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CAMBRIDGE Global English

Learner's Book 6

Jane Boylan & Claire Medwell



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CAMBRIDGE Global English

for Cambridge Primary English as a Second Language

Learner's Book 6

Claire Medwell and Jane Boylan

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Writing/Projects	Use of English	Cross-curricular links	21st century skills
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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...

- talk about feelings that connect us.



Big questions to find out what you know already.



Getting started

What makes us who we are?

- a What activities and events can you see in the photos? What activities and events are part of your world?
- b What do you think 'identity' is? What makes up your identity?
- c What do you have in common with the people around you? What things are different?

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



Key words: map reading

- pole:** the most northern and southern points of the Earth
- vertical:** standing upwards
- degree:** a unit of measurement
- coordinate:** code to show exact positions on a map
- parallel:** two lines of equal distance apart

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.

> 1.6 Project challenge

Project A: A presentation about something or someone special to you



Questions to help you think about how you learn.

What did you enjoy most about doing your project?



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

Use of English – Prepositions before nouns

Prepositions show the connection between nouns and adjectives in a sentence.

... places **on** our planet
... parallel **to** the equator

Helps you remember other grammar.

Language focus – Verb patterns

Some verbs are followed by other words in a specific order:

... he **gave** **me** a funny smile...
verb + direct object + indirect object

My friend **asked** **me** to go with him...
verb + direct object + infinitive (with to)

Tips you can use to help you with your learning.

Speaking tip

Order your presentation

Use sequencing words to help your audience follow your presentation.

Today, I'm **going to** talk about...
As I **said** in my introduction, she is a...
By this time, she was...
Since then, with her father, she...
To sum up, I chose to...

This is what you have learned in the unit.

Look what I can do!

Write or show examples in your notebook.	☹️	😊
I can talk about feelings and compare with my friends.	○	○
I can use the present perfect to talk about things that happened recently.	○	○
I can find locations on a map using coordinates.	○	○
I can use prepositional phrases to build sentences.	○	○
I can do a presentation about someone I admire.	○	○

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.

Check your progress 1

1 Read the clues and guess the words.

- a This adjective means worried or anxious.
- b This word describes the area around the street where you live.
- c This noun means that you are pleased because you have done something good.
- d You wear these to protect your eyes when you are swimming.
- e This part of your body connects your foot to your leg.
- f In football, this player stands by the net to stop the other team from scoring goals.
- g A baby bird.

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



Video is available with Digital Classroom



3 Living things

We are going to...

- discover how penguins survive in the extreme cold
- learn how living things survive through food chains
- present information about animal habits using relative clauses
- explain key facts about carnivorous plants using wh- questions
- create an infographic text about a type of animal
- read a story about a connection between a girl and a whale.

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Getting started

What do living things do to survive?

bird mammal amphibian reptile insect fish

b What is happening in each image?

c How is each action helping each living thing to survive?

Watch this!

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

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

Listening models and speaking tips help provide scaffolding for speaking.

3 Living things

3.1 Strategies for survival

We are going to...

- discover how penguins survive in the extreme cold.

1 Talk What's the coldest place on Earth? How cold is it? How do you think penguin families survive there? Look at the photos for clues.

2 What do you know about emperor penguins? Work in pairs! Test yourselves with this quiz!

1 Emperor penguins live in the...
a Arctic. b Antarctic.

2 How long does it take them to raise their chicks?
a Nine months. b Nine weeks.

3 For protection from the cold, they keep their eggs...
a under their wings. b on their feet.

4 Some penguins practice looking after their eggs...
a with a snowball. b with a stone.

5 In the winter, for two months...
a the sun doesn't rise. b the sun doesn't set.

6 Which penguin protects and hatches the egg?
a The female. b The male.

7 In winter, the temperature can go down to...
a -40°C.

8 The freezing winds where they live can be...
a 50 km per hour. b 100 km per hour.

3 Listen to Part 1 of the documentary and check your answers.

3.1 Think about it

Language focus - The present simple

Use the present simple to describe things that are always true. e.g. life cycles of animals.

The babies **stay** balanced on their mother's feet. Soon they **begin** to feed themselves.

4 Listen to Part 2. Put the photos in the order of the commentary.

5 Use of English Put the sentences in order, to show the development of the penguin chicks. Then match each sentence to a picture in Activity 4.

