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CAMBRIDGE Global English

Learner's Book 3

Elly Schottman & Kathryn Harper
with Caroline Linse



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CAMBRIDGE 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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	Writing/Projects	Use of English	Cross-curricular links	21st-century skills
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	<p>Guided writing: 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>Maths: Ordinal numbers Maths/Art: Make linked Mobius strip paper hearts Geography social studies: Countries and celebrations around the world</p>	<p>Critical thinking: Compare and contrast Sequencing Reflection/Self-assessment</p> <p>Values: Perseverance and resilience Positive language, not giving up Learn about addressing adults politely</p>
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	<p>Guided writing: 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 -er</p>	<p>Maths: Shapes, measure length Art/technology: Make an optical illusion toy Art: Discuss art with hidden pictures and optical illusions Science: Learn how our eyes and brain work together, our sense of taste and smell Science: Animal camouflage; Food chains</p>	<p>Critical thinking: Compare and contrast Conduct experiments and discuss results Research Reflection/Self-assessment</p> <p>Values: Learn about being patient, polite and mature</p>

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93–108	6 Dinosaurs	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
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111–126	7 Puzzles and codes	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
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143–158	9 Robots	Robots and what they do Describing size and weight <i>x metres/ centimetres</i> <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 <i>big</i> and <i>small</i> Words describing size dimensions: <i>tall, long, short, wide, narrow</i>
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	Writing/Projects	Use of English	Cross-curricular links	21st-century skills
	<p>Guided writing: 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 (<i>some, many, a lot of</i>)</p>	<p>History: Learn about some important inventors and inventions</p> <p>Science: Learn about scientific inventions, and how they help the environment</p> <p>Art/technology: Design a new invention</p> <p>Maths: Calculate how long ago things happened</p>	<p>Critical thinking: Understand that new things are invented to solve a problem</p> <p>Research</p> <p>Use a dictionary</p> <p>Compare and contrast</p> <p>Identify problems and solutions</p> <p>Creative thinking</p> <p>Reflection/Self-assessment</p> <p>Values: Keep trying! Don't give up! Learning from our failures</p>
	<p>Guided writing: 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 <i>could</i> as a past form of <i>can</i></p> <p>Use quantifiers (<i>some, all, many, a lot of</i>)</p> <p>Use descriptive adjectives</p> <p>Use comparatives and superlatives to describe things</p> <p>Use modal form of <i>can</i></p> <p>Use <i>like</i> + infinitive</p>	<p>Science: Learn about dinosaurs and fossils</p> <p>History: Use a time line</p> <p>Maths: Learn about and use large numbers</p>	<p>Critical thinking: Predict</p> <p>Compare and contrast</p> <p>Find supporting evidence for statements</p> <p>Draw inferences based on illustrations</p> <p>Reflection/Self-assessment</p> <p>Values: Discuss qualities of a good scientist and relate these to themselves: <i>curious, patient, hard-working, willing to change mind</i></p>
	<p>Guided writing: Write coded messages</p> <p>Write sentences using connective <i>but</i></p> <p>Write sentences about self</p> <p>Write a sequence of three instructions</p> <p>Write questions using question marks</p> <p>Write a questionnaire</p> <p>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>Maths: Use coordinates to make a number code</p> <p>Geography: Learn about geographic features: <i>country, mountains, island, etc.</i></p>	<p>Critical thinking: Compare and contrast</p> <p>Use logic to solve puzzles</p> <p>Infer characters' feelings</p> <p>Reflection/Self-assessment</p> <p>Values: Learn about conflict resolution</p> <p>Learn about finding a fair solution</p>
	<p>Guided writing: Write about your activity plans for next week</p> <p>Write facts about your heart and lungs</p> <p>Write tips for taking care of your teeth</p> <p>Write missing words in gap text</p> <p>Write a quiz for classmates about our amazing body</p> <p>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>Science: Perform experiments: How exercise affects your heartbeat and breathing; ; Learn about taste buds</p> <p>Anatomy: Bones and muscles</p> <p>Healthy habits: Exercise, nutrition, hygiene, sleep</p>	<p>Critical thinking: Conduct experiments; discuss findings</p> <p>Compare and contrast</p> <p>Reflection/Self-assessment</p> <p>Values: Appreciate differences in learning styles and interests</p>
	<p>Guided writing: Write instructions for robots</p> <p>Draw and write about your own robot</p> <p>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</i> + noun</p> <p>Use sequencing words</p>	<p>Science: Learn about advances in technology – robots</p> <p>Maths: Compare robots' height and weight</p> <p>Art: Draw and design new robots</p>	<p>Critical thinking: Compare and contrast</p> <p>Give opinions and support reasons</p> <p>Consider implications of technology on the future</p> <p>Values: 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.

