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# CAMBRIDGE Global English

## Learner's Book 3

Elly Schottman & Kathryn Harper  
with Caroline Linse



Second edition

Digital access



Cambridge Assessment  
International Education

Endorsed for full syllabus coverage





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# **Global English**

for Cambridge Primary English as a Second Language

## **Learner's Book 3**

Elly Schottman, Kathryn Harper & Caroline Linse

Series Editor: Kathryn Harper

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# Contents

Page	Unit	Vocabulary	Reading/Listening	Speaking/Pronunciation
11–26	<b>1 Working together</b>	Action verbs Ways of moving: <i>up/down, left/right, slowly/quickly</i> Sports words Expressions of encouragement <i>What does ... mean?</i> <i>Easy/difficult</i>	Listen for information and instructions Read and follow directions Read and listen to an information text: <i>The Dragon Dance</i> Read and listen to a poem: <i>Rope rhyme</i> Read and listen to a play: <i>Whose team are you on?</i> How to figure out an unknown word	Sing a song: <i>Working together</i> Give opinions: <i>easy or difficult?</i> Give directions Describe what people are doing Make suggestions, give encouragement Recite a poem Play an action verb guessing game Partner spelling dictation Discuss and act out a play
27–42	<b>2 Families</b>	Extended family Family celebrations (birthdays, weddings) Polite introductions Titles: <i>Mr, Mrs, Miss, Ms</i> Clothes Emotions <i>First, next, then, finally</i> Months of the year Dates Weather	Read and follow instructions Read and listen for information Read direction texts: making linked paper hearts, making pop-up cards Read and listen to information texts: birthday and wedding customs around the world Read and listen to narrative texts: children's memories of family events Scan texts	Sing a song: <i>Families all over the world</i> Talk about families and family events Ask and answer questions about past events Ask and answer questions about dates Describe and compare birthday celebrations Practise polite conversations Perform a role play Discuss personal examples of trying hard and not giving up
43–58	<b>3 The desert</b>	Desert animals and plants Weather and temperature Geographic regions, continents <i>At night, during the day</i> Opposites Parts of the body (animals) Descriptive adjectives	Listen for gist and specific information Read and listen to information texts: <i>The living desert; The camel's hump</i> Read and listen to fact cards about desert reptiles Read and listen to traditional tales: <i>Sand and stone; Rattlesnake, Mouse and Clever Coyote</i> Make predictions	Sing a song: <i>The song of the shifting sand</i> Share background knowledge about deserts State and support opinions Ask and answer questions Talk about and compare desert reptiles Interpret and discuss a diagram Discuss friendship Dramatise a story using Readers' Theatre
59–60	<b>Check your progress 1</b>			
61–76	<b>4 Look again!</b>	Shapes and colours Parts of the body: <i>finger, eye, brain</i> Words to describe people, animals and environments Prefixes <i>un-</i> and <i>im-</i>	Listen and read: follow instructions Pronunciation: British versus American English Read and listen to an instructional text: <i>Make an optical illusion toy</i> Read and listen to an information text: <i>Animal camouflage</i> Read and listen to a poem: <i>Grayish, Greenish</i> Listen to and follow aural instructions Use pictures to work out word definitions	Sing a song: <i>Clouds</i> Talk about optical illusions and imaginary things Ask and answer questions Act out and guess opposite words Describe self Talk about animal camouflage Discuss results of experiments Pronunciation: words with letters <i>ar</i> US versus UK spelling

