

Cambridge Primary

English

Second Edition

Learner's Book 4

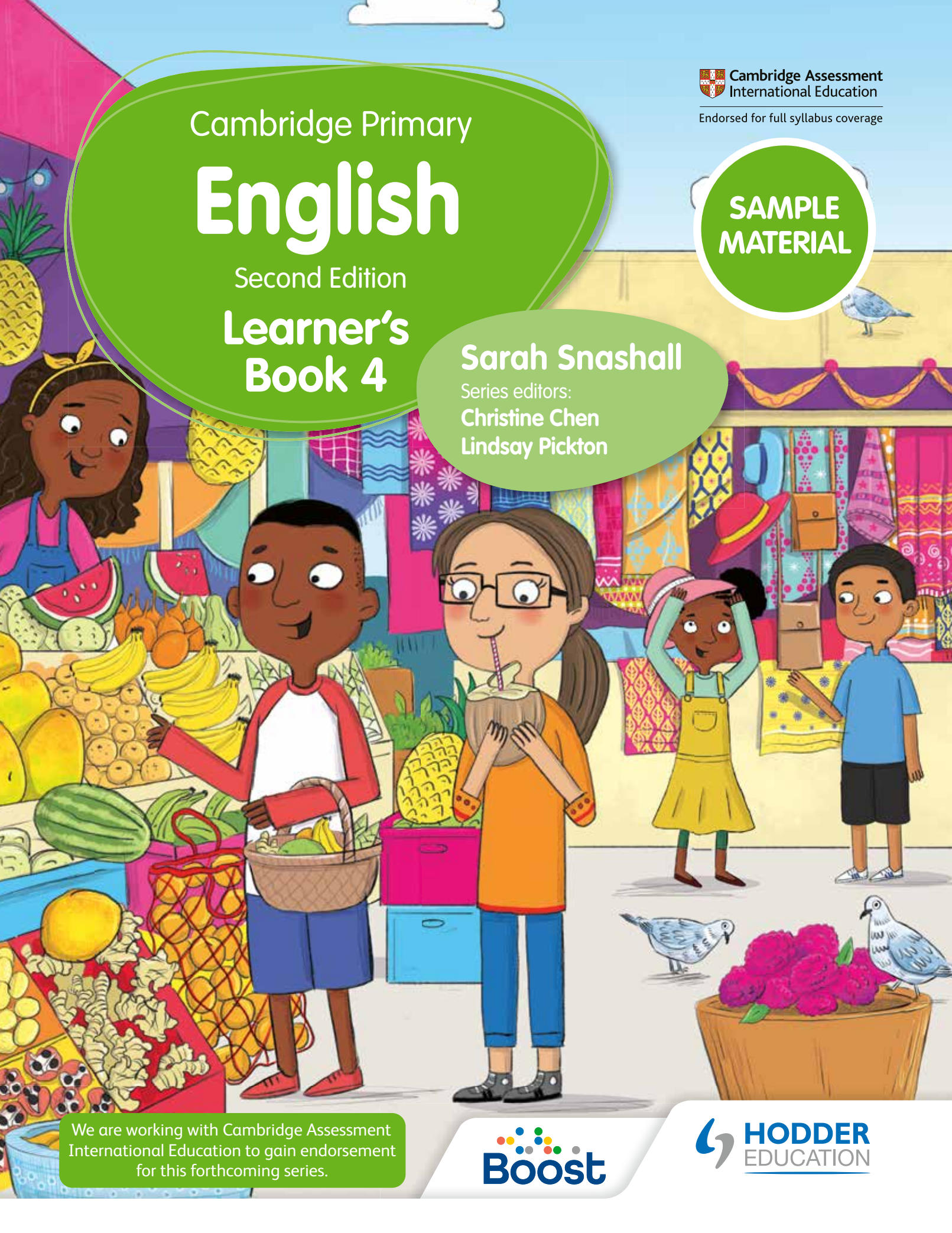
**SAMPLE
MATERIAL**

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Series editors:

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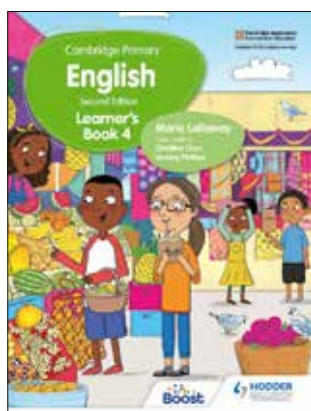
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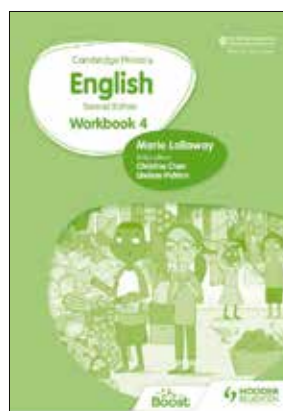
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Series editors:

Christine Chen

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How to use this book

This theme tells you what the learning is about in a unit.

This gives a reminder of knowledge and skills you have used before.

These starter activities involve reading, writing and talking about the extract.

Get started!

- 1 Read the advert on page 162 and notice how the writer uses opinions and adjectives to make Polly's Ice cream Palace sound appealing.
- 2 a The advert makes Polly's Ice cream Palace sound like a happy place. Copy the phrase used to do this.
b It also has good prices. Copy two phrases that show you this.
- 3 Write two facts and two opinions in the advert.
- 4 Adjectives are used to make things sound more than 'good'. Re-read the advert above. Find and copy the adjectives used for each of these foods:
— ice
— ice creams
— lollipops
— milkshakes
— sodas

161

This list checks what you have remembered about the unit.

What can you do?

- Read and review what you can do.
- ✓ I can confidently read a poem aloud.
 - ✓ I can use alliteration in my own poems.
 - ✓ I can give examples of two similes.
 - ✓ I can explain how to create a simile in my own poems.
 - ✓ I can use commas to separate items in a list.
 - ✓ I can use and spell some homophones correctly.
 - ✓ I can spell the plural form of words that end in ch, sh, x and ty.

This icon shows you that the activity links with other subjects in your school curriculum.

Global perspective: Art

Choose coloured drawings to show some of the similes from the poem on page 45. Which do you think are the best comparisons?

Unit 6 Playscripts: understanding playscript directions

Explore the stage

Do you remember?

A **playscript** is organised and laid out in a special way. Plays are divided into acts. In the theatre, the curtain usually comes down when an act has ended. Sometimes the scenery is changed at this point. A short play may have only one act but longer plays might have five or more acts. Acts are divided into **scenes**, which are like chapters in a book. At the start of a script, you will find a list of the characters in the play. Character names are often written in capital letters.

Now

In a playscript, each time a different character speaks, the words are written on a new line. So we say that an **actor** is learning his or her lines. Stage directions show what the actors should do or how they should perform a line. For example:

name of character **stage direction**

TIGER: **Looking!** I've no hunger!

MOUSE DEER: I don't want to be your lunch.

You can understand what the characters are like from what they say, what they do and how they behave with one another.

This icon shows that extra resources are available online to develop your skills further.

Learn about new English topics with your teacher. Look at the pictures to help you.

These characters give you tips to help you to do your best!

Go further

The advert on page 162 is aimed at families who want a relaxing holiday. With a partner, think of a different, action-packed holiday to advertise. Think about whether it is for adults or children. Do you want your advert to show the holiday is exciting, challenging, funny or all of these? Draw or find pictures that will help your advert.

Plan your video advert by making a storyboard of six scenes using a table the same as the one on page 168.

Add your script and choose your music and effects.

Perform your advert to your class.

Exchange with a partner how clearly and how expressively you spoke.

Use your video to show the viewpoint of your advert – exciting or funny.

Challenge yourself!

- 1 Watch some video adverts aimed at children of your age.
- 2 How do the advertisers try to persuade you to buy things? Think about:
 - the video pictures used in the adverts
 - the language used, such as questions, attention, exaggeration, comparison and superlative adjectives, superlative
 - the sound effects and the tone of voice.
- 3 Make notes about adverts you think work and ones that fail to persuade.
- 4 Compare your results with a partner. Do you agree?

These activities make you think about the extract in different ways.

These activities challenge your skills and knowledge!

Did you know?

Tongue twisters use alliteration and repetition for fun. Read this one:
**Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?**

Glossary
peck: a large bunch

This tells you interesting facts about the theme.