6 Vocabulary Match a word from the documentary to the definitions.

chick breed mate hatch huddle colony

a produce young animals
b stand close together to keep warm
c a baby bird
d an animal's partner to produce young
e a group of birds that live together
f when an egg breaks and a young bird comes out

7 Talk Tell your partner three new things you have learned about emperor penguins. Which facts do you think are the most interesting or surprising?

8 Write What would you like to know now? Choose one of these topics and write some questions. Research the answers, then share with your class.

- Other animals in the Arctic or Antarctic.
- An animal from your country or region: find out about how it survives and protects its young.
- A tropical animal.

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.

3 Living things

3.2 Nature's food chains

We are going to...

- learn how living things survive through food chains
- present information about animal habits using relative clauses.

1 Talk Look at the photos. What do you think is the connection between these living things?

2 Read and listen to the text and check your ideas for Activity 1. Answer the question at the end.

The photos show us a food chain in action. A food chain shows the relationship between living things and their sources of food. All animals and plants are important in our planet's ecosystem because all living things are part of food chains. Every animal on Earth depends upon a food chain for its survival.

A food chain always starts with a plant. In this process, the plant is called a **producer** because it makes its own food from the energy it gets from the sun.

The **next link** in the food chain is called a **consumer** and there are usually three levels. The first group are **primary consumers**; these are creatures who only eat plants. They are called **herbivores**. Rabbit, mice and insects, such as grasshoppers are examples of herbivores.

The second group are **secondary consumers**; these are small animals like frogs, lizards, snakes and smaller birds. They are **carnivores** whose main diet is meat. This group can often animals in the primary consumer group.

Next, there are **tertiary consumers** who are usually larger animals like reptiles, birds or fish. They are **carnivores** that eat the smaller creatures in the secondary consumer group.

There are also consumers whose food comes from plants and meat. They are called **omnivores**. These creatures can be secondary or tertiary consumers.

The top predator who are at the top of the food chain are lions, tigers, crocodiles, sharks and eagles. They haven't got any natural enemies. Can you think of one more top predator?

3.2 Natural science

3 Read the text again and order the pictures to show a food chain. Then match each living thing to a word in blue in the text.

Key words: natural world

ecosystem: the way living things affect each other and the environment
link: a connection to something
diet: the food and drink that a living thing needs

Use of English - Relative clauses

Defining relative clauses give us important information about something or someone. Relative clauses begin with a relative pronoun: that, which, where, when, who, whose, whom.

These creatures are small carnivores **whose main diet is meat**.

4 Talk What is the habitat of the living things in Activities 1 and 3? What other animal habitats do you know?

5 Use of English Find all the sentences with relative clauses in the text. Which relative pronouns are used? Complete the explanation below with each relative pronoun.

We use '...' to talk about people and things; we use '...' to talk about people and we use '...' to show that something belongs to something or someone.

6 Work in a small group. Research and present a food chain.

- Choose two examples. Draw a diagram and practise explaining the food chain to each other. Use the words in blue, words such as herbivore, carnivore, omnivore, and relative clauses to describe the animals. Remember to mention their habitat and what type of animals they are.
- Present your diagrams to your class.

3 Living things

3.3 The strange world of carnivorous plants

We are going to...

- explain key facts about carnivorous plants using wh- questions.

1 Talk Look at the photos. What are carnivorous plants? How are these plants different to other plants?

2 Listen to Part 1. Minh is explaining key facts about carnivorous plants. Check your answers for Activity 1.

Use of English - Wh- questions review

Question word + don't subject + verb

Who **is** **not** **know** about carnivorous plants?

3 Use of English Read the Use of English box and sort the words to make Minh's questions.

a carnivorous plants / do / grow / Where / ?
b these plants / Why / eat / other living things / do / ?
c they / What / do / eat / animals / ?
d does / How / its prey / catch / a carnivorous plant / ?

4 Pronunciation Intonation in question forms. Listen and check your answers for Activity 3. Listen again and repeat.

Listening tip

Prediction

Talk about what you already know about a topic. Try to predict what you will hear. Then listen for your ideas.

5 Talk Read the Listening tip box. In pairs, make predictions about the answers to Minh's questions.

6 Listen to Part 2 and check your predictions for questions 1-3 in activity 3.

Venus flytrap
Sundew
Pitcher
Butterwort

3.3 Think about it

7 Listen to Part 3 about the Sundew plant. Check your predictions for question 4 in activity 3. Then match the sentences below to the pictures.