	Writing/Projects	Use of English	Cross-curricular links	21st-century skills
	<p><b>Guided writing:</b> Fill in a chart Write about things we like and don't like</p> <p>Write dictated words Write questions using <i>who, what, when, how</i> Write an apology letter Make a 'Follow the instructions' game Make a 'Find the animal' game</p>	<p>Use imperatives Review of present continuous Use <i>must</i> to express obligation Use cardinal numbers (up to 100) Use <i>like + gerund</i> Use question words: <i>where, what, how, who</i> Use connectives: <i>and, or</i></p>	<p><b>P.E.:</b> Learn a dance <b>Maths:</b> Simple bar chart; counting in 5s and 10s <b>Science:</b> Birds and mammals</p>	<p><b>Critical thinking:</b> Ask for clarification Classify Compare and contrast Reflection / Self-assessment</p> <p><b>Values:</b> Work as a team Encourage others Be a good sport Discuss rules for fair play</p>
	<p><b>Guided writing:</b> Write about favourite months</p> <p>Describe people, describe what they are wearing Write sentences with connectives <i>and, because</i> Write about a memory Make a 'memories' scrapbook or slideshow Make a pop-up birthday card</p>	<p>Use question words and structures to ask about the past (<i>Was...? Were...? Did...?</i>) Use 'from' to indicate origin Use past simple statements with <i>was/were</i> Use adverbs of sequence: <i>first, next, then, finally</i> Use <i>by</i> to indicate agent Use direct object pronouns: <i>him, her</i> Use <i>could/couldn't</i> as past tense of <i>can</i></p>	<p><b>Maths:</b> Ordinal numbers <b>Maths/Art:</b> Make linked Mobius strip paper hearts <b>Geography social studies:</b> Countries and celebrations around the world</p>	<p><b>Critical thinking:</b> Compare and contrast Sequencing Reflection/Self-assessment</p> <p><b>Values:</b> Perseverance and resilience Positive language, not giving up Learn about addressing adults politely</p>
	<p><b>Guided writing:</b> Write a report about a desert animal</p> <p>Write temperatures Write present and past tense verbs Write questions about a story Turn notes into full sentences Write about a favourite story character Do research and make a desert mural Do research and make a weather chart</p>	<p>Use past simple: regular and irregular verbs Use question words and structures to ask about the past (<i>Why did...?/ How did...?/What did...?/Where did...?</i>) Use comparative and superlative adjectives Use quantifiers (<i>all, many, some</i>) Use present simple Use subject pronouns <i>it</i> and <i>they</i> Use 'Why?' 'Because ...'</p>	<p><b>Geography:</b> Identify deserts and continents on a world map; Understand desert weather <b>Maths/Science:</b> Understand temperature <b>Science:</b> Learn how living things adapt to their habitat</p>	<p><b>Critical thinking:</b> State and support opinions Compare and contrast Make predictions Understand cause and effect Research information Reflection/Self-assessment</p> <p><b>Values:</b> Discuss the qualities of a good friend Discuss what is fair</p>
	<p><b>Guided writing:</b> Write and draw experiment results</p> <p>Write a picture description Use commas in a sentence with a list Write dictated direction Record results on a graph Make a camouflage frog or butterfly Write an animal camouflage poem</p>	<p>Use adverbs of frequency: <i>always, usually, often, sometimes, never</i> Use direct object pronouns: <i>him, her, it, them, me</i> Use <i>with</i> and <i>without</i> Use adverb 'too' to add information Use comparatives <i>-er</i></p>	<p><b>Maths:</b> Shapes, measure length <b>Art/technology:</b> Make an optical illusion toy <b>Art:</b> Discuss art with hidden pictures and optical illusions <b>Science:</b> Learn how our eyes and brain work together, our sense of taste and smell <b>Science:</b> Animal camouflage; Food chains</p>	<p><b>Critical thinking:</b> Compare and contrast Conduct experiments and discuss results Research Reflection/Self-assessment</p> <p><b>Values:</b> Learn about being patient, polite and mature</p>



Page	Unit	Vocabulary	Reading/Listening	Speaking/Pronunciation
77–92	<b>5 Inventions</b>	Word families: <i>inventor, invent, invention</i> Jobs Phrases of expressing opinion: <i>I think I don't think, I agree, I disagree</i> Descriptive words Famous people	Listen and identify opinions Listen for specific information Identify rhyming words Read and listen to information texts: <i>History of inventors Young inventors changing the world; What's the problem with plastic?</i> Read and listen to a poem: <i>The Engineer</i> Read and listen to a story poem: <i>Jenny, Lenny and the Jumperoo</i> Use context clues to guess meaning of unfamiliar words	Sing a song: <i>Imagination</i> State and support opinions Talk about inventors, their hopes and achievements Discuss environmental problems caused by plastics and inventions that offer solutions Describe fanciful inventions and what they do Ask and answer questions Recite part of a poem
93–108	<b>6 Dinosaurs</b>	Language to describe and compare dinosaurs Large numbers ... years ago Personality traits Jobs: scientists	Listen and/or read for information Listen and follow directions Read and listen to information texts: <i>When dinosaurs walked the Earth; Dinosaur discoveries</i> Read and listen to a poem: <i>Unfortunately</i> Read and listen to a narrative text: <i>Baby dinosaurs</i> Activate prior knowledge Use context clues to guess word meaning	Sing a song: <i>Fossils</i> Read and say large numbers Talk about prior knowledge of dinosaurs Ask and answer questions Retell information from audio presentation, using own notes Brainstorm ideas Explain supporting evidence for dinosaur facts
109–110	<b>Check your progress 2</b>			
111–126	<b>7 Puzzles and codes</b>	Descriptive adjectives, including colour, pattern and size <i>With/without</i> Animals Prepositions of location Plates, cups and cutlery Toys and sports items Action verbs	Listen and follow instructions Read and solve puzzles and logic problems Read and listen to a poem: <i>Have you ever done that?</i> Read and listen to an information text: <i>Secret codes</i> Read and listen to a traditional tale: <i>A fair solution</i> Make personal connections	Sing a song: <i>This is the song that never ends</i> Describe and compare colour, pattern, size Interview a partner about experiences Role play a conversation Discuss and act out a story Use context clues to guess the meaning of unfamiliar words
127–142	<b>8 My amazing body</b>	Parts of the body Healthy habits: exercise, nutrition, hygiene Fruits and vegetables Numbers, time, calendar <i>What's the matter?</i> Minor injuries and aches; first aid	Follow aural and written instructions Listen for specific information Read and listen to an information text: <i>Bones and muscles</i> Read and listen to a browsable nonfiction: <i>Taste and smell</i> Approaches to reading browsable text	Sing a song: <i>Bones and muscles</i> Role play shopping Role play reporting and responding to injuries and aches Choose and discuss food Discuss sleeping habits and favourite activities Discuss plans and activities for coming week
143–158	<b>9 Robots</b>	Robots and what they do Describing size and weight x metres/ centimetres <i>Tall/long</i> Adjectives to describe character	Follow instructions Read and listen to an information text: <i>What can these robots do?</i> Read and listen to a poem: <i>My robot's misbehaving</i> Read and listen to a modern story excerpt tale: <i>Robots go wild</i> Listen to the speaker's opinion Listen to information about robots Figure out unknown words and expressions	Sing a song: <i>Rockin' robot</i> Ask and answer questions about robots Express preference and opinions, with reasons Make predictions Role play ordering food Describe what is happening in a picture Synonyms for big and small Words describing size dimensions: tall, long, short, wide, narrow
159–160	<b>Check your progress 3</b>			





