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# CAMBRIDGE Global English

## Workbook 3

Paul Drury, Elly Schottman &  
Caroline Linse



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# CAMBRIDGE Global English

for Cambridge Primary English as a Second Language

## Workbook 3

Paul Drury & Elly Schottman

Series Editor: Kathryn Harper

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# How to use this book



This workbook provides questions for you to practise what you have learned in class. There is a unit to match each unit in your Learner's Book.

Tips to help you with your learning. →

### Writing tip

Look at these sentences:

'OK,' said Mouse. 'Fantastic!' she shouted.  
'Why?' she asked.

Use **speech marks** ' ' around the words a character says.

Look at the comma , , the ? and the ! – they all come before the second speech mark.

Information to help you find out more about grammar. →

### Language detective

We use **from** to show someone or something's origin – where it came from:

Mr Lee is **from** Sweden. The shell is **from** the seaside.  
The fork is **from** the kitchen. Mrs Smith is **from** the city.  
The panda bear is **from** China.

Use the Cambridge Learner Corpus to get your grammar right! →

### Get it right!

Remember, you need to change the verb if you are talking about the past.

I ~~eat~~ **ate** an ice cream yesterday.

Each Use of English session is divided into three parts:

**Focus:** these grammar questions help you to master the basics. →

### Focus

1 These speakers are giving instructions. Look back at the games on pages 14–15 of your Learner's Book. Which game are they talking about? Draw a line to match each instruction to the correct game.

'Touch the finish line.'

'Stand on the paper.'

'Do not step on the floor.'

Stand up. Sit down.



Step on the paper.



Eleven fingers



'Link your elbows the whole time.'

'Hold out your hands at the same time.'

'Stand up, then sit down.'



**Practice:** these grammar questions help you to become more accurate and confident. →

**Practice**

2 Complete the sentences. Use the words in the box.

It is    Dad is    They are    Mum is

a \_\_\_\_\_ eating cake.

b \_\_\_\_\_ eating cake.

c \_\_\_\_\_ eating cake.

d \_\_\_\_\_ eating cake.

**Challenge:** these questions will help you use language fluently and prepare for the next level. →

**Challenge** ★

4 Each of the sentences has a mistake. Find the mistake and write the correct sentence.

I studying at home. \_\_\_\_\_

I'm listen to music. \_\_\_\_\_

She's makeing a sandwich. \_\_\_\_\_

They're swimming. \_\_\_\_\_

He's writing a letter. \_\_\_\_\_

Questions that cover what you have learned in the unit. If you can answer these, you are ready to move on to the next unit. →

> 1.6 Check your progress

Tick (✓) the correct choice – a, b or c.

1 You should avoid stepping on the floor.

a

b

c

Questions to help you think about how you learn. →

**Reflection**

Talk with a partner. Think about the activities you did in this unit. Answer the questions.

What were you good at? Name one or two activities.

\_\_\_\_\_

What did you find difficult? Name one or two activities.

\_\_\_\_\_

# 1

# Working together

## > 1.1 Celebrating together

1 Look and read. Write yes or no.

a The children are learning the Dragon Dance.

\_\_\_\_\_

b The teacher is dancing.

\_\_\_\_\_

c There are eight children holding up

the dragon. \_\_\_\_\_

d A child is playing the drum.

\_\_\_\_\_

e The children are holding up the dragon with long poles. \_\_\_\_\_

f The dragon has big eyes and a little mouth. \_\_\_\_\_

g The dragon has sharp teeth and a long body. \_\_\_\_\_

h The dragon is dancing in the air. \_\_\_\_\_



### Challenge



2 Answer the questions.

Do you think dragons are real or not real?

\_\_\_\_\_

Can you think of any animals that look like dragons?

\_\_\_\_\_



- 3 Pretend that you are the Chinese New Year dragon.  
Write a poem about how you dance in the Dragon Dance.

Answer these questions.

Who are you? the Chinese New Year dragon

How are you moving? \_\_\_\_\_

Why are you dancing? \_\_\_\_\_

Use some of these words in your poem.

up   down   left   right   slowly   quickly

**I am the dragon**

---

---

---

---

---

---

**Challenge** 

- 4 Let's dance! Answer the questions.

Do you like to dance? \_\_\_\_\_

Do you think dancing is easy or hard?

\_\_\_\_\_

What do you like about dancing with your friends?

\_\_\_\_\_



## > 1.2 Giving directions

### Language detective

When we give directions, we make the instructions as simple as possible.

Stand up, please. Sit down, please. Step on the paper. Draw a picture.

We often use **must** to give rules. We use it to say when we have no choice.

You **must** follow the rules. You **must** not step on the floor.

