

Cambridge Primary

English

Second Edition

Learner's Book 1

SAMPLE
MATERIAL

Sarah Snashall

Series editors:

Christine Chen

Lindsay Pickton



We are working with Cambridge Assessment
International Education to gain endorsement
for this forthcoming series.

Boost

HODDER
EDUCATION

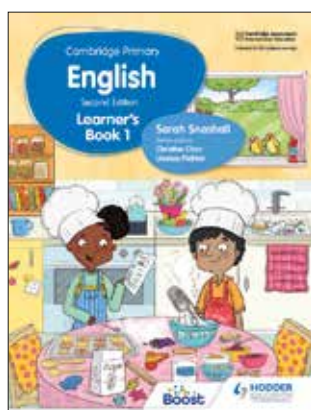
We are working with Cambridge Assessment International Education to gain endorsement for this forthcoming series.

Inspire learners to build, strengthen and extend their skills.

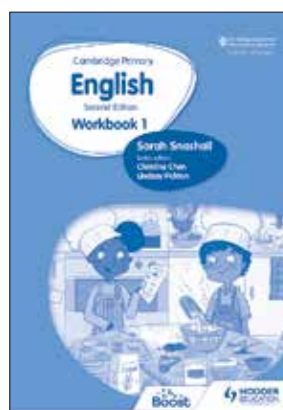
Written by experienced authors and primary practitioners, Cambridge Primary English offers full coverage of the new Cambridge Primary English curriculum frameworks (0058) from 2020 for Stages 1–6.

	Learner's Book £13.50 March 2021	Boost eBook £9 for 1-year access March 2021	Workbook £6.50 June 2021	Teacher's Guide with Boost subscription £150 for access until 2026 January 2021
Stage 1 (ages 5–6)	9781398300200	9781398300378	9781398300217	9781398300538
Stage 2 (ages 6–7)	9781398300255	9781398300408	9781398300309	9781398300545
Stage 3 (ages 7–8)	9781398300262	9781398300439	9781398300316	9781398300552
Stage 4 (ages 8–9)	9781398300279	9781398300460	9781398300323	9781398300569
Stage 5 (ages 9–10)	9781398300286	9781398300491	9781398300330	9781398300576
Stage 6 (ages 10–11)	9781398300293	9781398300521	9781398300347	9781398300583

* Age ranges are for guidance only



Boost eBooks – interactive, engaging and completely flexible. Boost eBooks use the latest research and technologies to provide the very best learning experience for learners. They can be downloaded onto any device and used in the classroom, at home or on the move.



Reinforce learning, deepen understanding and encourage self-reflection with practical activities. Each Workbook is intended to be used by the learner for practice and homework, plus the completed workbooks can be used to help aid revision.



Created with teachers and learners in schools across the globe, Boost is the next generation in digital learning for schools and colleges, bringing quality content and new technology together in one interactive website.

The Cambridge Primary English Teacher's Guides include a print handbook and a subscription to Boost, where you will find a range of online resources to support your teaching.

- **Confidently deliver the new curriculum framework:** Expert author guidance on introducing new content, assessment ideas to check learner's understanding and ideas for supporting and extending learners working at different levels.

- **Develop key concepts and skills:** Let learners see how their skills are developing with a range of activities, assessment ideas, success measures and quizzes for stages 5 and 6.

To explore the entire series, visit www.hoddereducation.com/cambridgeprimary-english

We're here to help!

If we can help with questions, and to find out more, please contact us at international.sales@hoddereducation.com

Cambridge Primary

English

Second Edition

Learner's Book 1

Sarah Snashall

Series editors:

Christine Chen

Lindsay Pickton



HODDER
EDUCATION

AN HACHETTE UK COMPANY

Cambridge International copyright material in this publication is reproduced under licence and remains the intellectual property of Cambridge Assessment International Education.

Registered Cambridge International Schools benefit from high-quality programmes, assessments and a wide range of support so that teachers can effectively deliver Cambridge Primary. Visit www.cambridgeinternational.org/primary to find out more.

Acknowledgements

The Publishers would like to thank the following for permission to reproduce copyright material.

