

Introduction

Welcome to *Cambridge Global English Stage 6*

Cambridge Global English is a nine-stage course for learners of English as a Second Language. The nine stages range from the beginning of primary school through to the end of lower secondary school (roughly ages 5 to 14). The course has been designed to fulfil the requirements of the *Cambridge Primary* and *Lower Secondary English as a Second Language* curriculum frameworks. The frameworks provide a thorough coverage of language and skills in English for these levels.

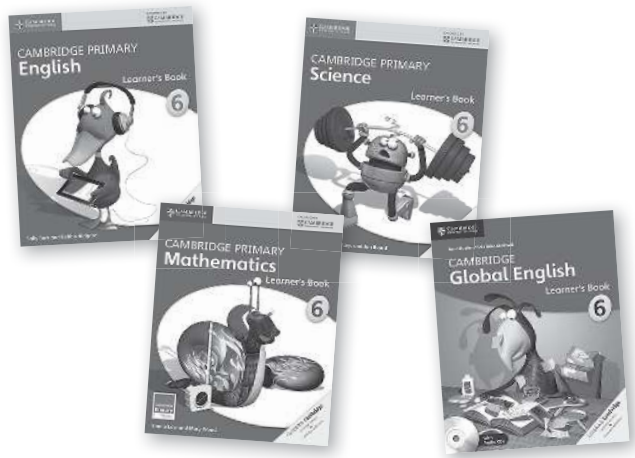
The materials reflect the following principles:

- **An international focus.** Specifically developed for young learners throughout the world, the themes, situations, and literature covered by *Cambridge Global English* strive to reflect this diversity and help learners learn about each other's lives through the medium of English. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- **An enquiry-based language-rich approach to learning.** *Cambridge Global English* engages children as active, creative thinkers. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills through tasks that encourage a personal response and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence and success.
- **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and more formal English. From the earliest level, *Cambridge Global English* addresses both these competencies. *Cambridge Global English* presents authentic listening and reading texts, writing tasks, and culminating unit projects similar to those students might encounter in a first language school situation. Emphasis is placed on developing the listening, speaking, reading, and writing skills students will need to be successful in using authentic English-language classroom materials. At Stage 6, learning strategies and tips for study skills are introduced and practised. This lays the foundations for developing effective study skills for future use.
- **Rich vocabulary development.** Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Cambridge Global English* exposes learners to a wide range of vocabulary through the text types and activities present in the materials. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.
- **Individualised learning.** We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each child and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and extra challenges. Unit by unit support for this is provided in the unit notes in this book.
- **Integrated assessment.** Throughout the course, teachers informally assess their students' understanding of language and concepts. The Teacher's Resource provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project of their choice. This provides teachers with an excellent performance assessment opportunity. An end-of-unit quiz in the Activity Book provides another evaluation measure: a quick progress check on learners' understanding of key ESL and literacy skills.

Cambridge Global English can be used as a stand-alone ESL curriculum, or it can be used as part of an innovative suite of materials created by Cambridge University Press for young learners at international primary schools:

- *Cambridge Primary Science*
- *Cambridge Primary Mathematics*
- *Cambridge Primary English (L1)*
- *Cambridge Global English*.

We encourage you to learn more about these complementary courses through the Cambridge University Press website: education.cambridge.org



We very much hope that you and your students will enjoy using these materials as much as we enjoyed developing them for you.

The *Cambridge Global English* team

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. It consists of nine thematic units of study. Each unit contains six lessons developed around a unifying theme that is also linked to a main question at the beginning of the *Reflect on your learning* section of the main units. The materials feature skills-building tasks, including listening, reading, writing, speaking, as well as language focus, catering for the needs of learners studying in a primary context. In addition, we have included a strong vocabulary-building element. We also specifically explore ways of introducing basic learning skills and strategies, so that the children become aware of the act of learning and how it works through such features as:
 - Overt objectives at the beginning of each unit
 - Language and Writing tips
 - Listening and Reading strategies
 - Use of English
 - *Reflect on your learning*
 - *Look what I can do!*