Writing/Projects	Use of English	Cross-curricular links	21st-century skills
<p><b>Guided writing:</b> Make a poster about an inventor who helps the planet</p> <p>Listen and enter information on a chart (note-taking)            Draw and write an explanation of your own funny invention            Complete a form            Make a book about inventions that help the planet</p>	<p>Use common verbs followed by infinitive: <i>I hope to invent/find ...</i>, etc. <i>I avoid using ...</i></p> <p>Use infinitive of purpose (<i>I use this to do this: I use rain to water my plants</i>)</p> <p>Use 'by' and 'with' to indicate 'agent' and 'instrument'</p> <p>Use connectives (e.g. because) to give reasons</p> <p>Use question words and structures to ask questions</p> <p>Use quantifiers (some, many, a lot of)</p>	<p><b>History:</b> Learn about some important inventors and inventions</p> <p><b>Science:</b> Learn about scientific inventions, and how they help the environment</p> <p><b>Art/technology:</b> Design a new invention</p> <p><b>Maths:</b> Calculate how long ago things happened</p>	<p><b>Critical thinking:</b> Understand that new things are invented to solve a problem</p> <p>Research            Use a dictionary            Compare and contrast            Identify problems and solutions            Creative thinking            Reflection/Self-assessment</p> <p><b>Values:</b> Keep trying!            Don't give up! Learning from our failures</p>
<p><b>Guided writing:</b> Write a story about an imaginary dinosaur</p> <p>Fill in a dinosaur KWL chart            Write dictated large numbers            Describe what dinosaurs could do            Write notes based on aural presentation            Write ideas in a mind map            Use exclamation points            Make a dinosaur mural            Write a report on a dinosaur</p>	<p>Use could as a past form of can</p> <p>Use quantifiers (some, all, many, a lot of)</p> <p>Use descriptive adjectives</p> <p>Use comparatives and superlatives to describe things</p> <p>Use modal form of can</p> <p>Use like + infinitive</p>	<p><b>Science:</b> Learn about dinosaurs and fossils</p> <p><b>History:</b> Use a time line</p> <p><b>Maths:</b> Learn about and use large numbers</p>	<p><b>Critical thinking:</b> Predict            Compare and contrast            Find supporting evidence for statements            Draw inferences based on illustrations            Reflection/Self-assessment</p> <p><b>Values:</b> Discuss qualities of a good scientist and relate these to themselves: <i>curious, patient, hard-working, willing to change mind</i></p>
<p><b>Guided writing:</b> Write coded messages</p> <p>Write sentences using connective but            Write sentences about self            Write a sequence of three instructions            Write questions using question marks            Write a questionnaire            Record classmates' responses</p>	<p>Use present perfect (including irregular past participles) (<i>Have you ever ...?</i>)</p> <p>Use indirect object pronouns: <i>her, him, them, me</i></p> <p>Word order: <i>two big yellow stars</i></p> <p>Use adverbs of sequence: <i>first, next, then</i></p> <p>Use quantifier: <i>any</i></p>	<p><b>Maths:</b> Use coordinates to make a number code</p> <p><b>Geography:</b> Learn about geographic features: <i>country, mountains, island, etc.</i></p>	<p><b>Critical thinking:</b> Compare and contrast            Use logic to solve puzzles            Infer characters' feelings            Reflection/Self-assessment</p> <p><b>Values:</b> Learn about conflict resolution            Learn about finding a fair solution</p>
<p><b>Guided writing:</b> Write about your activity plans for next week</p> <p>Write facts about your heart and lungs            Write tips for taking care of your teeth            Write missing words in gap text            Write a quiz for classmates about our amazing body            Write a book with instructions for an exercise, race or dance</p>	<p>Use demonstrative pronouns: <i>this/that; these/those</i></p> <p>Use <i>will</i> to express future intention</p> <p>Use <i>Shall I ...?</i></p> <p>Use prepositions of time: <i>before, after</i></p> <p>Use prepositions of location: <i>inside, outside, on</i></p>	<p><b>Science:</b> Perform experiments: How exercise affects your heartbeat and breathing; Learn about taste and smell</p> <p><b>Anatomy:</b> Bones and muscles</p> <p><b>Healthy habits:</b> Exercise, nutrition, hygiene, sleep</p>	<p><b>Critical thinking:</b> Conduct experiments; discuss findings            Compare and contrast            Reflection/Self-assessment</p> <p><b>Values:</b> Appreciate differences in learning styles and interests</p>
<p><b>Guided writing:</b> Write instructions for robots</p> <p>Draw and write about your own robot            Write a menu</p>	<p>Use nouns including uncountable nouns as direct and indirect objects</p> <p>Use uncountable nouns</p> <p>Use <i>will</i> to ask about future intention</p> <p>Use <i>some ... other ... more than and less than</i> with numbers (quantifiers)</p> <p>Revision of comparative and superlative adjectives, including the <i>most / the least + noun</i></p> <p>Use sequencing words</p>	<p><b>Science:</b> Learn about advances in technology – robots</p> <p><b>Maths:</b> Compare robots' height and weight</p> <p><b>Art:</b> Draw and design new robots</p>	<p><b>Critical thinking:</b> Compare and contrast            Give opinions and support reasons            Consider implications of technology on the future</p> <p><b>Values:</b> Consider taking care of people and how robots can help</p>