### Focus

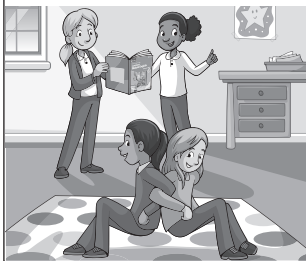
- 1 These speakers are giving instructions. Look back at the games on pages 14–15 of your Learner’s Book. Which game are they talking about? Draw a line to match each instruction to the correct game.

‘Touch the finish line.’

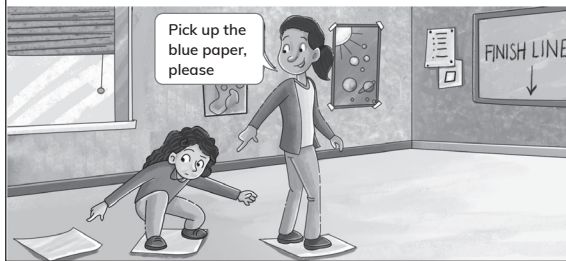
‘Stand on the paper.’

‘Do not step on the floor.’

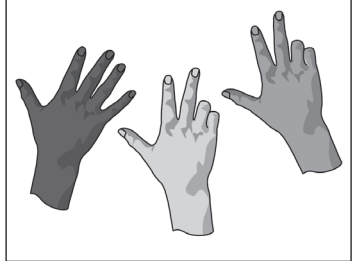
Stand up. Sit down.



Step on the paper.



Eleven fingers



‘Link your elbows the whole time.’

‘Hold out your hands at the same time.’

‘Stand up, then sit down.’

Get it right!



**Must** is followed by a verb in its simplest form, and without ‘to’.

Look at the examples:

Your group ~~to~~ hold up eleven fingers.

You ~~to~~ run.

You ~~must~~ standing on the paper.

## Practice

- 2 Write three rules for a game. Ask your partner to guess the game.

### Guess the game!

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

## Challenge

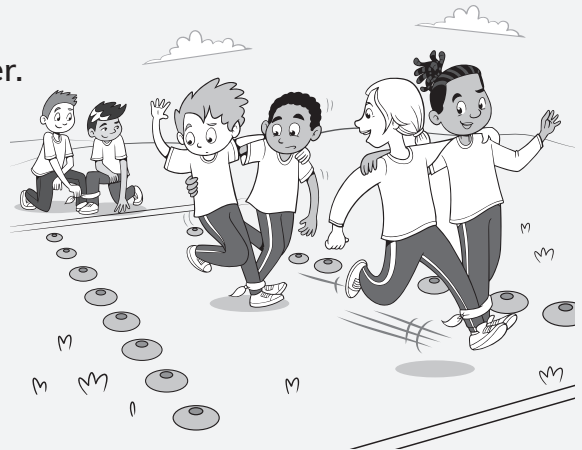


- 3 Choose the correct verb to complete the instructions.

fall    walk    tie    work

### The three-legged race

- 1 You must \_\_\_\_\_ your legs together.
- 2 You must \_\_\_\_\_ as a team.
- 3 Don't \_\_\_\_\_!
- 4 You must \_\_\_\_\_ quickly.



## > 1.3 Adding -ing to words

### Language detective

What happens when you add -ing to a short vowel word that ends in a consonant?

run – running



hop – hopping



swim – \_\_\_\_\_



What happens when you add -ing to a word that ends in a silent e?

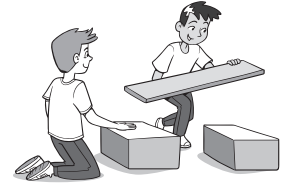
dance – dancing



write – writing



make – \_\_\_\_\_

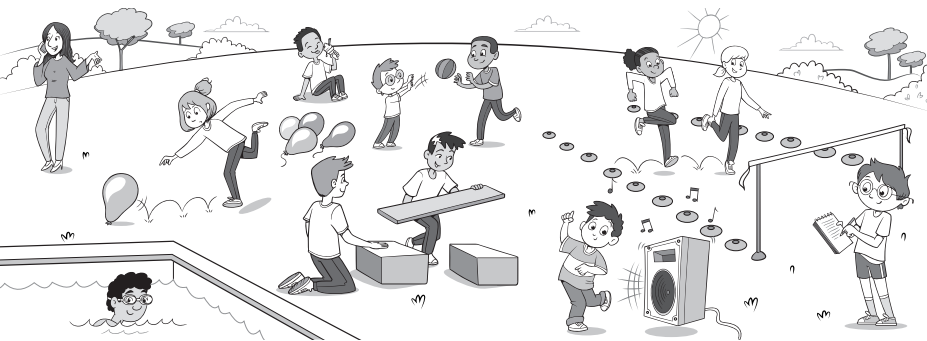


### Focus

1 What are they doing? Look at the picture. Then complete the words.

The first one has been done for you.