We try to aim our materials at the whole child with all the experiences that they bring to the classroom. We encourage the learners to see the moral and social values that exist in many of our texts and find opportunities for reflecting 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. This means that the learners will see factual texts, imaginary text, dialogues, poetry, etc. 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 and pronunciation activities, as well as read-along stories. We recommend that learners use the Audio CDs at home to practise the stories and to show their parents what they know.
- **The Activity Book** provides additional practice activities, deepening learners' understanding of the 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 children of different ability, particularly

when children come from different pre-primary backgrounds. We think it is very important to support differentiated work in the classroom and we aim to do this through suggestions in the unit notes, with additional differentiation 'challenge' activities in the Activity Book. In addition, the production required in the project work can be graded in terms of ability.

At the end of this book, we provide photocopiable activities for additional work. These are referred to in the unit notes. We also provide a selection of lesson-by-lesson spelling words which you can photocopy, cut out and give to the children to learn.

- The **Digital Classroom** is a projectable version of the Learner's Book and Activity Book for front-of-class teaching. In addition to the Learner's Book and Activity Book pages, it includes videos and animations, interactive language activities, all of the classroom audio, pop-up answer keys and glossaries.

B Learner's Book structure

Cambridge Global English consists of nine thematic units of study roughly set out to cover three units per term in most systems. The Stage 6 Learner's Book is organised as follows:

- **Main units:** Nine thematic units provide a year's curriculum.
- **Review pages:** Every two units we provide two review pages to revise and consolidate learning.

C Unit structure

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

- **Lesson 1 Opening:** This lesson introduces the main topic, and prepares for the Big question which you will find at the beginning of the *Reflect on your learning* section. We also set out the unit objectives for the teacher to share with the learners. This overt teaching of objectives is part of the learning to learn strategy. The main lesson begins with a 'Talk about it' activity in which the children are expected to react to information, ideas or visuals. There is a contextualised listening or speaking text which leads to exploitation of vocabulary and grammar. A free-speaking activity usually ends the lesson.

- **Lessons 2–4 Skills:** In these lessons, we explore the topic in various ways using a variety of short listening and reading texts which do include cross-curricular topics. The lessons focus on the mechanics of reading, including spelling or pronunciation and use of English and integrate the four skills. Guided writing activities are included in these lessons.
- **Lesson 5 Literacy:** This literacy lesson involves reading authentic extracts, stories, poems and factual texts of longer length. It allows the learner to explore a variety of text types with the class and develop comprehension and writing skills through related activities. The literacy lessons can include some word focus and strategies for approaching new text types and usually include value-related activities.
- **Lesson 6 Choose a project:** This is the consolidation and production section of the unit in which the learners produce language related to some element in the unit. This lesson begins with the learners taking an active role in choosing a project, carrying it out and presenting it to the class. Then they reflect on their learning and do a short self-assessment activity:
Look what I can do!

D Activity Book

Each lesson in the Learner's Book is supported by two Activity Book pages which reinforce and extend the material introduced in the Learner's Book. It also provides opportunities for personalisation and creative work, as well as challenge activities to support differentiated classroom situations. In these activities, more confident learners can do additional work at a higher level. The last lesson of each unit offers additional assessment / self-assessment opportunities.

E Customising your lessons

We provide support for planning each lesson in the unit pages of this book. We also clearly set out the teaching objectives. Please bear in mind the following:

- These are ideas and guidelines only and you should adapt them to your situation and the needs of your learner. Do not be afraid to change things and bring in additional elements.
- Monitor your learners. If they need additional support for some elements, tailor the material to their needs.
- Bring as much 'real' material into the classroom as possible in order to create more interest for the lessons.
- Be creative in developing extension activities and role plays. We offer suggestions, however there is much more that can be done.

- Encourage learning/teaching/showing between classes, even of different age groups.
- Don't forget to draw on parent support where possible.

