

CAMBRIDGE PRIMARY English

Learner's Book

3



Gill Budgell and Kate Ruttle

Completely **Cambridge**
Cambridge resources
for
Cambridge qualifications

SAMPLE

CAMBRIDGE PRIMARY
English

Learner's Book

SAMPLE

3

Gill Budgell and Kate Ruttle



CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

© Cambridge University Press 2015

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2015

Printed in India by Replika Press Pvt. Ltd

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-63282-0 Paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but the publishers do not guarantee the accuracy of such information thereafter.

NOTICE TO TEACHERS

It is illegal to reproduce any part of this work in material form (including photocopying and electronic storage) except under the following circumstances:

- (i) where you are abiding by a licence granted to your school or institution by the Copyright Licensing Agency;
- (ii) where no such licence exists, or where you wish to exceed the terms of a licence, and you have gained the written permission of Cambridge University Press;
- (iii) where you are allowed to reproduce without permission under the provisions of Chapter 3 of the Copyright, Designs and Patents Act 1988, which covers, for example, the reproduction of short passages within certain types of educational anthology and reproduction for the purposes of setting examination questions.



Contents

Introduction	5	4 Poems and the senses	40
1 Ordinary days	6	5 Write a poem	42
1 Setting the scene	6	6 Publish your poem	44
2 An ordinary school day	8	4 Fiery beginnings	46
3 The power of words	9	1 A roaring fire	46
4 More about settings	11	2 Myths	48
5 Characters	12	3 Pronouns	49
6 Verbs	14	4 Legends	50
7 <i>Amazing Grace</i>	15	5 Paragraphs	52
8 Dialogue	17	6 Joining sentences	53
9 Sequencing events	18	7 Fables	54
10 Plan a story	19	8 More about fables	56
11 Write a story	20	9 Making links	57
12 Improve your story	20	10 Plan a fable	58
2 Let's have a party	22	11 Write a fable	59
1 Celebrations	22	12 Improve your fable	59
2 A class party	23	5 Letters	61
3 Fiction or non-fiction?	24	1 Letters and postcards	61
4 Instructions	26	2 Scanning or reading carefully?	63
5 Write an invitation	27	3 A good day out	64
6 More instructions	28	4 An interesting experience	66
7 Party food	30	5 Arturo's birthday	67
8 Lists	31	6 A letter of complaint	68
9 Party games	33	7 More about apostrophes	69
10 Plan a game	34	8 Focus on writing	70
11 Write instructions	34	9 Going home	71
12 Improve your instructions	35	10 All sorts of mail	72
3 See, hear, feel, enjoy	37	11 Writing a letter	73
1 Breakfast	37	12 Improve your letter	74
2 Poem to play script	38		
3 Write a play script	39		

6 Poems from around the world	76	9 Laughing allowed	118
1 Word pictures	76	1 Jokes	118
2 <i>Hurricane!</i>	78	2 Wordplay	120
3 More word pictures	79	3 Funny poems and limericks	121
4 Animal songs	80	4 Calligrams and mnemonics	123
5 Moving like a cat	83	5 Write a poem	125
6 Write and perform a poem	84	6 Perform your poem	125
7 Dragons and pirates	87	Spelling activities	127
1 Adventures	87	Term 1 – Compound words,	127
2 Story beginnings	88	Spelling strategies, Alphabetical order,	
3 What happens next?	91	Prefixes, Suffixes	
4 Character portraits	93	Term 2 – Spelling strategies,	130
5 Chapter headings	94	Spelling rules, Prefixes, Suffixes	
6 A story about Alfie	95	Term 3 – Spelling strategies,	132
7 <i>Dragon Boy</i>	96	Irregular verbs, Prefixes, Homonyms,	
8 Setting and dialogue	97	Spelling log	
9 More about paragraphs	98	Toolkit	134
10 Plan a story	100	Different sorts of words; Punctuation;	
11 Write a story	101	Text types; Poetry	
12 Improve your story	101	Acknowledgements	144
8 Wonderful world	103		
1 Holidays	103		
2 In the library	105		
3 Inside a non-fiction book	107		
4 Skimming and scanning	109		
5 Using paragraphs	110		
6 Language features of information texts	111		
7 Non-fiction e-texts	112		
8 Plan a talk	113		
9 Give your talk	115		
10 Plan an information text	115		
11 Write an information text	116		
12 Improve your text	116		

Welcome to the Cambridge Primary English Series, Stage 3.

