

Introduction

Welcome to *Cambridge Global English Stage 1*

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 find out 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 learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills 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.
- **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and academic 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 learners might encounter in English-medium and international schools. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using authentic English-language classroom materials. At Stage 1, very basic learning strategies are introduced and practised. These lay the foundations for future language learning and development.
- **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. 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 learners' 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 early 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 hope that you and your learners 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 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, particularly at Stage 1 when children come from different pre-primary backgrounds. 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.

- 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, designed to cover approximately three units per term, in most educational systems. The Stage 1 Learner's Book is structured as follows:

- **Starter unit:** At the beginning of primary school, learners can come from a variety of backgrounds. Ideally most will have had some basic introduction to letters and numbers in English before they start this course, but a Starter unit is still included at the beginning of the Learner's Book to provide an opportunity to review these basic concepts. The Teacher's Resource offers a range of further activity suggestions for providing learners with additional support and basic language practice, so that they can all approach the Stage 1 Learner's Book with confidence.
- **Main 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, usually 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 Letters 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.
- **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.
- 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.

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.

- 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 main units of 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 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.
-  Material that links directly to an 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 1 correlated with Cambridge Global English, Stage 1**

Below you will find a table setting out specifically where to find coverage of the framework objectives for Stage 1.

<i>Cambridge Primary English as a Second Language curriculum framework: Stage 1</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									
1Rd1 Understand the meaning of very simple familiar phrases or sentences on familiar general and curricular topics by rereading them	✓	✓	✓	✓	✓	✓	✓	✓	✓
1Rg1 Recognise, identify, sound and name the letters of the alphabet	✓	✓	✓	✓	✓	✓	✓	✓	✓
1Rg2 Recognise, identify, sound, segment and blend phonemes in individual words		✓	✓	✓	✓	✓	✓	✓	✓
1Rg3 Identify and remember high-frequency sound and letter patterns		✓	✓	✓	✓	✓	✓	✓	✓
1Rg4 Recognise, identify and sound, with support, familiar words and sentences	✓	✓	✓	✓	✓	✓	✓	✓	✓

Cambridge Primary English as a Second Language curriculum framework: Stage 1	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
Writing									
1Wa1 Hold a pen/pencil in a comfortable and efficient grip	✓	✓	✓	✓	✓	✓	✓	✓	✓
1Wa2 Form upper and lower case letters of regular size and shape	✓	✓	✓	✓	✓	✓	✓	✓	✓
1Wa3 Write letters and words in a straight line from left to right with regular spaces between letters and words	✓	✓	✓	✓	✓	✓	✓	✓	✓
1Wa4 Copy letters and familiar high-frequency words and phrases correctly	✓	✓	✓	✓	✓	✓	✓	✓	✓
1Wa5 Copy upper and lower case letters accurately when writing names and places	✓	✓					✓		
1Wa6 Write familiar words to identify people, places and objects	✓	✓	✓	✓	✓	✓	✓	✓	✓
1Wo1 Include a full stop when copying very high-frequency short sentences		✓	✓	✓	✓	✓	✓	✓	✓

Cambridge Primary English as a Second Language curriculum framework: Stage 1	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 of English									
1Uf1 Use imperative forms of common verbs for basic commands and instructions		✓	✓				✓	✓	
1Uf2 Use common present simple forms [positive, negative, question] to give basic personal information	✓	✓	✓	✓		✓	✓		
1Uf3 Use common present continuous forms [positive, negative, question] to talk about what is happening now				✓	✓	✓			✓
1Uf4 Use <i>have got</i> + noun to describe and ask about possessions									
1Uf5 Use <i>can/can't</i> to describe ability			✓		✓	✓	✓		
1Ug1 Use common singular nouns, plural nouns [plural 's'] and proper names to say where things are			✓	✓	✓				✓
1Ug2 Use numbers 1–10 to count		✓	✓			✓	✓	✓	
1Ug3 Use basic adjectives and colours to say what someone/ something is or has	✓	✓	✓	✓		✓	✓	✓	✓

Cambridge Primary English as a Second Language curriculum framework: Stage 1	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
1Ug4 Use possessive adjectives to describe objects	✓		✓			✓	✓	✓	✓
1Ug5 Use basic adverbs of place <i>here, there</i> to say where things are			✓						
1Ug6 Use basic prepositions of location and position <i>at, in, near, next to, on</i> to describe where people and things are			✓		✓	✓	✓	✓	✓
1Ug7 Use prepositions of time <i>on, in</i> to talk about days and times								✓	
1Ug8 Use <i>with</i> to indicate accompaniment		✓							
1Ug9 Use <i>for</i> to indicate recipient		✓		✓					
1Ug10 Use <i>Would you like</i> + noun to enquire									✓
1Ug11 Use <i>let's</i> + verb				✓				✓	
1Ug12 Use <i>like</i> + verb + <i>-ing</i> to express likes and dislikes		✓		✓			✓		✓
1Ug13 Spell some familiar high-frequency words accurately during guided writing activities	✓	✓	✓	✓	✓	✓	✓	✓	✓

Cambridge Primary English as a Second Language curriculum framework: Stage 1	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
1Ug14 Use, with support, a simple picture dictionary									✓
1Ug15 Sight-read high-frequency words	✓	✓	✓	✓	✓	✓	✓	✓	✓
1Ug16 Recognise that some sounds have more than one spelling									
1Ut1 Use the questions <i>What colour is it? What now?</i>	✓						✓		
1Ut2 Use determiners <i>a, the, this, these</i> to indicate what/where something is	✓	✓	✓	✓	✓	✓	✓	✓	✓
1Ut3 Use interrogative pronouns <i>which, what, where</i> to ask basic questions	✓		✓	✓	✓	✓	✓	✓	✓
1Ut4 Use demonstrative pronouns <i>this, these</i> to indicate things									✓
1Ut5 Use personal subject and object pronouns to give basic personal information	✓	✓		✓		✓	✓		✓
1Ut6 Use conjunction <i>and</i> to link words and phrases	✓	✓		✓	✓	✓	✓	✓	✓
1Ut7 Use <i>me too</i> to give short answers	✓				✓				