Text acknowledgements

p. 6 © Rain, Translated by Sarah J. Hails; p. 8, 10 © Storms, Ron Simmons; p. 13 From CIRCLE TIME POETRY AROUND THE YEAR by Jodi Simpson. Copyright © 2005 by Jodi Simpson. Reprinted by permission of Scholastic Inc.

Photo acknowledgements

p. 4 tc © Ourson/Adobe Stock; p. 4 cc © Cody/Adobe Stock; p. 4 cc © Ondre J Prosicky/Adobe Stock; p. 4 cc © Jesper/Adobe Stock; p. 4 bl © Akkharat J/Adobe Stock; p. 5 cr © Xiaoliangge/Adobe Stock; p. 7 cc © Jenko Ataman/Adobe Stock; p. 8 cr © Zilvergolf/Adobe Stock; p. 10 br © Lynnea/Adobe Stock; p. 11 bl © Leekris/Adobe Stock; p. 11 br © Zdenar Adamsen/Adobe Stock; p. 11 bl © Subbotina Anna/Adobe Stock; p. 12 tr © Rainer Fuhrmann/Adobe Stock.

t = top, b = bottom, l = left, r = right, c = centre

Every effort has been made to trace all copyright holders, but if any have been inadvertently overlooked, the Publishers will be pleased to make the necessary arrangements at the first opportunity.

Although every effort has been made to ensure that website addresses are correct at time of going to press, Hodder Education cannot be held responsible for the content of any website mentioned in this book. It is sometimes possible to find a relocated web page by typing in the address of the home page for a website in the URL window of your browser.

Hachette UK's policy is to use papers that are natural, renewable and recyclable products and made from wood grown in well-managed forests and other controlled sources. The logging and manufacturing processes are expected to conform to the environmental regulations of the country of origin.

Orders: please contact Bookpoint Ltd, 130 Park Drive, Milton Park, Abingdon, Oxon OX14 4SE. Telephone: +44 (0)1235 827827. Fax: +44 (0)1235 400401. Email education@bookpoint.co.uk Lines are open from 9 a.m. to 5 p.m., Monday to Saturday, with a 24-hour message answering service. You can also order through our website: www.hoddereducation.com

© Marie Lallaway 2021

This edition published in 2021 by

Hodder Education,

An Hachette UK Company

Carmelite House

50 Victoria Embankment

London EC4Y 0DZ

www.hoddereducation.com

Impression number 1

Year 2021

All rights reserved. Apart from any use permitted under UK copyright law, no part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or held within any information storage and retrieval system, without permission in writing from the publisher or under licence from the Copyright Licensing Agency Limited. Further details of such licences (for reprographic reproduction) may be obtained from the Copyright Licensing Agency Limited, www.cla.co.uk

Cover illustration © Lisa Hunt, The Bright Agency

Illustrations by James Hearne, Lisa Hunt, Steve Evans

Typeset in FS Albert 17/19 by IO Publishing CC

Printed in the UK

A catalogue record for this title is available from the British Library.

ISBN 9781398300200

Contents

How to use this book



Term 1

Unit 1 Fiction: fantasy stories

Unit 2 Non-fiction: recount texts

Unit 3 Poetry: traditional rhymes

Quiz 1

Term 2

Unit 4 Fiction: traditional tales

Unit 5 Non-fiction: instructions

Unit 6 Poetry: simple rhyming poems

Quiz 2

Term 3

Unit 7 Fiction: stories with familiar settings

Unit 8 Poetry: poems on similar themes

Unit 9 Non-fiction: information texts

Quiz 3

How to use this book

What the theme is about.

Learn new English skills with your teacher. Read the examples to help you.

Go further and practise the skills and get writing.

Challenge yourself with a trickier task.

Find out how much you have learned at the end of the term by trying this quiz.

Read this interesting fact.

The theme has a digital resource in the Teacher's Guide.

Remember a skill you have already learned.

First, read, write and talk about the text.

Look out for these things in each theme.



Think about other topics you know.

Look here for the meaning of new words.

Check the things you have learned in the unit.

Unit 7 Fiction: stories with familiar settings

At home

Learn

Sometimes the words in a story don't tell us everything. We can pick up clues from:

- the way a character acts
- the way a character looks.

We can tell a character is relaxed and happy if they are singing.

Do you remember?

The **setting** is the place where a story is set. Stories have many different settings! Stories can be set in places you know, like a park, a school or home.

