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# CAMBRIDGE Global English

## Workbook 3

Paul Drury, Elly Schottman &  
Caroline Linse



Second edition

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 Cambridge Assessment  
International Education

Endorsed for learner support



**CAMBRIDGE**  
UNIVERSITY PRESS

# CAMBRIDGE Global English

for Cambridge Primary English as a Second Language

## Workbook 3

Paul Drury & Elly Schottman

Series Editor: Kathryn Harper

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# How to use this book

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

Tips to help you with your learning.

### Writing tip

Look at these sentences:

'OK,' said Mouse. 'Fantastic!' she shouted.

'Why?' she asked.

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

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

Information to help you find out more about grammar.

### Language detective

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

Mr Lee is **from** Sweden.

The shell is **from** the seaside.

The fork is **from** the kitchen.

Mrs Smith is **from** the city.

The panda bear is **from** China.

Use the Cambridge Learner Corpus to get your grammar right!

### Get it right!

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

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

Each Use of English session is divided into three parts:

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

### Focus

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

'Touch the finish line.'

'Stand on the paper.'

'Do not step on the floor.'

Stand up. Sit down.



Step on the paper.



Eleven fingers



'Link your elbows the whole time.'

'Hold out your hands at the same time.'

'Stand up, then sit down.'

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

**Practice**

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

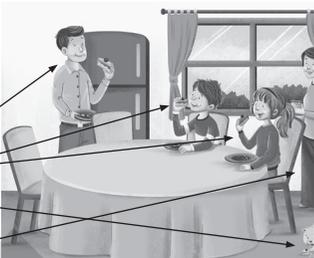
It is	Dad is	They are	Mum is
-------	--------	----------	--------

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

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

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

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



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

**Challenge** ★

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

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

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

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

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

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

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

> 1.6 Check your progress

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

1 You should avoid stepping on the floor.

a 

b 

c 

Questions to help you think about how you learn. →

**Reflection**

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

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

\_\_\_\_\_

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

\_\_\_\_\_



# 1

# Working together

## > 1.1 Celebrating together

1 Look and read. Write **yes** or **no**.

a The children are learning the Dragon Dance.

\_\_\_\_\_

b The teacher is dancing.

\_\_\_\_\_

c There are eight children holding up the dragon. \_\_\_\_\_

d A child is playing the drum.

\_\_\_\_\_

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

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

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

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



### Challenge



2 Answer the questions.

Do you think dragons are real or not real?

\_\_\_\_\_

Can you think of any animals that look like dragons?

\_\_\_\_\_

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

Answer these questions.

Who are you? the Chinese New Year dragon

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

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

Use some of these words in your poem.

up   down   left   right   slowly   quickly

I am the dragon

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Challenge** ★

- 4 Let's dance! Answer the questions.

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

Do you think dancing is easy or hard?  
\_\_\_\_\_

What do you like about dancing with your friends?  
\_\_\_\_\_

## 1 Working together

# > 1.2 Giving directions

### Language detective

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

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

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

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

### Focus

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

'Touch the finish line.'

'Stand on the paper.'

'Do not step on the floor.'

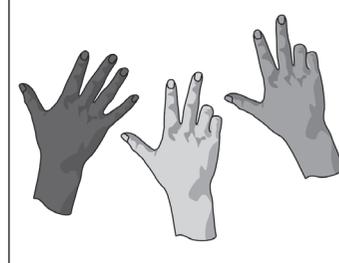
Stand up. Sit down.



Step on the paper.



Eleven fingers



'Link your elbows the whole time.'

'Hold out your hands at the same time.'

'Stand up, then sit down.'

Get it right!



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

Look at the examples:

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

You ~~to~~ must run.

You ~~standing~~ must stand on the paper.

