

# CAMBRIDGE Global English

## Teacher's Resource

6

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## Map of the Learner's Book

page	Unit	Words and expressions	Use of English	Reading/Writing
6–19	1 Life experience	Free-time activities Adjective and noun forms Words connected with music Sequencing words and phrases Achievements Verbs with prepositions	<i>Wh-</i> questions review Present perfect simple Past continuous	Read to understand general meaning First-time experiences A biography about JK Rowling Literature: <i>The story of Helen Keller</i> Paragraphs Write a biography
20–33	2 School	School subjects Extra curricula activities Collocations <i>belong to; do chess; learn about; write for</i>	<i>Instead of / as well as</i> + noun 1st conditional with <i>if/unless</i>	Read for specific information: A text about Brain power and tips for studying well Literature: Extract from a novel Life at school Create a poster on 'learning tips' Use modals to be polite; ask permission Write an email/letter
34–35	Review 1			
36–49	3 Sport	Sports Sports equipment Party of the body Football Descriptive words	Reported speech Reported <i>Wh</i> questions <i>Need/should/mustn't</i>	Scanning Articles about Paralympian Hannah Cockroft and the London Marathon Literature: <i>Off Side</i> A bar chart and notes A summary Describe a sports event
50–63	4 The big screen	Film types Strong adjectives Cinema history	Strong adjectives: <i>absolutely/really</i> Passive (past simple) Defining relative clauses <i>with where, who and that</i>	A film review A storyboard Literature: <i>Jurassic Park</i> Guess meaning from context Direct speech and reporting verbs Create a storyboard
64–65	Review 2			
66–79	5 Inventions	Gadgets and equipment Opinions and reasons Adverbs	<i>Used to</i> for past habits <i>Will</i> for prediction 2nd conditional	Use your own knowledge to understand a text: <i>Lighting up the world; Wheels</i> Literature: <i>Start Small, Think Big</i> A quiz on gadgets and inventions Support your ideas with reasons An essay about an important invention
80–93	6 Explorers	Famous expeditions Exploration of the Americas Equipment Descriptive words	Questions forms: <i>how many, what</i> + noun Linking expressions Cardinal and ordinal numbers Participle adjectives	Historical explorers An explorer's blog Literature: <i>The Boy Who Biked The World</i> A quiz Time references and dates A blog/diary entry
94–95	Review 3			
96–109	7 Jobs and work	Compound nouns Media jobs Personal qualities Clothes and uniform Suffixes	Adjectives + prepositions + noun Present continuous <i>Could + be</i>	Skim a text A TV presenter's job Job adverts Literature: <i>You can be anything</i> Shortened sentences Someone's job; a job advertisement
110–123	8 Communication	Ways of communicating Gestures Negotiating	Present continuous for future arrangements Polite requests	Gestures around the world A class forum Literature: <i>Thank you Letter</i> Online communication Online politeness An online forum Write a verse A poster about communication A discussion forum
124–125	Review 4			
126–139	9 Travellers' tales	Holiday activities Descriptive adjectives Nouns with <i>-ing</i> Expressions with <i>take</i>	2nd conditional Prepositional verbs Adjectives and prepositions	Use prediction to understand a text An online review page A poem: <i>My dream holiday</i> Literature: <i>The Light Beam That Got Away by</i> Plan your writing Post a comment/review Write a poem: <i>My dream holiday</i>
140–141	Review 5			

Listening/Speaking	School subjects	Pronunciation / Word study	Critical thinking / Values
<p>Listen and talk about free-time activities; first-time experiences; inspiring people</p> <p>Sequencing words/phrases</p> <p>Give presentations: An inspiring person; a favourite book; an interesting experience</p>	<p>Maths: A pie chart</p>	<p><i>-tion/-cian</i></p>	<p>Attitudes to blindness and deafness</p> <p>Analysing a pie chart</p> <p>What makes some experiences special?</p> <p>Who do we admire? Why?</p> <p>Examining famous lives.</p>
<p>School life in different countries</p> <p>Listen to students talking about different problems at school</p> <p>Phrases: Giving advice</p> <p>Emphasising words</p> <p>Roleplay a problem at school</p>		<p>Word stress for information</p> <p>Silent letters</p>	<p>Value: Treating classmates fairly</p> <p>Comparing school life</p> <p>Considering good study habits</p> <p>Creating and analysing solutions to problems</p>
<p>Listen for expression and emphasis</p> <p>Reasons for liking sport</p> <p>Listen to instructions to warm up</p> <p>Talk about sports and equipment</p> <p>Order and give instructions</p>	<p>Biology: Parts of the body</p> <p>Maths: A bar chart</p>	<p>Emphasis</p>	<p>Teamwork</p> <p>Interpreting information on a bar chart</p> <p>Expressing opinions about sports events</p> <p>Examining personal challenges and goals</p>
<p>Listen for specific information: A short history of cinema</p> <p>Listen to film trailers</p> <p>Listen to a film discussion</p> <p>Make information interesting</p> <p>Give presentations: A film review; talk about films</p>	<p>Maths: Currency</p>	<p>Dates (years)</p>	<p>Facing a problem</p> <p>Describing films</p> <p>Creating film scenes</p> <p>Making deductions from inferences</p> <p>Making predictions</p> <p>Personal safety and looking after yourself</p>
<p>My favourite gadget</p> <p>A new invention</p> <p>Listen and speak about modern inventions</p> <p>Prepare presentations: Know your audience</p> <p>Give presentations: The history of an invention</p>	<p>Science: Thomas Edison</p>	<p>the <i>a</i> sound</p>	<p>Believing in yourself</p> <p>Comparing and contrasting different gadgets</p> <p>Making assumptions and predictions</p> <p>Creating and describing an invention</p> <p>Problem solving</p> <p>Supporting opinions with reasons</p>
<p>Talk about what you know</p> <p>The story of Columbus</p> <p>Plans for an expedition</p> <p>Use contractions</p> <p>Give presentations: A historical explorer or expedition</p>	<p>Maths: Measurements</p> <p>History: Explorers</p>	<p>the <i>ch</i> sound</p>	<p>Making visitors welcome</p> <p>Making deductions</p> <p>Selecting information from research</p> <p>Creating a plan for an expedition</p> <p>Making deductions from inferences</p>
<p>Describe job qualities</p> <p>Pictures</p> <p>Jobs that family/friends do; work uniforms</p> <p>Give presentations: Present a design; a job you'd like</p>		<p>Rhyming vowels</p>	<p>Working hard and setting goals</p> <p>Express opinions about different jobs</p> <p>Creating a uniform</p> <p>Creating an advertisement</p>
<p>Key words for remembering whole sentences</p> <p>Phone messages</p> <p>A conversation with a teacher</p> <p>Make notes before you speak</p> <p>Role play: A difficult situation</p>	<p>Maths: How much to spend</p>	<p>Matching sounds</p>	<p>Saying thank you</p> <p>Communication in different countries</p> <p>Communicating in a difficult situation</p> <p>Problem solving</p> <p>Communicating appropriately online</p> <p>Giving opinions</p>
<p>Holiday activities</p> <p>Description of a special place: Pompei</p> <p>Interesting or surprising information</p> <p>Activities you'd like to try</p> <p>Give presentations: Describe a place</p>	<p>Science: The speed of light</p> <p>Maths: Survey and report</p>	<p>the <i>o</i> sound</p>	<p>Learning from family members</p> <p>Discussing positive and negative sides</p> <p>Describing feelings about a special place</p> <p>Imagining a dream holiday</p>