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

Before using the Learner's Book

- Warm up activities (songs, TPR, vocabulary games, alphabet chant, etc.).
- Pre-teach and practise key language that learners will encounter in the Learner's Book and Audio CDs. (Try to make learning experiences concrete, interactive, motivating.)

While using the Learner's Book

- Keep learners engaged in an active way.
- Use the illustrations as a conversation starter – ask learners to name everything they see; 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 to 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. Suggestions are included in the Teachers' Resource.

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

- An extended reading programme to provide the children with lots of practice of different types of books leading to reading independence. It is recommended that you regularly set aside time for the children to read books of their choice in class and that they are encouraged to read at home.
- Exposure to additional audiovisual material, such as television programmes, songs, film excerpts, so that

the learners begin to feel confident in their ability to decode and understand a range of resources.

- Supplementary handwriting and phonics material to really help build on those skills at this crucial time.

F Setting up the primary classroom

We know that there is not always a lot of flexibility in this, but, if possible, it would be useful to set up the classroom in this way:

- Have some open space where learners can do role plays, etc.
- Have a flexible seating arrangement, so that you can mix up the groups and pairs, and the learners become flexible about working in different ways.
- Make sure that you have display areas where you and the learners can bring in pictures and items linked to the themes you're working on. Also display examples of good work and creative work. Make small cards and display important words for the learners to remember.
- Change displays regularly to keep the learners interested and engaged.

G Assessment

We recommend that you take the time and opportunity to observe and monitor the progress and development of your learners. We provide many opportunities for informal assessment through the projects, as well as self-assessment (*Look what I can do!*) in the main units of the Learner's Book. The Activity Book contains revision material at the end of each unit.

At the beginning of the year, create individual portfolio folders to keep work that shows how the children have been meeting the curriculum objectives. Use the portfolio to look over with the learners and create a feeling of progress and pride in what they have achieved. 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 want to include a letter to parents/carers outlining what they have achieved.

If you would like further learner assessment opportunities, a table of how the Cambridge English

Language Assessment exams for primary stages fits in with the *Cambridge Global English* levels is set out below.

Cambridge English Language Assessment exam 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 Home–school relationship

Support and encouragement at home is extremely important at this age. Encourage parents 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.

I 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. 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.

Framework correlations

Learning objectives from the Cambridge Primary English as a Second Language Curriculum Framework: Stage 6 correlated with Cambridge Global English, Stage 6

Below you will find a table setting out specifically where to find coverage of the framework objectives for Stage 6.

<i>Cambridge Primary English as a Second Language Framework: Stage 6</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									
6Rd1 Recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics					✓				
6Rd2 Understand independently specific information and detail in short, simple texts on a range of general and curricular topics	✓	✓			✓		✓	✓	
6Rd3 Use independently familiar paper and digital reference resources to check meaning and extend understanding	✓	✓	✓	✓	✓	✓	✓	✓	✓
6Rf1 Read and follow independently familiar instructions for classroom activities	✓	✓	✓	✓	✓	✓	✓	✓	✓
6Rg1 Recognise, identify and sound independently a wide range of language at text level	✓	✓	✓	✓	✓	✓	✓	✓	✓
6Rg2 Read independently a range of short simple fiction and non-fiction texts with confidence and enjoyment		✓	✓	✓	✓	✓			✓

Cambridge Primary English as a Second Language Framework: Stage 6	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
6Rg3 Recognise the attitude or opinion of the writer in short texts on a wide range of general and curricular topics		✓			✓				✓
6Rm1 Understand the main points of a wide range of short, simple texts on general and curricular topics by using contextual clues	✓	✓	✓	✓	✓	✓	✓	✓	✓
Writing									
6Wa1 Plan, write, edit and proofread work at text level, with some support, on a range of general and curricular topics	✓	✓	✓	✓	✓	✓	✓	✓	✓
6Wa2 Use joined-up handwriting in all written work across the curriculum with appropriate speed and fluency	✓	✓	✓	✓	✓	✓	✓	✓	✓
6Wc1 Write, with some support, about factual and imaginary past events, activities and experiences on a growing range of general and curricular topics					✓				
6Wc2 Write, with some support, about personal feelings and opinions on a limited range of general and curricular topics	✓		✓	✓	✓	✓		✓	✓
6Wo1 Link sentences into coherent text using a variety of basic connectors on a range of general and curricular topics when writing independently	✓	✓	✓	✓	✓	✓	✓	✓	✓