- |                                     |                                 |
|-------------------------------------|---------------------------------|
| a They are hop <u>ping</u> .        | e He is dan_____.               |
| b They are ma_____ a bridge.        | f They are pla_____.            |
| c He is ea_____ an ice cream.       | g The duck is swi_____.         |
| d She is ru_____ after the balloon. | h She is tal_____ on the phone. |



### Get it right!

You need three things to make the present continuous:

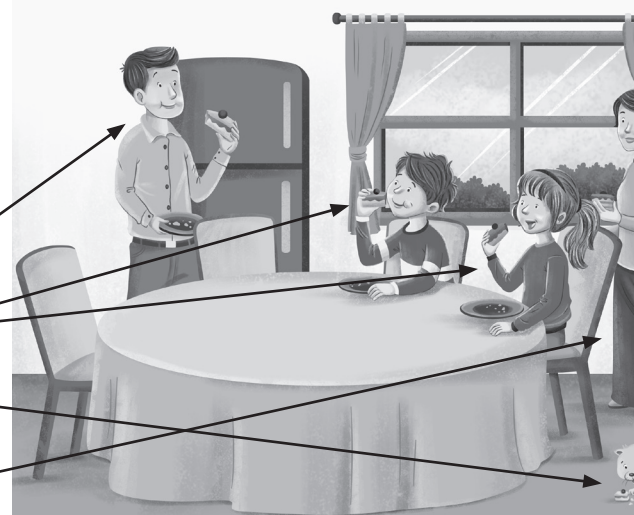
- I am reading.
- 1 The person
  - 2 the verb to be ('am', 'is' 'or are')
  - 3 'ing' at the end of the verb.

**Practice**

2 Complete the sentences. Use the words in the box.

It is    Dad is    They are    Mum is

- a \_\_\_\_\_ eating cake.
- b \_\_\_\_\_ eating cake.
- c \_\_\_\_\_ eating cake.
- d \_\_\_\_\_ eating cake.



3 How many things are you doing right now?  
Write sentences. Use the words in the box to help you.

*I am sitting. I am writing.*

breathe    think    look    read    move    write

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**Challenge** ★

4 Each of the sentences has a mistake.  
Find the mistake and write the correct sentence.

I studying at home. \_\_\_\_\_

I'm listen to music. \_\_\_\_\_

She's making a sandwich. \_\_\_\_\_

They're swimming. \_\_\_\_\_

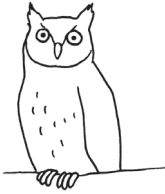
He's writeing a letter. \_\_\_\_\_

## > 1.4 Let's put on a play!

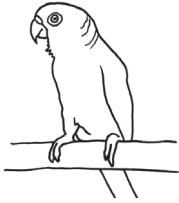
- 1 Word study: Write the name below each bird and mammal. Then draw one more bird and mammal. Write the names.

bear kangaroo owl parrot penguin tiger

### Birds



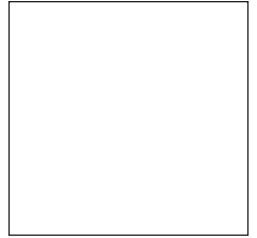
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

### Mammals



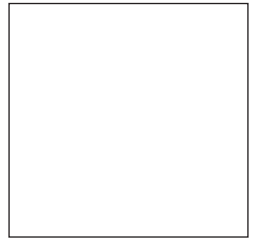
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

- 2 Label the animals. What do you think these animals like/don't like doing? Use the words in the box to help you.

eat fly sleep swim jump talk



I am an owl. I like flying at night. I don't like sleeping at night.