This Learner's Book will take you through Stage 3 of the Cambridge Primary curriculum. It has nine units of lessons and activities to help you with your speaking and listening skills, reading skills and writing skills. Other activities will develop your practical skills.

These icons will show you how you're going to work:



have a discussion



do some reading



do some writing



act, sing, make things and play games



do a spelling activity

Three units in the book are about fiction:

- Unit 1, *Ordinary days*, has stories about real life
- Unit 4, *Fiery beginnings*, has myths, legends and fables about fire
- Unit 7, *Dragons and pirates*, introduces some adventure stories.

Three units are about non-fiction:

- Unit 2, *Let's have a party!*, is about instruction texts
- Unit 5, *Letters*, looks at different reasons people write to each other
- Unit 8, *Wonderful world*, looks at information texts about places.

There are also three units about rhymes and poetry:

- Unit 3, *See, hear, feel, enjoy*, has plays and poems about the senses
- Unit 6, *Poems from around the world*, has poems that describe places and countries
- Unit 9, *Laughing allowed*, looks at jokes, funny poems and ways of playing with words.

In every unit look out for these features too:



Hello! I am here to guide and help you.

Tip

These tips give you handy hints as you work.

Did you know?

These boxes provide interesting information and opportunities for further research.

How did I do?

These boxes help you check your own progress along the way.

Language focus

These boxes will explain specific language rules.

On pages 127 to 133 you'll find interesting and enjoyable spelling rules and activities to practise and expand your knowledge of spelling. You can go there whenever you like to check your own spelling skills or to learn more about common spelling patterns and letter strings.

On pages 134 to 143 you'll find a Toolkit – a set of resources for you to use at any time. These include tools and tips such as an editing checklist, a self-evaluation tool for reading aloud and a list of group work rules.

We hope you enjoy the course and that it helps you feel confident about responding to English, and using English in a variety of ways.

Gill Budgell and Kate Ruttle

1 Ordinary days

In this unit you will look at stories that are about children like you. You will learn about settings and characters, and you will learn how to make your reading sound interesting. At the end of the unit you will write your own story.

You will also learn about:
nouns, verbs and adjectives,
dialogue in stories.

1 Setting the scene



A Talk about places

- 1 Look at the pictures. What are the places you can see?
- 2 Have you visited any of these places? Ask and answer the following questions:
 - What did you do there?
 - Why were you there?
 - Did you enjoy being there?
 - Did anything interesting happen to you there?



We use nouns and adjectives when we write stories.

- 1 Think of nouns and adjectives for the six pictures A–F.
- 2 In your notebook write six sentences, one for each picture. Describe each one with a noun and an adjective. Remember to use a capital letter at the beginning of each sentence and a full stop at the end.

It is a busy classroom.

I have a messy bedroom.

Language focus

Nouns are words we use to name things. For example, the words *house, bed, shop, beach, hill* and *flower* are nouns.

Adjectives are words we use to describe nouns. For example, the words *big, small, pretty, lovely, nice, dirty, horrible, high* and *low* are adjectives.




Stories have settings. The setting includes a description of the place, like your sentences in Activity B.

It can also include information about:

- the weather (e.g. *in a noisy thunderstorm*)
- the time (e.g. *When Arturo was a little boy ...*).

- 1 Choose one of the settings you wrote in Activity B.
- 2 Talk about a story or adventure that could happen in your chosen setting.



You have just written six settings for a story!

Did you know?



The author Roald Dahl used lots of different settings in his books for children. He wrote them all in a shed in his back garden!

2 An ordinary school day

Once upon an ordinary school day, an ordinary boy woke from his ordinary dreams, got out of his ordinary bed, had ... an ordinary wash, put on his ordinary clothes and ate his ordinary breakfast.

