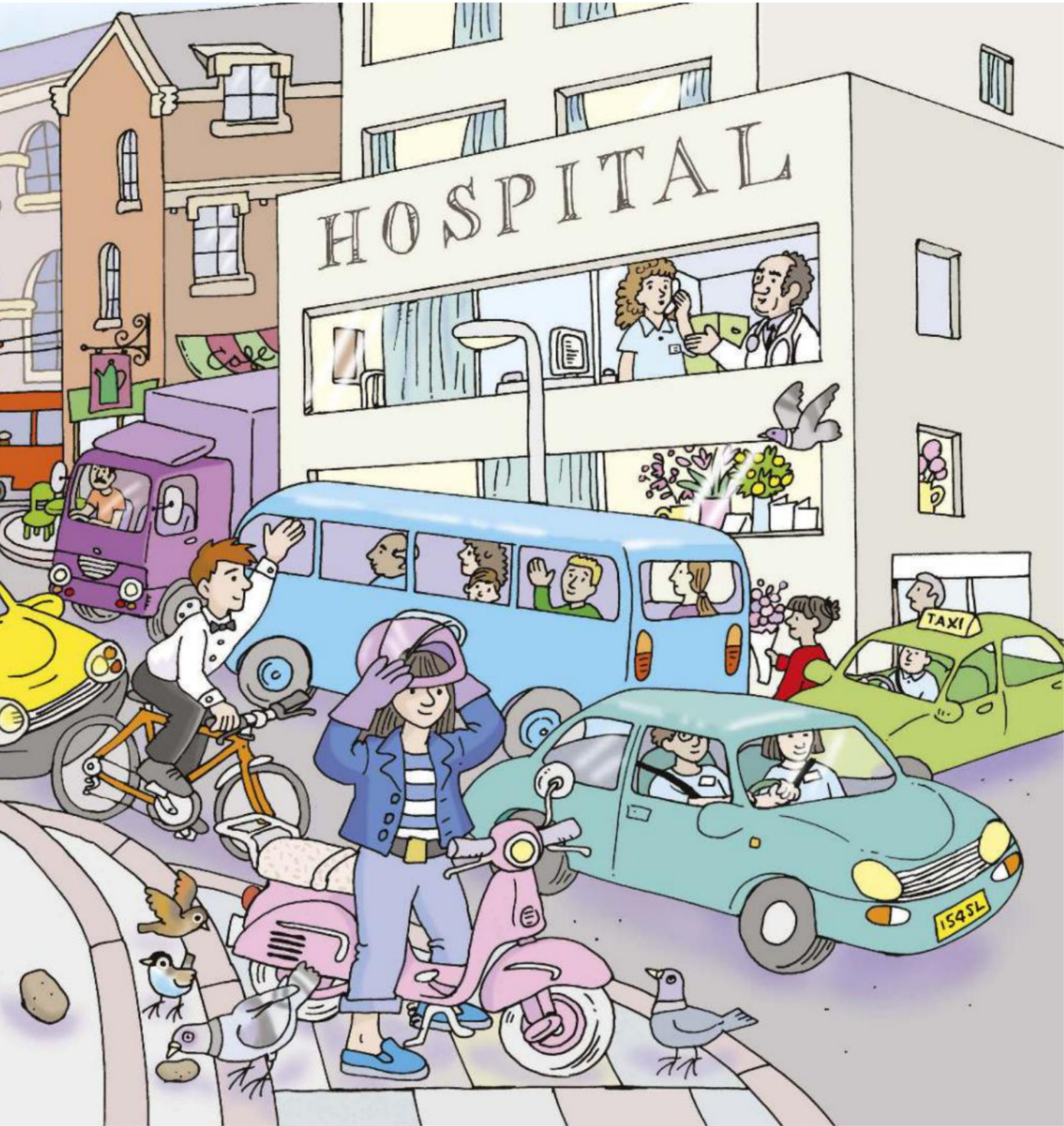
- 1 Find the people. Who was in the market yesterday? Who worked yesterday?

Yesterday



- 2 Listen. Who said this? 

**3** What was it like in the city yesterday?



**4** Was there a lot of traffic? What was there?

# Professor Inkspot's telescope



Bang!