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

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...?

Watch grammar presentations on Digital Classroom.

Helps you remember other grammar.



Language focus



Do you see **her**?



Do you see **him**?



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.

2 Families

> 2.6 Project challenge

Project A: Make a 'Memories' scrapbook or slideshow

- 1 Work with a group. Choose one of these subjects:
Family holidays Special days of the year Grandparents
- 2 Bring in a photo or draw a picture of a memory.
- 3 Write a few sentences about your picture.
Read your sentences aloud to a partner. Check each other's work.
- 4 Make a group slideshow. Scan your pictures and type your sentences.



Questions to help you think about how you learn.

Reflect on your learning

- What part of the project was the hardest?
- What part of the project did you like best?

Tips you can use to help you with your learning.

Writing tip

Ask your partner to check your writing. Help each other fix any mistakes.

This is what you have learned in the unit.

Look what I can do!

I can read and talk about deserts around the world.	<input type="radio"/>	<input type="radio"/>
I can discuss friendship and events in the past.	<input type="radio"/>	<input type="radio"/>
I can talk about and compare desert reptiles.	<input type="radio"/>	<input type="radio"/>
I can write a report about a desert animal.	<input type="radio"/>	<input type="radio"/>
I can read, discuss and act out a trickster story.	<input type="radio"/>	<input type="radio"/>

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

What did you do last week?

Get ready to play

- Each player needs a set of five small objects to use as game markers.
- With your partner, cut out nine squares of paper. Write A, B or C on each square. Place the letter cards face down.



How to play

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 trickster story
- 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?

Sing along! Song of the shikari song

Watch this!

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.

3 The desert

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 – fewer 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 store 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. The cactus is a special plant that grows in the deserts of Asia. It stores water in its bark. People who live in the desert press the cactus bark to get drinkable water.

How much of the Earth is desert?
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.

3.1 Think about it

3 Vocabulary: Geography

This world map shows deserts on the seven continents. Which continent do you live on? Is there a desert on that continent? Find these five deserts. 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 **coldest** 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. What's the temperature?

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?

The opening lesson includes Listening.

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 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.**

When was Maria's birthday?
[Yesterday] [it] [was]

Who was at the birthday party?
[at] [with] [the party]

How many candles were there on the birthday cake?
[nines] [were] [there] [there]

Where was the piñata?
[in] [the garden] [was] [in]

What was inside the piñata?
[sweets] [sweets] [there were] [the piñata]

Key words

Who...? [at] [with] [the party]

What...? [nines] [were] [there] [there]

When...? [in] [the garden] [was] [in]

Where...? [sweets] [sweets] [there were] [the piñata]

How many...? [1] [1] [1]

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

coin 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. What special object did Jongmin choose?

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.

Jongmin: Was my grandfather at my party? Were my cousins at my party? Was there any ice cream at my party? Was I happy? Did I cry?

Jongmin's grandmother: No, there wasn't any ice cream. Yes, he was. No, you were very cross! Yes, they were. 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...?

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 **strongest**. 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:

Speaking tip

"I think this... is the (strongest)." "No, it isn't." "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

For longer words, instead of adding -er or -est, we use the words more and most.

dangerous more dangerous the most dangerous

Fact cards:

- Name: Thorny devil** Home: Australia Size: 20 cm Poisonous? no Special features: covered with sharp spikes; changes colours; can puff itself up; eats ants; walks slowly, steps often and rocks back and forth
- Name: Gila monster** Home: North America Size: 60 cm Poisonous? 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 sheds
- Name: Sidewinding adder** Home: Africa Size: 25 cm Poisonous? yes Special features: moves sideways, rather than forward; keeps most of its body off the hot sand; hides under the sand with just eyes peeping out, waiting for prey; eats lizards and geckos, especially shovel-snouted lizards; has poison in its teeth
- Name: Frog-eyed gecko** Home: Central Asia Size: 10 cm Poisonous? no Special features: covered with fish-like scales; rattles its scales to scare off predators; lifts its eyes to keep them moist and clean
- Name: Indian sand boa** Home: South Asia Size: up to 100 cm Poisonous? no Special features: hides under sand to catch mice, lizards, smaller snakes; called a "hoo-headed snake" because its tail looks like its head; when threatened, it hides its head and waves its tail in the air

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 supports 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.

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.

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.

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.

It helps the camel reach leaves on tall trees.
It helps a camel walk on top of the sand.
They keep sand out of the camel's eyes.
It stores fat for when there is no food or water.
They keep the camel's body away from the hot sand.
They help the camel eat spiny desert plants.