Get started

The story on page 119 is set in a village in South Africa. A young boy, Shepherd, is getting dressed. He is putting on his **tackies** – his trainers. It is very noisy in his house. Listen as your teacher reads part of the story and follow the words with your finger.

118

Unit 2: Non-fiction: recount texts

Go further

1 Copy and complete each line using s or es.

a two lunch box	b two quiz
c three shark	d four fox
e five penguin	

2 Read the words aloud. Can you hear the s or es ending?

3 a Read these sentences. Point to the nouns and verbs.

The tiger drank. The owl stared. The red panda sat in the tree.

b Pretend you have been to the zoo and seen these animals. Use the sentences to write a recount. Start your report: Last week I went to the zoo. I saw

Challenge yourself

What is your favourite animal?

- Draw a picture of your animal.
- Write some sentences about how your animal looks.
- Write what your animal does.

Science

1 Find out where your favourite animal lives in the wild.

- Does it live in a hot place or a cold place?
- What does it like to eat? Find out different facts about your favourite animal.

2 Tell the class or a small group all about your animal.

38

Quiz 1

1 One word in each sentence is missing its capital letter. Write the word correctly.

- it was hot.
- Today, suzy is five.

Find out what happens when she goes to the park. Follow with your finger as your teacher reads the story. Listen out for interesting words.

Remember to use the glossary to find out the meaning of new words.

Glossary

unexpected: surprising
noticed: saw
hovering: floating
realised: found out
tumbled: fell
shrink: get smaller
barely: hardly

136

What can you do?

Read and review what you can do.

- ✓ I can hold my pencil correctly.
- ✓ I can say what **fiction** means and what a fantasy story is.
- ✓ I can use a capital letter and a full stop in my sentences.
- ✓ I can tell a friend who the main characters are in a story.
- ✓ I can use phonics to try and read new words.
- ✓ I can use these words in my writing: **under, towards, through, across.**
- ✓ I can spot nouns that end in s or es to show there is more than one.
- ✓ I can talk about what is happening in the beginning, middle and end of a story.
- ✓ I can plan a new story with a beginning, middle and end.
- ✓ I can tell a friend a story you know.

b The hermit feels _____ when he sees Tiger.
c The hermit feels _____ and _____ when Tiger tries to eat him.

Did you know?

The Bengal tiger lives in India. Many people work to protect it.

Every tiger has its own pattern of stripes.

66

Unit 6 Poetry: simple rhyming poems

A rainy day

Do you remember?

Try and join some letters together.
This can make it easier to write.

sh ch ck tl nk

Check that you
are holding your
pencil correctly.



Learn

We can have fun with sounds in words.
We can have:

- words that rhyme puddles – huddles
- words with similar sounds trip – trop
- repeated words rain, rain, rain, rain
- made-up words chucketing



Get started!

1 Read this list of rain words.

splish splash plug pour gush muddle rush

flood drizzle mist soak drench spots

mizzle splodge burst thirst mud drops

floor puddle coat

- 2 Write pairs of words from Question 1 that go together.

Your pairs of words can be:

- words that rhyme
- words that start with the same sound
- words that are repeated.

Choose words that rhyme or words that have matching sounds.



- 2 Read this poem.

Rain

One is one, and two is two –
we sing in **huddles**,
we hop in puddles.
Plip, plop,
we drip on rooftop,
trip, **trop**,
the rain will not stop.

Rain, rain, rain, rain,
bucketing rain,
chucketing rain,
rain, rain, rain,
rain,
wonderfully raw,
wet to the **core**!

*By Sigbjørn
Obstfelder
Translated by
Sarah Jane Hails*



- 3 a Find these words in the poem.
Read the lines.

- huddles puddles
- bucketing chucketing
- rain rain

- b Which pairs of words rhyme?
Which pair of words is the same? Which words are made up? Tell your partner.

Glossary

huddles: small groups

trop: a made-up word to make a rain sound

bucketing: raining very hard

chucketing: a made-up word that means raining very hard

core: centre

- 4 What is it like when it rains where you live?
Think of some words to describe the rain, for example:

light

heavy

pitter

patter

pour

drizzle

soft

hard

warm

cold

Check that you are joining the letters correctly.



a Write four words.

b Use the words above to complete this poem.

