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CAMBRIDGE Global English

Learner's Book 2

Elly Schottman & Caroline Linse



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CAMBRIDGE Global English

for Cambridge Primary English as a Second Language

Learner's Book 2

Elly Schottman & Caroline Linse

Series Editor: Kathryn Harper

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	Listening/Speaking	Cross-curricular links	Phonics/Word study	21st-century skills
	Greet and introduce classmates Understand and repeat conversations Learn a TPR chant and months of the year song Ask/answer questions	Maths: Count from 1 to 30 Use calendar information (date, month) Enter and discuss information in a chart	Alphabet review Use a picture dictionary	Work together in partners and in groups Teach newly learned words to others Critical thinking: Ask for information and clarification Search for information online and in books (dictionary)
	Listen for main ideas and details Follow instructions Ask and answer questions Discuss likes and dislikes Sing songs	Language arts: Distinguish between fiction and informational text Use a dictionary Social Studies: Schools around the world Maths: Count Tell the time Understand information presented in a chart	Alphabet review; vowels and consonants Short vowel sounds Digraphs: sh, ch, tch, th Write words spelled aloud	Activate prior knowledge Work collaboratively, teamwork Search for information online on maps, in charts, in books Share ideas, information Critical thinking: Compare and contrast Classify Reflection/self-assessment Values: Being responsible
	Listen for main idea and details Ask for, give and follow directions Listen to and conduct interviews Say, sing, act out poems and songs	Geography: Interpret a map, use a map grid Learn about countries and continents, landforms Social Studies: Community, jobs	-r modified nouns: er, ar, ir, or, ur. Suffix: -er and -or Prefix: un-	Activate prior knowledge Work collaboratively Share ideas Critical thinking: Classify Enter information on maps, diagrams, survey charts Communicate information Reflection/self-assessment Values: Being a good global neighbour
	Listen for details and main idea Follow and give instructions Recognise simple words spelled aloud Ask and answer questions Express likes, dislikes and feelings Play guessing games Say, sing, act out poems, song and play	Science: Parts of the body, healthy habits (food, exercise) Learning about diversity in birds Interpreting a chart PE: Active games and challenges	Long vowel sounds and spelling: silent e Long a spellings: a_e, ai, ay Digraph: ph	Activate prior knowledge Work collaboratively Share ideas, information Critical thinking: Classify Compare and contrast Reflection/self-assessment Values: Identify feelings, show empathy
	Listen for main idea and details Ask and answer questions Recall facts Describe actions and events, cause and effect Express feelings Say, sing and act out poems and songs	Science: Use physical models to learn about day and night, and how shadows change during the day Conduct shadow experiments Make predictions, record results and findings	Long i spellings: i_e, -ight, -y Compound words	Activate prior knowledge Work collaboratively Pose questions, research answers Share ideas, information Critical thinking: Cause and effect Make predictions Reflection/self-assessment Values: Wondering and learning about the world around us



Page	Unit	Words and expressions	Use of English	Reading/Writing
80–95	5 Let's measure	Numbers 1–100 Ordinal numbers 1st–50th Shapes Units of measurement	Past simple forms: common irregular verbs (statements and questions) Adverbs of definite time: <i>yesterday, this morning</i> Adjective order: size, colour Descriptive adjectives Adverb: <i>too</i>	Guided writing: Informational sentences Descriptive sentences (describing qualities of a good friend) Poem, song, stories, informational text, folktales Activate prior knowledge Make predictions
96–111	6 All about bugs	Insects and spiders Prepositions of location Body parts Question words	Present simple: Use question words to ask basic questions There is/are ... Prepositions of location: <i>above, on, in, between, behind, in front of</i> Past simple Use <i>with</i> to indicate instrument and <i>for</i> to indicate recipient	Guided writing: Informational sentences Express and support an opinion Write questions for quiz game Complete a story map Poem, song, folktale, informational text Make predictions Recognise story problem and solution
112–113	Check your progress 2			
114–129	7 The world around us	Objects in nature tree, grass, pond, etc. Earth Day Parts of a tree/plant Fruits and vegetables Shopping	Present continuous: <i>with</i> (accompaniment) Demonstrative adjectives and pronouns <i>this, these, that, those</i> Object pronoun <i>one</i> <i>There was/were</i> Past simple	Guided writing: A poem, a poster, an autobiography Poem, song, informational text, biography Make predictions Activate prior knowledge Pose a purpose for reading
130–145	8 Home, sweet home	Parts of a building, rooms, furniture Animal homes Weather/climate Construction materials	Future simple form: <i>will</i> Use <i>for</i> to indicate recipient Use contractions in present, future and past: <i>don't, doesn't, won't, didn't</i> Use <i>can</i> to make requests and ask permission Adverb: <i>too</i>	Guided writing: Write a description of a room Complete a fact sheet (note-taking) Poems, song, informational text Understand words through context Summarise Take notes
146–161	9 Let's explore the city!	City places Transportation Shopping Food Clothes Animals Shops and shopping Opposites	Contrasting past, present and future tenses Common -ly adverbs Descriptive adjectives Demonstrative adjectives: <i>that, those</i>	Guided writing: Descriptions, directions, narrative with future plans Poems, song, menu, story, Informational text – maps and diagrams Make connections
162–163	Check your progress 3			
164–175	Picture dictionary	Review of vocabulary and themes		



