

# CAMBRIDGE Global English

## Teacher's Resource



3

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## Contents

|   |            |
|---|------------|
| <b>Map of the Learner's Book</b>                  | <b>4</b>   |
| <b>Introduction</b>                               | <b>6</b>   |
| <b>How to use <i>Cambridge Global English</i></b> | <b>7</b>   |
| <b>Framework correlations</b>                     | <b>11</b>  |
| <b>Unit 1 Working together</b>                    | <b>19</b>  |
| <b>Unit 2 Family and memories</b>                 | <b>32</b>  |
| <b>Unit 3 The desert</b>                          | <b>45</b>  |
| <b>Unit 4 Look again</b>                          | <b>58</b>  |
| <b>Unit 5 Inventors and inventions</b>            | <b>69</b>  |
| <b>Unit 6 Dinosaurs</b>                           | <b>80</b>  |
| <b>Unit 7 Puzzles and codes</b>                   | <b>91</b>  |
| <b>Unit 8 Our amazing body</b>                    | <b>102</b> |
| <b>Unit 9 Big and little</b>                      | <b>112</b> |
| <b>Photocopiable activities</b>                   | <b>123</b> |
| <b>Photocopiable word lists</b>                   | <b>159</b> |

## Map of the Learner's Book

| page    | Unit                              | Words and expressions  | Use of English  | Reading/Writing   |
|---------|-----------------------------------|--|---|---|
| 6–19    | <b>1 Working together</b>         | Action verbs<br>Ways of moving<br>Sports words: <i>match, win, goal</i> , etc.<br>Expressions of encouragement<br><i>What does ... mean?</i><br><i>How about ... ?</i><br><i>want to</i><br><i>left/right</i><br><i>easy/difficult</i> | Present continuous to describe events<br>Question words: <i>where, what, how, who</i><br>Gerund:<br><i>be good at + noun/-ing</i><br>Subject pronouns<br>Word order in questions with longer noun phrases   | Follow instructions<br>Information text: <i>The Dragon Dance</i><br>Poem: <i>Rope Rhyme</i><br>Traditional tale (play script): <i>Whose team are you on?</i><br>Write compound sentences using <i>but</i><br>Write a letter of apology  |
| 20–33   | <b>2 Family and memories</b>      | Weddings<br>Extended family<br><i>first, next, then, finally</i><br>Months of the year<br>Dates<br>Title (Mr, Mrs, Miss, Ms), first name, surname  | Prepositions: <i>next to, in front of</i><br>Adverbs of sequence:<br><i>first, next, then</i><br><i>will</i> for prediction<br>Statements and questions with <i>was/were</i><br><i>could/couldn't</i><br><i>be called</i><br><i>to/from</i> (with cards and presents) | Follow instructions<br>Information text: Wedding customs around the world<br>Poem: <i>The End</i><br>Autobiography: Memories of family events<br>Reading strategy: Scan text for information<br>Describe people in a photo<br>Combine sentences with <i>and</i><br>Write about a memory               |
| 34–47   | <b>3 The desert</b>               | Desert: Landscape, weather, animals, plants<br>Parts of the body (animals)<br>Parts of a plant<br>Adjectives describing personal qualities   | Comparative and superlative adjectives<br><i>all, many, a few</i><br>Understanding subject pronouns <i>it</i> and <i>they</i> within texts<br>Past simple: regular and irregular forms<br><i>Why? Because ...</i>   | Follow instructions<br>Information texts: Desert animals, desert plants<br>Poem: <i>Desert</i><br>Traditional tales: <i>Two Friends; Rattlesnake and mouse</i><br>Write a chart using given information<br>Turn notes into full sentences<br>Draw and label a picture<br>Write and punctuate dialogue |