# How to use this book



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

What you will learn in the unit or lesson.

## We are going to...

- read and talk about family memories.

Big questions to find out what you know already.

## Getting started

*What can we achieve when we work together?*

Talk about what you see in the picture.

**a** What are the children doing?

The key words feature includes vocabulary from other subjects, Academic English terms and instruction words.

## Key word

**predict** to think about what you know and then make a guess

Language detective boxes help you find out more about the main grammar in a unit.

## Language detective

To ask **yes/no** questions in the simple past tense, use:

**Was...? Were...? or Did...?**

Helps you remember other grammar.

## Language focus

**Why** did you invent it?

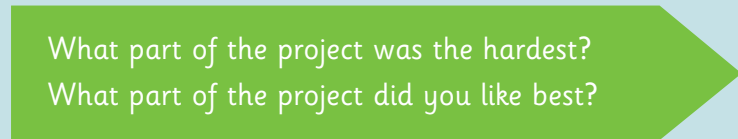
I invented it **because** people get scared watching films.



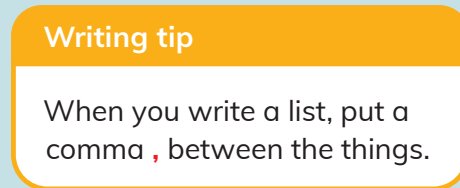
At the end of each unit, there is a choice of projects to work on together, using what you have learned. You might do some research or make something.



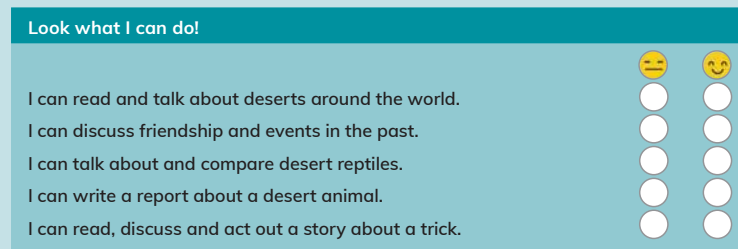
Questions to help you think about how you learn.



Tips you can use to help you with your learning.



This is what you have learned in the unit.



Games and activities that cover what you have learned in the previous 3 units. If you can answer these, you are ready to move on to the next unit.



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

Video is available with Digital Classroom 

# How to use this book: Teacher

## Lesson 1: The Think about it lesson introduces the topic through topic vocabulary activities.

### 3 The desert

**We are going to...**


- read and talk about deserts around the world
- discuss friendship and events in the past
- talk about and compare desert reptiles
- write a report about a desert animal
- read, discuss and act out a story about a trick
- make a desert mural or a weather chart.

**Getting started**

**What makes a desert special?**

Talk about what you see in the pictures, and what you know.

- What is the weather like in a desert?
- What animals live in a desert?
- Are there any deserts in your country? Where?



31 >

### 3.1 Deserts around the world

**We are going to...**

- read and talk about deserts around the world.

- 1 Talk about the four questions that are headings in the article.**  
With your classmates, answer the questions. Write down your ideas.
- 2 Listen and read the article.**  
Talk about the new facts you have learnt.  
Which do you think is the most interesting fact?

**The living desert**

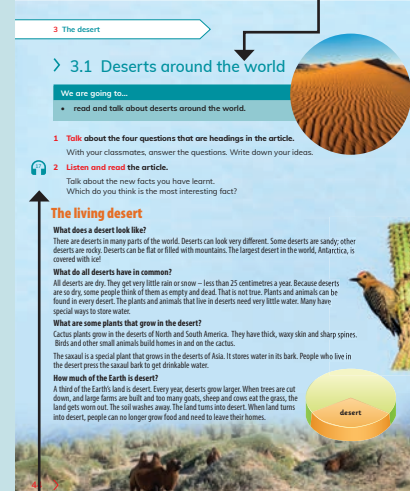
**What does a desert look like?**  
There are deserts in many parts of the world. Deserts can look very different. Some deserts are sandy, other deserts are rocky. Deserts can be flat or filled with mountains. The largest desert in the world, Antarctica, is covered with ice!

**What do all deserts have in common?**  
All deserts are dry. They get very little rain or snow - less than 25 centimetres a year. Because deserts are so dry, some people think of them as empty and dead. That is not true. Plants and animals can be found in every desert. The plants and animals that live in deserts need very little water. Many have special ways to use water.

