

How to use *Cambridge Global English*

A Components

Cambridge Global English offers the following components:

- The **Learner's Book** provides the core input of the course and consists of nine thematic units of study. Each unit contains six lessons developed around a unifying theme, and linked to a main question at the beginning of the unit. The materials cater for the needs of learners studying in a primary context, they feature skills-building tasks for listening, reading, writing and speaking, as well as language focuses. In addition, there is a strong vocabulary-building element to the course. Ways of introducing basic learning awareness skills are also explored through features such as:
 - Language tips
 - Words to remember
 - Language detective
 - Look what I can do!

Materials are aimed at the learner with all the experiences that they bring to the classroom. Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. We feel that the learner needs to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.

- The **Audio CDs** include all the listening material needed for the Learner's Book and Activity Book. The listening material supports the Learner's Book with listening, pronunciation and phonics activities, as well as songs and read-along stories. We recommend that learners also use the Audio CDs at home to practise the songs and stories, and to show their parents what they know.
- The **Activity Book** provides additional practice activities, deepening the understanding of language skills and content material introduced in the Learner's Book.
- The **Teacher's Resource** provides valuable guidance and support for using *Cambridge Global English* in your classroom. We understand that within each class there are learners of different abilities. It is very important to support differentiated work in the classroom and we do this through suggestions in the unit notes and additional differentiation 'challenge' activities in the Activity Book. The production skills required in the project work at the end of each unit can also be graded in terms of ability. At the end of the Teacher's Resource, photocopiable activities, cross-referenced in the unit notes, are provided to give additional work for each lesson.

A selection of lesson-by-lesson spelling words, which can be photocopied, cut out and given to the children to learn, are also included in the end section.

B Learner's Book structure

Cambridge Global English consists of nine thematic units of study, designed to cover approximately three units per term, in most educational systems. The Stage 2 Learner's Book is structured as follows:

- **Units:** Nine thematic units provide a year's worth of curriculum lessons.
- **Picture dictionary:** At the end of the book there is a thematically arranged Picture dictionary. This dictionary can be used for a number of activities, such as reviewing material at the end of terms, but its main aim is to introduce the concept of using a dictionary in order to look up the meaning of words. This should be done on a fairly regular basis, so that the learners become accustomed to the idea.

C Unit structure

Each unit is divided up into six lessons. The length of lessons will vary from school to school, so a strict time limit for each lesson has not been prescribed. Lessons are structured as follows:

- **Lesson 1 Think about it:** Lesson 1 introduces the main topic, in the form of a question, which should be a trigger for input from the learners in line with the enquiry-led approach of the course. A short poem and main picture lead into the topic of the unit, giving learners an opportunity to identify key vocabulary items. This leads to vocabulary practice tasks and culminates in a productive task.
- **Lesson 2 Find out more:** Lesson 2 is geared to deeper learning about a curriculum topic. It usually involves a short listening or reading passage followed by critical thinking skills and guided writing tasks.
- **Lesson 3 Words and sounds:** Lesson 3 focuses on the mechanics of reading and pronunciation, including phonics, alphabet skills, reading, listening and writing skills. It usually contains a song or simple phonics story and a range of activities.
- **Lesson 4 Use of English:** Lesson 4 focuses on developing language skills through contextualised activities. It involves combinations of speaking, writing and reading activities.
- **Lesson 5 Read and respond:** Lesson 5 focuses on literacy and reading stories, poems and factual texts. It allows the learner to explore a variety of text types and develop comprehension and writing skills through related activities.

- **Lesson 6 Choose a project:** Lesson 6 is the consolidation and production section of the unit. Learners produce a project related to the unit content. Lesson 6 begins with a restatement of the initial unit question and leads to a review of what has been learned in the course of the unit. Learner independence is enhanced by allowing choice. Learners choose one of three projects to complete. At the end of the lesson they carry out a short activity (*Look what I can do!*) where learners can be encouraged to identify and demonstrate skills they have accumulated during the course of the unit.

D Activity Book

Each lesson in the Learner's Book is supported by two Activity Book pages that reinforce learning through activities, clearly framed within the 'I can' objectives of the course. The Activity Book provides basic practice and reinforcement of vocabulary, use of English, writing and concepts. It also provides opportunities for personalisation and creative work, as well as activities that can offer a higher level of challenge to support differentiated classroom situations. The last lesson of each unit in the Activity Book is devoted to an end-of-unit quiz, offering more in-depth assessment of what the learners have achieved.