1 2 3 4

a Then, the leaf curls around the insect and crushes it.
b When an insect crawls onto the leaves, it is trapped by the thick sticky liquid.
c The Sundew plant has long thin leaves covered in tiny hairs.

8 Vocabulary Work in pairs. Describe to each other how the Sundew plant catches its prey. Use the words below to help you.

leaves hair sticky liquid trap crush juices dissolve digest

9 Talk Read the Speaking tip box. How could Minh use these ideas for visuals in her presentation? Which idea do you like best? How would you use it?

10 Present it! Explain the habits of a carnivorous plant.

- Choose another carnivorous plant from Activity 1.
- Research key facts using Minh's questions.
- Use the questions to organise and write your presentation. Use the sentences and words in Activities 6 and 7 to help you.
- Create visuals to show how your plant traps its prey.
- Use the visuals to present your findings to your class.

Speaking tip

Use visuals

Visuals give everyone something to focus on in a presentation. They help the presenter to explain and the audience to understand the key facts. You can use diagrams, photos, a 3D model, real objects or videos.

Pronunciation is supported through paired activities

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

Model texts with callouts support the writing process.

3 Living things

3.4 Animal types

We are going to...
• create an infographic text about a type of animal.

WHAT IS AN AMPHIBIAN?

Present simple
Amphibians are animals which can live in water and on land. They need a moist environment to survive. Their habitats are near water or in wet places.

Key words
Defining relative clause
short sentences

Characteristics
Amphibians are **vertebrates**, which means they have a spine or back bone. Their skin is smooth, thin, moist and feels sticky. Most amphibians have lungs and gills. Most can breathe and absorb water through their skin too.

Did you know...
that the most toxic amphibians are very brightly coloured? Their colours warn other animals to stay away from them!

Types of amphibians
There are over 8,000 species of amphibians, including frogs, toads, salamanders and newts. Amphibians lay their eggs in water. Their eggs are covered in a gel, not a shell. When they develop, they move onto the land to live and return to the water to breed and find food.

Writing tip
Infographic texts
Infographic texts have short texts and interesting images. They show the most important information about a topic and are simple and easy to understand.

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3.4 Write about it

1 Listen to the animal sounds. Can you identify the animals? Classify the animals into types. Which type is missing?

Birds Reptiles Fish Mammals Insects Amphibians

2 Vocabulary Match the words below with types of animals in Activity 1. Which features can you see in the photos?

breathe fur gills lungs scales skin fins shell feathers egg

3 Talk What type of animals can you see in the photos? What are the similarities and differences between them?
The chameleon has scales but the whale has smooth skin.

4 Read the infographic text about amphibians. Which of your points from Activity 3 are mentioned?

5 Find the key words underlined in the text and read the information. Which information is new for you? Which is the most interesting?

6 Create an infographic text about a type of animal. Work in pairs.

Step 1: Choose an animal. Which animals are you interested in? Choose a specific animal or a group of animals.

Step 2: Research. Find out information about your animal using the internet or library. Use the key words in the text to guide your research. What are your animal's characteristics? What is its habitat? Make notes.

Step 3: Create the text. Use your notes to create sentences. Make the sentences concise and only include the most important information.

Step 4: Read and check. Proofread your summary check and correct any errors.

Step 5: Create an infographic text. Find images to show the key points. Add your text to create your infographic text.

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

Clear assessment criteria are provided.

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

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 Living things

3.5 Song for a Whale

We are going to...
• read a story about a connection between a girl and a whale.

1 Talk What do you know about whales? How do you think they communicate?

2 Read and listen to the whole extract once. How does this young girl find out about the whale's story? What problem does the whale have?

Song for a Whale by Lynne Kelly

The narrator of the story is a young girl called Iris, who is deaf. In this extract, Iris is in class with her interpreter, Mr. Charles, who uses sign language to help her understand her teacher, Ms. Antonio.

The video started out with a whale swimming in the ocean. Because of the captions, I could read the words on the screen instead of from Mr. Charles's hands. The dark grey-blue body of the whale filled up the screen, his tail waving up and down.

The narrator in the video talked about a whale called Blue 55, who swam around by himself and not in a pod, like other whales. As far as anyone knew, it had always been that way, he didn't have any friends or a family to swim with or talk to. He was a type of balloon whale – the type that ate plankton and small fish, not the kind with teeth that ate squid and seals. But he was a hybrid. His mother was a blue whale, and his father a fin whale.