The ordinary boy brushed his ordinary teeth, kissed his ordinary mum goodbye and set off for his ordinary school.



A   Look at the opening of a story called *Once Upon an Ordinary School Day*.

- 1 Read the opening of the story.
- 2 Now re-read the opening aloud to a talk partner. Can you read it in an interesting way so that your partner wants to keep on listening?



Any volunteers?

Look again at the first sentence of *Once upon an Ordinary School Day*. Find all the words which contain the letter **o**. Read them aloud. How many different ways do you pronounce the letter **o** in the first sentence?

Tip

If you're stuck on how to read a word, try the following strategies:

- Sound it out. Remember to look through the whole word for spelling patterns you know. For example, the word *clothes* has *o_e* so the **o** is long.
- Divide it into syllables. For example, the word *ordinary* can be split into four syllables: *or-di-na-ry*.
- Match it to other words you know. For example, *once* is like *one*, and the **o** is said the same way.

Tip

Look at the letter **o** by itself and as part of different letter patterns in the words.

B   **AZ** Check your understanding.

- 1 Answer these questions in your notebook.
 - a What was the boy doing before he woke up?
 - b What did he do just before he put his clothes on?
 - c What did he do after he kissed his mum?
- 2 Talk about the story opening.
 - a What does the writer want you to know about the boy?
 - b What kind of story do you think this is going to be?
 - c What might happen in the story?

3 The power of words

The ordinary boy went into his ordinary classroom and sat at his ordinary desk. Then, something quite out of the ordinary happened ...

“Good morning, everybody!” said a quite extraordinary figure, bounding into the classroom. “My name is Mr Gee and I’m your new teacher. Now, you don’t know me and I don’t know you, so, to help me to get to know you, I’ve had an idea ...”

As Mr Gee handed out paper, he said, “For our first lesson together I want you to listen to some music and I want you to let the music make pictures in your heads. Is that clear?”

And the ordinary children whispered: “He’s barmy!” “He’s bonkers!” “He’s as nutty as a fruitcake!” “Music?” “Pictures?” “What’s he on about?”

And Mr Gee said, “Shush, just close your eyes, open your ears and listen.”

And the music began: a rumbling, rolling, thunderous music that boomed and crashed around the classroom.

Suddenly it stopped. And Mr Gee said: “Tell me what the music made you think of.”

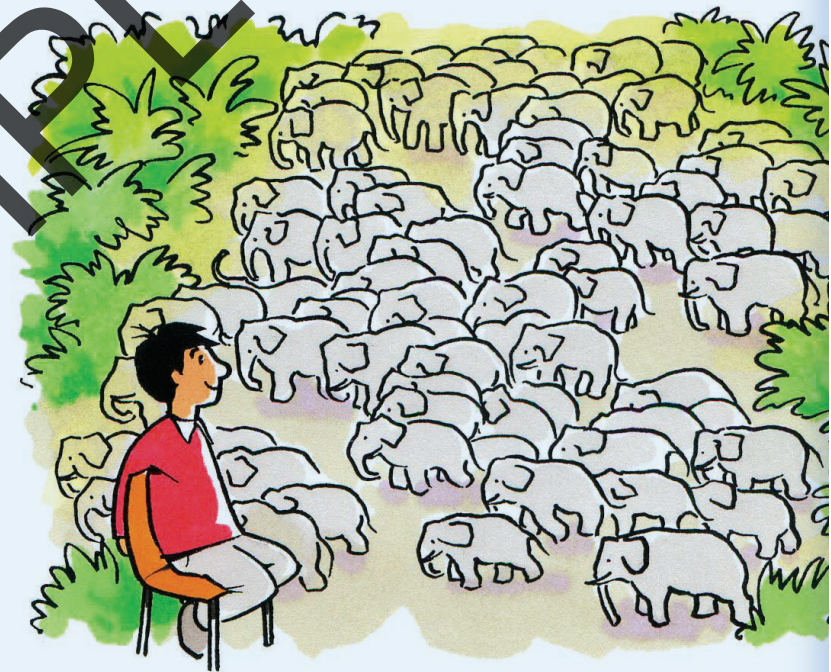
One girl shouted, “Stampeding horses!”