## Practice

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

### Guess the game!

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

## Challenge

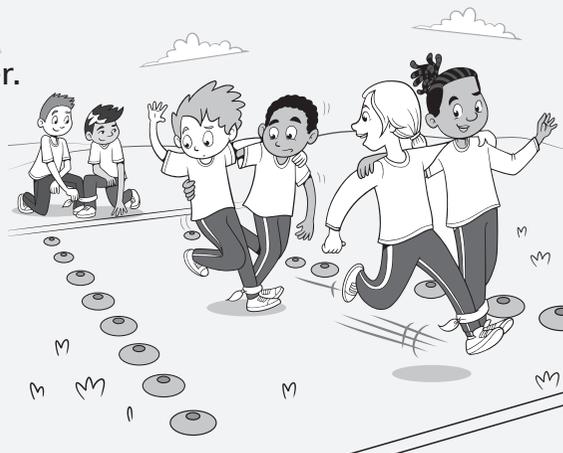


- 3 Choose the correct verb to complete the instructions.

fall    walk    tie    work

### The three-legged race

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



1 Working together

## > 1.3 Adding -ing to words

### Language detective

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

run – running



hop – hopping



swim – \_\_\_\_\_



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

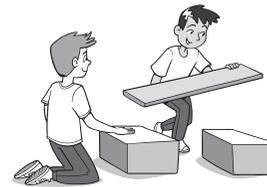
dance – dancing



write – writing



make – \_\_\_\_\_

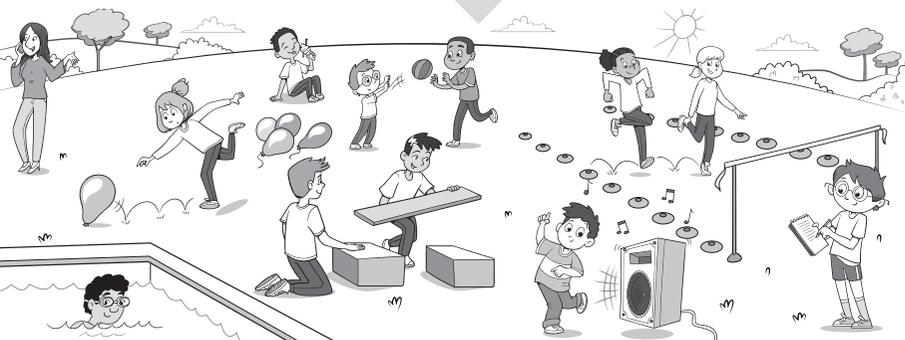


### Focus

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

The first one has been done for you.

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



### Get it right!

You need three things to make the present continuous:

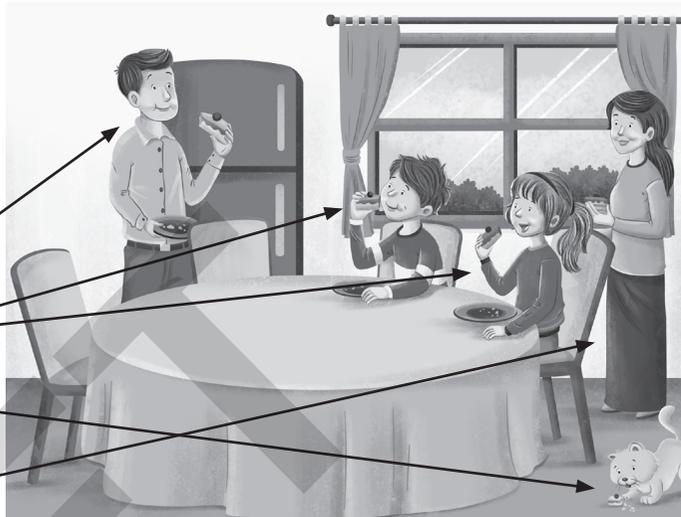
- I am reading. ←
- 1 The person
  - 2 the verb to be ('am', 'is' 'or are')
  - 3 'ing' at the end of the verb.

### Practice

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

It is    Dad is    They are    Mum is

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



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

*I am sitting. I am writing.*

breathe    think    look    read    move    write

---

---

---

### Challenge

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

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

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

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

They're swiming. \_\_\_\_\_

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

1 Working together

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

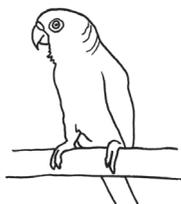
- 1 Word study: Write the name below each bird and mammal. Then draw one more bird and mammal. Write the names.