	Listening/Speaking	Cross-curricular links	Phonics/Word study	21st-century skills
	<p>Listen for main idea and details Ask and answer questions Follow instructions Express opinions Sing songs, say tongue twisters, act out stories</p>	<p>Maths: Counting to 100 by tens, forward and backward Counting by twos Estimating Measuring lengths with non-standard and standard units Geometric shapes</p>	<p>Words that sound alike (homophones)</p>	<p>Activate prior knowledge Do collaborative problem-solving Share ideas, information</p> <p>Critical thinking: Creative problem-solving State and support opinions Reflection/self-assessment</p> <p>Values: Identify character qualities we admire</p>
	<p>Listen for main idea and details Ask and answer questions Spell words aloud Recall facts Discuss and describe animal appearance and behaviour Say, sing, act out poems, song, and stories</p>	<p>Science: Learn about insects and spiders Compare how animals are similar and different in their body parts Understand how insects help people</p>	<p>Rhyming words Long e spellings: ea, ee Variant sounds of ea: <u>bread</u>, <u>tea</u></p>	<p>Work collaboratively Share ideas, information Activate prior knowledge Pose questions, research and answers</p> <p>Critical thinking: Compare and contrast Classify Cause and effect Sequence Reflection/self-assessment</p> <p>Values: Everyone needs a little help sometimes. It is important to be helpful.</p>
	<p>Listen for main idea and details Follow and give instructions Ask and answer questions Discuss and apply information</p>	<p>Science: Environmental awareness and protection Parts of a plant Materials and goods from a tree</p>	<p>Long o spellings: o_e, oa, oe, ow, o Variant sounds of ow: slow, cow</p>	<p>Integrate prior knowledge Work collaboratively Share ideas, information</p> <p>Critical thinking: Classify Cause and effect Sequence Reflection/self-assessment</p> <p>Values: We need to take care of planet Earth.</p>
	<p>Listen for main idea and details Follow and give instructions Ask and answer questions Make decisions and choices Share information</p>	<p>Social Studies/ Geography: Homes around the world World places Climates Science: Playground physics (ramps) Making predictions Animal homes Building materials</p>	<p>Long u spellings: u_e, ue, oo, ew Variant sounds of oo: look, roof</p>	<p>Activate prior knowledge Work collaboratively Share ideas, information</p> <p>Critical thinking: Compare and contrast Classify Cause and effect Interpret diagrams Reflection/self-assessment</p> <p>Values: Recognise the benefits of working together</p>
	<p>Listen for information Follow directions Ask and answer questions Make and explain choices Express opinions, likes and dislikes</p>	<p>Geography/Social Studies: Maps Places in a city Transportation Schedules Digital literacy</p>	<p>Identify opposites -ly suffix (adverbs)</p>	<p>Apply prior knowledge Work collaboratively Share ideas, information</p> <p>Critical thinking: Compare and contrast Interpret maps and diagrams Support an opinion with reasons Reflection/self-assessment</p> <p>Values: Appreciate your home Describe specific things you love about your home</p>



How to use this book

Starter unit Starter unit



In this book you will find lots of different features to help your learning.

Find out what you are going to learn in the lesson. →

Get started by thinking about a 'big question'. →

Look at a photo and talk about what you know. →

1.2 Our busy classroom

Important words and their meanings. These words are included on wordlists in the Teacher's Resource.

1. Look at the cover of a book. What time is it?

2. What does Amara introduce her partner, Rani. Does Amara say 'She or He' with your feet?

3. Talk with your class about things you like. Make a list. Then draw a picture and write a sentence below: I like...

4. Watch grammar presentations on Digital Classroom.

6. Introduce your partner. Listen to Amara introduce Rani again. Then introduce your partner. First, write the sentences. Then tell the class your partner's name and what he or she likes.

