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# CAMBRIDGE Global English

Learner's Book 6

Jane Boylan & Claire Medwell



Second edition

Digital access



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**CAMBRIDGE**  
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# CAMBRIDGE Global English

for Cambridge Primary English as a Second Language

## Learner's Book 6

Claire Medwell & Jane Boylan

Series Editor: Kathryn Harper

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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 different ways to spend money

Big questions to find out what you know already.



**Getting started**

What makes us who we are?

- What activities and events can you see in the photos? What activities and events are part of your world?
- What do you think 'identity' is? What makes up your identity?
- 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  
**degree:** a unit of measurement  
**parallel:** two lines of equal distance apart

**vertical:** standing upwards  
**coordinate:** a code with numbers and letters that shows exact positions on a map

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.

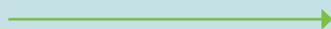


**> 4.6 Project challenge**

**Project A: A presentation about the history of an invention**

- Work in a small group. Research the history of one of these inventions (or your own idea) using the internet or the library.
- Plan your presentation! Make notes about:
  - who invented it
  - the first models
  - how the invention has changed over the years

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 – 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...

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 + objects

My friend **asked** **me** **to go** with him...

verb + object + infinitive (with to)

The **object** is the person/thing affected by the verb action.

Tips you can use to help you with your learning.

#### Speaking tip

##### Giving opinions and responding

So what do you think?

No, I think it's better to...

I think that's a good idea.

Me too.

Yes, that sounds right.

I've got one more point to make. How about...?

Great idea!

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 three 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.



## How to use this book: Teacher

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

### 3 Living things

- 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.

**Getting started**

What do living things do to survive?  
 a What types of living things can you see in the photos? Match a type to a photo.  
 b What is happening in each image?  
 c How is each action helping each living thing to survive?

bird mammal amphibian reptile insect fish

Low Res

Watch this!

### 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!

- Emperor penguins live in the...
  - a Arctic.
  - b Antarctic.
- How long does it take them to raise their chicks?
  - a Nine months
  - b Nine weeks
- For protection from the cold, they keep their eggs...
  - a under their wings.
  - b on their feet.
- Some penguins practice looking after their eggs...
  - a with a snowball.
  - b with a stone.
- In the winter, for two months...
  - a the sun doesn't rise.
  - b the sun doesn't set.
- Which penguin protects and hatches the egg?
  - a The female
  - b The male
- In winter, the temperature can go down to...
  - a -40°C.
  - b -60°C.
- 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.**

4 **Listen to Part 2. Put the pictures 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.

**Language focus - The present simple**

Use the **present simple** to describe things that are always true, e.g. life cycles of animals.  
 Mother and father penguins **hunt** together to feed the babies.

**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.

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

The opening lesson includes Listening.

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.

### 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 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** (they are creatures who only eat plants. Some are called herbivore. Rabbits, mice and insects, such as grasshoppers are examples of herbivores. Some marine wildlife, such as krill, are also primary consumers).

The second group are **secondary consumers**: these are small animals like frogs, lizards, spiders, smaller birds and aquatic creatures such as squid and octopuses. They are **carnivores** whose **main diet** is meat. This group eats other animals in the primary consumer group.

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

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

The top predators 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 **Read** the text again. Match each living thing to a word in blue. Then order the photos to show a food chain.

Algae  Seal   
 Krill  Squid   
 Polar bear

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 from the text, 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.

**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 clauses are small **wh- clauses**.

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.

Listening models and speaking tips help provide scaffolding for speaking.

### 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 3.** Minh is explaining key facts about carnivorous plants. Check your answers for Activity 1.

**Use of English - Wh- questions review**

Question word + do + subject + verb

What do you 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 / How / 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 a-c in Activity 3.

Venus flytrap  
 Sundew  
 Pitcher  
 Butterwort

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

1  2  3

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?**  
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.

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

**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. The young developing amphibians must protect and feed themselves in the water. When they develop legs and lungs, they move onto the land to live and return to the water to breed and find food.

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

**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 the 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 and edit your text; 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.

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

Clear assessment criteria are provided.

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

**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 Iles, who is deaf. In this extract, Iles is in class with her interpreter, Mr. Charles, who uses sign language to help her understand her teacher, Mr. Amarella.