Cambridge Primary English as a Second Language Framework: Stage 6	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
6Wo2 Punctuate, with some accuracy, written work at text level for a range of general and curricular topics when writing independently	✓	✓	✓	✓	✓	✓	✓	✓	✓
6Wo3 Use independently appropriate layout at text level for a growing range of written genres on familiar general and curricular topics	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use of English									
6Uf1 Use a growing range of quantifiers, cardinal, and ordinal numbers and fractions on a range of general and curricular topics									
6Uf2 Use a range of adverbs [simple and comparative forms], including adverbs of manner									
6Uf3 Use simple perfect forms to express [recent, indefinite and unfinished] past on a range of general and curricular topics	✓								
6Uf4 Use a growing range of future forms, including <i>be going to</i> [predictions based on present evidence] and <i>will</i> for predictions, on a range of general and curricular topics					✓				

Cambridge Primary English as a Second Language Framework: Stage 6	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
6Uf5 Use a range of active and passive simple present and past forms and <i>used to/didn't use to</i> for past habits/states on a range of general and curricular topics				✓					
6Uf6 Use present continuous forms with present and future meaning and past continuous forms for background, parallel and interrupted past actions on a range of general and curricular topics	✓						✓	✓	
6Uf7 Begin to use simple forms of reported speech to report statements and commands on a range of general and curricular topics									
6Uf8 Use a growing range of modal forms including <i>would</i> [polite requests], <i>could</i> [polite requests], <i>needn't</i> [lack of necessity], <i>should</i> , <i>ought to</i> [obligation], on a range of general and curricular topics		✓	✓				✓	✓	
6Uf9 Use <i>if/unless</i> in conditional sentences on a range of general and curricular topics		✓							
6Uf10 Use <i>if/unless</i> in zero and first conditional clauses on a range of general and curricular topics		✓							

Cambridge Primary English as a Second Language Framework: Stage 6	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
6Ug1 Use a limited range of abstract nouns and compound nouns on a range of general and curricular topics	✓						✓		
6Ug2 Use a growing range of participle adjectives and a growing range of adjectives in the correct order in front of nouns on a range of general and curricular topics						✓			✓
6Ug3 Use pre-verbal, post-verbal and end-position adverbs on a range of general and curricular topics									
6Ug4 Use a growing range of prepositions preceding nouns and adjectives in prepositional phrases							✓		
6Ug5 Begin to use dependent prepositions following adjectives on a range of general and curricular topics									✓
6Ug6 Begin to use some common prepositional verbs on a range of general and curricular topics									
6Ug7 Spell most high-frequency words accurately for a range of familiar general and curricular topics when writing independently	✓	✓	✓	✓	✓	✓	✓	✓	✓

Cambridge Primary English as a Second Language Framework: Stage 6	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
6Ut1 Use double genitive structures: <i>a friend of theirs</i> on a range of general and curricular topics									
6Ut2 Use a range of determiners including <i>neither, both</i> on a range of general and curricular topics									
6Ut3 Use a growing range of questions including <i>how far, how many times, what + noun</i> , on a range of general and curricular topics	✓					✓			
6Ut4 Use a range of pronouns including relative pronouns <i>who, which, that, whom, whose</i> , on a range of general and curricular topics									
6Ut5 Use the pattern verb + object + infinitive <i>give/take/send/bring/show</i> + direct/indirect object									
6Ut6 Use conjunctions <i>while, until, as soon as</i> in relating narratives on a range of general and curricular topics						✓			
6Ut7 Use a range of defining and non-defining relative clauses with <i>which, who, that, whose, whom</i> on a range of general and curricular topics				✓					