



CAMBRIDGE
UNIVERSITY PRESS

Cambridge Grammar and Writing Skills

Learner's Book 5

Wendy Wren and Sarah Lindsay





CAMBRIDGE
UNIVERSITY PRESS

Cambridge Grammar and Writing Skills

Learner's Book 5

Wendy Wren and Sarah Lindsay

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06–04/06, Singapore 079906

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

Information on this title: www.cambridge.org/9781108730648

© Wendy Wren and Sarah Lindsay 2019

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.

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4

Printed in Poland by Opolgraf

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

ISBN 978-1-108-73064-8 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 Cambridge University Press does not guarantee the accuracy of such information thereafter.

.....
NOTICE TO TEACHERS IN THE UK

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.

Name

Class

Date

I can write: ✓

UNIT 1 Narrative writing: poetry

UNIT 2 Narrative writing: play scripts

UNIT 3 Instructional writing: directions

UNIT 4 Writing to persuade: leaflets

UNIT 5 Factual writing: biography

UNIT 6 Narrative writing: stories that
teach a lesson

UNIT 7 Explanatory writing: how was it done?

UNIT 8 Journalistic writing: newspaper reports

UNIT 9 Personal writing: a reading journal

Contents

Unit	Reading Let's read	Comprehension Let's talk	Writing features Let's learn	
1	Narrative writing: poetry	• What happens in the poem? • Thinking about the poem • How is the poem written?	• Creating characters • Plot • Rhyme • Dialogue • Past tenses • Contractions	
2	Narrative writing: play scripts	• What does the play script tell you? • Thinking about the play script • How is a play script written?	• Contractions • Dialogue in play scripts • Stage directions • Scenes • The layout of play scripts	
3	Instructional writing: directions	• Which of these statements is true? • Thinking about directions • How are directions written?	• Proper nouns • Imperative verbs • Sentences • Precise language • The layout of directions • Abbreviations	
4	Writing to persuade: leaflets	• What does the leaflet tell you? • Thinking about leaflets • How is a leaflet created?	• Adjectives – comparative and superlative • Persuasive words and phrases • Information • Alliteration • Quotations • Layout and illustrations • Heading, purpose and audience	
5	Factual writing: biography	• What is the biography about? • Sequencing events • How is a biography written?	• Past tenses • How to write a biography	

	Teacher guided writing Let's practise	Independent writing Let's write	Resource sheets
	The next part of the poem – the Pied Piper takes away other animals from the town	The next part of the poem – the Mayor pays the Pied Piper and the animals come back	Creating a narrative poem
	First scene of a play – Mrs Polat and her son Emin are getting ready to go shopping	The next scene of the play – at the shops	- Dialogue - Dialogue and stage directions
	Directions for Najwa to get back to the railway station	Directions and map from your house to somewhere you know well	- Proper nouns - Imperative verbs and short sentences
	A leaflet to promote a music concert in your school	A leaflet to promote a famous band coming to a town near you	- Comparative and superlative adjectives - Front and back pages - Middle pages
	A biography of Usain Bolt	A biography of a famous person you admire	- Past tenses - A person I admire

Unit	Reading Let's read	Comprehension Let's talk	Writing features Let's learn	
6	Narrative writing: stories that teach a lesson	- Which of these statements is true? - Thinking about the characters - How is the story written?	- Plot - Setting - Characters - Past tenses - Adjectives - Adjective phrases - Teaching a lesson	
7	Explanatory writing: how was it done?	- What is the explanation about? - Why did they do that? - How is an explanation written?	- Headings - Past tenses - Sequences - Linking words and phrases - Illustrations	
8	Journalistic writing: newspaper reports	- What does the newspaper report tell you? - Thinking about the newspaper report - How is a newspaper report written?	- Name of newspaper - Date of newspaper - Headline - By-line - Introduction – first paragraph - Past tenses - Eyewitness accounts - Fact and opinion - Illustrations	
9	Personal writing: a reading journal	- Thinking about the plot - Thinking about the characters - How is a reading journal entry written	- Present tenses - Summary - Opinion - Creating a reading journal entry	

	Teacher guided writing Let's practise	Independent writing Let's write	Resource sheets
	Different version of the story <i>The Emperor's New Cloak</i>	A story teaching a lesson from a summary of an Aesop's fable	Past tenses
	An explanation of how a Chinese farmer grew rice	An explanation of how Ancient Egyptians made mud bricks	Step by step
	A newspaper report about boys rescued from the river during the storm	A newspaper report about a tropical storm	- Direct and reported speech - Creating a newspaper report
	A reading journal entry for a book the class has read	A reading journal entry for a book that an individual learner has read	- Present tense verbs - Writing template

Narrative writing: poetry

Narrative poetry tells a story. Just like a story, it has **characters**, **plot** and **setting**.

Let's read

Read this extract from a narrative poem called *The Pied Piper of Hamelin*.

The story so far...