**What are some plants that grow in the desert?**  
Cactus plants grow in the deserts of North and South America. They have thick, waxy skin and sharp spines. Birds and other small animals build homes in and on the cactus.

**How much of the Earth is desert?**  
The sahel is a special plant that grows in the deserts of Asia. It stores water in its bark. People who live in the desert grow the sahel bark to get drinkable water.

**What does a desert feel like?**  
A third of the Earth's land is desert. Every year, deserts grow larger. When trees are cut down, and large farms are built, and too many goats, sheep and cows eat the grass, the land gets worn out. The soil washes away. The land turns into desert. When land turns into desert, people can no longer grow food and need to leave their homes.



31 >

### 3.1 Think about it

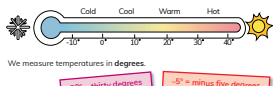
**3 Vocabulary: Geography.**  
Find these five deserts. They are numbered 1-5 on the map. Which continent is each desert on?

- Atacama Desert
- Sahara Desert
- Antarctic Desert
- Sonoran Desert
- Gobi Desert

**4 Listen to learn more about deserts.**  
Listen and point to the deserts on the map.  
Then choose a question. Listen for the answer and share the information with your class.  
Listen again. What other facts about the deserts can you remember?

- Which desert is the largest hot desert?
- Which desert is the largest cold desert?
- Which desert has the tallest cactus?
- Which desert is drier, the Atacama Desert or the Sonoran Desert?
- Which desert is colder in winter, the Gobi Desert or the Sahara Desert?

**5 Read the thermometer.**



We measure temperatures in degrees.

30° = thirty degrees    5° = minus five degrees

What's the weather like where you are today? Is it cold, cool, warm or hot?  
What do you think the temperature is?

**6 Listen and write the temperatures you hear.**  
Is the weather cold, cool, warm or hot?

45 >

Engage with the topic of the unit and generate discussion using the image, the video, the song and the big question.

**Lesson 2:**  
The Cross-curricular lesson prepares learners to learn in English across the curriculum.

A non-fiction text exposes learners to cross-curricular language.

### 2 Families

#### 2.2 Birthday customs

**We are going to...**

- ask and answer questions about events in the past.

- 1 Read about a birthday party.**  
Maria lives in Mexico. She is nine years old. She wrote about her birthday party.

Hi I'm Maria.  
Yesterday was my birthday. I had a wonderful party. All my friends were there. My grandparents were there too. There was a big birthday cake with nine candles. After we all ate the birthday cake, we went out to the garden. There was a piñata in the garden. My friends and I took turns. We tried to hit and break the piñata. We didn't have any luck. The piñata did not break!  
Then my grandpa took a turn. He hit the piñata very hard. The piñata broke. There were lots of sweets inside the piñata. All the sweets fell on the ground. We ran and picked up the sweets.

**2 Write: Answer each question with a full sentence. Put the words in the right order to form the answer.**

Who was Maria's birthday?

Yesterday... | He... | was

Who was at the birthday party?

ask... | were... | the party

How many candles were there on the birthday cake?

candles... | were... | nine... | there

Where was the piñata?

the garden... | was... | in

What was inside the piñata?

inside... | sweets... | there were... | the piñata

**Key words**

Who...? | Where...? | When...? | How many...? | Did I...?

30 >

### 2.2 Global awareness

- 3 Listen: Look at the pictures about a special birthday tradition in South Korea. Match the objects with their meaning.**

calabash    rice cake    string    book

You will have a long life.    You will always have lots of food.  
You will be very clever.    You will be rich.

- 4 Listen to Jongmin's grandmother.**  
Jongmin's grandmother tells the story of Jongmin's first birthday.
- 5 Read and talk.**  
Jongmin is asking his grandmother questions about his first birthday party. Work with a partner. Match Jongmin's questions with his grandmother's answers.

Was my grandfather at my party?    No, there wasn't any ice cream.  
Were my cousins at my party?    Yes, he was.  
Was there any ice cream at my party?    No, you were very cross!  
Was I happy?    Yes, they were.  
Did I cry?    No, you didn't.

- 6 Talk with your partner.**  
Ask yes/no and information questions about their last birthday. Use the questions below. Then ask two or three new questions.

Did you have a party?    Was there a cake?    Were you happy?    How old were you?    What was your favourite present?

**Language detective**

To ask yes/no questions in the simple past tense, use Was...? Were...? or Did...?

Jongmin's grandmother

31 >

The opening lesson includes Listening.

In this lesson you'll find Language detective and Key words boxes. Grammar is presented through an active learning approach.

**Lesson 3:**  
The Talk about it lesson develops learners' speaking skills.

### 3 The desert

#### 3.3 Desert reptiles

**We are going to...**

- talk about and compare desert reptiles.

- 1 Read, listen and compare.**  
Read the fact cards. Then listen to learn more information about these six desert reptiles. Answer the questions with a partner.

  - Which animals are smaller than the thorny devil?
  - Which is bigger, the sidewinding adder or the Indian sand boa?
  - Which is more dangerous, the Indian sand boa or the Gila monster?