E Customising your lessons

Support for planning each lesson and teaching objectives are provided in the main unit notes of this book. When planning, please also bear in mind the following:

- These are ideas and guidelines only, you should adapt them to your situation and the needs of your learners. Do not be afraid of changing things and bringing in to the classroom additional elements of your own.
- Monitor your learners. If they need additional support for some aspect of the book or particular skills work, tailor the material to their needs.
- Learners of this age group need repetition and revision. Do not be afraid of going over material several times. We would encourage you to continue singing songs, reading stories and playing games throughout the year. Create routines and chants that learners can join in with.
- Be creative in developing craft activities and role-plays. Some suggestions are given but there is much more that can be done. Try combining English with arts and crafts classes.
- Try to encourage learning/teaching/showing between classes of different age groups.
- Draw on parental support where possible. There are 'home-school link' suggestions in every unit.

When using the book, the following guidelines might also be useful:

Before using the Learner's Book

- Engage in warm-up activities (songs, total physical response (TPR), vocabulary games, alphabet chants, etc.).
- Pre-teach and practise key language learners will encounter in the Learner's Book and Audio CDs.

While using the Learner's Book

- Keep learners actively engaged.
- Use the artwork in Lesson 1 as a conversation starter: ask learners to name everything they see in the picture; play *I Spy*, etc.
- Vary the group dynamics in the lesson: move from whole group response to individual response to pairwork, etc.
- Provide opportunities for learners to ask questions as well as answer them.
- Encourage learners to act out the language in the lessons.
- Encourage learners to use language structures and vocabulary to talk about their own ideas, opinions and experiences.
- In class discussions, write the learners' ideas on class charts. You can refer back to these charts in later lessons.
- Adjust your reading and writing expectations and instructions to suit the literacy level of your learners.

Using the Activity Book and further suggestions

- Use the Activity Book pages related to the Learner's Book pages.
- Depending on the ability of the learners, use the 'Additional support and practice' activities and/or 'Extend and challenge' activities suggested in the Teacher's Resource at the end of every lesson.
- Do a Wrap up activity or game at the end of every lesson.
- Give homework assignments at the end of every lesson, especially vocabulary reinforcement activities:
 - Learners draw and label a picture scene with vocabulary items
 - Learners write and illustrate several sentences using vocabulary items
 - Learners create flash cards
 - Learners play games such as *What's Missing?* or *Concentration* with a family member using a set of learner-made Word flashcards (*Concentration* requires a double set of flashcards – 6–10 pairs of words)
 - Learners make 'favourite word' posters where they draw a picture of their favourite word from each lesson/unit.

We would strongly recommend that you supplement this core material with the following:

- An extended reading programme to provide learners with practice of different types of books, leading ultimately to reading independence. It is recommended that you regularly set aside time for the learners to read books of their choice in class and that they are encouraged to read at home.
- ‘Real’ materials incorporated into the classroom as far as possible in order to create more interest in the lessons.
- Exposure to additional audiovisual material such as television programmes, songs and film excerpts so that the learners begin to feel confident in their ability to decode and understand a range of media in English.
- Supplementary handwriting and phonics materials to help build on those skills at this crucial time in the learner’s linguistic development.

F Setting up the primary classroom

While there is not always a lot of flexibility in setting up the primary classroom, it would be useful to arrange the learning space in the following way:

- Set up tables in groups so learners can work together and have a bigger surface to do so when doing end-of-unit projects and craft activities.
- Set aside uncluttered spaces for learners to move around in, do circle activities, role-plays, etc.
- Designate a reading corner in the room in which you read to the learners and they also read independently. Make a space for a ‘class library’ with a variety of books that changes all the time.
- Reserve wall space to make displays of the learners’ work, show words to remember, etc. Change these regularly to maintain learner interest.

G Assessment

We recommend that you take the time and opportunity to observe and monitor the progress and development of your learners. Many opportunities for informal assessment are provided through the projects, as well as in the self-assessment sections (*Look what I can do!*) in the Learner’s Book. A restatement of the objectives is provided at the top of most pages in the Activity Book and in the ‘Look what I can do!’ statements and end-of-unit quizzes in the Activity Book.

At the beginning of the year, create individual portfolio folders to keep work that shows how the learners have been meeting the curriculum objectives. Use the portfolio to create a feeling of achievement and pride in learners about what they have achieved over the year. Keep this portfolio for parent–teacher meetings and send it home to show the parents/carers either at the end of each term or the end of the year. You might also want to include a letter to parents/carers outlining what the learners have achieved over the year.