Practice test 1: Fiction

1 Read this extract from a story about a dinosaur called Hypsi and her friend, Euph. Hypsi has laid some eggs and is trying to keep them safe. Then write the answers to the questions that follow.

It's a wonder I found anywhere to lay my eggs, but I did! Yes, I've laid them – all twenty of them! Green with black spots, like last time. I dug a hole in the mud and laid them in a beautiful spiral pattern. I covered them with bits of kernal to keep them warm. Oh how I hope they'll all hatch out!

I froze to the spot. Normally I would run – I'm quite a nippy runner – but for some reason I couldn't bring myself to leave the nest and all my beautiful eggs.

T Rex was just about to pick me up in his razor-sharp claws when Euph charged up and gave him a whack in the stomach with the really cool club which she has at the end of her tail. T Rex doubled up in agony and lumbered away clutching his stomach – he seemed to have forgotten all about me.

When I thanked Euph, she just said, 'Don't mention it, old girl – you'd do the same for me.' The trouble is, I couldn't

This gives you the meanings of words in the extract.

Test your skills and knowledge using these when you have completed each term.

Unit 1

Fiction: historical texts

Bronze and Sunflower

Learn

Historical fiction texts are stories which are set in the past.

- The stories may include real events from the past.
- The characters might behave or speak differently from today.
- Technology, such as how people travel, is likely to be different from what you use now.



Do you remember?

All texts contain **explicit information**, for example details of what happens, the setting and what people look like. Locating explicit information in an extract will help you to answer questions about it.

Get started!

- 1 Have you read a historical text? Take turns to tell a partner about it. Listen as your partner speaks. Ask your partner a question about the text.
- 2 The story of *Bronze and Sunflower* by Cao Wenxuan, is set in China in the 1960s. Bronze has grown up in the countryside and Sunflower is the child of city people. Read the extract on the next page from the start of the story. The narrator is explaining the setting of the story and the differences between the city people and the country people.



These were city people, and they had come to build houses, to transform the **wilderness**, to plant crops and dig fishponds. They sang city people's songs, in the city people's way, unlike anything the villagers had heard before.

A few months later, seven or eight rows of brick houses with red roofs arose out of the **reeds**. Soon after that, a very tall flagpole was put up, and early one morning, a red flag appeared in the sky where it flickered like a ball of fire about the reeds.

The city people were like a flock of birds that had flown in. They looked at the villagers with curiosity, and the villagers looked back in the same way. As though they were a **different species**.

The village children would run after them. They'd stop and stare, or follow them, darting behind a tree or a **haystack** if they looked back and smiled. Sometimes they would pull sweets from their pockets. The children ate the city sweets and treasured the pretty wrappers, smoothing them out and tucking them between the pages of their school books.



- 3 Read the extract again with a partner aloud. Try and read fluently (without big gaps) using the punctuation to help you. Identify explicit information to answer these questions by pointing to key words and phrases in the extract. Then, write your answer.

- a What did the city people:
- build?
 - dig?
 - plant?
 - sing?
 - put up?
- b What did the village children do with:
- the sweets?
 - the wrappers?



Glossary

wilderness: overgrown and abandoned area

reeds: tall plants that grow beside water

different species: here, it means a completely different kind of people

haystack: grass that has been cut and dried is collected into tall piles

- 4 Identify and discuss any clues that suggest the story takes place in a different time in history.
- 5 Imagine you are one of the village children in the extract. Write a paragraph to describe what the city people are doing near your home and how you meet them.

Identify and record interesting words in your spelling log. Use these in your paragraph.



Go further

- 1 Read the second paragraph of the extract again. Identify and write the key words and phrases (explicit information) that describe the setting. For example: *eight rows of brick houses, reeds*. Draw and label a picture that shows all the detail of this setting.
- 2 Read the fourth paragraph. Draw and label five pictures to show exactly what happened. Write one sentence for each picture.

Challenge yourself!

- 1 Imagine you are one of the city people in the extract. Write a paragraph to describe your new life in the countryside. Include the jobs you are doing and how you feel about the village people.
- 2 Find pictures of life in the 1960s in your country. Identify the clues in the pictures that tell you they are from a different time in history. Make a table to show what is similar to and different from now.

Remember to proofread your paragraph to check your punctuation is correct!