**2 Listen and talk: What's your opinion?**  
Listen to some children share their opinions. Then look at the reptiles on the fact cards and discuss your opinion on **Which reptile is the strangest?** Use the words in the Speaking tip box.

- Which reptile is the cutest? The scariest?
- Which reptile is the thinnest? The most interesting?

Ask your partner one more question about desert reptiles. You can ask about these qualities:

funny    colourful    heavy    clever

**Speaking tip**

I think the ... is the (strangest) 'So do I!' 'I don't agree!' 'Why do you think that?' 'Because ...'

**Language detective**

When we compare things, we can use the endings **-er** and **-est**.

small    smaller    the smallest  
dangerous    more dangerous    the most dangerous

**3.3 Talk about it**

**Name: Spotted-tailed lizard**  
Home: Africa  
Size: 5 cm  
Venomous? no  
**Special features:**

- eats insects; runs very fast
- when it steps, it dances to keep its feet from burning on the sand
- dives into sand to find safety and cools its 40° on below
- special organ in its body for storing water

**Name: Sidewinding adder**  
Home: Africa  
Size: 25 cm  
Venomous? yes  
**Special features:**

- moves sideways, rather than forward, keeps most of its body off the hot sand
- hides under the sand with just eyes peaking out, waiting for prey
- eats lizards and geckos, especially spotted-tailed lizards
- has poison in its teeth

**Name: Gila monster**  
Home: North America  
Size: 60 cm  
Venomous? yes  
**Special features:**

- eats eggs, mice, rabbits, little lizards
- can live without food for three months using the fat stored in its tail
- has poison in its teeth, when threatened it bites and chews

**Name: Indian sand boa**  
Home: South Asia  
Size: up to 100 cm  
Venomous? no  
**Special features:**

- hides under sand to catch mice, lizards, smaller snakes
- called a "two-headed snake" because its tail looks like its head
- when threatened, it makes its head and waves its tail in the air

**Name: Thorny devil**  
Home: Australia  
Size: 10 cm  
Venomous? no  
**Special features:**

- covered with sharp spikes
- changes colour; can puff itself up
- eats ants
- walks slowly, steps often and rocks back and forth

**Name: Frog-eyed gecko**  
Home: Central Asia  
Size: 18 cm  
Venomous? no  
**Special features:**

- covered with fish-like scales
- reptiles its scales to scare off predators
- looks its eyes to keep them moist and clean

48 >

Listening models and speaking tips help provide scaffolding for speaking.

Pronunciation is supported through paired activities.

**Lesson 4:**  
The **Write about it** section supports learners to write effective texts.

Step by step tasks support learners in their planning, writing and editing.

Self-evaluation checklists can be found in the Teacher's Resource.

**3 The desert**

### 3.4 Desert adaptations

**We are going to...**  
• write a report about a desert animal.

**1 Read about camels.**  
How are camels able to survive in the hot, dry desert?  
Talk about what you know, then read the report to learn more.

**The camel's hump**  
Camels live in the deserts of Africa, Asia and Australia. They carry people and things across the desert. Before travelling across the desert, a camel eats a lot of food and drinks a lot of water. The food is stored as fat in the hump on the camel's back.

**As the camel crosses the desert, it uses the fat in its hump as food and water. A camel can live for a week or more without drinking water! At the beginning of the trip, the camel's hump is big and fat. At the end of the trip, its hump is much smaller.**

**Language focus**  
This report is written in the present simple.  
A camel **eats** grass and plants.  
It **doesn't eat** meat.  
Camels **live** in the desert.  
They **don't need** much water.

**2 Study the diagram.**  
Talk with a partner. How do you think each part of the camel's body helps it adapt to living in the dry, hot, windy desert? Find the matching explanation below.

1 long eyelashes  
2 dip with thick skin  
3 long neck  
4 long legs  
5 wide round feet  
6 a hump

**3 Write a report about a desert animal using a fact card.**

**Step 1: Gather information**  
Read the fact cards about the jerboa and the fennec fox.

<p><b>Jerboa</b> Sahara and Gobi Deserts (Africa and Asia)</p> <p><b>Sleeping</b> Where? During the day Where? Underground tunnels, close to soil with mud to keep out hot air</p> <p><b>Eating</b> Where? At night What? Leaves, roots and insects No water, enough moisture in food</p> <ul style="list-style-type: none"> <li>hops like a kangaroo on its long back legs</li> <li>long legs keep body away from hot sand</li> </ul>	<p><b>Fennec fox</b> Sahara Desert (Africa)</p> <p><b>Sleeping</b> Where? During the day Where? Underground</p> <p><b>Eating</b> Where? At night What? Jerboas, lizards and insects. No water, enough moisture in food</p> <ul style="list-style-type: none"> <li>large ears - help fox hear and catch animals at night</li> <li>thick fur under feet - protect it from hot sand</li> </ul>
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**Step 2: Write**  
Write a report of the fennec fox in the present simple. Use information from the fact card. The sample report about the jerboa will help you. (Remember to use the word **it**!)