| 48–61   | <b>4 Look again</b>               | Shapes<br>Parts of the body: <i>finger, eye, brain</i><br>Words to describe people, animals and environments   | Adverbs of frequency; word order with verb <i>to be</i><br>Prepositions of location<br>Object pronouns: <i>him, her, it, them, me</i>   | Follow instructions<br>Information text: <i>optical illusions, animal camouflage</i><br>Poem: <i>Grayish, Greenish</i><br>Write a description of a picture<br>Write sentences using list commas   |
| 62–75   | <b>5 Inventors and inventions</b> | Opinions: <i>a good/bad idea, useful, silly, fun</i><br>Word families: <i>inventor, invent, invention</i><br>Kinds of containers<br><i>to be born</i>  | <i>used to</i> to say how things were different<br>How to say years (e.g. 2014, 1986)<br><i>have to</i> to express obligation   | Information texts: A history of inventions; problems and solutions<br>Poem: <i>The straw – 1888</i><br>Rhyming story: <i>Jack's dream home</i><br>Draw and write about your own invention<br>Describe a room in a dream house<br>Revision: Final punctuation marks                                    |
| 76–89   | <b>6 Dinosaurs</b>                | Language to describe and compare dinosaurs<br>Long numbers   | Compare things using <i>as [adjective] as ...</i><br><i>x years ago</i><br>Relative clauses with <i>who</i> and <i>which</i>  | Information texts: Dinosaur Q & A; <i>An amazing fossil discovery</i><br>Poem: <i>Unfortunately</i><br>Create similes with <i>as ... as</i><br>Describe an imaginary dinosaur<br>Contrast what scientists used to think and think now<br>Link sentences using <i>but</i>                              |
| 90–103  | <b>7 Puzzles and codes</b>        | Colour, pattern and size<br>Prepositions of location<br><i>with/without</i><br>Crockery and cutlery<br><i>to be missing something</i>  | Word order with adjectives ( <i>two big yellow stars</i> )<br>Indirect object pronouns<br>Present perfect for experiences<br>Irregular past participles   | Follow instructions<br>Information text: Secret codes<br>Poem: <i>Have you ever done that?</i><br>Traditional tale: <i>A fair solution</i><br>Solve puzzles and logic problems<br>Write activity instructions<br>Link sentences using <i>but</i>  |
| 104–117 | <b>8 Our amazing body</b>         | Parts of the body<br>Healthy habits: Exercise and nutrition<br><i>What's the matter?</i><br>Minor injury and illness<br><i>go for + noun</i><br><i>Are you doing anything on ... ?</i><br><i>Would you like to ... ?</i>               | <i>will</i> to express future intention<br>Offer to help ( <i>Shall I ... ?</i> )<br>Present continuous for future arrangements<br>Comparative adverbs:<br><i>more quickly / more slowly than</i>   | Follow instructions<br>Information texts: <i>How can we stay healthy?</i><br>Amazing facts quiz<br>Poem: <i>Miss Polly had a dolly</i><br>Make a poster about caring for your teeth<br>Write a plan for making healthy choices next week  |
| 118–131 | <b>9 Big and little</b>           | Robots and what they do<br>Describing size and weight<br><i>x metres/ centimetres tall/long</i><br>Adjectives to describe character  | <i>Some ... Other ...</i><br><i>more than</i> and <i>less than</i> with numbers<br>Revision of comparative and superlative adjectives<br><i>the most / the least + noun</i><br>Sequence words: <i>first, next, then</i>   | Follow instructions<br>Information text: All kinds of robots<br>Poem: <i>A pizza the size of the sun</i><br>Traditional tall tale: <i>The story of Paul Bunyan</i><br>Draw and write about your own robot<br>Write about a giant pizza, using list commas<br>Write instructions for an experiment     |
| 132–143 | <b>Picture dictionary</b>         | Review of vocabulary and themes  |   |   |