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 at a pool, 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 humpback whale – the type that are plankton and squid eat, not the kind with teeth that are squid and seal. 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 Iles was watching a video in class about a whale. true / false  
b Mr Charles used sign language to help Iles 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**

"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 knobby 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 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 species."

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

"The strange calls of Blue 55 were first detected by naval sonar in the late 1980s. 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.

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

**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

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

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 to research. 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.

**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?

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.

# 2

# Sport

## We are going to...

- talk about different types of sport
- find out how food helps us to do sport
- give instructions for sports exercises using modal verbs
- write a biography about a sports star
- read and enjoy a story about a football match.

## Getting started

What can we learn from doing and watching sports?

- a Do you do any of the sports in the photos? What kind of equipment can you see?
- b Think about your favourite sport or physical activity. What skills do you need? How do you learn and practise those skills?
- c Look at the photos. What are the benefits of sport?



Watch this!

2 Sport

## > 2.1 What can we get from sport?

We are going to...

- talk about different types of sport.

1 **Talk:** Which sports do you do? Why? Where and when do you do sport?



2 **Vocabulary:** Match a photo in Activity 1 with the words in the box.

football judo gymnastics tennis basketball swimming  
badminton volleyball athletics hockey



3 **Listen:** Which sports in the box are the children talking about?



4 Listen again and decide if these sentences are true or false. Correct the false sentences.

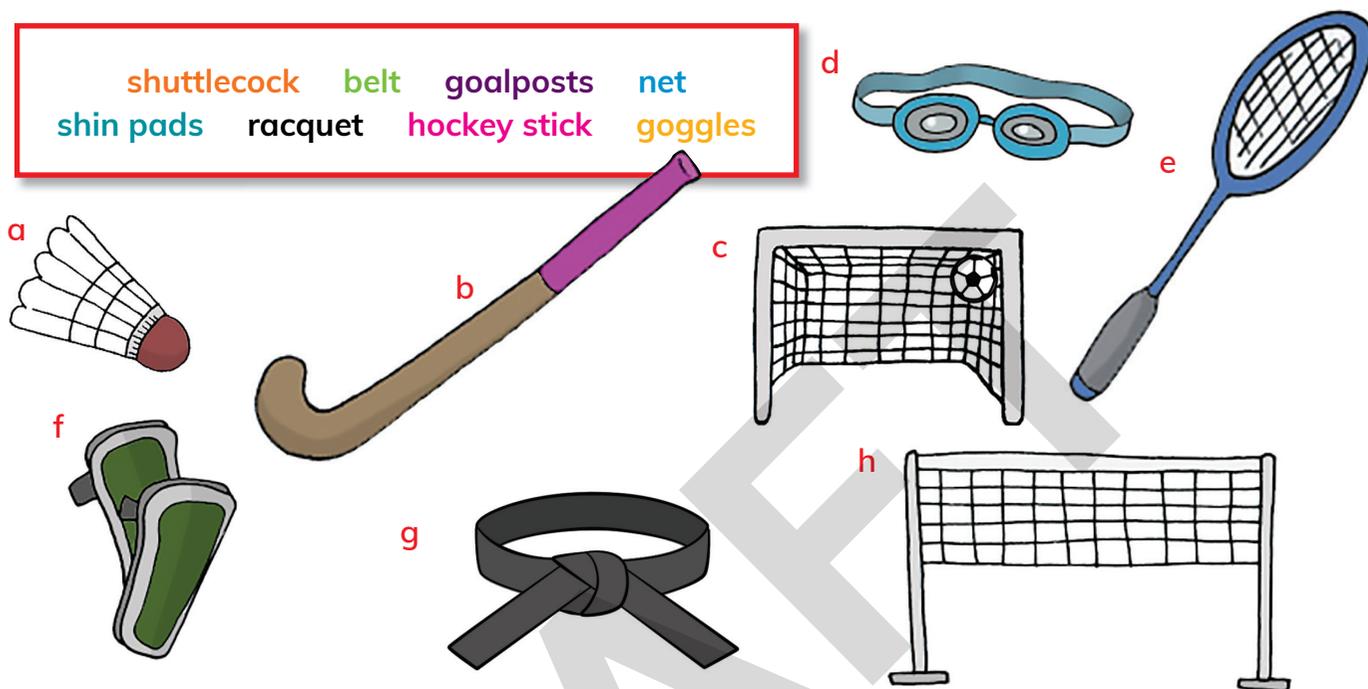
- a Speaker 1 loves his sport because he can play it in lots of different places.
- b Speaker 2 likes being in a team because they always win.
- c Speaker 3 often feels good after doing his sport.
- d Speaker 4 likes her sport because she can play it in a big team.