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3.4 Write about it

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.

Jerboa
Sahara and Gobi Deserts (Africa and Asia)
Sleeping Where? During the day
Where? Underground tunnel; closes tunnel with mud to keep out hot air
Eating What? At night
What? Leaves, roots and insects. No water, enough moisture in food
• hops like a kangaroo on its long back legs
• long legs keep body away from hot sand

Fennec fox
Sahara Desert (Africa)
Sleeping Where? During the day
Where? Underground
Eating What? At night
What? Wharf, jerboas, lizards and insects. No water, enough moisture in food
• large ears - help fox hear and catch animals at night
• thick fur under feet - protect it from hot sand

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'.

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Model texts with callouts support the writing process.

Clear assessment criteria are provided.

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 trickster story.

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?

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."
"Is that you, Rattlesnake?" asked Mouse.
"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?

"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? Were 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. "Now can you be so stupid, Coyote? I'll show you what happened!"

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3.5 Read and respond

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 two 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?

Reflect on your learning

- 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?

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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.

DRAFT

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?

01

Sing along! Working together



Watch this!

1 Working together

> 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?

02 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 Working together

> 1.2 Let's play together

We are going to...

- give and follow directions.



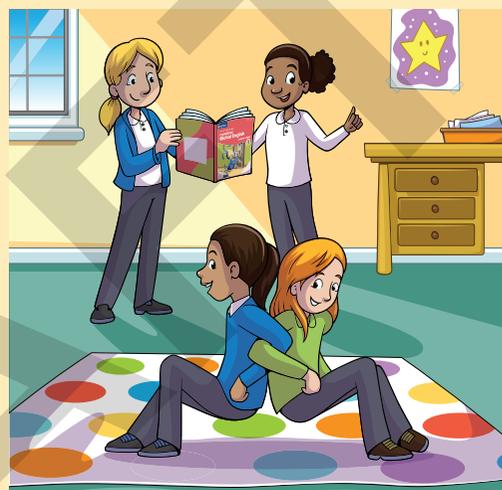
1 Read the directions. Then play the games.

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.							
Step on the paper							
Eleven fingers							

1 Working together

> 1.3 Team fun

We are going to...

- talk about what people are doing.



1 Read and listen.

Read the sentences. Which colour team is doing each activity: red, yellow, green or purple? 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.

- | | |
|--|---|
| <p>1 What are the children in green tops doing?</p> <p>2 What is boy 17 doing?</p> <p>3 What is girl 30 doing?</p> | <p>a She is measuring the bridge.</p> <p>b They are carrying mats to the table.</p> <p>c He is climbing the wall.</p> |
|--|---|

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**.



4 Read and listen to the poem.

- a Find the word in the poem that rhymes with: **in ground to ten about**
- b Find the word in the poem that means the same as: **laugh turn round begin**

Rope Rhyme

Get set, ready now, jump right in
Bounce and kick and giggle and spin
Listen to the rope when it hits the ground
Listen to the clappedy-slappedy sound
Jump right up with it tell you to
Come back down, whatever you do
Count to a hundred, count by ten
Start to count all over again
That's what jumping is all about
Get set, ready now,
Jump, right out!

Eloise Greenfield



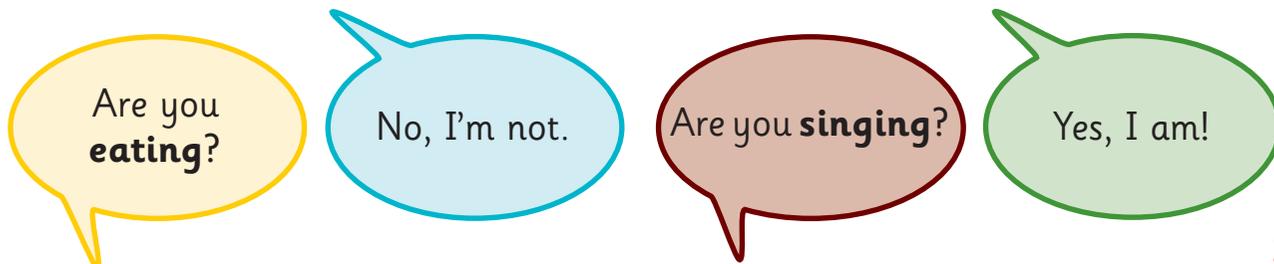
- c **Readers' theatre.** Form five groups. Each group will practise reading two lines of the Rope Rhyme. Then, do a class reading of the poem together.