bear kangaroo owl parrot penguin tiger

### Birds



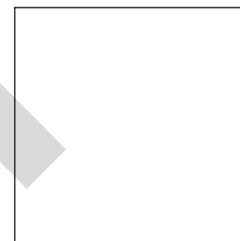
\_\_\_\_\_



\_\_\_\_\_

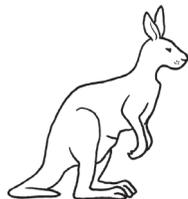


\_\_\_\_\_



\_\_\_\_\_

### Mammals



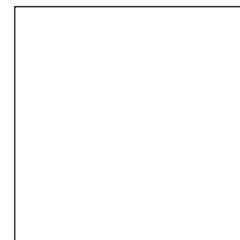
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

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

eat fly sleep swim jump talk



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



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

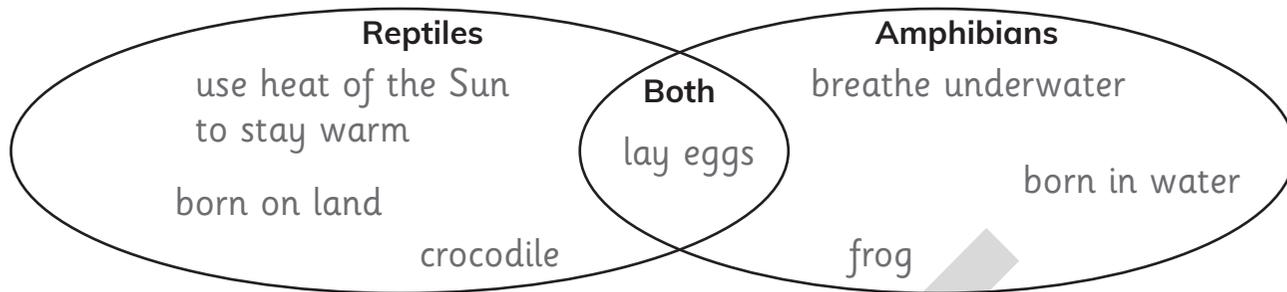


I am \_\_\_\_\_



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

3 Look at the diagram. Then complete the sentences.



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

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



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

---

---

---

---

---

---

---

**Challenge** ★

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

1 Working together

## > 1.5 Whose team are you on?

1 Read the story on pages 20–21 of your Learner's Book again.

Then read the sentences and write T (true) or F (false).

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

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

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

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



3 Answer the questions.

a When do you work as a team?

\_\_\_\_\_

b Who do you like on your team? Why?

\_\_\_\_\_

## Overset text on page 16

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

---

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

---

DRAFT

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

T together, try, time, twist, turn

E \_\_\_\_\_

A \_\_\_\_\_

M \_\_\_\_\_

### Brainstorming words

T together, trying our best, taking turns, twist

E \_\_\_\_\_

A \_\_\_\_\_

M \_\_\_\_\_

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

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

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

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

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

1 Working together

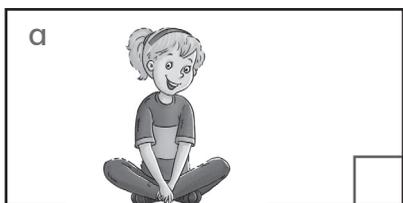
# > 1.6 Check your progress

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

1 You should avoid stepping on the floor.



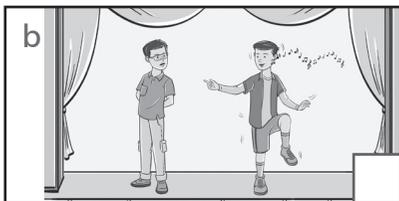
2 He is waving.



3 She doesn't like singing or dancing.



4 They like singing and dancing.



5 Underline the correct sentence.

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

6 Circle the sentence that is true.

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

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

a Reporter: What are you and your friends doing?

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

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

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



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



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

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



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

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

What do you like doing?

---

What don't you like doing?

---

## Reflection

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

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

---

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

---

# 2

# Families

## > 2.1 A family wedding

- 1 Look at the picture in the Learner's Book on page 28.  
Can you remember what Christina said?  
Write the answers with complete sentences.

The words in the box will help you. Use one in each answer.

photos      Grandma      meal

- a Who made the bride's dress?

---

- b What is Christina doing?

---

- c What are they going to do after the photos?

---

- 2 Let's do it! Read and follow the instructions to finish the picture.