1 Welcome!

1. Welcome!

We are going to...

spell our names and introduce a friend.

spell our names and introduce a friend.

Getting started

What can you say when you meet a new friend?

1.1 Think about it

Share your ideas.

3 Listen, point and say.

Then listen and answer the questions.



book

map

calendar

clock

tablet

4 Colours and numbers.

Key words: title: name of a book or story; author: the writer

1 Spell your name.

Language tip: Listen to the boy spell his name. Write his name on a piece of paper. Listen to the boy spell his name.

5 Read and listen to the poem.

Language tip: Look at the page. Listen to the boy spell his name.

102 Write a new version of the poem.

Write new words instead of the red words. Draw a picture to go with your poem.

6 Introduce your partner.

Language tip: Each page whispers, 'Look! Look! Look!' Say and write the missing word.

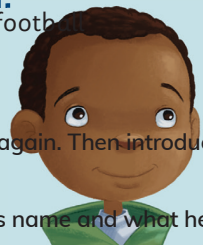
16 Introduce your partner.

Listen to Amara introduce Rani again. Then introduce your partner. First, write the sentences. Then tell the class your partner's name and what he or she likes.

These children in China are painting in a class. He stands up to show her picture.

These boys were in a classroom. They were painting in a class. He stands up to show her picture.

ice cream, football, flowers



1.7 Project challenge **How to use this book**

Work on the project with a partner or group. Then share with the class.
Good morning, Mother Hen
 Chook, chook, chook

A: Make a survey

What's your favourite school subject?
 Your teacher will give you a chart.
 Read the subjects in the column on the left.
 Ask your classmates, 'What's your favourite school subject?'
 Ask them to write their names in the row next to that subject.

What's your favourite school subject?					
Science					
Maths					
English					
Music					
Art					

B: Make word cards for your classroom

Write the names of things in your classrooms on cards.
 (Look in the Picture dictionary on page 169 for some words and ideas.)

How did you help your group do the project?

clock wall

Look what I can do!

Stick each word card on or near the object.

- I can talk about classroom objects and school activities.
- Teach the words to your class.
- I can talk about the time and the days of the week.
- Say 'Point to the clock please' about families.
- I can talk about parts of a book.
- I can talk about things that belong to me.
- I can read and write words with short vowels.
- I can ask and answer questions about food.
- I can read and write about schools.
- I can read and write words with a short a.
- I can read and write about what families do.

coat pegs

3 Ready, steady, go!

> Check your progress

Treasure hunt

START

You need:

- 2 to 3 players
- a different game marker for each player
- number cards.

1 What day is it today?

19 Find the treasure. It's in the tree.

20 Find the treasure. It's next to the water.

1 Days of the week

Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	

2 What are you wearing?

3 Who is playing this game with you?

4 Go to the racks.

2 Times of day

morning afternoon evening night

5 Name 3 colours.

At the end of each unit, there is a choice of projects to work on together, using what you have learned. You might do some research or make something.

Questions help you think about how you learn.

Look at what you have learned in the unit! Think about which skills you do well and which you need more practice with.

At the end of every 3 units, stop and check your progress! Play games and do activities to review what you have learned.

Find out the meaning of words and stick your stickers in the Picture dictionary.

Audio is available with the Digital Learner's Book, the Teacher's Resource or Digital Classroom

Video is available with Digital Classroom

Lesson 1: The **Think About It** lesson introduces the topic through a big question and an image to generate discussion.

Many units include a video, available on Digital Classroom.

Lesson 2: The **Let's Explore** lesson explores the unit topic further.

Sticker activities encourage learners to think critically.

Lesson 3: The **cross-curricular** lesson prepares learners to learn in English across the curriculum.

1 A day at school

1.1 Words around us

We are going to...

- talk about classroom objects and days of the week.

Getting started!

Where can you see words? Look around your classroom.

Watch this!

1 Listen and point. What are the children reading?

2 Sing a calendar song. What day is it today?

Monday Tuesday Wednesday Thursday
Friday Saturday Sunday

1.1 Think about it

3 Listen, point and say. Then listen and answer the questions.

book map calendar clock tablet

4 Colours and numbers. Look around your classroom. Ask questions about colours and numbers.

Language tip: How many are there? There is one ruler. There are three jackets.

