

Cambridge Primary

English

Second Edition

Learner's Book 6

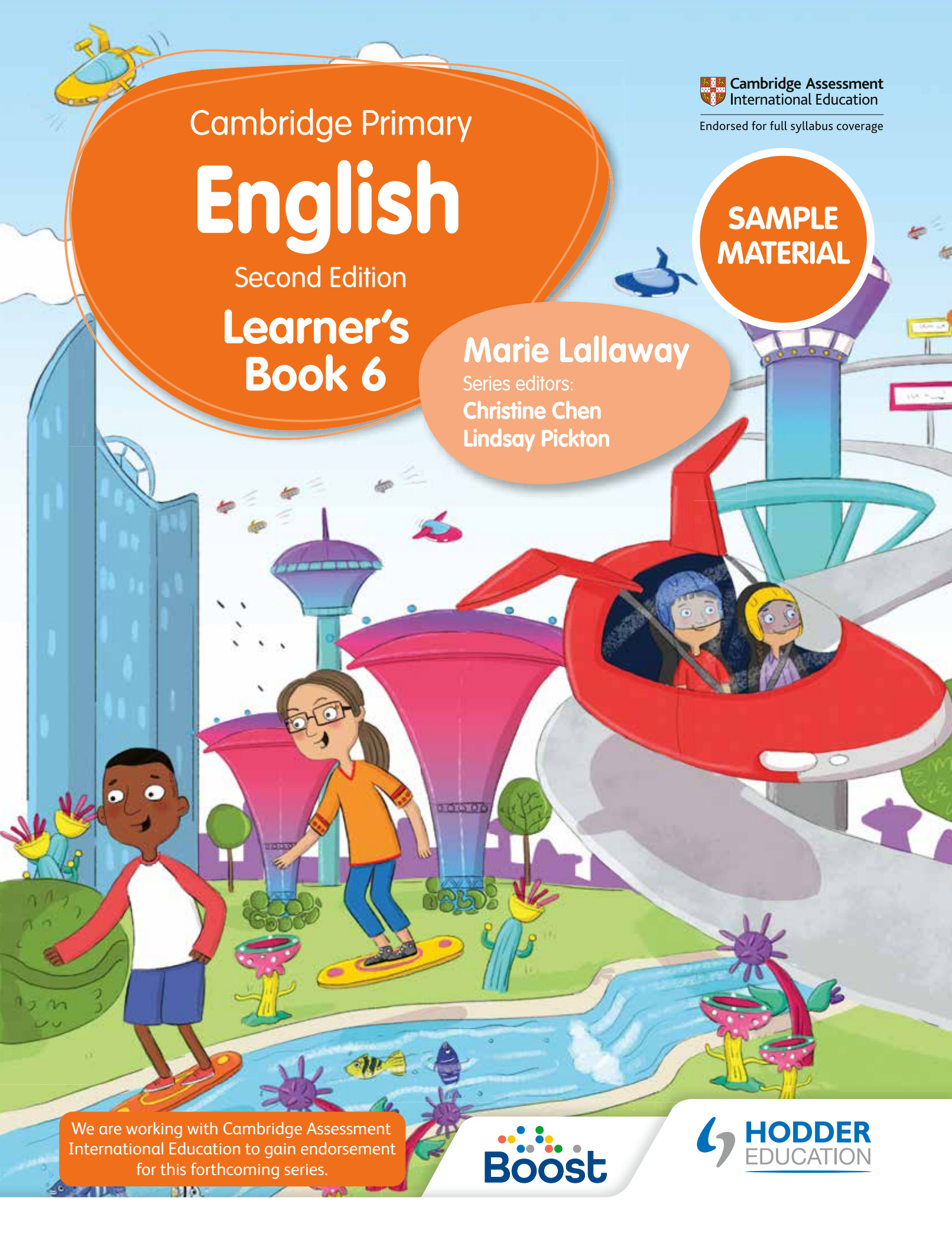
**SAMPLE
MATERIAL**

Marie Lallaway

Series editors:

Christine Chen

Lindsay Pickton



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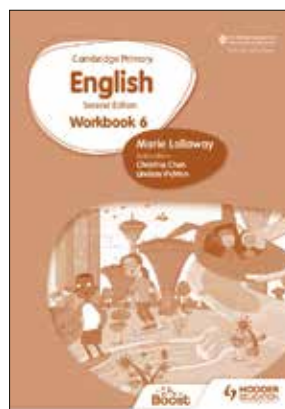
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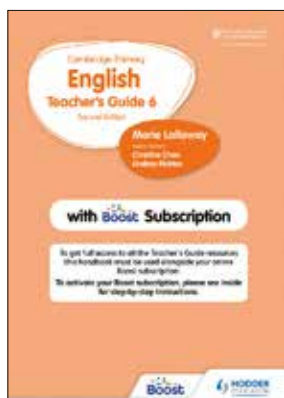
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This edition published in 2021 by

Hodder Education,

An Hachette UK Company

Carmelite House

50 Victoria Embankment

London EC4Y 0DZ

www.hoddereducation.com

Impression number 1

Year 2021

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Cover illustration © Lisa Hunt, The Bright Agency

Illustrations by James Hearne, Lisa Hunt, Vian Oelofsen

Typeset in FS Albert 12/14 by IO Publishing CC

Printed in the UK

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

ISBN 9781398300293

Contents

How to use this book



Term 1

Unit 1 Fiction: stories with flashbacks

Unit 2 Non-fiction: auto-biography and biography

Unit 3 Poetry: exploring figurative language

Practice test 1: fiction

Practice test 1: non-fiction

Term 2

Unit 4 Fiction: science fiction stories

Unit 5 Non-fiction: arguments

Unit 6 Poetry: exploring imagery, form and structure

Practice test 2: fiction

Practice test 2: non-fiction

Term 3

Unit 7 Playscripts: plays by a significant writer

Unit 8 Non-fiction: persuasive articles

Unit 9 Fiction: stories by a significant author

Practice test 3: fiction

Practice test 3: non-fiction

How to use this book

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

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



This gives you the meanings of words in the extract.

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

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



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



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

This tells you interesting facts about the theme.



These activities challenge your skills and knowledge!



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



This list checks what you have remembered about the unit.

What is an argument text?

Learn

An **argument text** is a type of explanation text that presents a point of view (an **opinion**) about a topic. For example:

Should children choose their own bedtime?



An argument may present:

- one point of view; this is called a **one-sided argument**
- both points of view – **for** and **against** – the topic. This is called a **balanced argument**.

Arguments are written, but may also be delivered as speeches, to inform and persuade an audience.

Arguments include:

- a title (which may be a question)
- an introduction to the topic, which explains what the topic is about (in a balanced argument, the introduction does not include an opinion, while in a one-sided argument, it may do so)
- paragraphs that contain opinions, supporting facts and examples
- a concluding paragraph, which contains the writer's opinion.

Arguments:

- are written in the **third person** (*it, he, she, they*)
- use mostly formal language
- contain connectives such as **adverbials** and **subordinating conjunctions** to join ideas together and signpost (guide the direction) of the argument, for example:
In contrast, ... To conclude, ... Although ...
- may include comments from groups of people, for example:
Most children think that they should be allowed to choose their own bedtime
- may contain quotations from experts: *'An early bedtime is best for all children,' states Mr Khan*
- may contain images or photographs as evidence to support the opinions.



Do you remember?

A **subordinating conjunction** introduces a subordinate clause (a part of a sentence that does not make sense on its own). For example:

Children should not choose their own bedtime **because** it may make them too tired.

Diagram illustrating the sentence structure:

- main clause**: Children should not choose their own bedtime
- subordinating conjunction**: because
- subordinate clause**: it may make them too tired.