Someone else said, “No, it was racing cars!”

And the ordinary boy said, “I saw elephants, Sir, and there were hundreds of them!”

“Yes,” laughed Mr Gee. “Isn’t it wonderful? Now, I want all of you to try to put what you hear on paper. Start writing!”

And as the music grew and swooped and danced and dived once more, the ordinary boy began to write.



By Colin McNaughton



What happens to the ordinary boy? Read what happens next in the story and answer these questions in your notebook.

- 1 Who was the *quite extraordinary* figure?
- 2 What was the first thing the children had to do?
- 3 What helped the children while they were writing?

4 More about settings

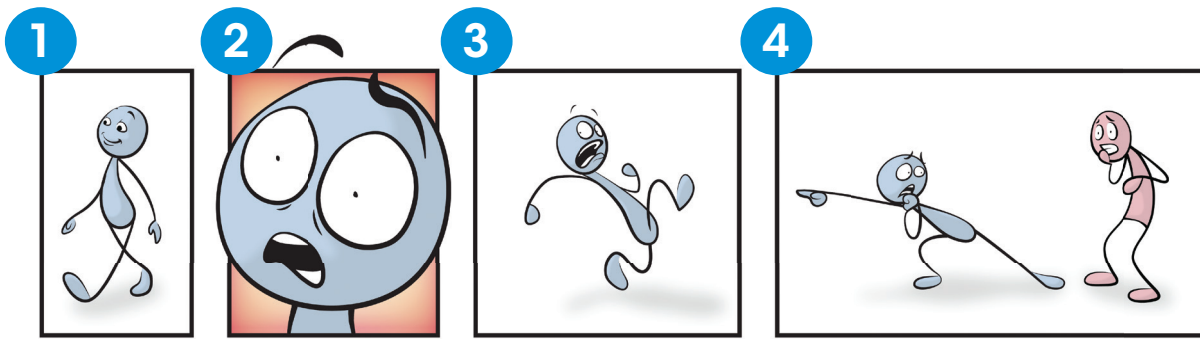


A  **AZ** Look at the two pictures of a car park near a shopping mall.

- 1 Decide what is the same and what is different in the two pictures.
- 2 Look at these adjectives. Which picture does each one describe?

sad cheerful sunny dark rainy warm stormy
bright dull empty colourful busy dangerous
smiley lively thundery gloomy light happy

- 3 Write three sentences to describe the setting in each of the pictures – it can be the place, the weather or the time. Remember that adjectives can go before or after a noun.



B   **Create a setting and use it in a story.**

- 1 Look at the cartoon strip. What do you think has happened?
What do you think the setting is? Does the cartoon strip tell a story?
- 2 Think of a title for the cartoon strip story.
- 3 Write a description of the setting using interesting words.

5 Characters

A   **AZ** We usually want to know four things about the characters in a story:

- what they look like
- what they do
- what they think or say
- how they feel.

- 1 Look back at the cartoon strip in the last session. Tell the story to a talk partner. Remember to include information about the setting. Give each of the characters a name. Include some information about them too.
- 2 Write a description of the main character using interesting words to make him or her come to life.

B   **Create another character.**

- 1 Look at the three illustrations. Who would you most like to be friends with?
Why?



- 2 Think of an adjective to describe each of the three characters. Write your three adjectives in your notebook.
- 3 Read the character portrait of Liang. Do you think these statements are true or false?

Liang hangs out in the mall with his friends. He and his friends usually wear earplugs so they have to SMS each other if they want to talk. Sometimes Liang texts back; sometimes he doesn't.

Liang is interested in computers. He enjoys flicking through websites, finding out about the latest improvements and new releases. He and his friends mostly communicate through SMS and online. When they visit the mall, they generally saunter over to a computer shop to examine the computers on display.