**Step 3: Read and revise**  
Read your report aloud. Are you missing any words? If so, add them now!

**Step 4: Check and correct**  
Present simple: Did you add **-s** to the verb in sentences about one animal?

**The jerboa**  
The jerboa lives in Africa and Asia, in the Sahara and Gobi Deserts. The jerboa sleeps during the day. It sleeps underground in a tunnel. It closes the tunnel with mud to keep out the hot air. The jerboa eats at night. It eats leaves, roots and insects. It doesn't drink water because there is enough moisture in the food. The jerboa has long back legs. They keep the jerboa's body away from the hot sand. The jerboa hops like a kangaroo on its long back legs.

**Remember to add -s at the end of the verb when you are writing about just one animal.**

**The word it stands for the words 'the jerboa'.**

Clear assessment criteria are provided.

Model texts with callouts support the writing process.

**Lesson 5: 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.

**3 The desert**

### 3.5 Rattlesnake, Mouse and Clever Coyote

**We are going to...**  
• read, discuss and act out a story about a trick.

**1 Talk about it: Making predictions.**  
Clever Coyote is a character in many tales from Mexico. Sometimes Coyote helps other animals and sometimes he tricks them. Who do you think Coyote will trick in this story?

**Reading tip**  
This fable is from the Sonoran Desert, in Mexico.

**2 Read and listen.**

**Rattlesnake, Mouse and Clever Coyote**

It was evening in the desert. Mouse ran here and there looking for seeds to eat. As Mouse ran past a rock, he heard a voice. 'Help, help!' said the voice. 'I am trapped under this rock!'

'Yes, it's me,' said Rattlesnake. 'Please push the rock and let me out.'

'If I let you out, you will eat me,' said Mouse.

'No, I won't eat you. I promise,' said Rattlesnake. 'Please let me out.'

'OK,' said Mouse. Mouse pushed and pushed until the big rock rolled over. Out came Rattlesnake!

**Stop, think, predict!**  
Who said, 'Help, help! I'm trapped under this rock?'  
What did Rattlesnake promise Mouse?  
Did Mouse help Rattlesnake?  
What do you think will happen next?

**3.5 Read and respond**

'Thank you, Mouse,' said Rattlesnake. 'I was under that rock for a long time, and I am very hungry! A little mouse is just what I need for dinner.'

'Wait!' said Mouse. 'You can't eat me. I've just saved your life!'

'You are a kind and fair animal, Mouse,' smiled Rattlesnake. 'But I am not. I am a hungry rattlesnake and I am going to eat you.'

Just then, Coyote trotted by. Mouse called out, 'Coyote, please talk to Rattlesnake. Rattlesnake was trapped under this big rock. I rolled the rock over and saved her life. Now she is going to eat me. That's so unfair!'

Coyote stopped to listen. 'What did you say, Mouse? Where you trapped under this big rock?'

'No,' Mouse said. 'Rattlesnake was trapped under that rock!'

'I'm sorry, I don't understand,' said Coyote. 'Did Rattlesnake push this big rock over?'

'No,' shouted Mouse. 'I pushed that rock over.'

'Oh, I'm so confused,' said Coyote. 'Explain it again, please. Did Rattlesnake save your life?'

'This is ridiculous!' said Rattlesnake. 'How can you not understand, Coyote? I'll show you what happened!'

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

There will be opportunities to think critically about the text.

**Lesson 6:**  
The **Project challenge** lesson includes choice of projects.

**3 The desert**

### 3.6 Project challenge

**Project A: Make a desert mural**

- Work with a group. Choose a desert. What continent is your desert on?
- Do some research, in books or online. Learn some facts about your desert.
  - Is your desert sandy or rocky?
  - Is the land flat? Are there sand dunes? Are there mountains or tall rocks?
  - What plants and animals live in your desert?
- Talk with your group. You will each choose a different plant or animal to draw and write about.
- Do research to learn more about your special plant or animal. Write at least five amazing facts about it.
- Draw a desert background - the land and sky - on a big piece of paper.
- Draw a picture of your plant or animal. Be sure to show the interesting details. Cut out your picture and paste it on the desert background. Write the name next to your plant or animal.
- As a group, share your desert mural with the class. Read the amazing facts about your plant or animal aloud.

**Project B: Make a weather chart**

- Make two weather charts. One chart is for the place where you live. For the other chart, choose a place far away. Write the name of the place at the top of each chart.
- You will record the weather for five days. Each day draw a picture that shows the weather. Write the temperature, then write if it is hot, warm, cool or cold.
- Each day, look at a weather website to find out the weather. (For your home weather, you can also look out of the window and read a thermometer!)
- Compare the weather on your two charts.
  - Which place is warmer?
  - Which place is rainier?
  - What was the highest and lowest temperature in each place?
- Display the chart that shows the weather in a place far away with the weather charts that other children have made. Answer these questions together:
  - Which place has the warmest weather? What is the highest temperature recorded?
  - Which place has the coldest weather? What is the lowest temperature recorded?
  - Which place has the rainiest weather?

What is something new that you have learnt from doing this project?  
What is something new that you have learnt from another group's project?

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

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





# 1

# Working together

## We are going to...

- ask and answer questions
- give and follow directions
- talk about what people are doing
- write about things we like and don't like
- read and act out a play
- make a 'follow the instructions' or 'find the animal' game.