5 Stand up and move!

Pretend you are skipping. Count up to 100, one number with each jump. When you say a number that ends in 0 or 5, kick your leg: **5, 10, 15, 20, 25...**

6 Picture dictionary: Action verbs

Turn to the Action verbs page (page 171). Talk about the words. Play a guessing game. Act out one of the verbs for your classmates to guess.



1 Working together

> 1.4 Let's put on a play!

We are going to...

- write about things we like and don't like.

1 Read, write and talk.

These children are going to act in a play about **mammals** and **birds**.

They are drawing picture signs for the animal characters in the play.

Some children are drawing **mammals**. A mammal is an animal that has fur and teeth. Most mammals have four legs. Look at the pictures. Write the names of three mammals that you see on your chart.

Some children are drawing **birds**. Birds are animals that have two legs, two wings and feathers. Most birds can fly. Write the names of three birds that you see on your chart.

One child is drawing a bat. Do you think a bat is a mammal or a bird? Why do you think that? Look up the answer. Add the bat to your chart.

Make a chart

mammals	birds



2 Play an animal spelling game.

Spell the name of one of the animals on this page aloud. Your friends must write the word. Then they have to make a sound like that animal or act like the animal.

3 Write: Imagine your class is putting on a play.

There are many ways to be part of a play.

What do you like doing? What does your partner like doing?

Step 1: Gather information

Read the questions on the chart. Write your answers.

Then ask your partner the questions. Write his or her answers on the chart.

Do you like...	acting? 	making costumes? 	singing? 	dancing? 
My answers	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
My partner's answers	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no

Step 2: Write

Write a paragraph about what you and your partner like doing.

Look at the sample paragraph. Use the information on your chart.

There are many ways to be part of a play.
 I **like** acting **and** making costumes.
 I **don't like** singing **or** dancing.
 Aisha **likes** acting and singing and dancing.
 She **doesn't like** making costumes.

Use **and** in a list of things you **like**.

Use **or** in a list of things you **don't like**.

Step 3: Read and revise

Read your sentences aloud.

- Do you want to add or take away any words?
- Do you want to move the order of the sentences?

Step 4: Check and correct

- The first word of a sentence begins with a capital letter.
- Most sentences end with a full stop.
- Use **she** for a girl. Use **he** for a boy.



1 Working together

> 1.5 Whose team are you on?

We are going to...

- read and act out a play.

1 Talk about it.

Who are the characters in this play?

Look at the pictures and the playscript.

Read the title. Who do you think the two teams are in this play?



2 Read and listen.

Whose team are you on?

Narrator: The Mammals and the Birds are getting ready for a football **match**. Fox, Kangaroo and Bear are on the Mammals team. Goose, Owl and Parrot are on the Birds team. Bat wants to play too.

Bat (eagerly): Can I play?

Parrot: Which team are you on?

Bat (thinking): Hmm. I want to be on the **winning** team. The birds are small. The mammals are big. I think the mammals will win.

Bat (to everybody): I want to be on the Mammals team!

Bear (to Fox and Kangaroo): Are bats mammals?

Fox: I don't think so. Bats have wings. Mammals don't have wings. I think Bat is a bird.

Bat: No, I'm not. I'm a mammal! Look at my fur! Look at my teeth! Birds don't have fur or teeth.

Kangaroo (to Fox and Bear): That's true. I think Bat can play on our team.





Fox and Bear: OK. Let's play!

Narrator: The animals begin to play. Bear passes the ball to Kangaroo. Kangaroo kicks the ball into the goal. The score is Mammals – 1; Birds – 0.

Bat (happy and excited): Hooray for our team!

Narrator: Next, Owl gets the ball. Owl passes the ball to Parrot. Parrot scores a goal. Mammals – 1; Birds – 1! It's a **draw!**

Narrator: Bear has the ball next, but Parrot takes it. The birds score another goal. Birds – 2; Mammals – 1. The birds score the next goal too. Now it's Birds – 3; Mammals – 1!

Bear: Let's stop! We need a rest.

Bat (feeling grumpy, thinking to himself): The Mammals team is **losing**. I don't want to be on the losing team. I think I'll join the Birds team.

Bat (walking over to talk to Parrot): I'm joining the Birds team.

Parrot: You can't do that, Bat! You're part of the Mammals team.

Bat: Not any more. I want to be on the Birds team! Look – I have two wings and two legs – just like you and Owl and Goose!

Goose: Play on!

Narrator: The game begins again. Kangaroo has the ball. She passes the ball to Bear, but Bat takes the ball and passes it to Parrot. Parrot scores a goal. It's Birds – 4; Mammals – 1.