| Listening/Speaking   | School subjects   | Pronunciation / Word study  | Critical thinking / Values  |
|--|---|---|---|
| <p>Listen for information<br/>                     Listen and identify<br/>                     Give opinions: <i>easy</i> or <i>difficult</i><br/>                     Describe what people are doing<br/>                     Ask and answer questions about a picture<br/>                     Make suggestions, give encouragement, apologise</p>      | <p>PE: Learn a dance<br/>                     Maths: Simple bar chart and counting in 5s and 10s<br/>                     Science: Birds and mammals</p>  | <p>Rhyming words<br/>                     Common homonyms<br/>                     Identify action verbs<br/>                     Spelling rules for words ending in <i>-ing</i><br/>                     Paired spelling dictation</p> | <p>Working as a team: Encouraging others<br/>                     Discussing rules for fair play<br/>                     Classifying</p>   |
| <p>Listen for information<br/>                     Listen and discuss an extended narrative (birthday tradition in Korea; Mexican <i>piñata</i>)<br/>                     Talk about family and family celebrations<br/>                     Describe location<br/>                     Ask and answer questions about birthday dates and celebrations</p> | <p>Maths: Ordinal numbers<br/>                     Geography: Countries around the world; flags</p>   | <p>Rhyming words<br/>                     Borrowed words<br/>                     Opposites<br/>                     Create a picture glossary</p>  | <p>Comparing and contrasting customs in different countries<br/>                     Polite language: How to address adults<br/>                     Sequencing events</p>  |
| <p>Listen for information<br/>                     Discuss and ask questions about a story<br/>                     Perform dialogue<br/>                     Act out a story<br/>                     Discuss friendship</p>  | <p>Geography: Identify deserts on world map; understand desert weather<br/>                     Maths/Science: Understand temperature<br/>                     Science: How living things adapt to their habitat<br/>                     Maths: Venn diagram</p>   | <p>Spelling rules for comparative and superlative adjectives<br/>                     Opposites<br/>                     Use illustrations and context clues to guess the meaning of unfamiliar words</p>                               | <p>Comparing and contrasting between fiction and non-fiction<br/>                     Understanding the difference<br/>                     Discussing trickery and what is fair<br/>                     Discussing the qualities of a good friend<br/>                     Drawing inferences from a story</p>    |
| <p>Follow aural instructions<br/>                     Listen to differences between British and American pronunciation<br/>                     Describe where things and people are<br/>                     Discuss results of experiments</p>   | <p>Maths: Measure length<br/>                     Science: How our eyes and brain work together<br/>                     Science: How/why animals use camouflage<br/>                     Art/Technology: Make a thaumatrope</p>  | <p>Prefixes <i>un-</i> and <i>im-</i><br/>                     Use understanding of rhyme to complete a poem</p>  | <p>Conducting experiments and discussing results<br/>                     Solving puzzles<br/>                     You can't always believe your eyes</p>   |
| <p>Listen to and understand dialogue<br/>                     Listen for information<br/>                     Give opinions<br/>                     Speculate on how things used to be different</p>  | <p>History: Learn about some important inventions<br/>                     Art/Technology: Design a room in a dream house</p>   | <p>Word families<br/>                     Rhyming words<br/>                     Use context clues to guess meaning of unfamiliar words</p>   | <p>Understanding that new things are invented to solve a problem</p>  |
| <p>Listen for information<br/>                     Follow aural instructions, including numbers<br/>                     Talk about prior knowledge of dinosaurs and ask questions<br/>                     Ask and answer questions about events and dates in your life<br/>                     Explain supporting evidence for dinosaur facts</p>       | <p>Science: Learn about dinosaurs<br/>                     Maths: Understand numbers in thousands/millions<br/>                     History: Understand how a time line works<br/>                     Maths: Calculate how long ago things happened</p>  | <p>Compound adjectives: <i>plant-eating</i>, <i>meat-eating</i><br/>                     Use context clues to guess meaning of unfamiliar words</p>   | <p>Understanding that scientists are always learning<br/>                     Discussing qualities of a good scientist<br/>                     Drawing inferences based on illustrations</p>   |
| <p>Follow aural instructions<br/>                     Describe and compare colour, pattern and size<br/>                     Roleplay asking for things at lunch<br/>                     Interview a partner about experiences<br/>                     Act out a story</p>   | <p>Maths: Use coordinates to make a number code<br/>                     PSHE: What is fair and unfair</p>  | <p>Synonyms for <i>nice</i><br/>                     Use context clues to guess meaning of unfamiliar words</p>   | <p>Using logic to solve puzzles<br/>                     Finding fair solutions to problems<br/>                     Writing and deciphering secret code messages<br/>                     Drawing inferences about characters' emotions</p>  |
| <p>Follow aural instructions<br/>                     Listen for information<br/>                     Role play: Accident/illness<br/>                     Role play: Making plans<br/>                     Memorise and recite a poem<br/>                     Give opinions<br/>                     Play a vocabulary guessing game</p>                 | <p>Science: How exercise affects your heartbeat and breathing; bones and muscles<br/>                     PSHE: How to stay healthy<br/>                     Maths: Create and discuss a voting chart</p>   | <p>Synonyms for <i>plenty of</i><br/>                     Rhyming words</p>   | <p>Conducting experiments; discussing findings<br/>                     Distinguishing fact from opinion<br/>                     Solving a riddle</p>  |
| <p>Listen and recognise the speaker's opinion<br/>                     Listen to and solve a mathematical puzzle game<br/>                     Ask and answer questions<br/>                     Express preference, with reasons<br/>                     Make predictions<br/>                     Describe what is happening in a picture</p>           | <p>Science: Advances in technology – robots<br/>                     Maths: Play a guessing game with numbers more or less than <i>x</i>; secret number game<br/>                     Maths: Compare animals' height and weight<br/>                     Science: Make predictions about container capacity and conduct an experiment</p> | <p>Synonyms for <i>big</i> and <i>small</i><br/>                     Compound words<br/>                     Words describing size dimensions: <i>tall, long, short, wide, narrow</i></p>   | <p>Comparing and contrasting<br/>                     Giving opinions and supporting reasons<br/>                     Conducting an experiment and discussing results<br/>                     Considering a poet's choice of words<br/>                     Considering what qualities make a character a hero</p> |