Billy woke up with a start. He looked at the clock. It was half past six. BANG! Billy jumped out of bed and ran to the window. Next door he could see Professor Inkspot's shed. There was a small cloud of blue smoke above the shed. Billy saw a green flashing light. Fizzzz! Pop! Bang! The light changed to red. Billy got dressed quickly and ran round to Professor Inkspot's shed.

'Are you there, Professor?' he shouted. A strange whirring sound began. A bell rang and an orange light turned to green.

'It works!' a voice exclaimed.

'Professor,' Billy called, 'is that you?'

'Of course it's me!' said the voice. 'Come in, Billy, come in!'

Billy stepped slowly forwards and went inside.



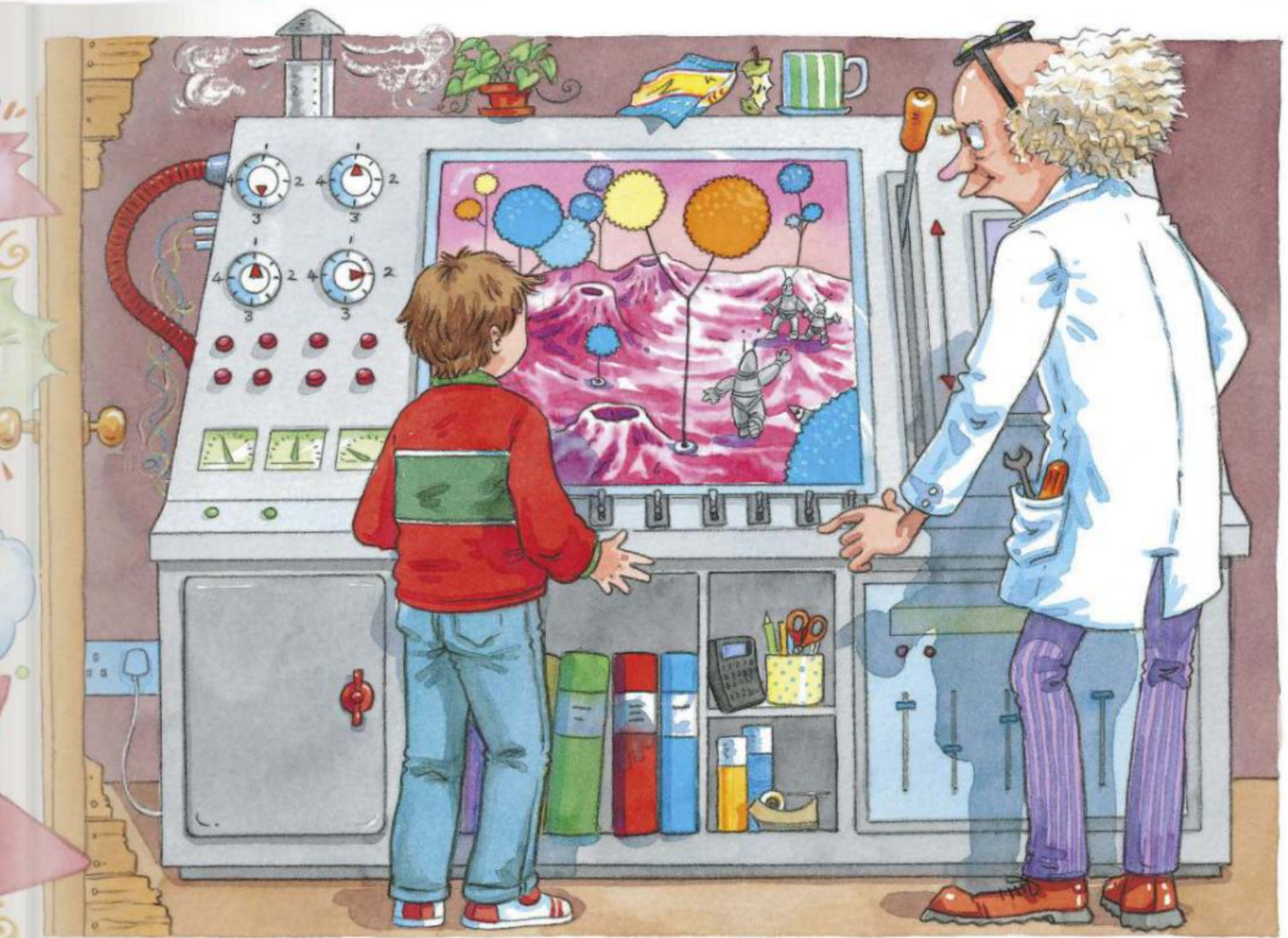
Professor Inkspot stood next to a strange machine. On the front were four large dials with numbers. Below the dials were several bright red buttons. In the middle was a square screen. Beside the screen was a handle. Under the screen was a row of switches.