An **adverbial** (a word or phrase) often adds detail to a verb. It shows how, where or when something happens. For example:

Children ^{verbs} may **play** games, **all night long.** ← **adverbial**

We can use connectives, such as adverbials and subordinating conjunctions, to guide the direction of an argument. They show the reader that a new point is being added, a connection is being made or a change is about to happen.



Adverbials and subordinating conjunctions that:

show how points are sequenced		show connections between points		introduce contrast between points
Firstly,	To begin,	Therefore,	For this reason,	However,
In addition,	Additionally,	Thus,	Hence,	On the other hand,
As well as that,	Alongside this,	Subsequently,	Consequently,	Alternatively,
Next,	To conclude,	In order to ...	Due to ...,	In contrast,
In conclusion,		Since	Because	Despite this,
				Even though ...
				Although ...

Get started!

- 1 Read this argument text with a partner and decide if it is a one-sided argument or a balanced argument.

Is it now time to ban cars from city centres?

The number of cars in our cities has increased rapidly over the last twenty years. Along with this, the number of children and adults with breathing problems has also **rocketed**. Therefore, we must consider that now may be the time to ban cars from our city centres.

Most cars today have **combustion** engines, which mean that they burn fuels such as petrol or diesel. As fuels burn, they produce unhealthy gases and **particles** (known as pollution), which are breathed in by people living in or moving through the city centre. Experts agree that pollution can trigger **asthma** or cause other breathing difficulties. For some sufferers, this means that they may not be able to leave their homes or, in worst cases, they may require hospital treatment.

In addition to health issues, there are so many cars in our city centres – causing **congestion** and traffic jams – that traffic actually moves very slowly. Therefore, it is not even **logical** to make ‘quick’ journeys by car, because they become ‘slow’ journeys. As the cars **idle** along, they actually burn more fuel and so more particles enter the air, and people’s lungs.

To conclude, I urge you to agree that cars should be banned from our city centres, and that the time is now.



Glossary

rocketed: quickly increased

combustion: burning of something

particles: tiny pieces

asthma: a condition that can make it difficult to breathe

congestion: traffic jams

logical: sensible

idle: move very slowly

- 2 Work with a partner to find the answers to these questions about the text on page 6.
- Which two problems are mentioned in the introduction?
 - What causes pollution in city centres?
 - Why might people have to go to hospital?
 - Why is a 'quick journey' not quick?
 - What does the writer want to happen now?



- 3 Copy and complete this table with examples from the argument text above.

Feature of an argument	Example from the text
Introduction	<i>we must consider that now may be the time to ban cars from our city centres</i>
Opinion	
Evidence	
Conclusion	
Signposting adverbials	
Comments from experts (see paragraph 2)	
Formal language	
Subordinating conjunction (see paragraph 3)	

- 4 Find and copy all the adverbials and subordinating conjunctions used in the argument on page 6. Put them into groups:

sequencing

showing connections

introducing contrasts

Go further

- In a small group, discuss whether you think children should choose their own bedtime or not. Write your reasons onto small cards and sort them into **for** and **against**.
- Choose **one** group of cards (for or against) and working together, write sentences that begin with an adverbial or a subordinating conjunction to introduce each idea. For example, *To begin with, children need to be given responsibility to choose their own bedtime ...*

Don't forget to include a comma after the fronted adverbials.



Challenge yourself!

- Look at the other group of cards from your discussion. Write paragraphs to present the different opinions of this argument. Include:
 - opinions and supporting evidence
 - adverbials and subordinating conjunctions that help to make connections within your writing.
- Read your argument aloud to your group. Talk about what works well and the things that could be improved.

Nouns ending with –ence or –ance

Do you remember?

Argument texts generally use formal language. Using nouns rather than adjectives can help to provide formality.



For example:

adjective

It is **important** that all children can access education.

noun

It is of great **importance** that all children can access education.