## Introduction

### Welcome to *Cambridge Global English Stage 3*

*Cambridge Global English* is an eight-level English course for young learners from the beginning of primary school to the end of junior secondary (roughly ages 6–13). The course has been designed to fulfil the requirements of *Cambridge Primary English as a Second Language Curriculum Framework*. These internationally recognised standards provide a sequential framework for thorough coverage of basic English concepts and skills.

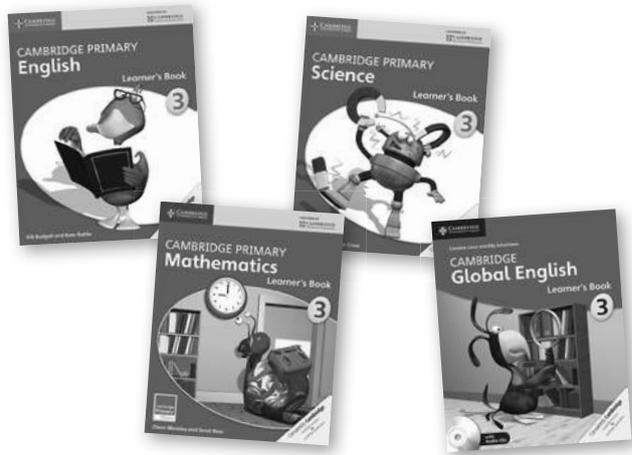
The materials reflect the following principles:

- **An international focus.** Specifically developed for young learners throughout the world, the themes, situations, and literature covered by *Cambridge Global English* strive to reflect this diversity and help learners learn about each other's lives through the medium of English. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- **An enquiry-based language-rich approach to learning.** *Cambridge Global English* engages children as active, creative thinkers. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills through tasks that encourage a personal response and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence and success.
- **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and more formal English. From the earliest level, *Cambridge Global English* addresses both these competencies. *Cambridge Global English* presents authentic listening and reading texts, writing tasks, and culminating unit projects similar to those students might encounter in a first language school situation. Emphasis is placed on developing the listening, speaking, reading, and writing skills students will need to be successful in using authentic English-language classroom materials. At Stage 3, basic learning strategies are further developed and practised. These continue the foundations for future language learning and development.
- **Rich vocabulary development.** Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Cambridge Global English* exposes learners to a wide range of vocabulary. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.
- **Individualised learning.** We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each child and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and extra challenges. Unit by unit support for this is provided in the unit notes in this book.
- **Integrated assessment.** Throughout the course, teachers informally assess their students' understanding of language and concepts. The Teacher's Resource provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project of their choice. This provides teachers with an excellent performance assessment opportunity. An end-of-unit quiz in the Activity Book provides another evaluation measure: a quick progress check on learners' understanding of key ESL and early literacy skills.

*Cambridge Global English* can be used as a stand-alone ESL curriculum or it can be used as part of an innovative suite of materials created by Cambridge University Press for young learners at international primary schools:

- *Cambridge Primary Science*
- *Cambridge Primary Mathematics*
- *Cambridge Primary English (L1)*
- *Cambridge Global English*.

We encourage you to learn more about these complementary courses through the Cambridge University Press website: [education.cambridge.org](http://education.cambridge.org)



We very much hope that you and your students will enjoy using these materials as much as we enjoyed developing them for you.

The *Cambridge Global English* team

## How to use *Cambridge Global English*

### A Components

*Cambridge Global English* offers the following components:

- The **Learner's Book** provides the core input of the course. It consists of nine thematic units of study. Each unit contains six lessons developed around a unifying theme that is also linked to a main question at the beginning of the unit. The materials feature skills-building tasks, including listening, reading, writing, speaking, as well as language focus, catering for the needs of learners studying in a primary context. In addition, we have included a strong vocabulary building element. We also specifically explore ways of introducing basic learning skills and strategies, so that the children become aware of the act of learning and how it works through such features as:
  - Overt objectives at the beginning of each unit
  - Language and Writing tips
  - Language detective
  - Reflect on your learning
  - Look what I can do!

We try to aim our materials at the whole child with all the experiences that they bring to the classroom. We encourage the learners to see the moral and social values that exist in many of our texts and find opportunities for reflecting on these. We feel that the learner needs to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately. This means that the learners will see factual texts, imaginary text, dialogues, poetry, etc. on a range of different topics at the appropriate level.

- **The Audio CDs** include all the listening material needed for the Learner's Book and Activity Book. The listening material supports the Learner's Book with listening, pronunciation and phonics activities, as well as poems, plays, read-along stories and informational texts. We recommend that learners use the Audio CDs at home to practise the songs and stories and to show their parents what they know.
- **The Activity Book** provides additional practice activities, deepening learners' understanding of the language skills and content material introduced in the Learner's Book.

- The **Teacher's Resource** provides valuable guidance and support for using *Cambridge Global English* in your classroom. We understand that within each class there are children of different ability, particularly when children come from different pre-primary backgrounds. We think it is very important to support differentiated work in the classroom and we try to do this through suggestions in the unit notes, with additional differentiation 'challenge' activities in the Activity Book. In addition, the production required in the project work can be graded in terms of ability.

At the end of this book, we provide photocopiable activities for additional work. These are referred to in the unit notes. We also provide a selection of lesson-by-lesson spelling words which you can photocopy, cut out and give to the children to learn.

### B Learner's Book: Unit structure

*Cambridge Global English* Stage 3 consists of nine thematic units of study, providing a full year's curriculum. In each unit, learners gain content knowledge while simultaneously developing English language skills, global awareness and valuable learning strategies. The instructional time spent on a unit can vary to accommodate the schedule and needs of each school or classroom.