5 **Talk** about the reasons why the children like their sports. What other reasons are there?

2.1 Think about it

- 6 **Vocabulary:** Match the pictures to words in the box. Then match the equipment to the sports in Activity 2.

shuttlecock belt goalposts net  
shin pads racquet hockey stick goggles



- 7 **Talk:** What equipment do we need for the sports? Talk to your partner.

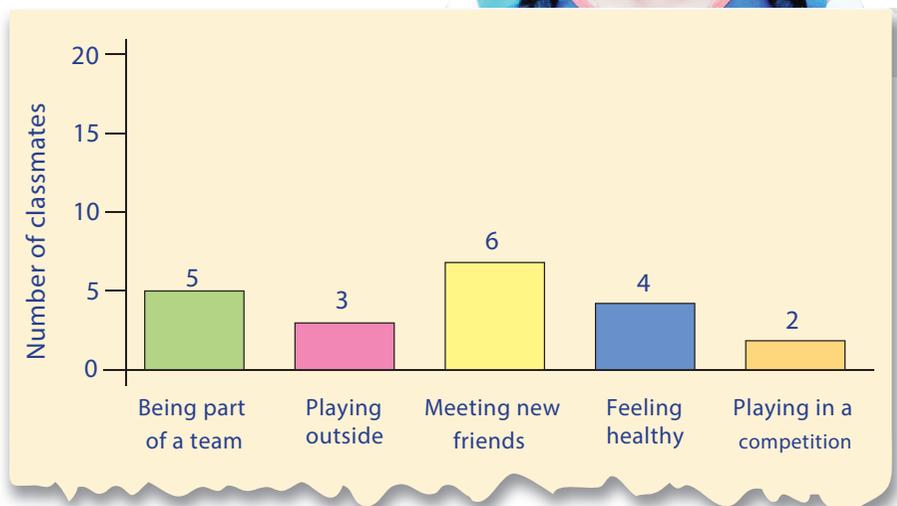
You need a shuttlecock to play badminton.

- 8 What about you? Ask and answer in pairs.
- a What sport do you like best?
  - b What is the best thing about your favourite sport?
  - c What equipment do you need for your favourite sport?



- 9 Look at Shireen's bar chart. Which question in Activity 8 did she ask her classmates?

- 10 **Write:** Choose a question in Activity 8 and ask a group of your classmates. Make notes about their answers and draw a bar chart to show the results.



## > 2.2 Eat for strength and energy!

### We are going to...

- find out how food helps us to do sport.

1 **Talk:** What do you know about food and exercise? What kind of food helps you with sports and physical activity?

2 **Improve your energy!** Find out how with a quick quiz! Are the statements true or false?

- |   |  |              |
|---|--|--------------|
| a | Yoghurt and milk help to build strong bones.                       | true / false |
| b | If you eat sugary food, you'll have energy for a long time.        | true / false |
| c | Make sure you have lots to eat before doing exercise.              | true / false |
| d | If you drink plenty of water, it'll stop you from feeling thirsty. | true / false |

### Reading tip

#### Finding specific information

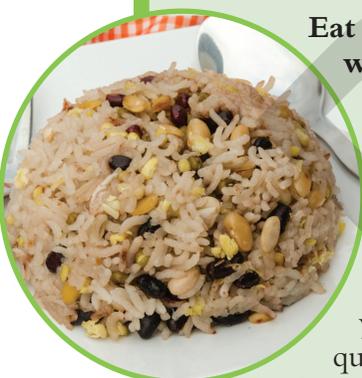
First, decide what information you want to find out in a text. Then look for that information when you read.



3 **Read and listen to the text and check your answers to the quiz in Activity 2.**

### Tips for health and energy!

Did you know that top athletes pay as much attention to what they eat as how they train? Your eating habits can really help your body when you do sports and exercise. Here's how to keep your body in tip-top condition.