History

- 1 Write a list of questions to ask your grandparents about their childhoods. Write down their answers to your questions. Underline key words and phrases.
- 2 Write a paragraph to show what was different about life then. Include key words and phrases (explicit information) from their answers.



Meet Sunflower

Learn

Sometimes, writers don't *tell* you how a character feels, they *show* you by describing what the character does and giving you clues to help you imagine his or her feelings. This is the **implicit meaning** in a text.

Sunflower would spend the whole day by herself.

This is **explicit information** because it tells you what she does.

However, we can make inferences (take a view about) about the character using the implicit meanings in a text: Sunflower may feel lonely.



Get started!

- 1 In this next extract, Sunflower climbs into a boat to cross the river because she wants to visit the village on the other side. Read the extract aloud in a small group. Remember to use the punctuation to help you read clearly.

As the grass fluttered in the spring wind, the idea took shape: I'm going to get into that boat and go to Damaidi.

But did she dare? She looked back at the Cadre School, then nervously **inched** towards the boat. There was no landing, just a grassy **embankment**, quite steep. She didn't know whether to climb down facing the river or facing the embankment.



Glossary

inched: moved in tiny steps

embankment: riverbank

She hesitated a while, then eventually chose to face the embankment. She grabbed hold of the grass with both hands and tried to find a good place to put her feet. Slowly and steadily, she began to climb down to the water's edge.

Boats passed in the distance, helped along by the breeze. If anyone on board had looked her way, they might have been alarmed by what they saw but would have been unable to do anything about it. As she lowered herself down, drenched in sweat, Sunflower could hear the water gurgling below her feet. Her small hands clung to the grass, holding on for dear life.

By Cao Wenxuan



- 2 Identify and copy the explicit information from the extract to record all the actions that Sunflower did. For example:

- *She looked back at the Cadre School.*
- *She inched towards the boat.*

- 3 Make inferences about what Sunflower might be thinking or feeling at each point. Record your ideas in thought bubbles. For example:

- *She looked back at the Cadre School.*

Should I go or not?

- *She inched towards the boat.*

I must be careful in case I fall.

- 4 How can you tell Sunflower is feeling nervous and worried in this extract? Identify and use implicit information from the text in your answer. For example:
Sunflower is nervous because ...

- 5 What do you think will happen next in the story? Write a paragraph. Include detail in your sentences to show how Sunflower is feeling. Read your paragraph to a partner. Can they make inferences about Sunflower from your text?

The extract doesn't tell you Sunflower's thoughts, but you can make inferences from what is written. These are called implicit meanings.



Go further

- With a partner, identify which of the words below could be used to describe Sunflower's feelings in the extract. Use a dictionary to find out the meanings of any new words. Choose some to add to your spelling log.

Think about the implicit meanings in the text.



excited anxious furious scared determined desperate
uncertain confident terrified curious brave

- Copy and complete the table to sort the words into positive (happy) and negative (unhappy) feelings. Add your own ideas to the table.

Positive	Negative

- Choose four words from your table and write sentences to explain what has made Sunflower feel this way. For example:
Sunflower is excited about her idea to go to Damaidi in the boat.



Challenge yourself!

- Next in the story, Sunflower gets stuck drifting in the boat on the river. A boy called Bronze rescues her by riding into the river on a Buffalo. He tows her back to the shore where her father is waiting.
- Imagine that you are Sunflower, after she has been saved. Write an answer to these questions:

How would you be feeling when you see your father?

How would you be feeling about your idea to go to Damaidi?

What would you be thinking about Bronze?

- Write a paragraph as Sunflower to show her thoughts and feelings. You could begin: *I know I shouldn't have done something so dangerous. My father must have been so worried about me.*

Meet Bronze

Learn

Connectives join parts of a sentence. For example: *when, if, because*. Sometimes these can be used to introduce the first part of a sentence that has two ideas. For example:

As As soon as Because If So that Until When Wherever

If a **connective** is used at the start of a sentence, you need to place a comma after the first part of the sentence. For example:

When the villagers said his name, Bronze smiled at them.



Do you remember?

Inferences are your opinions about a character based on what you have read about them. Use your understanding of **implicit meanings** to build inferences about characters. For example:

Bronze stared at the fire destroying his village.

Inference:

I know Bronze would feel terrified at this sight.



Get started!