Did you know?

You can use your argument-writing skills across the curriculum. For example, imagine writing a balanced argument text for these topics:

- **History:** Is the internet a more significant invention than the wheel?
- **Science:** Who is responsible for our planet's health?
- **English:** Is classical literature better than modern literature?



Learn

To change adjectives that end with **–ent** into nouns, use the suffixes **–ence** or **–ency**. For example:

Adjective	Noun
complacent	complacency
decent	decency
frequent	frequency
independent	independence
innocent	innocence
intelligent	intelligence
magnificent	magnificence
silent	silence
urgent	urgency
violent	violence



Silence

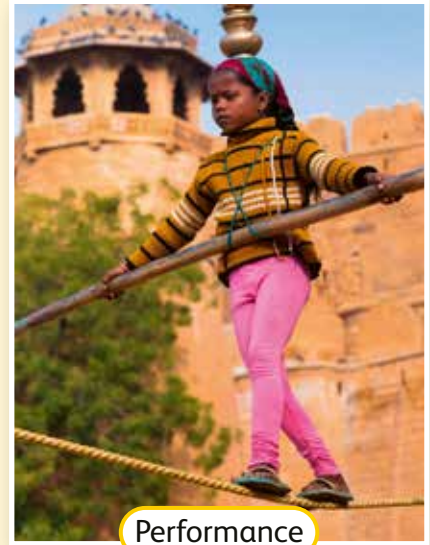
To change adjectives that end with **-ant** into nouns, use the suffix **-ance**. For example:

Adjective	Noun
distant	distance
important	importance
relevant	relevance
significant	significance
tolerant	tolerance

These nouns do not follow the above pattern:

- sentence
- influence
- balance
- performance

Practise using the **Look, cover, write and check** method to remember the exception word spellings.



Performance

Get started!

- 1 Read the words in the *Learn* panel on page 8. Look up the meanings of any unfamiliar words in the dictionary. Add these words to your spelling log.
- 2 With a partner, write a sentence that includes each of the words in the tables in the *Learn* panel. You could link your sentences to the argument about traffic congestion on page 6. For example:

There should not be any complacency about the effects of pollution on children's health.

- 3 With a partner, discuss which word from the list below completes each of the sentences.

appearance

convenience

conference

reference

presence

significance

- a Children should have a smart _____ when attending school.
- b The discussion was of considerable _____.
- c Your argument made _____ to some very interesting examples.
- d Please tell us your ideas at your earliest _____.
- e The _____ of so many people meant that the _____ to discuss children's health was a great success.



Go further

- 1 Rewrite these sentences in a more formal way, using a noun ending with **–ence** or **–ance**. For example:

I was impressed by the magnificent palace.

becomes:

I was impressed by the magnificence of the palace.

- a My teacher appeared; this surprised me. (The appearance of)
 - b This task must be finished urgently. (with urgency)
 - c You are a very intelligent child. (of great intelligence)
 - d The court was convinced he was innocent. (his innocence)
- 2 Read this passage to find the words that end with **–ance** or **–ence**. Copy the table below and write the words under the correct heading.

The whole room fell into silence as the conference was about to commence. The presence of the President gave the occasion great importance. However, her influence would not affect the independence of the speakers. The speakers all showed great balance in their arguments.

Words spelled with –ance	Words spelled with –ence



Challenge yourself!

- 1 Write the nouns ending in **–ence** or **–ance** for these words. Remember to change **y** to **i** before these suffixes.
- a elegant
 - b appear
 - c refer
 - d evident
 - e vary
 - f ally
 - g interfere
 - h assure
- 2 Write a sentence to show the meaning of each word.

Add new words to your spelling log and practise them.



What is the passive voice?

Learn

Most sentences are written in the active voice.
For example:

Rising water temperatures destroy coral reefs.

The passive voice can help to make sentences seem more formal. For example:

Coral reefs are destroyed by rising water temperatures.