5 Read and listen to the poem. When I open up a book, When I open up a book Each page whispers, 'Look! Look! Look!' Sports and monkeys, trains and kings, Stories of amazing things. When I open up a book Each page whispers, 'Look! Look! Look!'

6 Write a new version of the poem. What do you like to read about? Write new words instead of the red words. Draw a picture to go with your poem.

6 All about bugs

6.2 Crickets and other insects

We are going to...

- learn about insects.

1 What is an insect? Listen and look at the diagram. Then answer the questions.

a How many legs does an insect have?
b Do all insects have antennae?
c Do all insects have wings?

2 Sticker activity. Look at the animals on the stickers. Are they insects or not? Count the legs. Put the stickers on the chart. Then, add one more animal to the 'not insects' column. Draw a picture. Write its name.

Insects	not insects

6.2 Let's explore

3 Listen to this interview with Maylin and her grandpa. Find out the answers to these questions.

a What does Maylin's grandpa have in his pocket?
b Why does Maylin want to have a cricket for a pet?
c Crickets need a safe, _____ with plenty of air.
d Crickets need fresh _____ and water every day.
e Crickets can eat bits of rice and _____.

4 Listen to the interview again. Fill in the missing words.

How to take care of a pet cricket

a Crickets need to stay _____ if you go out in winter, keep the cricket cage in a pocket, close to your body.
b Crickets need a safe, _____ with plenty of air.
c Crickets need fresh _____ and water every day.
d Crickets can eat bits of rice and _____.

5 What do you think? Different people like different things. A cricket is a good pet for Maylin and her grandpa. Is a cricket a good pet for you? Why or why not? Write a few sentences.

A cricket is a good pet for me. I like to listen to crickets.

A cricket is not a good pet for me. My mum doesn't like insects.

2 Good neighbours

2.2 Jobs

We are going to...

- learn about different jobs.

1 Read and listen. Use stickers to label the firefighters' clothes in the picture. Firefighters have important jobs. They put out fires. They rescue people who are inside burning buildings. Firefighters wear special clothes that keep them safe. They wear heavy boots on their feet. They wear heavy jackets made from materials that do not burn. Firefighters wear helmets. If something falls on a firefighter's head, the helmet keeps the firefighter safe. A firefighter wears a mask on their face and an air pack on their back. The mask lets the firefighter breathe fresh air. Firefighters wear heavy gloves on their hands. They can touch hot things with their gloves.

2 Listen to an interview. Josef is a year 2 student. He is interviewing a firefighter. The firefighter's name is Miss Dilov. Listen to the interview to learn about Miss Dilov's job. Look at the picture here and on page 32. Point to some of the things Miss Dilov talks about.

3 Complete the report. Josef writes a report about Miss Dilov and her job. Fill in the missing words.

Miss Dilov is _____ a firefighter. She _____ at the fire station. When there's a fire, she _____ on the fire engine. She uses _____ to fight the fire. She also visits _____ and _____ to children about fire safety.

4 Interview your teacher. A teacher has an important job. Imagine you are a reporter. Interview your teacher. Use these questions.

- What is your job?
- Where do you work?
- What do you teach?

5 Write a report. Write a report about your teacher's job. Look at Josef's report for ideas.

Winning tip: If your teacher is a man, use the word **he**. If your teacher is a woman, use the word **she**.

Poems and chants help to reinforce topic vocabulary.

In this lesson you'll find the key words.

There are opportunities to think critically about the information in the text.



Lesson 4: The Use of English

lesson develops grammar and language.

Language detective boxes present the main grammar point of each unit through an active learning approach. Digital Classroom includes grammar presentations.

Lesson 5: In Stage 2, the Words and Sounds

lesson includes a TPR song to develop phonics awareness at word level.

Practice phonics with a sticker activity.

Lesson 6: The Read and Respond

lesson includes literature. This might be a fictional story, a poem or a play.

The audio can be played the first time you meet the story, before learners read the text.

The literature is used as a platform for work on values.

There is also an opportunity for creative writing.

The Project Challenge

lesson includes a choice of projects.

Projects encourage 21st century skills such as communication, collaboration, and creativity.

Self and peer-evaluation checklists for projects are available in the Teacher's Resource.



Starter unit

> 1 Welcome!