_____ rain
 _____ rain
 _____ rain
 _____ rain

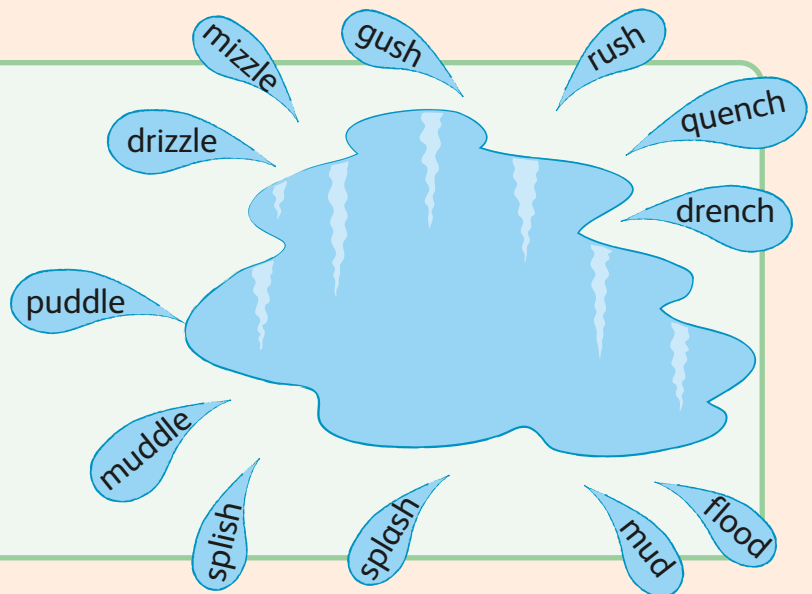


Share your words with your partner.



Go further

- 1 Draw a puddle like this. Write your rhyming words in the drops.
- 2 Read your picture poem to a partner. Tell your partner which pair of words you like best.



Challenge yourself!

Use the pairs of words from your picture poem to write a list poem. You can include:

- a rhyme, a made-up word and repeated words
- words that start with similar sounds.

Lightning crashes

Do you remember?

Words that rhyme often share a spelling pattern or sound. Look at these words:

tea sea

mat cat

tray say

Learn

We can look for clues to find out how somebody feels. For example:

- if a boy is crying, he feels sad
- if a girl is smiling, she feels happy.



Get started!

1 Read this poem about a stormy night. How does the girl feel?

Storms

My mum's afraid of thunderstorms
That **sweep** up from the sea.
As lightning cracks and thunder rolls
We share a mug of tea.
As window **panes** begin to shake
We like to watch TV.
My mum's afraid of thunderstorms
Except when she's with me.

By Ron Simmons



Glossary

sweep: move quickly

panes: the glass in a window

2 Read the poem again and write the answers to these questions:

- a Where does the storm come from?
- b What noise does the lightning make?
- c Who is afraid of thunderstorms?



3 a Write the word that rhymes. Write both words.

- sea _____
- TV _____

b Underline the words that have similar spelling.

4 With your partner:

- a Find words that tell you what the storm sounds like
- b Decide if the words make the storm sound big or small
- c Decide if the girl is afraid of the storm or not.

Use your face to show that the storm is frightening.



5 Read the poem again. Say the parts of the words that are underlined slightly louder to feel the rhythm.

Did you know?

It's raining fish!

In some countries, the storms are so bad that they actually rain fish! The storm sucks up fish from one place and rains them down in another. That is weird weather!



Go further

1 Look at these storm words. Find words that rhyme.

shake

shudder

groans

break

judder

pours

moans

howls

roars

growls

crashes

flashes

2 a Copy and complete the poem.
Choose a word for each line.

In the storm

houses _____ (shake shudder flood)

trees _____ (break judder bend)

wind _____ (moans howls roars)

rain _____ (soaks falls pours)

lightning _____ (flashes forks breaks)

thunder _____ (crashes cracks rumbles)

Look for words
that share
similar spelling
patterns or
sounds.



b Can you make some of the lines rhyme?

Challenge yourself!

1 Reread your poem. What do you think happens after the storm?

- Does the sun come out?
- Do the people have to clean up?

2 Write two more lines at the end of your poem, for example:

After the storm

The sun _____

Everyone _____



Hot, hot, hot

Learn

In poems, the lines that rhyme are not always next to each other.



