

# Primary Language Arts

# Can do!



## Student's Book 6

**Project Co-ordinator** Angela Mariatte

Lisa Charlemagne Leona Bastien Sharlize Anthony Sylvie Edward  
Zenith Edward Nadezhe Samuel Carla Alexander Mathilda Samuel  
Williamson Beharry Vernetta Paul Jennifer Popo

# Contents

Introduction	3	Unit 13 Stories I Like	120
Scope and Sequence	4	Unit 14 Dear Aunt Lucy	128
Review	6	Unit 15 Places I Like to Visit	136
Unit 1 Travellers' Tales	10	Unit 16 Debate	144
Unit 2 Caribbean Festivals	18	Unit 17 Advertisements	152
Unit 3 People at Work	26	Unit 18 Drama	160
Unit 4 Tyrell Goes Crabbing	34	Revision 3	168
Unit 5 The Fer de Lance	42	Listening Scripts	176
Unit 6 All About Animals	50	Glossary	181
Revision 1	58	Index	182
Unit 7 Fables	64		
Unit 8 Nobel Laureates	72		
Unit 9 A Precious Resource	80		
Unit 10 Take Notice!	88		
Unit 11 How Things Are Made	96		
Unit 12 The Sea	104		
Revision 2	112		



# Introduction

The **CAN DO!** Series is the revised edition of what were known as the 'CLAP books', but commonly referred to as the 'CAMDU books'. This revised edition responds to the wishes of the teachers and the needs of the students. Teachers were keen that it should be an integrated Language Arts text. The skills of listening and speaking, reading and writing are therefore incorporated in the units, providing practice activities for students to improve and extend their Language Arts. For the first time, listening scripts are included to provide speaking models and standards for students.

For each of the Grades from Kindergarten through to Grade 6, the new edition now consists of a Student's Book and a Workbook instead of the three previous texts of Reader, Workbook and Activity Book. In addition, a Teacher's Handbook will accompany each level.

The new CAN DO! texts were developed in collaboration with classroom teachers who wrote new material or revised the existing texts. It is a labour of love by experienced educators providing rich and relevant activities in listening, speaking, reading and writing to enrich the practice of standard English. Phonics activities provide opportunities for reading and writing, particularly in Grades K and 1. The narrative passages reflect our rich cultural heritage in the stories of Compere Lapin and Brer Anansi and the expository texts provide for the integration of Science and Social Studies. The Review units at the start of each Student's Book 1 to 6 remind students of the Language Arts they have already learnt at the start of their new school year, and the subsequent Revision units provide for consolidation of new learning at regular stages throughout the year.

The new series has developed into a delightful and lively programme with vibrant photographs, illustrations, graphs and charts that portray our Caribbean culture. My gratitude goes to the teachers who worked tirelessly to write and revise the original books. My deepest appreciation is extended to the persons whose photographs were used and the photographers for an excellent job. To the classroom teachers, I implore you to make effective use of the texts, integrating them into the curriculum to provide our children with rich and rewarding experiences in the classroom and beyond.

Many thanks to the Macmillan team for their professional guidance.



*Angela Mariatte (Project Co-ordinator)  
Curriculum Specialist, Language Arts*

# Scope and Sequence

Unit	Listening and speaking	Reading and comprehension	Language	Writing
<b>Review: Reading:</b> Friendly letter <b>Language:</b> Review parts of speech, subject–verb agreement, punctuation, synonyms, antonyms, homophones <b>Writing:</b> Friendly letter				
1	Listen to an interview, plan a day trip	<b>Journal:</b> Mr. Williams' Travel Journal	Nouns: Common and proper, plurals, collective, abstract, noun gender Noun phrases Suffixes	Write a journal entry about a visit
2	Listen to and prepare radio announcements	<b>Expository report:</b> <i>Caribbean Festivals</i>	Sentences and phrases Sentence types and punctuation Subject and predicate S-V-O	Create writing journal Write friendly letter
3	Listen to and conduct an interview	<b>Interview:</b> <i>Saint Lucia at Work</i>	Subject–verb agreement Simple present and present continuous tenses Prefixes	Paragraphs: main idea and supporting detail
4	Listen to and give instructions for an activity	<b>Realistic story:</b> <i>Tyrell Goes Crabbing</i> SKILL: Features of stories	Review of simple past and past continuous Interrogative and negative, Root words	Story review Start reading journal
5	Listen to talk from resource person, give instructions	<b>Expository:</b> <i>The Fer de Lance</i> KWL strategy	Personal pronouns STUDY SKILLS: Tables of contents Indexes	Write an expository report
6	Listen to and discuss a poem	<b>Poems:</b> <i>The Boa, Opossum</i> Features of poems: rhyme, rhythm, similes, metaphors	Adjectives, adjectival phrases Comparative and superlative adjectives	Write a poem
<b>Revision 1: Reading:</b> Expository text <b>Language:</b> Sentences and phrases, subject-verb-object, subject-verb agreement, simple present and continuous, simple past and continuous, pronouns, adjectives, word building <b>Writing:</b> Write expository report				
7	Listen to a fable Roleplay interview with story character	<b>Traditional story:</b> <i>The Toads and the Blackbirds</i> SKILL: Cause and effect	Present perfect tense Quotation marks Synonyms	Complete story plan Write own story
8	Listen to and discuss presentation about Nobel Prize	<b>Biography:</b> Nobel Laureates	Helping verbs Past perfect tense with simple past tense Homographs	Write biography of unsung hero
9	Listen to presentation about water Roleplay interview	<b>Web page:</b> <i>The Water Cycle</i> SKILL: Fact and opinion	Possessive adjectives and pronouns Reflexive pronouns STUDY SKILL: Graphs and charts	Write about graphs and charts