- a Liang and his friends have fun together.
 - b Liang talks a lot.
 - c Liang knows a lot about computers.
 - d Liang is excited about visiting the computer shop.
 - e Liang likes playing football.
- 4 In your notebook write a character portrait of either Juan or Asibi. Include information about:
 - what Juan/Asibi likes doing
 - the kind of person he/she is.

6 Verbs

Language focus


Verbs tell you what someone or something does, is or has.

Verbs also tell you when the action in the sentence happens:

When?	What?	Tense
Yesterday morning	she walked to school.	past
Every morning	she walks to school.	present
Tomorrow morning	she will walk to school.	future

A sentence must:


- have a verb – if there isn't a verb, it isn't a sentence
- begin with a capital letter
- end with a full stop, question mark or exclamation mark
- make sense.




Verbs are sometimes called 'doing' words, but they are also 'being' or 'having' words.

Did you know?

The verb *be* is the most common verb in the English language. Different parts of the verb are tricky to recognise. They include the little words *am*, *is*, *are*, *was* and *were*.

A  **AZ** Decide which of the following are sentences. Write the sentences in your notebook and underline the verb in each one.

- 1 The cute kittens.
- 2 She whispered to her friend.
- 3 I love chocolate.
- 4 I heard hundreds of elephants.
- 5 Some dangerous sharks.
- 6 They walk to school together.



No verb? Not a sentence!

B Write these sentences in your notebook, completing each one with the correct form of the verb *be*.

- 1 When he ... six, Liang could play the piano very well.
- 2 His fingers ... very good at finding the notes.
- 3 Now that Liang ... eight, he can mend computers.
- 4 Liang's teacher says that he ... very clever.
- 5 "I ... very interested in computers," said Liang.

C These sentences all contain a form of the verb *have*. Write the sentences in your notebook. Then find the different forms of *have* and underline them.

- 1 Sharks have sharp teeth.
- 2 I had a toy like that when I was little.
- 3 She is having a violin lesson at the moment.
- 4 She has no front teeth at the moment.

Tip

Different forms of a verb often look a bit like each other. Try looking for words that begin with the same letters as **have**.

7 Amazing Grace

- 1 Grace was a girl who loved stories. She didn't mind if they were read to her or told to her or made up out of her own head. She didn't care if they were from books or on TV or in films or on the video or out of Nana's long memory. Grace just loved stories. And after she had heard them, or sometimes while they were still going on, Grace would act them out. And she always gave herself the most exciting part.



2 One day at school her teacher said they were going to do the play of *Peter Pan*. Grace put up her hand to be ... Peter Pan.

"You can't be called Peter," said Raj. "That's a boy's name."

But Grace kept her hand up.

"You can't be Peter Pan," whispered Natalie. "He wasn't black." But Grace kept her hand up.

"All right," said the teacher. "Lots of you want to be Peter Pan, so we'll have to have auditions. We'll choose the parts next Monday."

3 When Grace got home, she seemed rather sad.

"What's the matter?" asked Ma.

"Raj said I couldn't be Peter Pan because I'm a girl."

"That just shows all Raj knows about it," said Ma. "Peter Pan is *always* a girl!"

Grace cheered up, then later she remembered something else. "Natalie says I can't be Peter Pan because I'm black," she said.

Ma started to get angry but Nana stopped her.

"It seems that Natalie is another one who don't know nothing," she said.

"You can be anything you want, Grace, if you put your mind to it."

A  This text is from a story called *Amazing Grace* by Mary Hoffman.

- 1 What do you think the word *amazing* means? Talk about what it might mean.
- 2 Read the story extract. (The paragraphs are numbered to help you talk about the story later.)

B  Explore the meaning of the story.

- 1 Discuss the last phrase of the extract, *if you put your mind to it*. What do you think it means? Does Nana think that Grace could be Peter Pan?
- 2 Answer these questions in your notebook.
 - a What did Grace like most?
 - b What was going to happen in school?
 - c Which part did Grace want to be?
 - d Why was Grace sad when she got home?