Each unit is divided into six lessons. The lessons are organised as follows:

- **Lesson 1 Opening:** This lesson introduces the main topic and the unit objectives for the teacher to share with the learners. The Big question for the unit is presented in the lesson notes in this book, and forms a focus for discussion throughout the unit. The main lesson introduces the theme through a large picture. Children respond to the picture in a 'Talk about it' activity in which they describe the picture, make predictions, share prior knowledge and/or make personal connections. Next, children are given a listening task, or they choose a listening focus from a series of questions. They listen to the narrative or conversation that accompanies the opening picture and then share the information they have gathered with their classmates. Subsequent Lesson 1 activities focus on building vocabulary related to the unit theme. Learners often read a brief informational text, examine a map, chart, or graph, and/or do a simple hands-on learning activity.

- **Lesson 2 Find out more:** A guided ‘Talk about it’ conversation helps children engage with and focus on the topic that Lesson 2 explores. Learners then read and listen to a text that gives them deeper insight into one aspect of the unit theme. The text often models a specific ‘Use of English’ structure that children will then practise as they discuss and respond to the information. Lesson 2 usually features partner activities and a writing task.
- **Lessons 3 and 4 Skill development:** These lessons provide children with explicit practice of specific ‘Use of English’ and word study skills as they read, listen and respond to short, engaging texts related to the unit theme. There is a balanced emphasis on all four skills – listening, speaking, reading, and writing – and vocabulary continues to be presented and reviewed. Each unit includes a short poem that helps children practise fluency and pronunciation. The poem also provides an opportunity to examine rhymes and spelling patterns. Enquiry learning activities are integrated into these lessons; learners conduct interviews and surveys or do experiments, and then report on the results. A variety of guided writing activities are also included.
- **Lesson 5 Literacy:** Children read and respond to a longer piece of literature, either fiction (a play, traditional tale or contemporary story) or nonfiction (a factual article or quiz). An initial ‘Talk about it’ activity engages learners in pre-reading strategies such as previewing, predicting, scanning or activating prior knowledge. Follow up questions and activities focus on story elements, reading comprehension (literal, inferential and critical), word study, and values-related conversations.
- **Lesson 6 Consolidation:** This final lesson begins by restating the Big question and then offering learners a choice of two projects which can be done either individually or collaboratively. Each project engages students in using the language and concepts they learned in the unit and creating a product (a poem, poster, questionnaire, etc.) that they will then present to the class. The second part of this lesson asks students to review and reflect on their learning by completing several short tasks that directly relate to the unit objectives presented at the beginning of Lesson 1. The students can then think about their ability to do these concrete tasks as they consider the Look what I can do! statements at the end of the lesson.

## C Activity Book

Each lesson in the Learner’s Book is supported by two Activity Book pages which reinforce and extend the material introduced in the Learner’s Book. It also provides opportunities for personalisation and creative work, as well as challenge activities to support differentiated classroom situations. In these activities, more confident learners can do additional work at a higher level. The last lesson of each unit offers additional assessment / self-assessment opportunities.

## D Customising your lessons

We provide support for planning each lesson in the unit pages of this book. We also clearly set out the teaching objectives. Please bear in mind the following:

- These are ideas and guidelines only and you should adapt them to your situation and the needs of your learner. Do not be afraid to change things and bring in additional elements.
- Monitor your learners. If they need additional support for some elements, tailor the material to their needs.
- Bring as much ‘real’ material into the classroom as possible in order to create more interest for the lessons.
- Be creative in developing extension activities and role plays. We give some suggestions, however there is much more that can be done.
- Encourage learning/teaching/showing between classes, even of different age groups.
- Don’t forget to draw on parent support where possible – please see our home–school link suggestions.

When using the book, the following guidelines might be useful:

### Before using the Learner’s Book

- Warm up activities (songs, TPR, vocabulary games, alphabet chant, etc.).
- Pre-teach and practise key language that learners will encounter in the Learner’s Book and Audio CDs. (Try to make learning experiences concrete, interactive, motivating.)

### While using the Learner's Book

- Keep learners engaged in an active way.
- Use the illustrations as a conversation starter – ask learners to name everything they see; play *I Spy*, etc.
- Vary the group dynamics in the lesson: move from whole group response to individual response to pairwork, etc.
- Provide opportunities for learners to ask questions, as well as to answer them.
- Encourage learners to act out the language in the lessons.
- Encourage learners to use language structures and vocabulary to talk about their own ideas, opinions and experiences.
- In class discussions, write the learners' ideas on class charts. You can refer back to these charts in later lessons.
- Adjust your reading and writing expectations and instructions to suit the literacy level of your learners.