**Eat healthy carbohydrates like wholemeal bread, pasta, brown rice, vegetables and beans.** You will give your body energy for exercise and feel fuller for longer.

**Don't eat too much white bread and sugary food.** If you eat these foods, you'll get a quick energy lift, but later you'll feel tired more quickly.

**Eat protein to help your body get stronger.**

Protein repairs your muscles after exercise and helps your blood cells carry **nutrients** and **oxygen** to your muscles. Good protein foods are chicken, fish, eggs, milk, green vegetables and lentils.

**Drink plenty of milk and eat yoghurt.** These foods contain calcium to give you strong bones.



**Feel hungry before doing sport? Have a banana or some other fruit!**

This food is easy to **digest**. If you have a lot of food before exercise, you'll probably get a stomach ache!

**Drink lots of water.** Your body needs water to stay healthy. If you drink plenty of water, you'll stay cool and hydrated when you do sport.



Key words: nutrition

**carbohydrate:** a substance in food that provides the body with energy

**nutrients:** substances you need to live and grow

**oxygen:** a chemical you need to live and breathe

**digest:** to change food so your body can use it



- 4 **Talk:** Which tips in the text do you follow already? What other tips do you know? Talk to your partner!
- 5 **Use of English:** Read the Use of English box and match the sentence halves.

- |  |   |
|--|---|
| 1 If you eat less sugary food,               | a your bones will grow strong.              |
| 2 If you eat foods with calcium,             | b if you don't drink enough water.          |
| 3 You'll feel thirsty and tired              | c you'll have more energy.                  |
| 4 Unless you eat enough carbohydrates,       | d your body will get the vitamins it needs. |
| 5 If you eat plenty of fruit and vegetables, | e you won't have enough energy.             |

Use of English – 1st conditional with *if / unless*

We use the 1st conditional to express future events that are likely to happen:

*if / unless* + present simple + *will / won't* + verb

**If** you **drink** plenty of water, you'll **stay** hydrated.

Your body **won't grow** well **unless** you get plenty of protein.

(in this sentence, **unless** = if you don't...)

- 6 Find more examples of the 1st conditional in the text.
- 7 **Write:** Make an energy tips poster, using 1st conditional sentences. Use the information in the text and your own ideas.

Try to eat two fruit and three vegetables a day.  
If you eat enough fruit and vegetables, you'll...

2 Sport

## > 2.3 Ready to go!



We are going to...

- give instructions for sports exercises using modal verbs.

- 1 **Talk:** Before you do any sports, you need to do warm-up exercises. What are warm-up exercises? What parts of the body should you warm up and how?
- 2 **Vocabulary:** Match the words in the box with the labels on the picture in your notebook.

ankle    shoulder    thighs    calves  
hip    bottom    toes    knees    heart



- 3 **Listen** to Sam giving instructions for warm-up exercises. Put the pictures in order. Which parts of the body are mentioned?



a



b



c



- 4 Now stand up. Listen again and do the warm-up exercises. How do you feel afterwards?

### Use of English – need / should / mustn't for advice and instructions

We use **need** when something is necessary:

First, we **need** to get your heart pumping...

We use **should** to give advice:

You **should** warm up your hips too...

We use **mustn't** to give strong advice against something:

You **mustn't** start running without warming up your leg muscles.



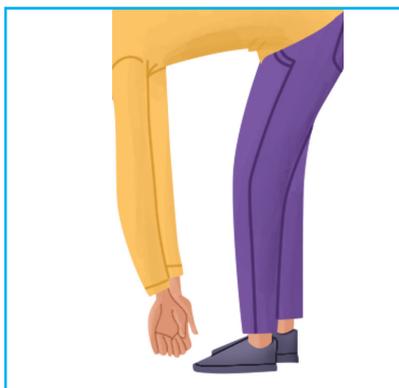
- 5 **Use of English:** Listen to the last warm-up exercise again. Complete the advice and instructions.

#### Warm-up advice

- a You \_\_\_\_\_ warm up your upper body.
- b Your arms \_\_\_\_\_ be straight.
- c You \_\_\_\_\_ do about 15 turns.
- d You \_\_\_\_\_ rotate them too fast or you'll hurt your muscles.



- 6 **Talk:** Do you know any other warm-up exercises? Make notes of instructions you want to give. Tell your partner what to do. Which part of the body do they exercise? Use the pictures below to help you.



