

YEAR 6

ENGLISH

KEY STAGE 2

**SAT'S PREPARATION
UNIVERSAL
ENGLISH ACADEMY**

Lesson 1 – Healthy Eating

Lesson 2 – Favourite Foods

Lesson 3 – Favourite Places

Lesson 4 – Favourite Activities and Sports

Lesson 5 –

Lesson 6 –

Lesson 7 –

Lesson 8 –

Lesson 9 –

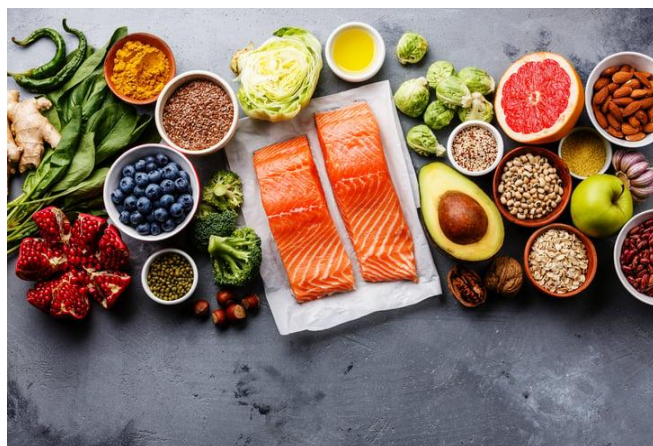
Lesson 10 –

Lesson 1 - Healthy Eating

1. Speaking Warm-Up

Look at the picture your teacher shows you.

Discuss these questions with a partner:



- What foods can you see?
- Which foods look healthy? Why?
- Which foods should we eat less often?
- How do these foods make our bodies feel?

2. Vocabulary

Match the healthy-eating words to their meanings:

1. Nutrients
2. Balanced diet
3. Portion
4. Energy
5. Vitamins

- a. A diet that includes a good variety of foods.
- b. Substances in food that help our bodies grow.
- c. A small amount of food.
- d. Helps our bodies move and think.
- e. Important nutrients that keep us healthy.

3. Grammar – Using ‘should’ and ‘shouldn’t’

Complete the sentences using should or shouldn’t:

1. We _____ eat lots of fruit and vegetables.
2. We _____ drink too many fizzy drinks.
3. You _____ try to eat whole grains.
4. We _____ skip breakfast.
5. You _____ drink plenty of water.

4. Reading Comprehension

Read the text and answer the questions:

A healthy diet includes many different kinds of food. Fruits and vegetables give us vitamins. Whole grains give us energy. Protein helps our muscles grow. We should try to drink water instead of sugary drinks. Eating too much sugar can make us tired and unhealthy.

Questions:

1. What do fruits and vegetables give us?
2. Why are whole grains important?
3. What does protein help with?
4. What should we drink instead of sugary drinks?
5. What can happen if we eat too much sugar?

5. Writing Task

Write a short paragraph (5–7 sentences) explaining what a healthy day of eating might look like. Include:

- what you eat for breakfast
- what you eat for lunch
- a healthy snack
- what you drink
- at least two sentences using should/shouldn't

Lesson 2 — Favourite Foods

1. Speaking Warm-Up (Picture Questions)

Look at the picture of a busy food market. Discuss:



- What different types of food can you identify?
- Which foods look healthy or unhealthy? Why?
- Which foods would you like to try? Which would you avoid?
- How might people from different cultures choose their favourite foods?

2. Vocabulary: Food Descriptions

Match each adjective to a food it could describe:

- spicy
- crunchy
- sour
- creamy
- bitter
- juicy
- sweet

3. Grammar Focus: Using Adverbials to Add Detail

We can use fronted adverbials to add detail about ****when****, ****how****, or ****why**** we eat certain foods.

Examples:

- ***After school***, I usually eat a piece of fruit.
- ***Because it is refreshing***, my family often chooses watermelon in summer.
- ***With great enthusiasm***, we tried the new noodle dish.

Write three sentences about food using fronted adverbials. Don't forget the comma!

4. Reading Comprehension

Read the passage:

"My name is Leila, and I enjoy trying foods from different countries. My favourite food is sushi because it tastes fresh and unique. On weekends, my family visits a small restaurant where the chef prepares dishes right in front of us. Although I like most foods, I cannot stand anything too spicy. Last year, I even tried cooking my own sushi at home!"

Answer the questions:

1. What is Leila's favourite food?
2. Why does she like sushi?
3. What does Leila's family do on weekends?
4. What type of food does she dislike?
5. What new experience did she have last year?

5. Writing Task

Write a detailed paragraph (6–8 sentences) about your relationship with food. Include:

- A fronted adverbial
- At least one food you enjoy and one you dislike
- A reason introduced with *because*
- An adjective to describe taste or texture
- A sentence about a memorable eating experience

Lesson 3 — Favourite Places

1. Speaking Warm-Up (Picture Questions)



Discussion Questions:

1. What is the first thing you notice in this picture?
2. Would you like to visit this place? Why or why not?
3. What sounds might you hear if you were there?
4. What activities could you do in this place?
5. How would you feel if you spent a day here?
6. Would you go here alone or with someone? Who?