Bat (happy and excited): Hooray for our team!
The Birds are winning the game!



1 Working together

Fox (confused): Stop the game! Whose team are you on, Bat?

Bat: I'm on the Birds team now. And we are winning!

Owl (sternly): You can't switch teams in the middle of a match, Bat.

Goose: It's not fair!

Bear (angrily): You are not a good team player, Bat. You can't be a part of this game!

Fox (sternly): I agree. If you want to play with us, you need to follow the **rules**.

All the animals (speaking together):
Go away, Bat!
We don't want to play with you!

Bat (upset): I'm sorry.

Kangaroo: Go away and think about it. When you are ready to follow the rules, you can come back.

Bat (sadly): OK. Goodbye.

Narrator: And the Mammals and the Birds begin playing again without Bat.

Owl: Play on!



The rules

- Practise every day.
- Do your best.
- Help your team.
- Be a good loser. Say 'Well done!' to the other team.
- Be a good winner. Say 'Thank you!' to the other team.

1.5 Whose team are you on?

3 Talk about the story.

- Why does Bat want to play on the Mammals team?
- How does Bat feel when his team is winning?
- How does he feel when his team is losing?
- Why does Bat switch to the Birds team?
- How do the other animals feel when Bat switches teams in the middle of the match?
- What do the animals say to Bat?
- Do you think it was fair for Bat to switch teams? Why or why not?



4 Values: Playing fair and being a good sport

Look at the list of rules.

Which two rules do you think are the most important?

5 Word study Sports words

In the story, find the words in **blue**. What does each word mean?

Reading tip

How to work out an unknown word

- Read the whole sentence and look at the picture.
- Talk with your friends. Figure it out together!

What is a football **match**?

I think it's a football game.

6 Act out the play!

In the pictures, the Mammals wear blue T-shirts and the Birds wear red hats. What will the teams wear in your production of the play?

7 Write a letter.

Pretend that you are Bat.

Write a letter to the Mammals and the Birds.

Say that you are sorry that you switched teams.

Say that you are ready to follow the rules now.

Ask if you can please come back and play.

End the letter with the words: **Your friend, Bat**



1 Working together

> 1.6 Project challenge

Project A: Make a 'Follow the instructions' game

- 1 Work with a group. Write instructions on cards. Make 20 cards. Check your writing!



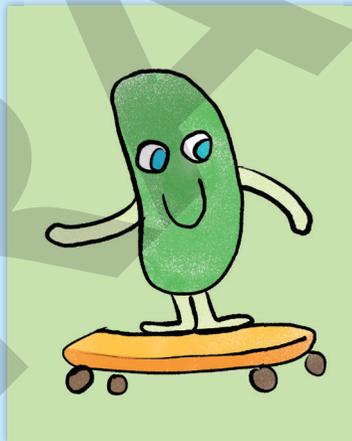
- 2 Play the game with your class. Divide into teams. The children in your group should be in different teams.
- 3 The teams take turns picking a directions card and reading it aloud. If the team can follow the directions, they score one point.

Project B: Make a 'Find the animal' game

- 1 Draw a picture of an animal doing something funny. It can be a real animal or a make-believe animal.
- 2 On another piece of paper, write a description of your animal. Answer these questions:
 - What does your animal look like? What colour is it?
 - How many legs does it have? Does it have wings? Does it have fur?
 - What is your animal doing?

Read and check your work!

- 3 Put all the animal pictures on the wall.
- 4 Take turns reading your animal descriptions aloud. Can the class find the matching picture?



My animal has purple fur and six legs.
It is playing the drums.

Reflect on your learning

- What part of the project was the hardest?
- What part of the project did you like best?

1 Working together

> 1.7 What do you know now?

What can we achieve when we work together?

1 Think of some things that people can do when they practise and work together.

- What games can they play?
- What can they perform for others?
- What things can they build?



2 Choose a picture in this unit. Tell your partner what the people or animals are doing in the picture.

5 Which activity did you like best in this unit? Which activities were easy? Difficult? Fun? Boring? Share your opinions with your partner.

3 Think of some things you can do with a ball. Write two instructions. Read them to your partner. Can your partner act out the instructions?

6 Think of an interesting thing you learned in this unit. Write one or two sentences about it.

4 Look at your list of action verbs. Write one sentence about something you like doing and one sentence about something you don't like doing. Read your sentences to your partner. Do you like and dislike the same things?



Look what I can do!

- I can ask and answer questions.
- I can give and follow directions.
- I can talk about what people are doing.
- I can write about things I like and don't like.
- I can read and act out a play.

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