First, you should...

## > 2.4 Our favourite sports stars

### We are going to...

- write a biography about a sports star.

- 1 **Talk:** Who are your favourite sports stars? Why? What do you know about their lives?
- 2 **Read** the biography of Simone Biles, the world-famous gymnast. How many gold medals has she won?



### High flyer!

present perfect

A Simone Biles is the most successful gymnast of all time. She **has won** more World Championship medals than any other man or woman in the history of gymnastics. Simone was one of the superstars at the Olympic Games in Rio, where, at just 19 years old, she won four gold and one bronze medals. She said at the time, **'My first Olympics and I've walked away with five medals... It shows dreams can come true. I'm not the next Usain Bolt or Michael Phelps: I'm the first Simone Biles.'**

quote

dates

B Simone was born in Ohio, USA in **1997**. When she was very young, she was in foster care until she and her younger sister, Adria, were adopted by their grandparents. She was always a very active child, who loved jumping around. Then her life changed at the age of six, on a school trip to a gymnastics centre. There, a coach noticed her natural talent and invited her to join a class.

past simple

C From that moment, with the support of her family, Simone **worked** hard to become an excellent gymnast. She was very small, but strong. In third grade, she was teased by her classmates about her muscly legs. Instead of getting upset, she felt proud because she knew she was stronger than most of the other children!

present perfect

D Simone has had setbacks in her journey to stardom, but she **has never** given up. In 2011, she just missed being selected for the National team. She was devastated, but she stayed strong and positive and used the experience to improve. Three years later her determination was rewarded: in 2014, she became the first woman in 40 years to win **four** gold medals at the World Championships!

numbers



**3 Read the text again and match the headings 1–4 to the paragraphs A–D.**

- |                               |  |
|-------------------------------|--|
| <b>1</b> Simone's early life. | <b>3</b> Her journey to stardom.               |
| <b>2</b> Present-day success. | <b>4</b> Some information about her childhood. |

**4 Word study:** Find these words in the biography. What do they mean? Discuss with your partner.

talent    give up    foster care    improve  
coach    tease

**Reading tip**

**Focus on dates and numbers**

Use dates and numbers to find important information in a text.

**5 Read the Reading tip box. Why are these dates and numbers important to Simone's story?**

- |                      |               |
|----------------------|---------------|
| <b>a</b> five        | <b>c</b> 2011 |
| <b>b</b> third grade | <b>d</b> 2014 |

**Writing tip**

**Use quotes**

When you write about a famous person, use **quotes** to give the reader an idea of the person's personality. Quotes can come from the person or someone who knows them.

**6 Talk to your partner about Simone's story and answer the questions.**

- a** Read the Writing tip box and find an example of a **quote**. What does the quote tell you about the way Simone sees her success?
- b** For you, what is the most interesting or surprising fact about Simone's life?

**7 Write a biography about an interesting sports person.**

<b>Step 1: Research</b>	Find information about your sports person on the internet or in magazines. Use the headings (1–4) in Activity 3 to help you find key information. Remember to look for important dates and numbers. Find an interesting quote.
<b>Step 2: Planning</b>	Use the headings to plan your biography. Plan your paragraphs in the same order.
<b>Step 3: Writing</b>	<ul style="list-style-type: none"> <li>• Use the headings, dates and numbers to build your biography.</li> <li>• Use the past simple and present perfect.</li> <li>• Include an interesting quote.</li> </ul>
<b>Step 4: Read and check</b>	Swap with a partner. Check for any errors.

## > 2.5 An extract from *Off Side*

### We are going to...

- read and enjoy a story about a football match.

### Listening tip

#### Listening for expression and emphasis

When you listen to a story, listen to the expression in the narrator's voice. This will help you understand the sense of the story.

- 1 **Talk:** Have you ever been to a live sports event? What was it like? How did you feel?
- 14 **2 Read and listen** to Part 1. Danny and his dad are at a live game. How does Danny help his dad? Why does he need to do this?
- 14 **3 Read and listen** to Part 1 again and answer the questions at the end.

## *Off Side* by Tom Palmer

- 1 Danny and his dad came to every City home game. And Danny acted as commentator because, when he was younger, his dad had been blinded in an accident. He'd had to stop work, stop playing **football** with Danny, stop almost everything.