- 1 The extract on the next page describes Bronze. He has been unable to speak since the village fire, and he spends his day working and looking after the family's buffalo. Read this extract aloud with a partner to find out more about Bronze.
- 2 Identify all the connectives in the extract that are used to introduce the first part of a sentence that has two ideas.

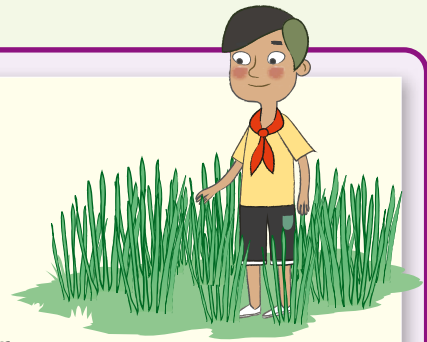
Use the punctuation to help you read aloud fluently.



When the villagers said his name, Bronze smiled at them. It was a pure and simple smile that brought tears to their eyes and a lump to their throats.

When Bronze was out grazing the buffalo, he could hear the children reading aloud in class. He would hold his breath and listen as the rise and fall of their voices drifted over the fields. To him, it was the most beautiful sound in the world.

Best of all, the **buffalo** loved to lower its head and invite Bronze to grab its horns and climb up onto its back. And Bronze was happy to **oblige**. As he rode on the buffalo, high above the world, all he could see was the sky, the reeds swinging like waves and the windmills towering in the distance. Then, when no one was looking, he would wriggle down and lie on the buffalo's back and let it carry him wherever it liked. But Bronze was lonely. He was as lonely as the only bird in the sky, the only fish in the river, the only horse on the **steppes**.



Glossary

buffalo: a type of cattle

oblige: do as you are asked

steppes: open fields

3 Copy the sentences below that are correct about Bronze.

- a He can ride a buffalo.
- b He likes birds.
- c He doesn't go to school.
- d He catches fish.
- e He is lonely.

4 Complete these sentences. Underline the connective in each sentence. What did Bronze do?

- a When the buffalo lowered its head, Bronze ...
- b As the children were reading, Bronze ...
- c When the villagers called him, Bronze ...
- d As soon as no one was looking, Bronze ...

5 What do you think Bronze might be like as a friend? Explain to a partner what the reasons are for your inferences.

6 Write a description of Bronze's character using your ideas from the discussion above. Use connectives to start some of your sentences.

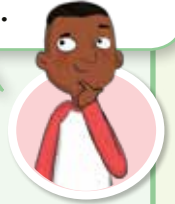


Check you have used a comma after the first part of the sentence to make the meaning clear. Check you have joined your writing legibly (neatly)!

Go further

- 1 Imagine that Bronze would like to be your friend. Draw a sketch of yourself and surround it with **adjectives** that describe your character.
For example: *generous, thoughtful, impulsive, curious, energetic, considerate, nervous, confident.*
- 2 Read the extract again and make inferences about Bronze's character. Draw a picture to show Bronze having fun, using the information from the text. How is Bronze feeling in these moments? Write your inferences beneath the picture. For example, *Bronze is feeling proud and excited when he is riding the buffalo.*
- 3 With a partner, imagine that you are Sunflower and Bronze. Using the information that you have inferred about each of them, what questions do you think they would ask each other? Write the questions and ask your partner to answer them.

Adjectives are words that describe a **noun**.
For example: *The **kind** girl.* *Kind* is the adjective, *girl* is the noun.



Challenge yourself!

- 1 Next in the story, Sunflower's father goes missing following a boating accident so she runs away and hides in the sunflower fields. Read this extract about a storm that happens after Sunflower is found.



That afternoon, a dark cloud moved in front of the sun. A fierce wind picked up and a heavy rainstorm set in. In the evening, when the sky calmed, the fields of golden sunflowers were gone. Flower heads hung from their stalks, staring at the petals on the ground. Their dazzling beauty was no more.

- 2 Even nature is showing sadness about what has happened to Sunflower and her father. Re-read the extract aloud with expression and draw the picture described in the paragraph.
- 4 Write sentences to show what feelings are shown by the clouds, the wind, the rain and the flowers.

For example: *The dark cloud seems angry at what has happened.*

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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.
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- ✓ Has passed Cambridge International's rigorous quality-assurance process
- ✓ Developed by subject experts
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