3 Read the extract again and decide if the sentences are true or false.

a Iris was watching a video in class about a whale. true / false
b Mr Charles used sign language to help Iris understand the video. true / false
c The whale swam around in a group with other whales. true / false
d The whale's mother and father were different species. true / false

3.5 Read and respond

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"The problem," said the narrator, "is Blue 55's unique voice. Most whales call out at frequencies of thirty-five hertz and lower, while this lonely whale's sounds are at around fifty-five hertz."
Only around 20 hertz off, but it made a big difference. He was speaking a language that only he knew.

"Furthermore, his song is in a unique pattern; even if the other whales can hear him, they don't understand what he is saying. Blue 55 probably can't communicate with his own parents."

My stomach tightened into a ball. I wanted another whale on the screen to swim up to Blue 55, or at least talk to him.

"The strange calls of Blue 55 were first detected by naval sonar in the late 1990s. Marine biologists figured out what was making the sounds and why the whale was all alone in the ocean. I didn't notice until the words on the screen blurred that my eyes were watery. Mr. Charles handed me a tissue from his pocket. Maybe I'd sniffled or something."

"Allergies," I signed, without looking away from the video.

4 The whale had a song that sounded very different to the other whales. true / false
5 The other whales could still understand him. true / false
6 Blue 55's own mother and father probably couldn't understand him. true / false

Glossary
Frequency: the number of times a sound is produced in one second
hertz: a unit of measurement of sound
naval sonar: equipment to find out where something is underwater

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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 Living things

3.6 Project challenge

Project A: A presentation about how an animal survives

1 Work in small groups. Choose an animal for your presentation and brainstorm things you know already. Write four questions to find out about how it survives. Think about:

mammals reptiles amphibians birds insects fish

2 Research your animal using the internet or library. Use your questions to plan your research. Each group member should take a question. Here are some ideas for your questions:

habitat hunting and prey place in the food chain caring for young climate

3 Plan your presentation together. Use your questions to organise and write your presentation.

4 Create visuals to go with your presentation. Which visuals will engage your audience and make them want to listen and find out more? Think about:

videos 3D models real objects photos diagrams/illustrations

5 Check and practise your presentation together, using the visuals. Each group member should present a part.

6 Deliver your presentation as a group to your class, with each group member delivering a part.

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3.6 Project challenge

Project B: Create a quiz about an animal

1 Work in pairs and choose an animal. Research information about your animal on the internet or in books or magazines. Find out about:

animal type features habitat how they survive what they eat

2 Write a quiz for another pair to answer.
• Include at least one question about each of the topics in Activity 1.
• You can include images too, e.g., photos, illustrations and diagrams.
• Make sure you have noted down the answers!

3 Check your quiz questions. Check spelling and grammar and correct any errors.

4 Now write your quiz questions and add visual images. You can type or write the questions by hand (make sure your handwriting is clear and easy to read).

5 Swap your quiz with another pair and answer each other's questions. When you have all finished, get together to check your answers.

6 At the end, get together as a class and share two new pieces of information you have learned from each other's quizzes. Make a classroom display of the quizzes.

What materials did you use for your project? How did the materials improve your work?

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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

My world

We are going to...

- talk about feelings that connect us
- discover how to find locations on a world map
- talk about someone who we admire
- describe our feelings about a first-time experience
- read about a girl with an unusual name.



Getting started

What makes us who we are?

- a What activities and events can you see in the photos? What activities and events are part of your world?
- b What do you think 'identity' is? What makes up your identity?
- c What do you have in common with the people around you? What things are different?



Watch this!

Low Res

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> 1.1 What connects us with the people around us?