If you would like further learner assessment opportunities, a table of how the Cambridge English Language Assessment exams for primary stages fit in with the *Cambridge Global English* levels is set out below:

Cambridge English Language Assessment exams for primary stages








Stage	Assessment	CEFR level
6		
5		
4	Cambridge English: Key (KET) for Schools	A2
3	Cambridge English: Flyers (YLE Flyers)	
2	Cambridge English: Movers (YLE movers)	A1
1	Cambridge English: Starters (YLE starters)	

H The home–school relationship

Support and encouragement at home is extremely important at this age. Encourage parents either face-to-face or via letter/email to become as involved as possible in their child’s learning process by asking them what they have learned after every lesson, allowing children to ‘teach’ them what they have learned, taking an interest in what they bring home or want to perform for them and supporting any work the learners might try to do at home.

Icons

The following icons have been used to clearly signpost areas of special interest or as shorthand for specific instructions:

-  Audio and track number reference. These appear in the Learner's Book, the Activity Book and the Teacher's Resource.
-  Speaking opportunity / activity recommended for pairwork or small group work. These appear in the Learner's Book, the Activity Book and Teacher's Resource.
-  Cross-curricular maths and science topics. These appear in the Learner's Book, the Activity Book and the Teacher's Resource .
-  Links directly to Activity Book activity and references it. These appear in the Learner's Book and the Teacher's Resource.
-  Activity to be written in the learner's notebook. These appear in the Learner's Book and the Activity Book.
-  Activity to be done out of the book, in a more active classroom setting. These appear in the Teacher's Resource.
-  Activity incorporating a song. These appear in the Learner's Book and in the Activity Book.

Framework correlations

Learning objectives from the Cambridge Primary English as a Second Language Curriculum Framework: Stage 2 correlated with *Cambridge Global English*, Stage 2

Below you will find a table setting out specifically where to find coverage of the framework objectives for Stage 2.

<i>Cambridge Primary English as a Second Language Framework: Stage 2</i>	CGE Unit 1	CGE Unit 2	CGE Unit 3	CGE Unit 4	CGE Unit 5	CGE Unit 6	CGE Unit 7	CGE Unit 8	CGE Unit 9
Reading									
R1 Recognise, identify and sound, with support, a limited range of language at text level	✓	✓	✓	✓	✓	✓	✓	✓	✓
R2 Read and follow, with support, familiar instructions for classroom activities	✓	✓	✓	✓	✓	✓	✓	✓	✓
R3 Begin to read, with support, very short simple fiction and non-fiction texts with confidence and enjoyment	✓	✓	✓	✓	✓	✓	✓	✓	✓
R4 Understand the main points of very short, simple texts on some familiar general and curricular topics by using contextual clues	✓	✓	✓	✓	✓	✓	✓	✓	✓
R5 Understand, with support, some specific information and detail in very short, simple texts on a limited range of general and curricular topics	✓	✓	✓	✓	✓	✓	✓	✓	✓
R6 Understand the meaning of very short, simple texts on familiar general and curricular topics by rereading them	✓	✓	✓	✓	✓	✓	✓	✓	✓

Cambridge Primary English as a Second Language Framework: Stage 2	CGE Unit 1	CGE Unit 2	CGE Unit 3	CGE Unit 4	CGE Unit 5	CGE Unit 6	CGE Unit 7	CGE Unit 8	CGE Unit 9
R7 Understand the meaning of simple short sentences on familiar general and curricular topics	✓	✓	✓	✓	✓	✓	✓	✓	✓
R7 Use, with more infrequent support, a simple picture dictionary	Opportunities throughout to use picture dictionary in back of book								
Writing									
W1 Plan, write and check, with support, short sentences on familiar topics	✓	✓	✓	✓	✓	✓	✓	✓	✓
W2 Write, with support, short sentences which give basic personal information	✓	✓	✓	✓	✓		✓		✓
W3 Write short familiar instructions with support from their peers		✓					✓		
W4 Begin to use joined-up handwriting in a limited range of written work	Opportunities provided but not taught specifically								
W5 Link with support words or phrases using basic coordinating connectors	✓		✓	✓			✓	✓	
W6 Use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities	✓	✓	✓	✓	✓	✓	✓	✓	✓
W7 Spell a growing number of familiar high-frequency words accurately during guided writing activities	✓	✓	✓	✓	✓	✓	✓	✓	✓