### Using the Activity Book and further suggestions

- Use the Activity Book pages related to the Learner's Book pages.
- Depending on the ability of the learners, use the 'Additional support and practice' activities and/or 'Extend and challenge' activities suggested in the Teacher's Resource at the end of every lesson.
- Do a Wrap up activity or game at the end of every lesson.

We would strongly recommend that you supplement this core material with the following:

- An extended reading programme to provide the children with lots of practice of different types of books leading to reading independence. It is recommended that you regularly set aside time for the children to read books of their choice in class and that they are encouraged to read at home.
- Exposure to additional audiovisual material such as television programmes, songs, film excerpts – so that the learners begin to feel confident in their ability to decode and understand a range of resources.
- Supplementary handwriting and phonics material to really help build on those skills at this crucial time.

## E Setting up the primary classroom

We know that there is not always a lot of flexibility in this, but, if possible, it would be useful to set up the classroom in this way:

- Have some open space where learners can do role plays, etc.
- Have a flexible seating arrangement, so that you can mix up the groups and pairs, and the learners become flexible about working in different ways.
- Make sure that you have display areas where you and the learners can bring in pictures and items linked to the themes you're working on. Also display examples of good work and creative work. Make small cards and display important words for the learners to remember.
- Change displays regularly to keep the learners interested and engaged.

## F Assessment

We recommend that you take the time and opportunity to observe and monitor the progress and development of your learners. We provide many opportunities for informal assessment through the projects, as well as self-assessment (*Look what I can do!*) in the main units of the Learner's Book. The Activity Book contains revision material at the end of each unit.

At the beginning of the year, create individual portfolio folders to keep work that shows how the children have been meeting the curriculum objectives. Use the portfolio to look over with the learners and create a feeling of achievement and pride in what they have achieved. Keep this portfolio for parent–teacher meetings and send it home to show the parents/carers either at the end of each term or the end of the year. You might want to include a letter to parents/carers outlining what they have achieved.

If you would like further learner assessment opportunities, a table of how the Cambridge English Language Assessment exams for primary stages fits in with the *Cambridge Global English* levels is set out below.

### Cambridge English Language Assessment exams for primary stages

| Stage | Assessment                                 | CEFR level |
|-------|--|------------|
| 6     |  |            |
| 5     | Cambridge English: Key (KET) for Schools   | A2         |
| 4     | Cambridge English: Flyers (YLE Flyers)     |            |
| 3     | Cambridge English: Movers (YLE movers)     | A1         |
| 2     | Cambridge English: Starters (YLE starters) |            |
| 1     |  |            |

## G Home–school relationship

Support and encouragement at home is extremely important at this age. Encourage parents / carers either face to face or via letter/email to become as involved as possible in their child’s learning process by asking them what they have learned after every lesson, allowing children to ‘teach’ them what they have learned, taking an interest in what they bring home or want to perform for them and supporting any work the learners might try to do at home. We make suggestions for creating home–school links in the unit notes of this book.

## H Icons

The following icons have been used to clearly signpost areas of special interest or as shorthand for specific instructions:

-  Audio and track number reference. These appear in the Learner’s Book, the Activity Book and the Teacher’s Resource.
-  Speaking opportunity / activity recommended for pairwork. These appear in the Learner’s Book, the Activity Book and Teacher’s Resource.
-  Cross-curricular maths and science topics. These appear in the Learner’s Book, the Activity Book and the Teacher’s Resource.
-  Links directly to Activity Book activity and references it. These appear in the Learner’s Book and the Teacher’s Resource.
-  Activity to be written in the learner’s notebook. These appear in the Learner’s Book and the Activity Book.
-  Activity to be done out of the book, in a more active classroom setting. These appear in the Teacher’s Resource.