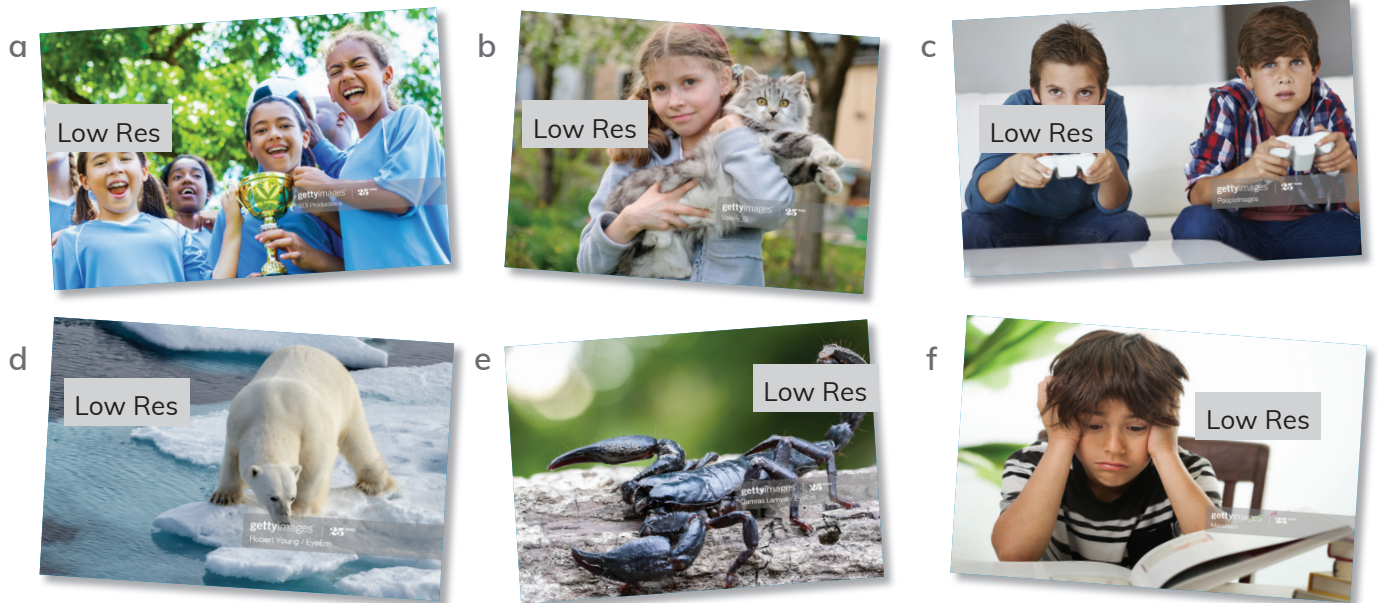
We are going to...

- talk about feelings that connect us.

1 **Think** How do the photos make you feel? Match each photo to an emotion. Then make connections with your own experiences. Compare your ideas with your partner.

happy nervous angry scared excited interested

I've got a cat. She makes me feel happy when I'm with her.



2 **Listen** Which pictures do the children talk about? Which emotions do they match with the images? Are they the same or different to your ideas?

3 **Talk** What ideas do the children have in common? Which ones are different?

They both get angry when...

The cat makes the boy... because...



4 **Listen** to the children's teacher describe the Connections game. How do you play the game? What is its purpose?



5 **Use of English** Two students are discussing their words. Complete their questions from the conversation. How did the children answer? Write two ideas they have in common.

- a _____ you finished yet?
- b Why have you _____ a football?
- c Why _____ you _____ 'mean'?

6 **Vocabulary** Look at these words from the children's conversations. Work with your partner. Which words are positive and which are negative? How do you know?

win bully scratch awesome cool
mean harm pollution starve

7 **Talk** Play the Connections game!

- Take a piece of paper and divide it into six parts. Think about the emotions in Activity 1.
- Draw something or write a word in each part which makes you feel one of the emotions.
- Now compare your ideas with your partner and find connections!
- Share your connections with your class.

Why have you written...?
Because I feel excited when...

We both feel happy when...

Use of English – Present perfect

We use the present perfect tense to describe events in the recent past, when the time of the event is not important.

I have drawn a car...

Low Res



> 1.2 Where in the world am I?

We are going to...

- discover how to find locations on a world map.



- 1 **Talk** Where is your place in the world? Match the words to the lines of the address. Then match them to your own address.

street town/city county/province district continent country

- 2 Which parts of your address are *local*, *national*, *international* and *global*?



- 3 **Read** How do you pinpoint exact locations on a world map? Read and listen to the text. Label the Earth.

- 4 Read the text again and look at the world cities on the map in on page 15. Match each city to a coordinate, a–d. Which countries are the cities in?

a 13° N 100° E b 33° S 151° E c 41° N 29° E d 23° S 43° W

- 5 Work in pairs. Find the nearest city to your home and write the coordinate. Do your classmates agree?

- 6 Read the **Use of English** box. Find other examples of prepositions before nouns in the text.

