

About the new series

Your learners will develop their English skills as they explore fiction, non-fiction, poetry and drama texts.

The learner's book is packed with activities focused on core English skills, with clear explanations of key grammar rules and vocabulary support throughout.

The series also provides opportunities to develop 21st century skills like collaboration and critical thinking, while end-of-unit projects help students apply their learning to real-world situations.

The accompanying teacher's resource provides everything you need to plan and run your lessons with confidence.

Components in the series

- Learner's book with digital access
- Digital learner's book
- Workbook with digital access
- Phonics workbooks
- Teacher's resource with digital access

Find out more and view samples online at
cambridge.org/education/primary_lower_secondary

Cambridge Primary and Lower Secondary English

(0058/0861) from 2020

What you need to know

Contact your local Cambridge University Press representative:
cambridge.org/education/find-your-sales-consultant



We've created new resources ready for the new Cambridge Primary and Lower Secondary English curriculum frameworks (0058/0861) from 2020. This brochure explains how our resources will help you and your learners prepare for the changes. More information can be found on the Cambridge Assessment International Education website [cambridgeinternational.org](https://www.cambridgeinternational.org).

Key changes

More integration of the four skills (reading, writing, speaking and listening).
<div>The naming of reading and writing sub-strands has been updated to make links between the two skills more explicit. Many of these learning objectives are now in 'pairs', e.g.</div> <div><ul style="list-style-type: none">• Stage 3 Reading: Explore in texts and understand similarities and differences between the punctuation of narrative and direct speech• Stage 3 Writing: Use speech marks to punctuate direct speech</div>
<div>There are new speaking and listening sub-strands and learning objectives designed to:</div> <div><ul style="list-style-type: none">• Emphasise the importance of speaking and listening• Scaffold development of spoken language to support reading and writing• Develop effective communication skills across curriculum subjects</div>
<div>The learning objectives now avoid referencing specific kinds of text, e.g. the old Stage 5 learning objective 'Write non chronological reports and explanations' is now encompassed in broader learning objectives:</div> <div><ul style="list-style-type: none">• Develop writing for a purpose using language and features appropriate for a range of text types• Develop writing for a range of text types for a specified audience, using appropriate content and language</div>

What this means for you

English lessons should include all four skills (although more focus may be on one or two of the skills).
<div>There are now more learning objectives, but there is not more content.</div> <div>'Explore' comes up a lot in reading learning objectives, which means that students should be encouraged to see concepts in context before using them in their own writing.</div>
Speaking and listening is more important than ever.
<div>Students should gain a broader experience of texts, not just the kinds of texts which may appear on tests.</div> <div>Recommended kinds of text for each stage are still provided.</div>

How we support you

<div>Each session in our learner's books has been designed to integrate reading, writing, speaking and listening practice.</div> <div>The activities in the book take students through this cycle, integrating all four skills. This cycle is varied throughout the book so it doesn't become too formulaic.</div> <div></div>
<div>Links to the Cambridge Primary and Lower Secondary English curriculum frameworks are made clear in the teacher's resource so you can be confident that all learning objectives are fully covered.</div> <div>Texts in the learner's books have been chosen because they demonstrate key concepts. Activities ask students to engage with these texts and then try out the concepts in their own writing.</div>
<div>We've increased the amount of speaking and listening in our learner's books with opportunities to develop these skills embedded into every session.</div> <div>Extra discussion activities help students form ideas for reading and writing tasks through collaboration with their peers.</div> <div>Our new learner's books now include recorded listening activities to familiarise students with different accents, develop their listening skills and provide models for speaking tasks.</div> <div>Recordings of all the texts in the learner's book are available from the teacher's resource and in Digital Classroom, so students have the option to listen as they read.</div> <div>All this extra speaking and listening practice will help students to develop the communication skills necessary for studying other subjects in English, and for later life.</div>
<div>Our Cambridge Primary and Lower Secondary English resources are packed with texts that engage students and make them think deeply, as well as helping them to develop the necessary reading and writing skills.</div> <div>At Primary, each unit is based on the new recommended text types, e.g. Myths and legends.</div> <div>At Primary, the teacher's resource recommends books from the <i>Cambridge Reading Adventures</i> series, which could provide relevant extra reading.</div> <div>At Lower Secondary, each unit contains a range of fiction, non-fiction, poetry and/or drama, brought together by a unifying theme. In this way, students can apply the concepts they have learnt to different text types.</div> <div>At Lower Secondary, two units from each stage are dedicated to reading a full short story, not just extracts. This gives students the satisfaction of finishing a whole story and encourages more extensive reading.</div>