Cambridge Primary English as a Second Language Framework: Stage 2	CGE Unit 1	CGE Unit 2	CGE Unit 3	CGE Unit 4	CGE Unit 5	CGE Unit 6	CGE Unit 7	CGE Unit 8	CGE Unit 9
W8 Include a full stop and question mark during guided writing of short, familiar sentences	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use of English									
UE1 Use singular nouns, plural nouns – including some common irregular plural forms – and uncountable nouns, genitive 's/s' to name and label things	✓	✓	✓	✓	✓	✓	✓	✓	✓
UE2 Use numbers 1-50 to count	1-15		1-20		✓	✓		✓	
UE3 Use adjectives, including possessive adjectives, on familiar topics to give personal information and describe things	✓	✓	✓	✓	✓	✓		✓	✓
UE4 Use determiners <i>a, the, some, any, this, these, that</i> to refer to familiar objects	✓	✓	✓	✓	✓	✓	✓	✓	
UE5 Use <i>who, what, where, how many</i> to ask questions on familiar topics; use impersonal you in the question: <i>How do you spell that?</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓
UE6 Use demonstrative pronouns <i>this, these, that, those</i> and object pronoun <i>one</i> in short statements and responses	✓				✓		✓	✓	

Cambridge Primary English as a Second Language Framework: Stage 2	CGE Unit 1	CGE Unit 2	CGE Unit 3	CGE Unit 4	CGE Unit 5	CGE Unit 6	CGE Unit 7	CGE Unit 8	CGE Unit 9
UE7 Use personal subject and object pronouns, including possessive pronouns <i>mine</i> , <i>yours</i> to give basic personal information and describe things	✓	✓	✓	✓	✓	✓	✓	✓	✓
UE8 Use imperative forms [positive and negative] to give short instructions		✓	✓				✓		
UE9 Use common simple present forms, including short answer forms and contractions, to give personal information	✓	✓	✓	✓		✓			✓
Use common past simple forms [regular and irregular] to describe actions and narrate simple events including short answer forms and contractions				✓	✓	✓	✓	✓	
UE10 Use common present continuous forms, including short answers and contractions, to talk about what is happening now on personal and familiar topics		✓	✓	✓			✓		✓
Use <i>-ing</i> forms <i>swimming</i> , <i>spelling</i> as nouns to describe familiar and classroom activities			✓		✓		✓		✓
UE11 Use <i>there is/are</i> to make short statements and descriptions	✓	✓		✓	✓		✓		

Cambridge Primary English as a Second Language Framework: Stage 2	CGE Unit 1	CGE Unit 2	CGE Unit 3	CGE Unit 4	CGE Unit 5	CGE Unit 6	CGE Unit 7	CGE Unit 8	CGE Unit 9
Use <i>Have you [ever] been?</i> to talk about experiences								✓	✓
UE12 Use adverbs of time and place <i>now, today, over, there</i> , to indicate when and where				✓	✓			✓	
Use common <i>-ly</i> adverbs to describe actions			✓		✓				
Use the adverb <i>too</i> to add information					✓			✓	
UE13 Use <i>can</i> to make requests and ask permission and use appropriate responses <i>here you are, OK</i>					✓		✓	✓	✓
Use <i>must</i> to express obligation;					✓		✓		✓
Use <i>have + object + infinitive</i> to talk about obligations								✓	
Use <i>will</i> to talk about future intention							✓	✓	
Use <i>What/How about + noun/-ing</i> to make suggestions							✓	✓	✓
UE14 Use prepositions of location, position and direction: <i>at, behind, between, in, in front of, near, next to, on, to</i>		✓		✓	✓	✓	✓	✓	✓
Use prepositions of time: <i>on, in, at</i> , to talk about days and times;				✓	✓				✓
Use <i>with</i> to indicate accompaniment and instrument and <i>for</i> to indicate recipient	✓			✓	✓	✓	✓	✓	

Cambridge Primary English as a Second Language Framework: Stage 2	CGE Unit 1	CGE Unit 2	CGE Unit 3	CGE Unit 4	CGE Unit 5	CGE Unit 6	CGE Unit 7	CGE Unit 8	CGE Unit 9
UE15 Use <i>Would you like to ...</i> to invite and use appropriate responses <i>yes please, no thanks</i>							✓	✓	✓
Use declarative <i>what [a/an] + adjective + noun</i> to show feelings					✓		✓		
UE16 Use conjunctions <i>and, or, but</i> to link words and phrases	✓	✓	✓	✓	✓	✓			✓
UE17 Use <i>when</i> clauses to describe simple present and past actions on personal and familiar topics	✓			✓			✓	✓	
Use <i>so do I</i> to give short answers									✓
Listening									
L1 Understand an increased range of short, basic, supported classroom instructions	✓	✓	✓	✓	✓	✓	✓	✓	✓
L2 Understand a growing range of short supported questions which ask for personal information	✓	✓	✓	✓	✓	✓	✓	✓	✓
L3 Understand an increasing range of short supported questions on general and curricular topics	✓	✓	✓	✓	✓	✓	✓	✓	✓
L4 Understand the main points of short supported talk on an increasing range of general and curricular topics	✓	✓	✓	✓	✓	✓	✓	✓	✓