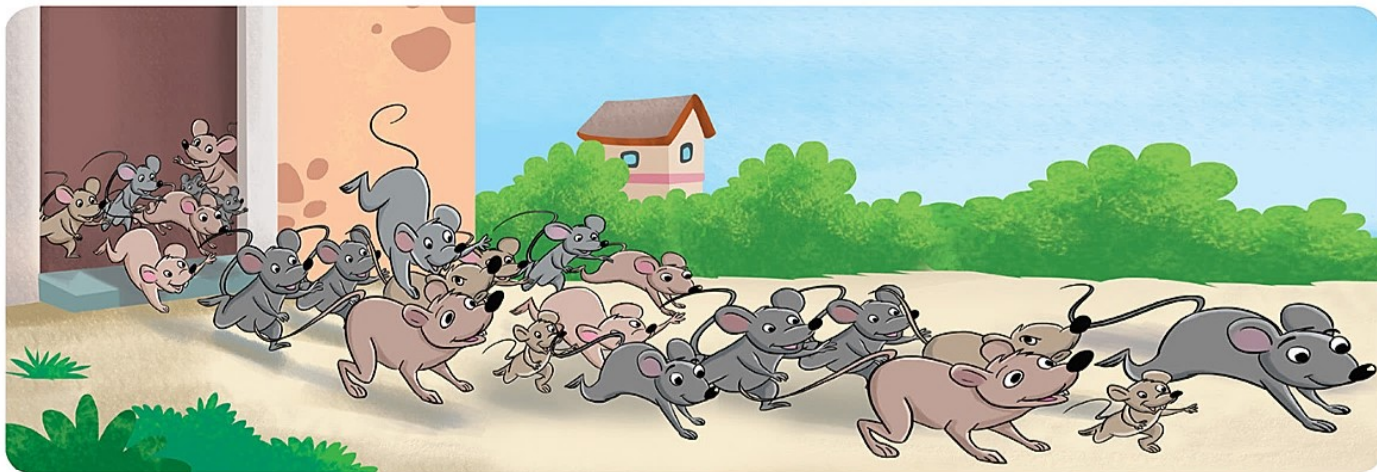
The town of Hamelin has a big problem. Rats! They are everywhere! They are eating all the food and frightening everyone. The Mayor doesn't know what to do. He calls a meeting of the town council in the Town Hall. He needs to decide how to get rid of the rats. No one has any ideas but, just then, there is a knock at the door.

The Pied Piper of Hamelin

"Come in," the Mayor and Council cried,
The strangest figure stepped inside.
His odd long coat from heel to head
Was half of yellow, half of red.
And he himself was tall and thin,
With sharp blue eyes, each like a pin,

He walked up to the council table,
Said, "Please your honours, I am able,
By means of music, never fear,
I can make rats disappear.
I use my quite amazing skill
On creatures that do people ill.
The mole and toad and newt and viper
And people call me The Pied Piper.
I'll take the rats, both young and old
If you will give me bags of gold."
The Mayor jumped up. "Yes, yes indeed,
You'll have your gold if you succeed!"





The Piper left and very soon,
 They heard a lovely, simple tune.
 When three shrill notes his pipe had uttered,
 You heard as if an army muttered.
 And then the noise became a grumbling,
 And out of the houses the rats came tumbling.
 Young and old and thin and fat
 Every type and shape of rat!
 Brothers, sisters, husbands, wives,
 Followed the Piper for their lives.
 From street to street he piped advancing,
 And step for step the rats came dancing,
 Until they reached the river side,
 Jumped in, sank quickly and then died!
 You should have heard the Hamelin people
 Ringing the bells till they rocked the steeple.
 "Go," cried the Mayor, "and get long poles.
 Poke out the nests and block up the holes!"
 The Piper said, "I've done the deed,
 Now pay me what we have agreed."
 The Mayor looked cross and then he spoke,
 "You must know that was just a joke!
 The rats have gone, and not returned,



I'll give you what I think you've earned.
 Take one gold coin and leave the town."
 The Piper stared and wore a frown.
 He told the Mayor, "You'll rue the day
 You cheated me and didn't pay!
 I'll play a very different tune
 And you'll be sorry – very soon!"



Let's talk

A What happens in the poem? Discuss your answers.

- 1 What problem do the people of Hamelin have?
- 2 What strange person arrives in the town?
- 3 How can he help them?
- 4 What does he want in return?
- 5 What does he do to make the rats follow him?
- 6 What happens to the rats?
- 7 How does the Mayor cheat him?



B Think about the poem. Discuss your answers.

- 1 Why do you think the Pied Piper is called *the strangest figure*?
- 2 Why do you think the Mayor quickly agreed to give the Pied Piper *bags of gold*?
- 3 Why do you think the people of Hamelin rang the bells?
- 4 What do you think of the Mayor when he refuses to pay the Pied Piper?
- 5 The Pied Piper says he will *play a very different tune*. What do you think he does?

C How is the poem written? Discuss your answers.

- 1 Look at the verbs in the poem.
 - a When the poet is telling the story and uses verbs, for example *cried*, *stepped*, *walked*, what tenses are the verbs written in?
 - b When the Pied Piper is speaking and uses verbs, for example *can*, *use*, *take*, what tenses are the verbs written in?
- 2 Who are the characters in the story?
- 3 Where is the poem set?
- 4 Find examples of rhyming words.



Let's learn

Creating characters

A very important part of any narrative poem is the **characters**.

You need to think about:

- what your characters look like – **physical appearance**
- what sort of people they are – **personality.**

You also need to think about how you want your readers to **feel** about your characters. Do you want your readers to:

- **like** them?
- **dislike** them?

How readers feel about your characters depends on:

- how you **describe** them
- how they **behave**.



A The two main characters in the poem are the Mayor and the Pied Piper. Using what you find out in the poem and the pictures, make notes on what each character looks like.

The Mayor

The Pied Piper

B Using what the Mayor says and does in the poem, make notes on what sort of person you think he is – his personality.

C Using what the Pied Piper says and does in the poem, make notes on what sort of person you think he is – his personality.