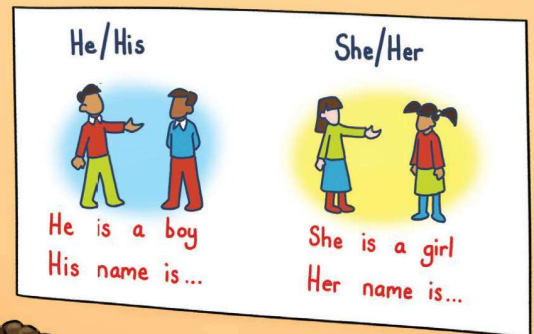
We are going to...

- spell our names and introduce a friend.

Getting started

What can you say when you meet a new friend?

Share your ideas.



1 Spell your name.

Listen to the boy spell his name.

Write his name on a piece of paper.

Then, ask your partner, *How do you spell your name?*

Write your partner's name.

2 What does Rani like?

Listen to Amara introduce her partner, Rani.

Does Amara say **She** or **He**? Why?



Language tip

Look at the chart on the wall in the big picture.

3 Talk with your class about things you like.

Make a list.

Then draw a picture and write a sentence below: *I like ...*

Things we like



ice cream



football



flowers

4 Introduce your partner.

Listen to Amara introduce Rani again. Then introduce your partner.

First, write the sentences.

Then tell the class your partner's name and what he or she likes.

5 Learn a hello and goodbye chant.

Bread and butter, honey and jam
Say **hello** as **quickly** as you can.

Bread and butter, honey and jam
Say **goodbye** as **softly** as you can.



> 2 The calendar

We are going to...

- talk about the dates and months of the year.

1 Count the days.

Look at the calendar for the month of September.

There are 30 days in September.

Point to the numbers as you count.



2 Find the date.

Listen, repeat and point to these dates on the calendar.

1st September

2nd September

3rd September

5th September

9th September

16th September

23rd September

30th September

3 Twelve months in a year.

Listen and point to the names of the months as you sing.



4 Look at the birthday chart.

Answer these questions. Then think of your own questions.

- a How many children have birthdays in April? When is Kira's birthday?
- b Look at October. When is Sami's birthday?
- c Which month has the most birthdays?



5 When is your birthday?

Make a birthday chart with your class.
Ask and answer questions.

6 Listen and match.

What can you say when you don't understand a word in English?
Listen and repeat. Point to the correct picture in Activity 7.




What does
dictionary mean?

What's a
mobile phone?

7 How do you say it in English?


Think of a word that you would like to say in English.

Look it up! Practise saying it!

Use a computer  , a mobile phone  or a dictionary  .

Write the word and draw a picture.

Teach your new word to your class.

How do you say

in English?

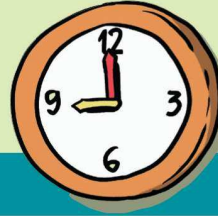
Volcano.



1

A day at school

> 1.1 Words around us



We are going to...

- talk about classroom objects and days of the week.



Getting started

Where can you see words?

Look around your classroom.



- 1 Listen and point.
What are the children reading?
- 2 Sing a calendar song.
What day is it today?

Monday Tuesday Wednesday Thursday
Friday Saturday Sunday



3 Listen, point and say.

Then listen and answer the questions.



book

map

calendar

clock

tablet

4 Colours and numbers

Look around your classroom.

Ask questions about colours and numbers.

What colour is
Tom's jacket?

How many chairs
are there?

5 Read and listen to the poem.

When I open up a book

When I open up a book
Each page whispers, 'Look! Look! Look!'
Sports and monkeys, trains and kings,
Stories of amazing things.
When I open up a book
Each page whispers, 'Look! Look! Look!'



6 Write a new version of the poem.

What do you like to read about?
Write new words instead of the **red** words.
Draw a picture to go with your poem.



> 1.2 Our busy classroom

We are going to...

- talk about time, days of the week and school activities.

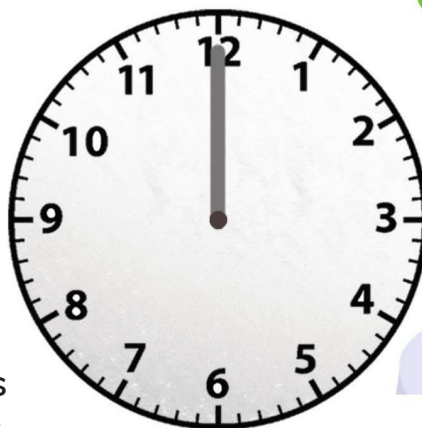
1 What time is it?

Use a paper clip on the clock to show a time. Ask your partner: "What time is it?"

2 Sticker activity

In Marco's class, the children do different activities on different days of the week.

Listen to Marco and put stickers on the chart.