## Introduction

### Welcome to *Cambridge Global English Stage 6*

*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.

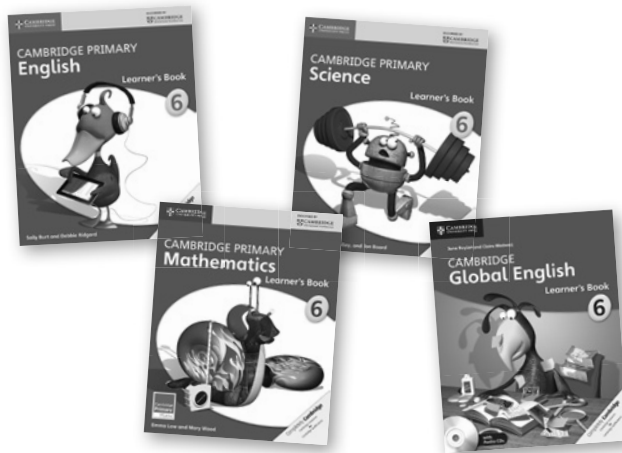
The materials reflect the following principles:

- **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 6, learning strategies and tips for study skills are introduced and practised. This lays the foundations for developing effective study skills for future use.
- **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 through the text types and activities present in the materials. 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 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 *Reflect on your learning* section of the main units. 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
  - Listening and Reading strategies
  - Use of English
  - *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 and pronunciation activities, as well as read-along stories. We recommend that learners use the Audio CDs at home to practise the 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 aim 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 structure

*Cambridge Global English* consists of nine thematic units of study roughly set out to cover three units per term in most systems. The Stage 6 Learner's Book is organised as follows:

- **Main units:** Nine thematic units provide a year's curriculum.
- **Review pages:** Every two units we provide two review pages to revise and consolidate learning.

### C Unit structure

Each unit is divided up into six lessons. The length of lessons will vary from school to school, so we have not prescribed a strict time limit for each lesson. The lessons are organised as follows:

- **Lesson 1 Opening:** This lesson introduces the main topic, and prepares for the Big question which you will find at the beginning of the *Reflect on your learning* section. We also set out the unit objectives for the teacher to share with the learners. This overt teaching of objectives is part of the learning to learn strategy. The main lesson begins with a 'Talk about it' activity in which the children are expected to react to information, ideas or visuals. There is a contextualised listening or speaking text which leads to exploitation of vocabulary and grammar. A free-speaking activity usually ends the lesson.

- **Lessons 2–4 Skills:** In these lessons, we explore the topic in various ways using a variety of short listening and reading texts which do include cross-curricular topics. The lessons focus on the mechanics of reading, including spelling or pronunciation and use of English and integrate the four skills. Guided writing activities are included in these lessons.
- **Lesson 5 Literacy:** This literacy lesson involves reading authentic extracts, stories, poems and factual texts of longer length. It allows the learner to explore a variety of text types with the class and develop comprehension and writing skills through related activities. The literacy lessons can include some word focus and strategies for approaching new text types and usually include value-related activities.
- **Lesson 6 Choose a project:** This is the consolidation and production section of the unit in which the learners produce language related to some element in the unit. This lesson begins with the learners taking an active role in choosing a project, carrying it out and presenting it to the class. Then they reflect on their learning and do a short self-assessment activity: *Look what I can do!*

## D 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.

## E 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 offer 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.

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. Suggestions are included in the Teachers' Resource.

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.

## F 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.

## G 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 progress 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 exam for primary stages







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

## H Home–school relationship

Support and encouragement at home is extremely important at this age. Encourage parents 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.

## I 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.