I am \_\_\_\_\_

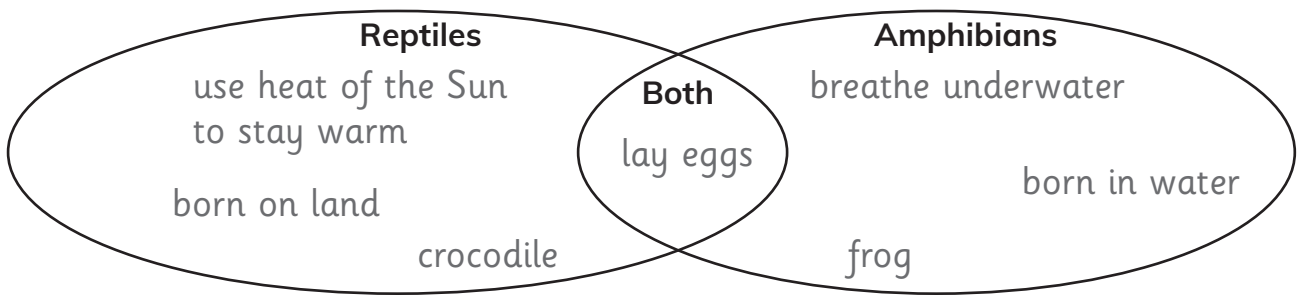


I am \_\_\_\_\_



I am \_\_\_\_\_

3 Look at the diagram. Then complete the sentences.



Reptiles are \_\_\_\_\_ on land and they use the Sun to \_\_\_\_\_ \_\_\_\_\_. Amphibians are born \_\_\_\_\_ \_\_\_\_\_ and they can \_\_\_\_\_ underwater. Both reptiles and amphibians \_\_\_\_\_ \_\_\_\_\_. A \_\_\_\_\_ is a reptile. A \_\_\_\_\_ is an amphibian.

4 Think about the things you and your family like/don't like doing. Choose one of these topics.

food

sport

animals

Food: I like eating strawberry ice-cream. My baby sister likes eating bananas. I don't like eating bananas.

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**Challenge** ★

5 Write two lists on a separate piece of paper. You have one minute. Make a list of things you like doing and a list of things you don't like doing. How many can you think of?

## > 1.5 Whose team are you on?

1 Read the story on pages 20–21 of your Learner’s Book again. Then read the sentences and write T (true) or F (false).

- a The Bird and the Fish teams are playing football. \_\_\_\_\_
- b At first, Bat joins the Mammal team. \_\_\_\_\_
- c Bat wants to be on the winning team. \_\_\_\_\_
- d When Bat switches teams, the other players are happy. \_\_\_\_\_
- e If Bat wants to play football, he needs to follow the rules. \_\_\_\_\_

2 How are birds and bats the same? Look at the chart. Write the missing words in the sentences below.

	Birds	Bats
They have wings.	✓	✓
They have two legs.	✓	✓
They have feathers.	✓	

Birds have \_\_\_\_\_,  
and \_\_\_\_\_. Bats have \_\_\_\_\_  
and \_\_\_\_\_, but they don’t have \_\_\_\_\_.



3 Answer the questions.

a When do you work as a team?

\_\_\_\_\_

b Who do you like on your team? Why?

\_\_\_\_\_



## Overset text on page 16

- c Is it better to work in a team or alone? Why?

---

- d Make a list of the things you like about working in a team.

---

- 4 Now look at the word 'team'. First, think of words or phrases beginning with each letter that relate to the topic of 'teams'. Then choose the best word for each letter and make a simple poem.

T together, try, time, twist, turn

E \_\_\_\_\_

A \_\_\_\_\_

M \_\_\_\_\_

**Brainstorming words**

T together, trying our best, taking turns, twist

E \_\_\_\_\_

A \_\_\_\_\_

M \_\_\_\_\_

- 5 Give advice. What can you say if someone on your team says these things?

I'm not very good at this game. \_\_\_\_\_ *Don't worry. Practise every day.* \_\_\_\_\_

She's not very good at this game. \_\_\_\_\_

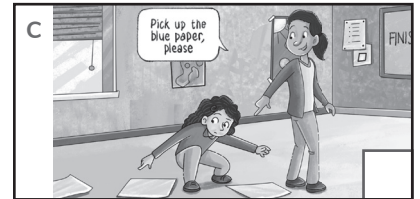
We lost again. I'm going to join another team. \_\_\_\_\_

I'm the best player in the team. \_\_\_\_\_

## > 1.6 Check your progress

Tick (✓) the correct choice – a, b or c.

1 You should avoid stepping on the floor.



2 He is waving.



3 She doesn't like singing or dancing.



4 They like singing and dancing.



5 Underline the correct sentence.

- a She's making a sandwich.    b They're swimming.    c I'm listen to music.

6 Circle the sentence that is true.

- a Bat likes losing.    b Bat knows he made a mistake.    c Bat likes helping his team.

7 A reporter is asking Steve questions.  
Read and **circle** the best answer – 1, 2 or 3.

a Reporter: What are you and your friends doing?

- Steve: 1 It's Chinese New Year.  
2 We're practising the Dragon Dance.  
3 Our dragon is beautiful.

b Reporter: Is learning the Dragon Dance easy or difficult?

- Steve: 1 It's difficult, but it's also fun.  
2 I like the Dragon Dance.  
3 Don't give up!



8 Complete the sentences using 'am', 'is' or 'are'.



I \_\_\_\_\_ talking.

He \_\_\_\_\_ dancing.



She \_\_\_\_\_ reading.

9 Answer the questions about what you like and don't like doing.

What do you like doing?

---

What don't you like doing?

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## Reflection

Talk with a partner. Think about the activities you did in this unit. Answer the questions.

What were you good at? Name one or two activities.

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What did you find difficult? Name one or two activities.

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