The sun is hot
I cannot get **cool**
I think I will flop
Into the **pool**.

Rhyme

Sometimes every other line rhymes.



Do you remember?

Using *a* or *an*

We use **a** when the next word begins with a *consonant*.

This is **a** butterfly.



This is **an** ice cream.



The consonants are: **b c d f g h j k l m n p q r s t v w x y z**



We use **an** when the noun starts with a vowel: **a e i o u**

Did you know?

The hottest place on Earth is the Lut Desert in Iran.



Get started!

- 1 Imagine it is a very hot day. Read this poem.

Dragonfly

When the heat waves roll in, I surf the skies ...
Fiercer than tigers, faster than flies!
I am a dancing robot, a **jointed** drone,
With wings that are **masterpieces** all of
their own –
They are lighter than spiderwebs, stronger than grass,
Softer than silk, as clear as pond glass.
I am an **aerial acrobat**, come watch my show –
I will make your jet pilots look **drowsy** and slow!

By Liesl van Dreau



- 2 Read the poem again. Find and copy the words that mean:

a hot

b sleepy

- 3 Use two of these words to write a sentence about the dragonfly.

fast

shiny

clear

green

huge

gentle

- 4 Write **a** or **an** to finish each sentence. Write the missing word.

a It was _____ hot day.

b I saw _____ ant in the grass.

- 5 Find these rhyming words in the poem:

glass grass

show slow

- 6 Write another sentence saying how the dragonfly moves.

Glossary

jointed: with different parts

masterpieces: a work of art that is made with great skill

aerial: in the air

acrobat: a person who performs difficult acts such as walking on a tightrope or swinging on a trapeze

drowsy: sleepy

Go further

- 1 Read this poem about a hot day.

Lemonade in the Shade

When the sun is
bright and hot
I like to find a
leafy spot
and cool off in
the shade.

It's nicer here
among the trees
where I can feel the
summer breeze
and sip my lemonade.

By Jodi Simpson



- 2 Tell your partner which poem you like best and why. Say which poem is most like the hot days you know.
- 3 Talk with your partner about what the girl is doing in the picture. How does she feel?

★ Challenge yourself!

Write a poem about a hot day. Here are some useful rhyming words:

trees – breeze

shade – parade

hot – not

pool – cool

sleep – deep

scream – ice cream

Cambridge Primary

English

Second Edition

Learner's Book 1

Inspire learners to build, strengthen and extend their skills.

Written by experienced authors and primary practitioners, Cambridge Primary English offers full coverage of the new Cambridge Primary English curriculum frameworks for Stages 1–6.

- **Boost confidence and extend understanding:** Tasks built in a three-step approach with 'Learn', 'Get started!' and 'Go further' plus 'Challenge yourself' activities to support differentiation and higher order thinking skills.
- **Revisit, practice and build on previous learning:** Let learners see how their skills are developing with 'Self-check' questions at the end of each unit and termly quizzes.
- **Develop key concepts and skills:** A variety of practice material throughout to build Reading, Writing, Speaking and Listening skills.
- **Motivate learners with an international approach:** The learner's books provide a variety of engaging extracts from international authors covering fiction genres, non-fiction text types, poetry and plays.



For over 25 years we have been trusted by Cambridge schools around the world to provide quality support for teaching and learning. For this reason we have been selected by Cambridge Assessment International Education as an official publisher of endorsed material for their syllabuses.

This resource is endorsed by Cambridge Assessment International Education



- ✓ Provides support as part of a set of resources for the Cambridge Primary English curriculum framework (0058) from 2020
- ✓ Has passed Cambridge International's rigorous quality-assurance process
- ✓ Developed by subject experts
- ✓ For Cambridge schools worldwide

Registered Cambridge International Schools benefit from high-quality programmes, assessments and a wide range of support so that teachers can effectively deliver Cambridge Primary. Visit www.cambridgeinternational.org/primary to find out more.



Boost

This series includes eBooks and teacher support.

Visit www.hoddereducation.com/boost to find out more.



We are working with Cambridge Assessment International Education to gain endorsement for this forthcoming series.

HODDER EDUCATION

e: education@bookpoint.co.uk
w: hoddereducation.com

ISBN 978-1-3983-1030-8