- 3 Discuss the story so far.
 - a What do we know about Grace, Ma and Nana?
 - b What are the settings?
 - c How do you think the story will finish? Give your reasons.
- 4 What is the **theme** (the main idea) of the story? Look at what some other children said was the theme. Which one do you think is the best answer? What do you think is the theme?

A It's fun to act out stories.

B Lots of people want the main part in a play, but only one person can have it.

C If you put your mind to it, you can be anything you want to be.

D Grace liked acting so she got the best part in the play.

8 Dialogue

A There is lots of dialogue (talking) in the text on page 16. How do we know what the characters say to each other in the story? Re-read part 2 of the extract.

- 1 How many people talk in this part of the story?
- 2 Who are they?
- 3 What are the words that Natalie says to Grace?
- 4 How do you know Natalie is talking?

Tip

When you are looking for what people say, look for speech marks before and after the words people say, like this: "Thank you!"

B When you write dialogue, you use a verb to show that a character said something. But don't use the verb *said* each time – that would be boring!

- 1 Re-read the whole story. Which other words are used instead of *said*? Think of a different verb the writer could have used instead of *said*.
- 2 Read these sentences aloud with expression to a talk partner. Use the verb to work out how to say the words. Talk about how and why you changed your voice.
 - "Good morning," he said.
 - "Good morning," she mumbled.
 - "Good morning," he yelled.
 - "Good morning," she sobbed.
 - "Good morning," he whispered.

The verbs give a lot of information about how the characters are feeling when they speak. We start a new line for each new character.

9 Sequencing events

A  Discuss the sequence, or order, of the main events of the story.

1 Work in a group to decide the order these events happened in.

A The auditions happen in school.

B Grace is a great success in the play.

C Some children tell her she can't be Peter Pan but Nana says she can do anything.

D She wants to be Peter Pan.

E Grace likes acting out stories.

F All the children vote for Grace because she is the best Peter Pan.

2 Now use the six main events from question 1 to make a story mountain. Talk about where each event should go. Copy the diagram into your notebook.



Did you know?

The story mountain shows the shape of most stories. You can use it to plan your own stories or to understand the events in a story you have read.

B  Act out the story.

- 1 Decide who will play the different characters in the story.
- 2 Act out the story using your story mountain.

10 Plan a story

A Think of an idea for a new story and make a plan.

- 1 Discuss ideas for a new story based on the pattern of *Amazing Grace*. Choose one of your ideas to write about.
- 2 Draw a story mountain in your notebook and plot the main events of your story.
- 3 Write some notes about the setting and characters at the side of your story mountain. Your story mountain and notes will be your plan.



Eduardo wants to be in the football team. Jorge says he's too small.



Viktoria wants to ride in a pony show. Olivia says she can't ride well enough.

If you're stuck for ideas for your story, how about one of these suggestions?



Tim wants to drive a go-kart. His dad is worried he might get hurt.


B Tell your story.

- 1 Tell your story to yourself first. Remember to include some dialogue.
- 2 Now tell it to a talk partner. Ask your partner to tell you something you could do to make your story better.
- 3 Change your story plan to include any new ideas you or your talk partner had about your story.

Tip

When you tell yourself the story, speak like a writer. Use the same kind of words and sentences as when you write, not the ones you would use when you speak.

11 Write a story

A  Tell your story again to a talk partner so that you know what to write. Then write your story, following your plan.

Remember to include:


- a setting
- a description of the character or characters
- some dialogue.

B  Check your handwriting.

Good handwriting helps your reader to enjoy your story. Is your handwriting a good size, with regular spaces between the letters and between the words?



12 Improve your story

A  Re-read the story that you wrote in the last session. Have you followed your plan? Do you need to add some dialogue?

B  Could your descriptions be even better?

- 1 Look again at your descriptions of the setting and the main character. Add three adjectives to improve each of the descriptions.
- 2 Re-read your story and check it carefully for any errors. Check:
 - the grammar
 - the spelling
 - the punctuation.

How did I do?

C In this unit you have read or listened to parts of *Once Upon an Ordinary Day* and *Amazing Grace*. Talk about what was the same about the stories and what was different. Which story did you like best? Why?