The photographer is taking lots of photos.  
Draw the camera in front of him.

Christina is taking photos with her mobile phone.  
Draw the phone in her hand.

Draw flowers in the bride's hair.  
Draw the groom standing next to the bride.



### Challenge



- 3 Have you ever been to a wedding or a family party?  
Write two sentences about it and draw a picture.

---

---

2.1 Think about it

- 4 Are the people male (boys or men), or female (girls or women)?  
Write 'M' (male) or 'F' (female).

bride ____	granddaughter ____	uncle ____
photographer ____	grandson ____	cousin ____
groom ____	aunt ____	guest ____

- 5 Let's write! Complete the crossword puzzle.

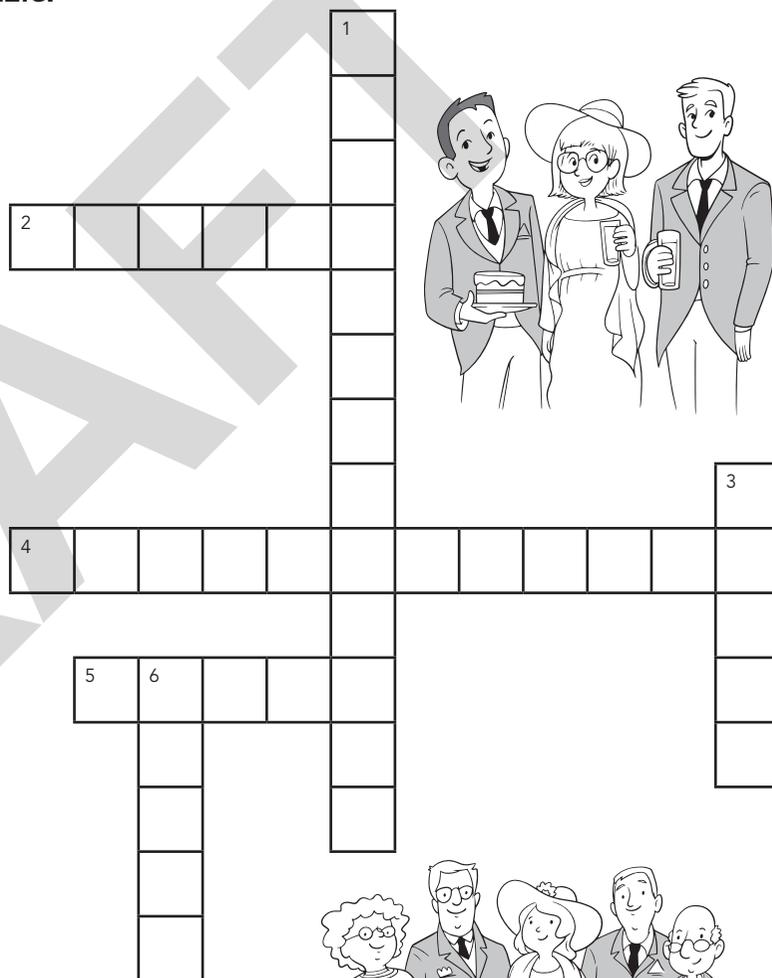
**Across**

- 2 Who is your uncle's daughter?  
4 Who is the person that takes photos?  
5 What is a person who is invited to the wedding called?



**Down**

- 1 A grandmother's son's daughter is her \_\_\_\_.  
3 Who does the bride marry?  
6 Who is your mother's brother?



- 6 Write numbers 1–4 in the boxes to put the instructions in the right order.

- Then, tell everyone to smile!
- Finally, press the button and take the photo.
- Next, tell everyone to stand close together.
- First, switch on the camera.



2 Families

## > 2.2 Using past simple questions

### Language detective

We ask **yes/no** questions in the past simple by starting with **was, were** or **did**.

**Was** there a party?

**Did** you eat some cake?

**Were** you at the party?

We use **wh-** question words to ask questions in the simple past.

What **did** you do at the party?

Where **was** the party?

Who **did** you dance with?

How many people **were** there?

Why **was** there a party?

When **did** you open the presents?



### Focus

#### 1 Match the questions with the answers.

Was it Maria's birthday today? ..... Yes, they were.

Were Maria's friends at the party? ..... Yes, it was.