Active voice

Subject	Verb	Object
Increasing temperatures	destroy	coral reefs.
Too much television	affects	children.

Passive voice

Object	Verb	Subject
Coral reefs	are destroyed	by increasing temperatures.
Children	are affected	by too much TV.

The word order of a passive voice sentence also helps to focus attention on the object of the action, because it appears first in the sentence for example: *coral reefs* and *children*.



The **subject** is the person (or thing) that does an action.
The **object** is the person (or thing) that the action is done to.



Get started!

- 1 With a partner, read these statements about whether or not watching videos online is good for children. Which statements do you agree with?

Is watching videos online or on television good for children?

- Children spend more time indoors, rather than getting fresh air while doing activities outside.
- There is too much violent content on-screen that could harm children.
- After a busy day at school, children need to choose how to relax.



- Videos provide education and information about the world.
- Parents need a break from supervising children. On-screen entertainment helps with this.
- There is a lot of advertising on screen and then children demand these things from their parents.
- Children talk about what they see on screen and this is good for them.



- 2 Work with a partner to sort these statements into a table like the one below: Those that support children watching on-screen entertainment and those that are against it. Add reasons and examples that could support each of the points.

Title: Is watching videos online or on television good for children?			
For	Support	Against	Support
		<ul style="list-style-type: none"> • <i>Watching too much TV means that children spend too much time indoors.</i> 	<ul style="list-style-type: none"> • <i>Fresh air and outdoor activities help to keep children healthy.</i>

- 3 Rewrite these passive voice sentences adding the correct verb.

- a Children are ____ by on-screen advertising.
 b Education is ____ by video content.
 c Parents are ____ by children to buy things.
 d Conversation is ____ by what children have seen.

pestered

generated

influenced

provided

Swap the position of the subject from before the verb to after the verb. For example: *Everyone loves music.* = *Music is loved by everyone.*



Go further

- 1 Rewrite these sentences in the passive voice.
- a Many children wear school uniform. b Most people enjoy sports.
 c Traffic causes pollution. d Food packaging creates a lot of waste.
- 2 The passive voice can also be used to make these phrases sound more formal. Match each active voice sentence with its passive voice form.

Active

- a People say that ...
 b Many people think that ...
 c Most people believe that ...
 d Some people consider that ...

Passive

- It is believed that ...
 It is considered that ...
 It is said that ...
 It is thought that ...

- 3 Use your planning table from *Get started* on page 11 to write sentences beginning with:

- a It is said that _____. b It is believed that _____.
 c It is thought that _____. d It is considered that _____.

Challenge yourself!

- 1 Write a balanced argument to explore the topic you prepared in your table of notes on page 12: **Is watching videos online or on television good for children?**



Remember to:

- begin with a clear and interesting introduction
 - provide arguments supported with evidence, examples and comments from experts or groups of people, for example: *All children believe that ...*
 - use rhetorical questions to get your reader thinking, for example: *What child doesn't watch at least some television?*
 - use adverbials to signpost your argument and counter arguments, for example: *In contrast, ...*
 - include formal language and some passive voice sentences
 - end with a conclusion that sums up the arguments and offers your own opinion.
- 2 Read your balanced argument to a group. Do they agree with your conclusion?

What can you do?

- ✓ I can describe the difference between a one-sided and a balanced argument.
- ✓ I can work in groups to give my opinion and to plan arguments.
- ✓ I can record my ideas as notes and use them to write arguments.
- ✓ I can present an opinion using supporting evidence and examples.
- ✓ I can use adverbials and subordinating clauses to signpost my opinions.
- ✓ I can write formal sentences, including using the passive voice and nouns ending with **-ence** and **-ance**.
- ✓ I can correctly use brackets, dashes, commas, colons and semi-colons.

Well done! You have read and written balanced arguments.



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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.

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ISBN 978-1-3983-1032-2