'What is it?' Billy asked.

'It's an inter-active space telescope,' replied the professor. 'It shows you what is happening in space! Do you want to see it work?'

'Yes, please,' said Billy.

'Look here,' said the professor, 'you turn this ... and press these ... and pull those upwards ... .' For several minutes the professor was busy. His hands moved quickly over the machine. Billy waited quietly and watched. At last the professor turned round. 'It's ready!' he said.



Professor Inkspot pulled the handle downwards. A red light came on. He turned a dial. It clicked noisily. Then there was a loud buzzing sound. Billy jumped backwards.

‘Don’t worry!’ shouted the professor. ‘Look at the screen.’

Billy saw small people in spacesuits. There were trees but they were blue and yellow. The sky was bright pink. It was another planet!

The professor pointed to a tree. ‘Watch this!’ he said. He pushed a button. Suddenly the tree filled the screen. Billy saw a very strange silver bird in it.

‘Let’s look at the people,’ said the professor. ‘Press that switch.’ Billy pressed. At once the people on the screen were big.

Billy gasped. ‘I know those people,’ he said.

‘What?’ said the professor, in surprise.

‘Yes,’ said Billy, ‘Those are the people in my favourite TV programme, *Adventures in space*. This isn’t an inter-active telescope, professor. It’s an inter-active TV!’

# Reading and understanding



## 1 Complete the sentences.

- 1 Billy woke up at half past \_\_\_\_\_ .
- 2 He woke up because he heard a loud \_\_\_\_\_ .
- 3 Billy went inside Professor Inkspot's \_\_\_\_\_ .
- 4 Professor Inkspot's machine shows what is happening in \_\_\_\_\_ .
- 5 When Professor Inkspot pulled the \_\_\_\_\_ , a red light came on.
- 6 Billy saw a \_\_\_\_\_ bird in the tree.
- 7 The people on the \_\_\_\_\_ were from a TV programme.



## 2 Circle the best word to complete each sentence.

- 1 Professor Inkspot works in a **shop** **shed** **ship**.
- 2 Billy saw a cloud of **smells** **smiles** **smoke**.
- 3 He **heard** **saw** **smelled** flashing lights.
- 4 He **heard** **saw** **found** a strange whirring sound.
- 5 There was a square **scream** **green** **screen** in the middle of the machine.

## 3 Which way is Billy jumping? Write the directions.



forwards   downwards   upwards   backwards



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

Get active 1

## Working with words



1 Write the adverbs.

quickly slowly noisily quietly

1 \_\_\_\_\_: making a lot of sound

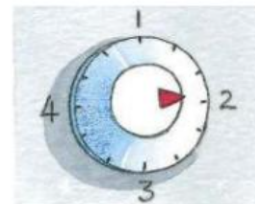
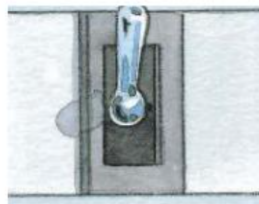
2 \_\_\_\_\_: at a fast speed

3 \_\_\_\_\_: making very little noise

4 \_\_\_\_\_: not quickly

2 Write the verb. Write the noun.

turn pull push press



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Sentence building



This is my space telescope.

This is a **sentence**.

'This is my space telescope,' the Professor said.

We must put a **comma** here.

We end it with a **full stop**.

Remember! When we write what a person says, we put it in **speech marks**.



1 Discuss what punctuation marks are missing. Put them in.

1 My name is Professor Inkspot the man said.

2 I went to see the Professor Billy said.

3 I am in the shed Professor Inkspot said.

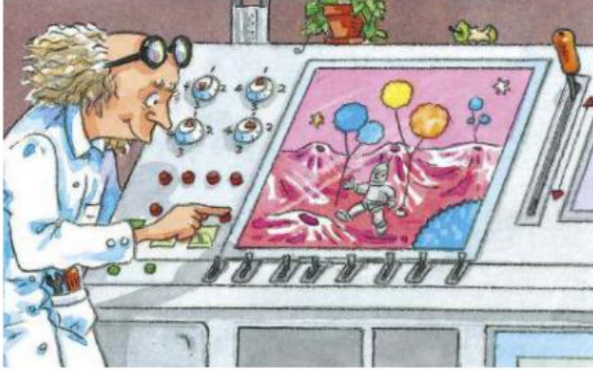
4 Your machine looks good Billy said.