D You have learned about nouns, verbs and adjectives, and about dialogue in stories.

1 Copy the table into your notebook and write these words in the table.

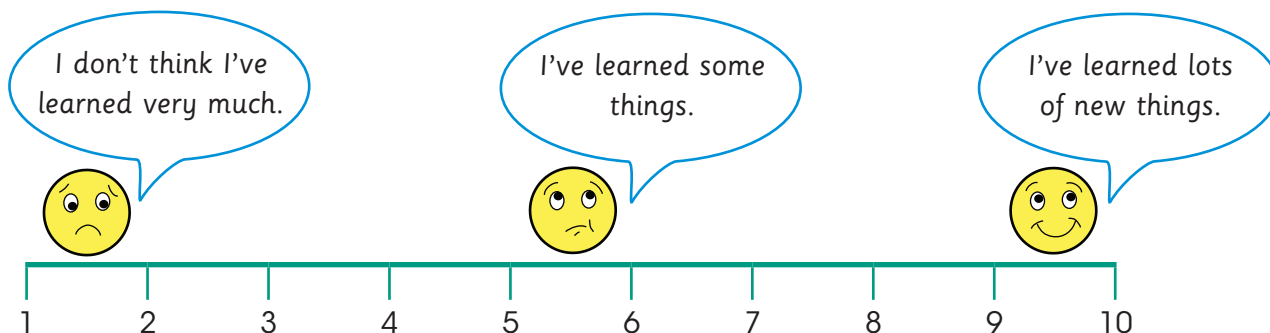
ball bounced black smiled silly school quick queen quacked

Nouns	Verbs	Adjectives

2 Look at these sentences about dialogue. Which ones are true?

Copy the true sentences in your notebook.

- a We use the word *dialogue* to talk about silly things people do.
- b We use the word *dialogue* to talk about conversations in stories.
- c We put speech marks around words like "he said" so we know who is talking.
- d We put speech marks around the words characters say so we know what they said.
- e We start a new paragraph when a new character says something.
- f We start a new line when a new character says something.



2

Let's have a party!

In this unit you will learn about instructions and invitations. You will read different sorts of instructions and write your own instructions as you plan for a class party.

You will also learn about:

command verbs and sequencing words, tenses, prefixes and suffixes, compound words, adjectives and adverbs.

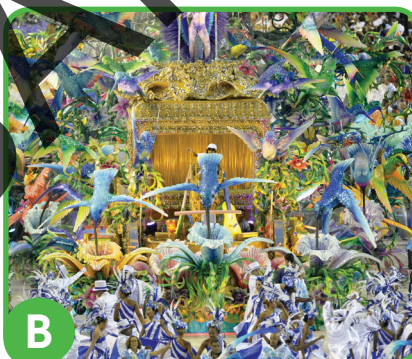
1 Celebrations

Language focus

To read the word *celebrations* you can:

- split it into syllables - *ce-le-bra-tions*
- look for words and suffixes - *celebration* has the verb *celebrate* plus the suffix *tion*, making the verb into a noun.
- Look at the words in the table.

Verb	Noun
celebrate	celebration
invite	invitation
instruct	instruction
prepare	preparation



A  **AZ** Talk about different celebrations.

- 1 Talk about the photos on page 22. Which celebrations do they show?
- 2 Talk about a celebration you have been to.

B  **AZ** Find out about celebrations.

Use a dictionary to find the definition of *celebration*. Do a search on the internet and look at books to find out more.

Tip

You need to know the alphabet to use a dictionary. Check you know it!

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

2 A class party

A  **AZ** Let's plan a party for the class!

- 1 What is a party? Talk about:
 - what you need to do before the party
 - how you will tell people there is a party
 - what you could do at the party.
- 2 Make a list of the ideas you have discussed.

B  **AZ** Can you remember what you learned about verbs in Unit 1?

Copy these sentences into your notebook.

Underline the verb in each one.

- 1 Write ideas for a class party.
- 2 Some people dance at parties.
- 3 Parties are fun.
- 4 Make invitations for a class party.