## Getting started

*What can we achieve when we work together?*

Talk about what you see in the picture.

- a What are the children doing?
- b How did the children learn to do that?
- c What things do you and your friends practise to do well?



Sing along! Working together



Watch this!



## > 1.1 Celebrating together

We are going to...

- ask and answer questions.



### 1 Talk about the picture.

These children are learning the Dragon Dance for Chinese New Year.

What is each person doing?



### 2 Listen: Choose a question. Listen for the answer, then share it with your class.

- How do the children make the dragon move?
- What is Steve doing?
- Is learning the Dragon Dance easy or hard?





### 3 Vocabulary: Adverbs

Stand up. Pretend that you are holding up the dragon on a pole.  
Act out the words in the box.

up down left right slowly quickly



### 4 Read and listen to the text.

Write a question to ask your class. Use questions words like **Who...? What...? When...? How...?**

## The Dragon Dance

The Dragon Dance is part of the lunar New Year celebration. Some New Year dragons are very long. A long dragon brings good luck! Dancers hold up the dragon with poles. They make the dragon move up and down, left and right. When the drums beat slowly, the dancers move slowly. When the drums beat quickly, the dancers move quickly. The dragon twists and turns through the air!



### 5 Read and follow directions.

Learn a new dance. Stand in a line, one behind the other. Move together!

- 1 Tap your left foot. Put your feet together.
- 2 Tap your right foot. Put your feet together.
- 3 Put your hands above your head. Jump forwards twice.
- 4 Do it again!

Say these words as you do the dance:

Left foot. Right foot. Jump. Jump.

### 6 Talk: What do you think? Are these things easy or hard?

Share your ideas with a partner or the class.

- learning a dance
- playing football
- speaking English
- writing a poem



## > 1.2 Let's play together

We are going to...

- give and follow directions.



### 1 Read the directions. Then play the games.

#### Stand up. Sit down.

This is a game for four children (two pairs of partners).

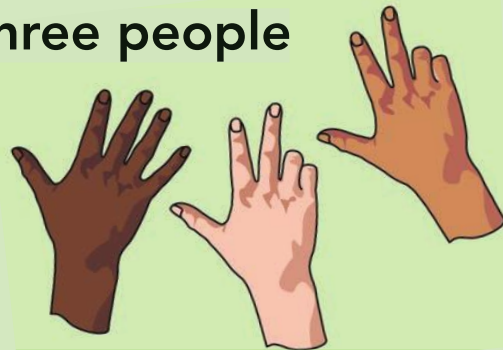
The first pair will read the directions aloud. The second pair will follow the directions. Then switch roles.

- 1 Sit on the floor, back to back with your partner.
- 2 Link your elbows together. Stand up!
- 3 Sit down again.



#### Eleven fingers: a game for three people

- 1 Stand in a circle. Together say, '1, 2, 3... Go!'
- 2 When you say, 'Go', hold out some fingers on one hand: 1, 2, 3, 4 or 5 fingers.
- 3 Add up all the fingers in the circle.
- 4 To win the game, you must have 11 fingers.



#### Language detective

Directions start with a verb that tells you what to do.

**Stand** up.

**Play** the game.

**Count** to 3.

Can you give a direction that starts with a different verb?

**2 Read the directions and play the game. Remember, you must not step on the floor!**

### Step on the paper

You and your partner will need three pieces of paper – red, yellow and blue.

Give each other directions as you play this game.

- 1 You **must** cross from one side of the room to the other.
- 2 You must only step on the paper.
- 3 You must not step on the floor!



**Key word**

**must** you must wait



**3 Write: Finish the sentences.**

You **must** \_\_\_\_\_ from one side of the room to the other.

You \_\_\_\_\_ only step on the paper.

You \_\_\_\_\_ **not** step on the floor!

**4 Values: Good things to say**

Some games are difficult. It can take many tries before you win.

Play 'Eleven fingers' again. Say some of these things to each other as you play.



**5 Draw a class bar graph.**

- a Were the games easy or difficult? Which game was your favourite?
- b Look at the bar graph. Which game do most children in that class like best?
- c Make a bar graph with your class. Which game does your class like best?

Our favourite games								
Stand up. Sit down.								
Eleven fingers								
Step on the paper								

## > 1.3 Team fun

We are going to...

- talk about what people are doing.



### 1 Read and listen.

Read the sentences. Which team is doing each activity: red, yellow, green or blue? Then, listen to the conversation.

Carry the mats to the table.

Build and measure a tall bridge.

Climb to the top of the wall.

Pass a glass of water through the hoop.

### 2 Talk with a partner: What are they doing?

Read each question. Find the matching answer. Then ask your partner two more questions about the picture.

- 1 What are the children in green tops doing?
- 2 What is boy 17 doing?
- 3 What is girl 30 doing?

- a She is measuring the bridge.
- b They are carrying mats to the table.
- c He is climbing the wall.



What is/are... doing?

### 3 Think and talk.

- What are children climbing in the picture? What else can you climb?
- What are children carrying in the picture? What else can you carry?
- What are children measuring in the picture? What else can you measure?

#### Language detective



**sit**  
She is **sitting**.



**wave**  
He is **waving**.



**talk**  
They are **talking**.