Key changes

The learning objectives take a spiral approach to non-fiction text purposes.

Learning objectives are more explicitly defined to clarify:

- Expectations for teaching and learning within a stage
- Links and progression between learning objectives within stages
- Progression across stages

The key teaching and learning approaches are to:

- Explore, teach and apply concepts in the context of texts
- Model the use of accurate metalanguage in the classroom (e.g. using 'verb' rather than 'doing word')
- Make use of the experience–reflect/evaluate–improve cycle
- Give students freedom to enjoy, experiment and be creative

What this means for you

Students will build understanding of non-fiction text purposes by revisiting them throughout the course.

Better progression in teaching and learning across stages.

Texts are the basis for your English teaching.

Grammar is taught in the context of these texts, rather than separately.

You should model accurate metalanguage in the classroom but students don't need to know lots of complex terminology.

Students should be encouraged to reflect on their work in order to improve.

Lessons should allow time and space for creativity.

How we support you

Our learner's books mirror the curriculum in terms of covering non-fiction text purposes. For example 'Recounts' should be covered in Stages 1, 3, 4 and 6 so our books cover them at each of these stages, focusing on a different type of recount each time and increasing complexity through the stages.

By Lower Secondary, students will be familiar with most non-fiction text purposes but we provide helpful reminders of key features and lots of non-fiction practice within each unit.

A consistent approach between Stages 1 and 9 helps your students to progress smoothly from session to session, unit to unit and stage to stage.

Success criteria in the teacher's resource help you know what's expected of your students for each session.

Links to the Cambridge Primary and Lower Secondary English curriculum frameworks are made clear in the teacher's resource so you can be confident that all learning objectives are fully covered.

We know it's hard to find great texts to base your lessons on, so we've done this hard work for you! The learner's books contain a fantastic range of high-quality international texts from world-renowned authors with accompanying activities.

Grammar is covered in the context of these texts, so students can see how it works in action.

Language focus boxes explain key grammar/language points (using accurate metalanguage) and then further practice of these is provided in the workbooks.

Our activities follow the experience–reflect/evaluate–improve cycle (with some variety so it doesn't feel monotonous!) with a new reflection feature and lots of peer/self-assessment.

The new projects at the end of each unit encourage creativity, communication and collaboration – essential skills for a 21st century learner.



> 7.11 Writing an animal story

We are going to:

- write a story using a plan.

Getting started

Write these verbs in the past tense.

looked	ask	dive	hunt	roar
shout	stretch	want	watch	work

Say sentences using some of the verbs.

- 1 Tell your story to a partner. Make sure you include:
 - the events from your plan
 - the words from your plan. Include the language of time to show when events happened.

How are we doing?

Ask your partner how you can improve your story

What do you do to make your writing the best it can be?

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- 2 Write your story. Make sure it is interesting and exciting for your readers.

Writing tip

Remember to use clear handwriting with well-formed letters. Which letters can you join?

- 3 Read your story aloud. Think about whether it makes sense. Are there any words or ideas you have missed out?

> 7.12 Look back

We are going to:

- read our writing aloud and find ways to make it better.

Getting started

Pretend to move like the animal you chose to write about.

Ask your group to guess which animal you are.

Together, suggest some verbs to describe how you moved.