When you tell someone about something you have done, remember to say:

- **why** you were celebrating
- **what** you did
- **where** you were
- **when** it happened
- **who** else was there.

Any volunteers?

Who remembers what verbs are? Look back at the **Language focus** box on page 14 if you need to.




3 Fiction or non-fiction?

Did you know?

We can use special words to talk about different kinds of writing.

- text** = any piece of writing
fiction = a story or text that someone has made up
non-fiction = a text giving information or telling the reader true things
text type = a particular kind of text – either fiction (e.g. traditional tales or fantasy stories) or non-fiction (e.g. instructions, explanations).

A  Is it fiction or non-fiction? Look at some books and decide whether they are fiction or non-fiction. How do you know?

Tip

If you don't know whether a book is fiction or non-fiction, try these steps to help you decide.

- 1 Look at the title. The titles of non-fiction books usually tell you what the book is about; fiction books may have a more imaginative title.
- 2 Look at the pictures on the cover. Non-fiction books may have photographs or realistic pictures.
- 3 Read the blurb. The blurb on the back cover tells you the subject of the book if it is non-fiction, or what the story is about if it is fiction.
- 4 Flick through the book. Does it have a contents page or index? Are there headings above short paragraphs of writing? If so, it's probably a non-fiction book.

B  Look at texts 1–3 on page 25. Are they fiction or non-fiction?

- 1 Read the texts. Which is an invitation? Which is a story? Which is instructions?
- 2 Talk about the differences between the texts. Talk about the features of each type.
- 3 Make a list of the main features of each text type in your notebook.

1

A surprise for Vovó

João was excited.

Vovó was going to be eighty and the family was planning to have a surprise party for her. He had known his grandmother was old, but not that old. He wondered what old people did at parties. They couldn't dance or play games. Perhaps they just ate and talked. Suddenly, he felt less excited. But this was going to be a surprise party. He wondered what he could do to surprise her.



How to make a sponge cake

2



You will need:

- 175 g softened butter, sugar and flour
- 3 medium eggs
- 1 tsp baking powder

What to do:

- 1 First mix together the butter and the sugar.
- 2 Add the eggs and beat until smooth and creamy.
- 3 Now mix the baking powder in with the flour.
- 4 Then sift the flour into the butter mix and gently fold in.
- 5 Finally spoon the mixture into two shallow cake tins and bake in a medium oven for 25 minutes.

3

Amelia



is invited to
Vovó's Surprise Party.
It will be at
Santa Teresa Colombo Café
Rio de Janeiro
on 18th May at 4.30.
Come dressed to impress.
RSVP

The **features** of a text type are the things that make that text type different from the others. The features include the **purpose** of a text, its **layout** and the **language** used in it.



Answer these questions in your notebook.

- 1 What does João want to do at Vovó's party?
- 2 When you make this cake, what must you do after you beat the eggs?
- 3 In which city will Vovó's party be held?



4 Instructions

A  Continue planning the class party.

- 1 Talk about the party you are planning for the class.
 - Who will be at the party?
 - Will the party have a theme?
 - Will you need to prepare invitations? Why?

How to make a pop-up card

You will need:

3 pieces of card:

- Card 1: 25 cm (10") long 20 cm (8") wide
- Card 2: 12 cm (5") long 8 cm (3") wide
- Card 3: 12 cm (5") square

- scissors
- a ruler
- glue
- colouring pens or pencils

How to make the pop-up card:

- 1 First fold Card 1 in half
- 2 Then draw a line 1 cm ($\frac{1}{2}$ ") from either end of Card 2.
- 3 Fold Card 2 along both the lines, then fold it in half.
- 4 Next open Card 1.
- 5 Glue along the ends of Card 2, then stick Card 2 inside Card 1, as shown in the diagram.
- 6 Draw a party picture on Card 3 and cut it out.
- 7 Finally glue your party picture onto the edge of Card 2.



- 2 Look at the *How to make a pop-up card* text. What sort of text is it? Read the text and talk about its features.
- 3 Now follow the instructions for making a pop-up card.
- 4 When you have finished, put your card somewhere safe – you will need it in the next session.