Danny remembered worrying if his dad would give up *going* to the football too, but on the day of the first game, after he was out of hospital, dad had stood up.

'Danny?'

'Yeah.'

'Come on, son. City are at home. What are you waiting for?'

Since then, Danny had become skilled at describing live football, telling his dad just enough so that he could follow the game...



- a What is the name of Danny's football team?
- b Do Danny and his dad watch them in their home city or away?

### Remember!

**football:** UK English  
**soccer:** US English

- 15 **4 Read and listen** to the description of the live football match. Choose the correct answer to the questions after each section.

## 2.5 Read and respond

2 ... The second half was fantastic. City poured players forward. Their **twin strike force** looked lethal. Sam Roberts, England's leading scorer and new sensation, Ghanaian international Anthony Owusu. Danny struggled to keep up his commentary just as much as the United defenders **struggled** to keep up with City's strikers.



'Owusu is playing deep,' Danny told his dad. 'Roberts further up.'

And as he spoke, City's **midfield dynamo launched** a high cross into the United area. The ball ricocheted off a defender to Owusu, who controlled it on his knee and **volleyed** it with amazing power. At first the ball seemed to be going well over, but then it began to dip into a powerful arc. Half a second later, it was crashing in off the crowbar and **bouncing** about in the goal.

- a Why is City player, Sam Roberts, special?
  - 1 He's scored a lot of goals.
  - 2 He is captain of the England team.
- b Where is Anthony Owusu from?
  - 1 South America
  - 2 Africa
- c Danny finds it difficult to describe the game because...
  - 1 it is so exciting that he can't describe everything.
  - 2 his dad can't hear him.
- d Owusu...
  - 1 misses the goal.
  - 2 scores a goal.

### Glossary

**win strike force:**  
two strikers who play together

**midfield dynamo:**  
the player who controls the team

**launch:** kick high

**volley:** kick the ball before it lands

3 One-nil. An **awesome** strike.

Danny and his dad leapt into each other's arms as the crowd **exploded**. First with the loudest cheer of the season, then with the name of the scorer. Over and over again.

*Ow-usu! Ow-usu! Ow-usu!*

When the fans had gone quiet enough for anyone to talk, Dad spoke.

'What happened?'

This always amused Danny. His dad would be leaping around, punching the air, screaming at the top of his voice one minute, then calmly asking to know why he's been jumping around in the first place.

'Owusu...' Danny said breathlessly.

'I gathered that.'

'... he just **blasted** it in!'

'Yeah?'

## 2 Sport

- e The City fans are...  
 1 quite happy.    2 very happy and excited.
- f Danny's dad...  
 1 understands what has happened in the game.  
 2 needs Danny to explain again.

4 Danny knew his dad needed more. So he decided to give it to him: like a proper reporter on the radio. He breathed in and began.

‘City’s amazing Ghanaian international has scored the goal of the season. Picking the ball up on the edge of the area, he took it on his knee, then **fired** an unstoppable volley past the **paralysed** United keeper. That’s Owusu’s twentieth goal of the season. And just goes to show that he deserved the African Player of the Year award he received only two weeks ago.’



- g Why does Danny describe the goal like a radio reporter?  
 1 To make it more exciting for his dad.  
 2 To give his dad more information.  
 3 Both reasons.

**Glossary**

**paralysed:** unable to move

### 5 Word study: Football.

Use the words in the box to label the diagram.

strikers   
 defenders   
 (goal) keeper   
 midfield   
 goal (area)



**6 Word study:** Descriptive words.

Look at the words in blue in the story. Try to guess any unknown words by looking at the other words and sentences in the section.

**7** Replace the underlined words in the text with words from the box.

struggled    bounced    blasted    awesome    fired    strike    exploded    keeper

Roberts (a) ran very fast **blasted** down the field with the ball, while the United defenders (b) found it difficult to stop him. Then he passed to Owusu, who (c) kicked the ball into the goal with an (d) very good (e) hit, past the shocked (f) person in the goal. The ball (g) moved up and down around the goal and the crowd (h) shouted very loudly. It was the loudest cheer I have ever heard at a home game.



**8 Intonation:** Read with expression by emphasising key words.

Listen and repeat Danny's commentary at the end of the extract. Which words does he emphasise?