- 1 Read your story again.
Check that:
 - one event follows another in the sequence you planned
 - you have used words to show when events happened
 - you have used correct spelling and punctuation
 - you used the past tense for the events and actions in your story.

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What learners will learn in the session.

Opportunities for peer assessment.

Reflection questions to help learners think about how they learn.

Questions to find out what learners know already.

Tips to help students develop reading, writing, speaking and listening skills.

7 Stories by well-known authors

2 Improve your writing.

- a Cross out two words and change them for more interesting words.
- b Add one word or group of words to show when an event happened.
- c Find two sentences you could join with the words *and*, *because*, *when*, *but*, *so*, or.

3 Work with a partner to talk about the stories in this unit.

- a Which of the stories did you most enjoy reading? Why?
- b All the authors have written more than one book. Would you like to read more books by any of these authors? Why?
- c Think of three interesting or important things you have learned during this unit. Write a list of them. Then explain to your partner why you chose them.

Look what I can do:

- ☐ I can use my voice to show how characters are feeling.
- ☐ I can explore words and phrases that tell me when events happen.
- ☐ I can explore unfamiliar words and collect them for my own writing
- ☐ I know what a story shape is.
- ☐ I can plan and write a story.
- ☐ I can find ways to improve my story.

Check your progress

- 1 Copy the sentences. Add speech marks and a verb to show how the characters spoke.

Look! I caught it! _____ Pelo

You knocked me down! _____ Omar

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A checklist to help learners reflect on what they have learnt in the unit.

7.12 Look back

Check your progress

- 2 Add -er or -est to the adjectives to make them fit the sentence.
- Was it ever the clean _____ river in the world?
- The fish are small _____ than they were.
- 3 Add a suffix -y or -ful to each of these words
- colour
- dirt
- 4 Tick all the features you would expect to see in a story like *Little Albatross*.
- ☐ Speech marks
 - ☐ Ideas written in sections
 - ☐ Interesting words
 - ☐ Headings
 - ☐ Language of time to tell you when events happened

Projects

- 1 **Group project:** Organise a display of books in your classroom. Sort the books by: type of story, author, topic or something else.
- 2 **Pair project:** Plan a short presentation to tell the other about a story you have read. Think about:
- why you chose that story
 - what the story was about.
 - what you liked about the author's writing
 - other stories by the same author.
- 3 **Individual Project:** Choose an author you like. Explain to others why they should read books by that author.

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Projects at the end of every unit to encourage development of 21st century skills like communication, collaboration, creativity and critical thinking.

Questions at the end of every unit so you can check that learners are ready to move on.

8 Dangers of the sea

In this unit, you will read about villains and victims from three novels set at sea and will explore ideas about human fears. You will also study a classic poem about a dramatic journey in which a sailor makes a disastrous mistake.

> 8.1 Jaws

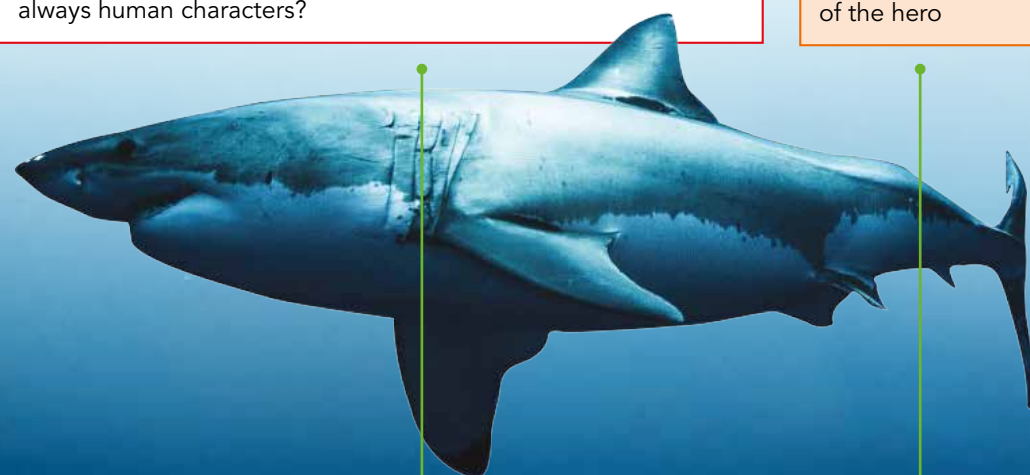
In this session, you will:

- analyse how writers present antagonists
- analyse a writer's use of figurative language
- refine your ability to describe characters

Getting started

Many stories feature villains. These characters do bad things in stories and create problems for other characters. In literature, villains are often referred to as **antagonists**. With a partner, make of a list of antagonists in books and films you know. What qualities and characteristics do antagonists have? Are they always human characters?

antagonist: a character who creates problems in a story; a 'bad' character who stands in the way of the hero



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Clear lesson objectives help students understand what they will be learning.

Prior learning feature offers students the chance to recall information and show you where they are in their learning.

The key word feature explains subject-specific vocabulary covered in the unit.

8.1 Jaws

Jaws by Peter Benchley

Read the extract below from the novel *Jaws*. In the story, the antagonist is a shark that brings terror to a seaside town. Here, the writer describes the shark as it swims around a boat.

Extract 1

No more than ten feet off the **stern**, slightly to the **starboard**, was the flat, **conical snout** of the fish. It was stuck out of the water perhaps two feet. The top of the head was a sooty grey, **pocked** with two black eyes. At each end of the snout, where the grey turned to cream white, were the nostrils – deep slashes in the **armoured** hide. The mouth was open not quite half-way, a dim, dark cavern guarded by huge, triangular teeth.

stern: the back of a boat
starboard: the right-hand side of a boat
conical: cone-shaped
snout: an animal's nose and mouth
pocked: marked
armoured: covered in tough skin like armour

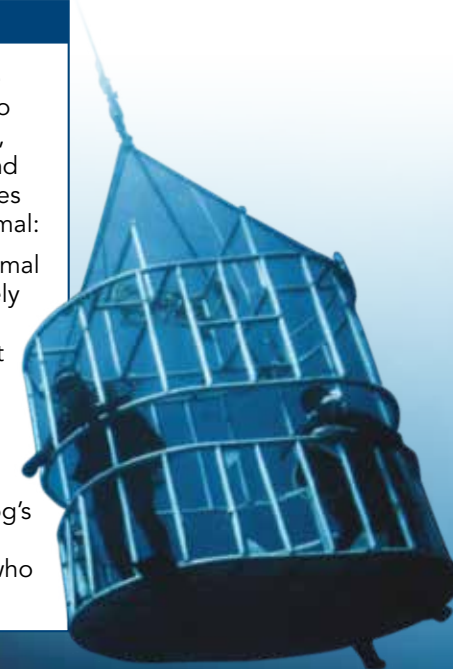
- 1 In pairs, identify the words and phrases in the extract that make the shark seem frightening. Discuss what makes these words and phrases effective.

Language focus

Writers choose words and phrases to portray the appearance and manner of their characters. By using language carefully to suggest small details such as colours, sounds and movement, writers can imply things about their characters' personality and attitudes. For example, the following description of a dog uses words and phrases to suggest certain qualities about the animal:

'As it came around the corner, the deep black eyes of the animal seemed to get darker. The dog stopped and stood completely still. Now and again, its nose twitched. It stared. Slowly, it crouched, waiting to pounce. Its jaw opened slightly and as it leapt, it let out a fierce growl from its black throat.'

The use of dark colours suggests something dangerous about the dog. The words used to describe movement are contrasting: they focus on the stillness of the animal, which seems threatening, and then the verb 'leapt' suggests the dog's power. Its growl is described as 'fierce', which also suggests dangerous power. Together, these words present an animal who appears threatening and fearsome.



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Language focus gives clear, learner-friendly explanations of key grammar and language rules, as well as improving inference and comprehension skills.

The glossary defines more challenging words from the text.