- 7 Work in small groups. Find your town or city on the world map. Find the nearest lines of latitude and longitude.

- Research: find three interesting places with the same latitude and three places with the same longitude. Look for...

cities famous buildings mountain ranges volcanoes

- Write the coordinate for each place and some interesting information. Use prepositional phrases in your sentences.

... is one of the hottest places **on our planet**...

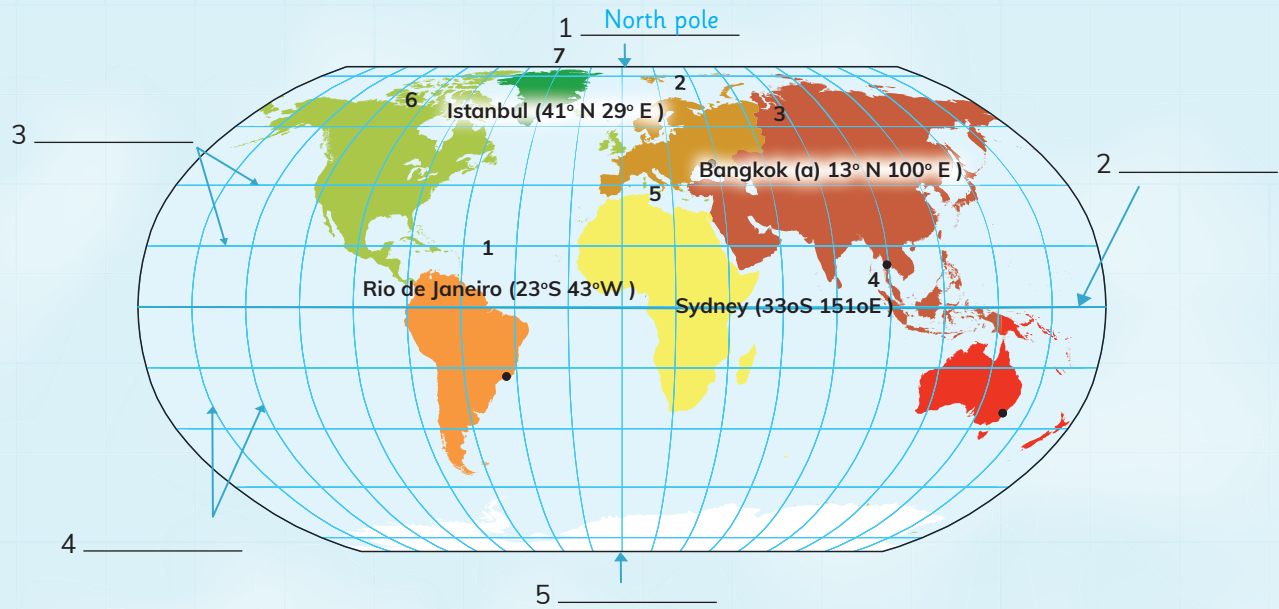
Present your findings to your class. Give your classmates the coordinates to find the places on the map, then tell them something interesting about each place.

Use of English – Prepositions before nouns

Prepositions show the connection between nouns and adjectives in a sentence.

... places **on** our planet

... parallel **to** the equator



Planet Earth is huge, so how do we pinpoint the exact location of places on our planet?

We map the Earth's surface **with lines** called **latitude** and **longitude**. Imagine our planet as a huge ball or sphere. At one end is the **North Pole** and at the other, the **South Pole**. In the middle, circling the Earth **between the two poles**, is an imaginary line called the **equator**. Its line of latitude is zero **degrees** (0°). More lines of latitude circle the Earth **from east to west**, **parallel** to the equator. They are the same distance apart (about 111 km); each distance is measured in degrees, $0-90^\circ$ to the north and $0-90^\circ$ to the south.

Lines of longitude run from the North Pole to the South Pole. The lines divide the Earth's surface **into vertical** sections, like pieces of an orange. These lines are measured in degrees too, $0-180^\circ$ to the east and $0-180^\circ$ to the west.

What happens when a location is between the lines? We divide the degrees **into minutes** and seconds, so the exact location can be found. This code is called a **coordinate**.

Remember that these are imaginary lines – you can't actually see them!

Key words: map reading

pole: the most northern and southern points of the Earth

degree: a unit of measurement

parallel: two lines of equal distance apart

vertical: standing upwards

coordinate: code to show exact positions on a map