**9 Write:** Now write a similar description of someone scoring a goal, winning a race or a competition.

- Use words from the text or other descriptive words.
- Underline the words you want to emphasise and read your description to your partner like a radio presenter.



**10 Values:** Teamwork. Talk about these questions with your partner.

- a Are you a member of any sports teams?  
What responsibilities does each person have?
- b What other kinds of teams are there?  
When do you work in other teams?
- c Think of a team you're in.  
Which of these statements is true for your team?
  - 1 Everyone helps each other and works together to achieve something.
  - 2 I can learn new things from other people in the team.
  - 3 Other people in the team can learn something from me.
  - 4 Everyone in the team has a special job to do.
- d What other good things are there about being in a team?  
Are there any disadvantages?



## 2 Sport

# > 2.6 Project challenge

### Project A: Make a poster about a type of sport



- 1 In your groups, choose a sport or physical activity to write about. Brainstorm things you know already and write five questions about things you want to find out. Here are some topics to think about...

equipment   clothing   safety   food and drink   rules

- 2 Research your sport using the internet or the library. Use the questions from Activity 1 to plan your research. Each group member should take a question to research.
- 3 Plan your poster together. Decide on the five most important and interesting facts to include from your research.
- 4 Write a list of **dos** and **don'ts** about your sport. Use modal verbs and the 1st conditional. Add the list to the facts on your poster.

You must do warm-up exercises before you...

You should wear a...

If you eat the right food, you'll...

- 5 When you are happy with the information on your poster, add some pictures.
- 6 As a class, display your posters on the wall. Read the other groups' posters and write down two new pieces of information that you didn't know before.

### Project B: Make a commentary of a sports event

- 1 Work in small groups. Think of an important sports match, race or competition or invent one of your own.
  - If it is a real event, watch it (or part of it) again on the internet, if possible.
  - Make notes about who is taking part, where it is and what happened.
- 2 Choose one special part of the event, for example an amazing goal or someone winning a race. Write a short description in the style of a TV, radio or online commentary.
  - Write your commentary in the present simple and present continuous.
  - Use descriptive words. Use the example on page 38 to help you.

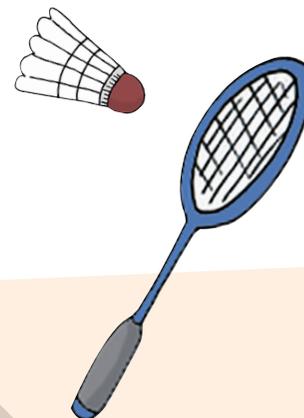


... and here we are at the Millennium Sports Stadium in...  
... the fans are cheering and...  
... and Luis is blasting down the pitch, he passes to...  
Whoa, what an awesome goal!.

- 3 Ask your teacher or another group to check your first draft. Look at their comments carefully and write a second draft.
- 4 Now take it in turns to read the (second draft) commentary.
  - Read it with expression in your voice. Imagine you are broadcasting on TV.
  - Listen and help each other read aloud.
- 5 Choose one person in your group to make an audio recording of the commentary (if possible). Listen to other groups' commentaries and guess the sports event!

What was the most challenging part of your project? Why?

2 Sport



## > 2.7 What do you know now?

# What can we learn from doing and watching sports?

- 1 Write five pieces of sports equipment (don't show your partner). Write sentences describing how they are used. Now read the sentences to your partner. Ask them to guess the equipment.  
*You wear these when you go swimming. (trunks)*
- 2 Tell your partner about your favourite sport and four things you like about it.
- 3 Name two food items that are good for your body when you do sport. Why are they good for you?
- 4 Give instructions for three warm-up exercises to your partner. They have to do the exercises. Which parts of the body are the exercises good for?
- 5 Write two amazing facts about Simone Biles from page 34.
- 6 In the football story on pages 36–38, what does Danny do to help his dad at the match? Why does he need to help him?
- 7 Write four good things about being in a team.



### Look what I can do!

Write or show examples in your notebook.

I can talk about my favourite sports.

I can explain why some foods help my body do physical exercise.

I can use modal verbs to give instructions on how to do sports exercises.

I can write a biography about a sports star.

I can understand a story about a football match.

I can write and read out a commentary of a sports event.

<input type="radio"/>	<input type="radio"/>