It's three o'clock.



Monday	Tuesday	Wednesday	Thursday	Friday

What does Marco do on **Tuesday**?



He sings.



Language detective

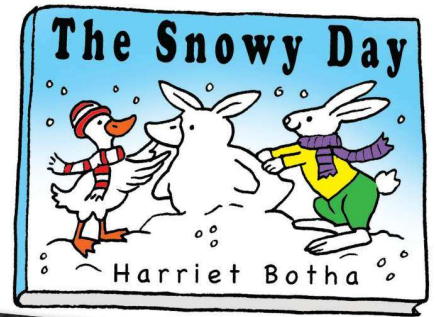
Say and write the missing word.

The children **sing**.
Marco **sings**.

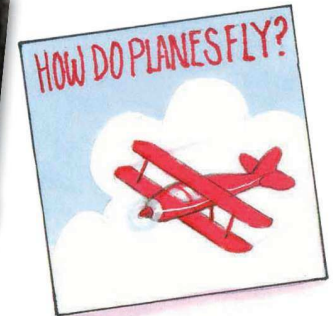
The children **read**.
Marco _____.

3 Real or make-believe?

There are a lot of books in Marco's classroom. Some of the books tell stories. Stories are not real; they are make-believe. The people or animals in a story are called **characters**. Look at the book, *The Snowy Day*. Who are the characters?

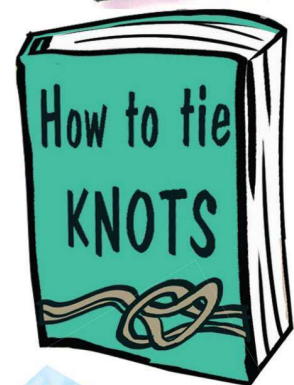
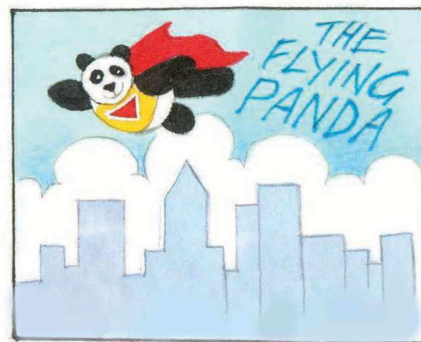


Some books give real information. Look at the book, *Animals in the Winter*. Do you think it tells a story or gives real information? Why do you think so?



4 Choose some books.

Different children like different kinds of books. Choose books for Rasha and Miguel. Then choose a book for yourself!



My name is Rasha. I like reading books with my dad. We like learning new things.



My name is Miguel. I like funny stories about animals. I don't like scary stories!



5 Draw and write: A book for me!

Draw the cover of a book you would like to read. Does your book tell a story or give real information? Write the name of the book on the cover.



> 1.3 Inside a book

We are going to...

- talk about parts of a book.

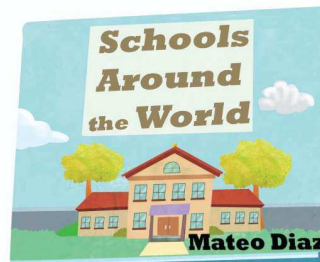
Key words

title: name of a book or story

author: the writer

1 Look at the cover of a book.

What is the **title** of the book?
Who is the **author** of the book?
Find another book in your classroom.
Answer the questions again.



2 Look inside a book.

A contents page is at the beginning of a book. It tells you what is in the book. There are four chapters in this book.

Here are four pictures from the book *Schools Around the World*. In which chapter can you find each picture?
Which page will you look at?

Contents

	page
1 School uniforms	2
2 First day of school	6
3 Art class	10
4 Lunchtime	14



- a** These children in China are painting in art class. Li Na stands up to show her picture.



- b** These boys eat lunch in their classroom in Oman.



c Sizani and Nandi live in South Africa. All the children in their class wear green school jackets.



d Ivan lives in Russia. On the first day of school, Ivan and his friends bring flowers for their teacher.

3 Compare and contrast.

Think about how your own school is similar to and different from the schools described in *Schools Around the World*. Talk with a partner or your class.

a Do you have art class in your school? What do you use to make art?



Crayons?



Markers?



Paint?



Clay?

b Do you eat lunch at your school? Where do you eat lunch?

At home

In our classroom

In our school cafeteria

Outdoors at school

c Do you wear uniforms in your school? Describe what you are wearing now.

d What do you do on the first day of school?

How do you say the name of your country in English?