How did Maria feel at her party? ..... It was in the garden.

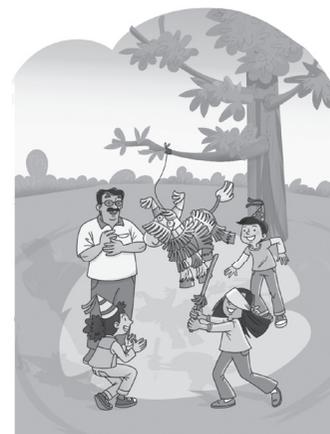
Where was the piñata? ..... She was happy.

#### 2 Complete these questions by writing the correct question word.

a \_\_\_\_\_ there lots of people at the party? Yes, there were lots of people at the party.

b \_\_\_\_\_ many candles were on the cake? There were nine candles on the cake.

c \_\_\_\_\_ were the sweets at the party? They were inside the piñata.



### Get it right!

Remember that we use **was/were** or **did** after **wh-** questions:

**Where was** the party? **Why were** there lots of presents? **Where did** the candles go?

### Practice

3 Read and **circle** the correct word.

- a When **did** / **is** your brother get married?  
Last week, my big brother got married.
- b Who **is** / **was** at the party?  
My whole family and lots of friends were there.
- c How big **is** / **was** the cake?  
The cake was huge and there was lots of ice cream.
- d Why **is** / **was** there a party?  
There was a party because my brother got married.



4 Now write your own questions.

You could use some of the words from the box.

when	who	how many	where	what	why
------	-----	----------	-------	------	-----

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

### Challenge

5 Write five sentences about the last party you went to.

- 1 In September I went to my friend's party.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

2 Families

## > 2.3 Saying where things are from

### Language detective

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

Mr Lee is **from** Sweden.

The shell is **from** the seaside.

The fork is **from** the kitchen.

Mrs Smith is **from** the city.

The panda bear is **from** China.

### Focus

1 Look again at page 33 in your Learner's Book. Where are they from?



a They are from \_\_\_\_\_

b They are \_\_\_\_\_

c They are \_\_\_\_\_

2 Draw a line to match where each item is from. Then complete the sentences.



sock

seaside



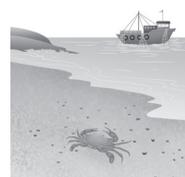
book

bedroom



crab

shop



The sock is from the bedroom.

The book is \_\_\_\_\_.

The crab \_\_\_\_\_.

**Practice**

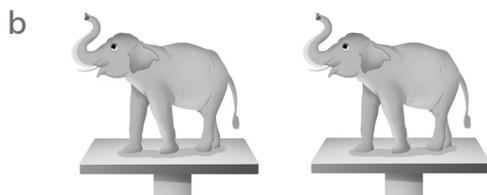
3 Where are these objects from? Complete the sentences.



This postcard is from Italy.



This model \_\_\_\_\_ France.



These models \_\_\_\_\_ India.



These postcards \_\_\_\_\_ Australia.



This model \_\_\_\_\_ Egypt.



This postcard \_\_\_\_\_ the USA.

**Challenge** ★

4 Choose three things from your kitchen. Write what they are and where they are from.

Name of product	Where is it from?
bananas	Costa Rica
pasta	Italy

## > 2.4 What's your favourite month?

1 **Word study:** Read the rhyme about months.

**Circle** all the months with 30 days.

**Underline** all the months with 31 days.

Write a star (\*) next to the shortest month.

A leap year is a year with one extra day – the extra day is always in February.

Thirty days have September,

April, June and November.

All the rest have thirty-one,

Except for February alone.