2. Vocabulary Places, Adjectives & Modifiers (10 minutes)

Places Vocabulary:	Modifiers	Adjectives
<ul style="list-style-type: none">• beach• forest• shopping centre• museum• park• mountains• countryside• playground• sports centre• lake	<ul style="list-style-type: none">• very• quite• extremely• a bit• really• not very	<ul style="list-style-type: none">• peaceful• busy• colourful• exciting• crowded• beautiful• noisy• relaxing• bright• impressive

Example phrases:

- a *very peaceful* forest
- an *extremely exciting* theme park
- a *quite noisy* playground
- a *really beautiful* beach
- a *not very crowded* museum

3. Grammar Focus – Future Tense (10 minutes)

Future tense with *will*

Used for predictions, decisions made now, and simple future facts.

- *I will visit my favourite place next weekend.*
- *We will have a picnic in the park.*

Future tense with *going to*

Used for plans already decided.

- *I am going to travel to the countryside.*
- *She is going to take pictures at the museum.*

4. Reading Comprehension (15 minutes)

Text: “A Day at My Favourite Place”

My favourite place to visit is the Silverwood Forest. Next weekend, I **am going to** go there with my older brother. We **are going to** take our bikes because the forest paths are long but smooth. I love the forest because it is **peaceful, bright, and really beautiful** in the morning. We will start our ride early, and I think the forest **will** be quiet because most people will still be asleep. After cycling, we **are going to** sit by the lake and have sandwiches. I hope we **will** see some animals, like deer or foxes. When we get home, I **am going to** draw a picture of the forest to remember the trip.

Comprehension Questions:

1. Where is the writer planning to go next weekend?
2. Who are they going with?
3. What adjectives describe the forest?
4. What will the forest be like in the morning?
5. What are they going to do after cycling?
6. What does the writer hope to see?
7. What will the writer do when they get home?

5. Writing Task (15 minutes)

Write a short paragraph (6–8 sentences):

“Describe Your Favourite Place and Your Future Plans to Visit It.”

Include:

- the name and type of place
- adjectives + modifiers (e.g., *very peaceful, quite exciting*)
- at least **two future tense sentences** using *will*
- at least **two future tense sentences** using *going to*
- details about activities you will do there

Encourage students to organise their writing with a beginning, middle, and ending.

Lesson 4 — Favourite Activities and Sports

1. Speaking Warm-Up (Picture Questions)

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Discussion Questions:

1. What activities can you see in this picture?
2. Which sport looks the most exciting? Why?
3. Have you ever tried any of these activities?
4. Which activity would you choose to do today?
5. What equipment do the people need for their sport?
6. Do you think the people are having fun? Why/why not?
7. Which sport in the picture is the most difficult?
8. Where do people usually do these activities? Indoors or outdoors?

2. Vocabulary – Activities, Sports, Adjectives & Modifiers (10 minutes)

Sports & Activities Vocabulary:

- football
- swimming

- dancing
- cycling
- running
- basketball
- gymnastics
- tennis
- skateboarding
- hiking

Adjectives to Describe Sports or Activities:

- energetic
- challenging
- fun
- tiring
- relaxing
- exciting
- fast-paced
- competitive
- enjoyable
- difficult

Modifiers (to strengthen or soften adjectives):

- very
- quite
- extremely
- a bit
- really
- not very

Example Phrases:

- a *very challenging* sport
- a *really enjoyable* activity
- an *extremely tiring* run
- a *quite relaxing* swim
- a *not very competitive* game

3. Grammar Focus – Future Tense (10 minutes)

Future tense with *will*

Used for predictions, decisions made now, or simple future facts.

- *I will try a new sport next month.*
- *We will win the match.*
- *It will be very exciting.*

Future tense with *going to*

Used for plans already decided.

- *I am going to join the football club.*
- *She is going to start swimming lessons.*

Practice:

Choose the correct form:

1. I _____ (will / am going to) play tennis after school.
2. We _____ (will / are going to) join a new sports team.
3. It _____ (will / is going to) be a close match.
4. My friend _____ (will / is going to) try skateboarding.

4. Reading Comprehension (15 minutes)

Text: "My New Favourite Sport"

Last year, I didn't really enjoy sports, but now my favourite activity is cycling. This Saturday, I **am going to** join a local cycling group for the first time. I feel excited because the group rides through the park, which is quiet, green, and **really enjoyable**.

During the ride, I think it **will** be quite tiring at first, but I **will** get used to it. After we finish, the group **is going to** rest at a small café by the lake. They say it is a *very relaxing* place to sit after a long ride.

In the future, I **am going to** learn how to fix my bike properly so I can go on longer trips. Cycling has become a sport that makes me feel free and energetic.

Comprehension Questions:

1. What is the writer's favourite activity now?
2. What are they going to do on Saturday?
3. How does the writer describe the park?
4. What does the writer think the ride will be like at first?
5. Where is the group going to rest?
6. What does the writer plan to learn?
7. How does cycling make the writer feel?

5. Writing Task (15 minutes)

Write a paragraph (6–8 sentences):

"Describe Your Favourite Activity or Sport and Your Future Plans With It."

Include:

- the name of the sport or activity
- adjectives + modifiers (*very fun, quite tiring, etc.*)
- at least **two sentences with will**

- at least **two sentences with *going to***
- details about where you do it and why you enjoy it

Encourage clear sentence structure and a beginning, middle, and ending.

YEAR 6

This book is created to support Year 6 students in improving their English skills as part of the **Key Stage 2** curriculum. Through engaging activities and age—appropriate content, children will develop essential language skills in reading, writing, speaking, and listening.