5 Don't touch it the professor said

Do you remember Professor Inkspot's strange machine?



# Grammar



Below the dials **were** several buttons.  
Beside the screen **was** a handle.  
Professor Inkspot **pushed** the buttons.  
Then he **pulled** the handle.



## 1 Read and circle true (T) or false (F).

- |  |   |   |
|--|---|---|
| 1 Billy jumped out of bed at half past seven.        | T | F |
| 2 There was a machine in Professor Inkspot's garden. | T | F |
| 3 Billy stepped inside the shed.                     | T | F |
| 4 There were bright green buttons on the machine.    | T | F |
| 5 Billy watched the professor.                       | T | F |

## 2 Correct the false sentences. Say. Then write.

## 3 Fill the gaps with verbs from the box. Use the past tense.

ask	gasp	turn	wait
look	move	press	point

Billy waited quietly. The professor's hands \_\_\_\_\_  
over the buttons and dials. At last he \_\_\_\_\_ round and  
\_\_\_\_\_ to the machine. 'Can you see that switch?' he  
\_\_\_\_\_. 'Press it, please.' Billy \_\_\_\_\_ the switch.  
He \_\_\_\_\_ at the screen.

'Oh!' he \_\_\_\_\_ in surprise. 'I know those people!'



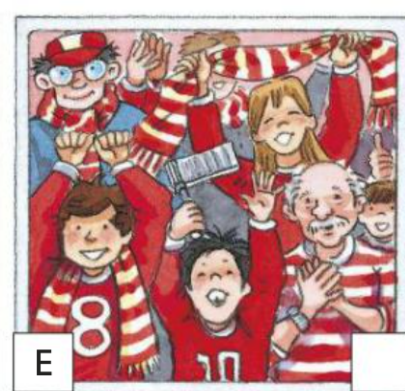
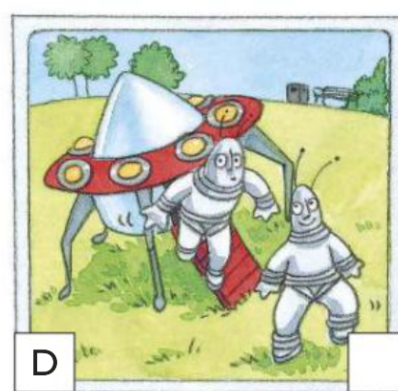
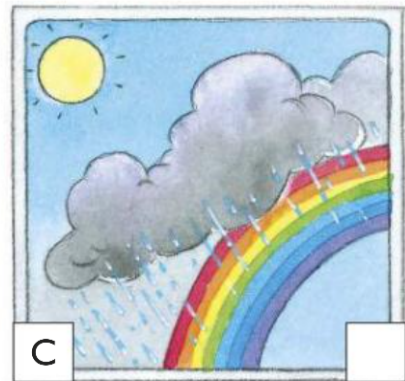
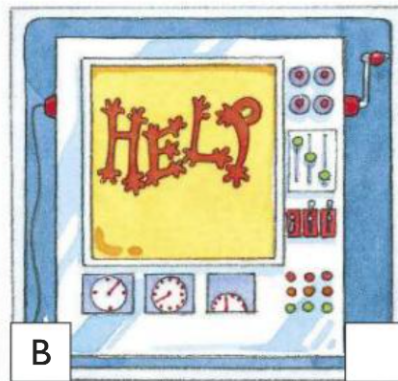
What a fantastic machine!



# Listening



1 What did Professor Inkspot see on his screen?  
Listen and write the numbers. 



2 Listen and chant. 



**Blast Off!**  
Smoke billows  
Flames spurt  
Engines roar  
Ears hurt  
10 9 8 7 6 5 4 3 2 1 ZERO. LIFT OFF!  
Ground shakes  
Crowd cheers  
Rocket climbs  
And disappears.

Veronica Clark