It has twenty-eight days clear,

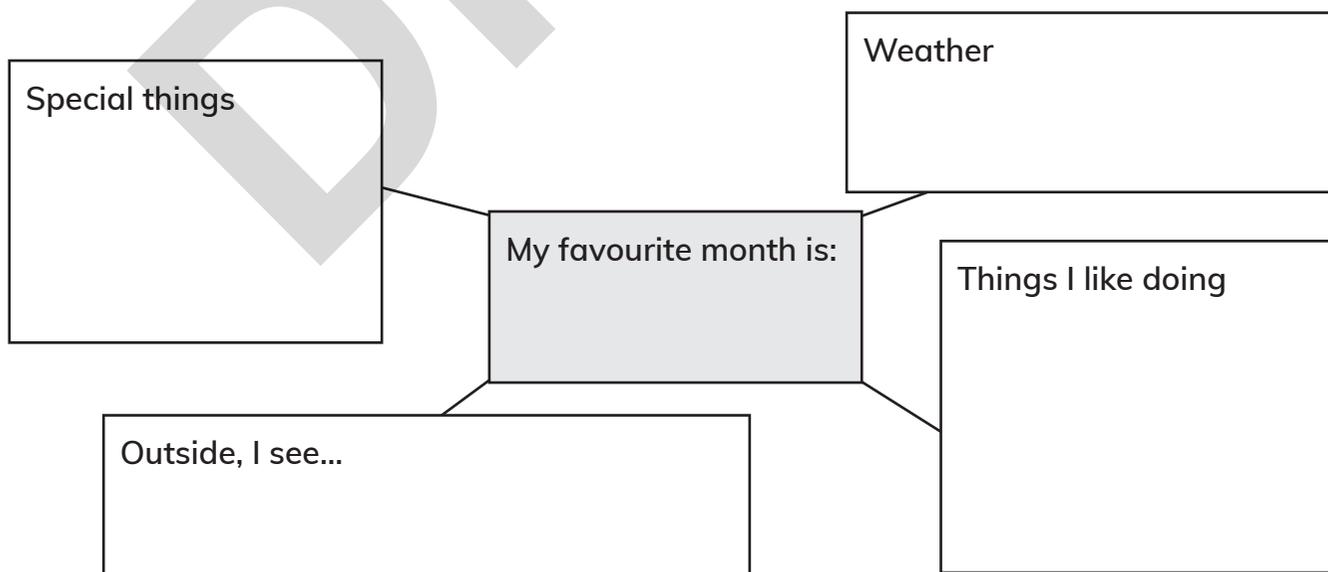
And twenty-nine in each leap year.

January	May	September
February	June	October
March	July	November
April	August	December

2 **Write a paragraph in your notebook about your favourite month.**

**Look at the questions below and write some ideas in the mind map.**

- What special things happen in your favourite month?
- What is the weather like that month?
- What can you see outside?
- What do you like doing that month?



3 Finish the sentences.

- a My favourite month is \_\_\_\_\_ because \_\_\_\_\_.
- b I wear sunglasses in \_\_\_\_\_ because \_\_\_\_\_.
- c I wear a jacket in \_\_\_\_\_ because \_\_\_\_\_.
- d I have to study hard in \_\_\_\_\_ because \_\_\_\_\_.
- e We have a family party in \_\_\_\_\_ because \_\_\_\_\_.

4 Complete the paragraph.

Use the questions to help you.

**My favourite day of the week** (Which is your favourite day of the week?)

1 \_\_\_\_\_ is

(Why do you like this day?)

my favourite day because 2 \_\_\_\_\_ . On

(Write the name of your favourite day.)

3 \_\_\_\_\_ I

(Describe what you do on your favourite day.)

4 \_\_\_\_\_ I

(Say one thing you like to do on your favourite day.)

like 5 \_\_\_\_\_ .



**Challenge** ★

- 5 Think about your family. Whose birthdays do you know?  
Do you know how old they are?  
Write some sentences.

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2 Families

## > 2.5 Special memories

- 1 Write the correct sentence under each picture.  
Then number the pictures 1–4 in the correct order.

Dad bought me a new teddy bear.

I had a teddy bear called Bruno.

We forgot Bruno.

My teddy bear sat on a rock while we played.



- 2 Word study: Write the opposite of each word.

Clue: all the answers are in the stories in the Learner's Book on pages 36–38.

winter \_\_\_\_\_

remembered \_\_\_\_\_

sad \_\_\_\_\_

young \_\_\_\_\_

short \_\_\_\_\_

early \_\_\_\_\_

### Challenge



3 Have you ever lost something important to you? Write three sentences.

What happened? How did you feel?

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4 Look at 'A proud memory' on page 37 of the Learner's Book again. Answer the questions.

a Why did Grandpa and Ling climb the mountain?

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b Why did Ling's mother think she was too young?

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c Was Grandpa sad at the top of the mountain?