Unit	Listening and speaking	Reading and comprehension	Language	Writing
10	Listen to radio announcements Create a class news programme	<b>Environmental texts:</b> calendar, schedule, directory	Prepositions Prepositional phrases Verb phrases STUDY SKILL: Use a map	Write a classroom notice
11	Listen to and give instructions on how to make something	<b>Expository text:</b> <i>How Chocolate is Made</i> SKILL: Follow a flow chart	Passive voice STUDY SKILLS: Alphabetical order Using an encyclopaedia	Write instructions for making a string telephone
12	Listen to and discuss a poem	<b>Poem:</b> <i>The Sea</i> Figures of speech: alliteration, onomatopoeia, personification	Adverbs, adverbial phrases Comparative and superlative adverbs	Write a poetry review Write own poem using sensory web
<b>Revision 2: Reading:</b> Realistic story <b>Language:</b> Present and past perfect, passive voice, quotation marks, possessive pronouns, adverbs, prepositions, directions, synonyms, homographs <b>Writing:</b> Picture story				
13	Listen to discussion Roleplay interview with story character	<b>Traditional story:</b> <i>How the World Got Common Sense</i> SKILL: Inferring	Contractions Possessive nouns Antonyms Proverbs	Write a character description
14	Listen to an interview Roleplay an interview	<b>Formal letter:</b> <i>Dear Aunt Lucy</i> Formal and informal language	Clauses Conjunctions Relative pronouns	Write a formal letter
15	Listen to a description / Describe a market	<b>Descriptive writing:</b> <i>Places I Like to Visit</i> Sensory words	Indefinite pronouns Negatives Colons, Homophones	Describe a place
16	Listen to a discussion, list points for and against	<b>Persuasive speeches:</b> <i>The Class Debate</i> SKILL: Persuasive writing	Reported speech Tricky words	Write a persuasive speech
17	Listen to and create radio adverts	<b>Advertisements:</b> The Football Centre SKILL: Identify persuasive language	Conditional sentences, abbreviations STUDY SKILLS: Using a dictionary Filling out forms	Create an advertisement for a product
18	Listen to a radio interview, talk about book or movie	<b>Drama:</b> Extract from <i>Ti-Jean and His Brothers</i>	Future tenses Interjections Spelling review: silent letters, double consonants	Dramatise a story

**Revision 3: Comprehension:** Descriptive account, formal letter **Language:** Parts of speech review, possessive nouns, conjunctions, relative pronouns, reported speech, antonyms, homophones, tricky words **Writing:** Formal letter, story about an adventure

We are often asked to **fill out forms** asking for personal information such as our *full name*, *date of birth*, *address* and *phone number*. If the form says, 'Please print', you must write in capital letters. It is very important to write this information correctly.



### 1 Study the form below.

- Which of the following responses would be correct at number 1?
  - KAYLA JANE CHARLES
  - Charles Kayla Jane
  - CHARLES K. J.
  - CHARLES KAYLA JANE
- Which response would be correct at number 2?
  - May 13th, 2004
  - 13/05/2004
  - MAY 13th, 2004
  - 05/13/2004
- Imagine that you have entered the prize draw. What information would you provide for numbers 1–6? Write this information as if you were writing it on the form.

In the USA, the date is written with the month first.  
15th March, 2016 is written  
03/15/2016

## SPARKS PRIZE DRAW



JULY 2016

(please print)

**1 NAME** .....

Surname ..... Christian name(s) .....

**2 DATE OF BIRTH** .....  
(in numbers: day/month/year)

**3 NAME OF PARENT OR GUARDIAN** (if under 18) .....

**4 HOME ADDRESS** .....

**5 PHONE/EMAIL** .....

**6 SCHOOL OR COLLEGE** (if a student) .....

**SIGNATURE** ..... **DATE** (day/month/year) .....