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d What did they do at the top?

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5 Grandpa made a certificate for Ling. Finish the words that Grandpa wrote.

You give someone a certificate when they do something special – for example, if they win a race.

6 Now think of a time when you tried very hard. Did you feel proud?

It's good to feel proud when you try very hard. Think, what are you proud of?

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7 Make yourself a certificate. Write the words and then decorate.

## Certificate

*Well done, Ling!*  
*Last year you*

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*I am \_\_\_\_\_ of you!*  
*signed \_\_\_\_\_*



2 Families

## > 2.6 Check your progress

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

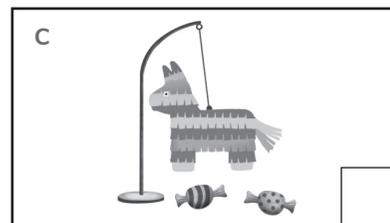
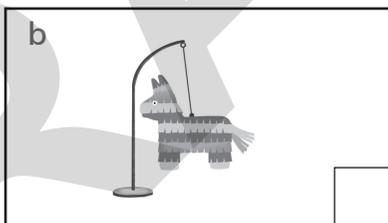
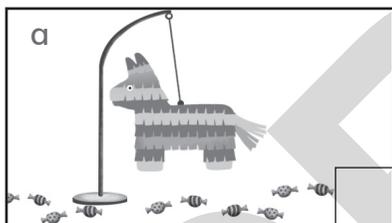
1 This is the bride and groom.



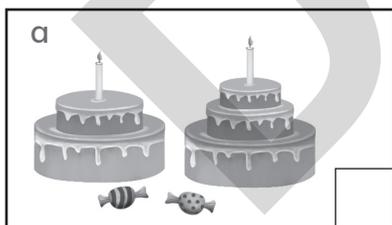
2 This is me and my grandmother.



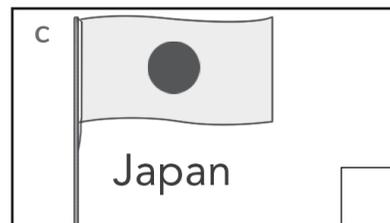
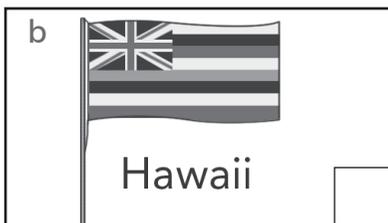
3 There were lots of sweets on the ground.



4 There was a big cake with nine candles.



5 Where are kimonos from?



6 Read and **circle** the best answer – a, b or c.

Teacher: This unit was about family memories. What did you learn about?

Child: a Yes, it was interesting.

b I went to my aunt and uncle's wedding.

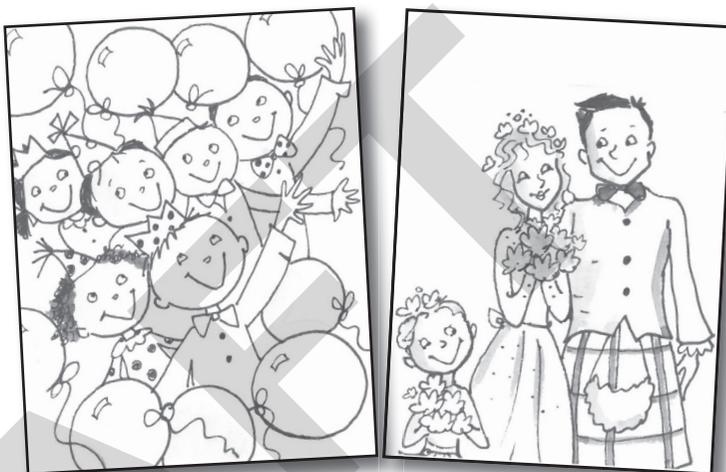
c I learned about weddings and birthdays in different countries.

7 Write the missing words.

When my best friend <sup>1</sup>\_\_\_\_\_ eight, she had a birthday party.

All my friends <sup>2</sup>\_\_\_\_\_ to the party.

But I <sup>3</sup>\_\_\_\_\_ go because it was my sister's wedding on the same day!



8 What do you like about birthday parties?

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## Reflection

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

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

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

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