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SAMPLE MATERIAL

Cambridge Primary

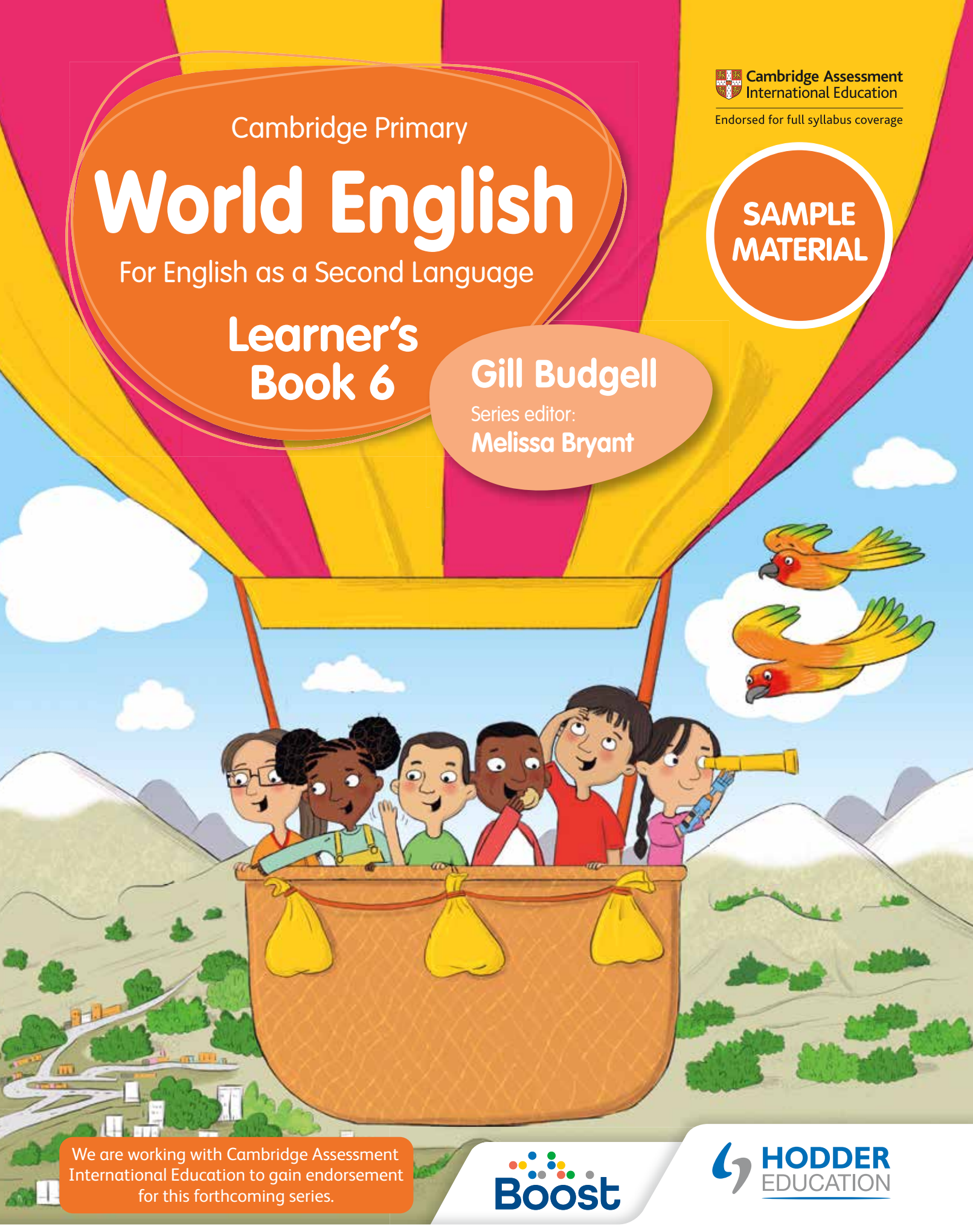
World English

For English as a Second Language

Learner's Book 6

Gill Budgell

Series editor:
Melissa Bryant



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Engage and inspire learners with an international and interconnected approach developed by experienced teachers and language specialists.

The series offers full coverage of the learning objectives for the Cambridge Primary English as a Second language curriculum framework (0057) from 2020 and is mapped to the Common European Framework of Reference.

	Learner's Book £12.99 January 2021	Boost eBook £8.66 for 1-year access January 2021	Workbook £5.99 January 2021	Teacher's Guide with Boost subscription £150 for access until 2026 January 2021
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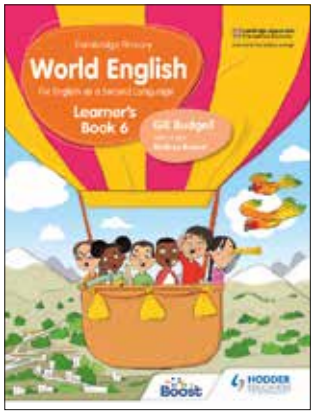

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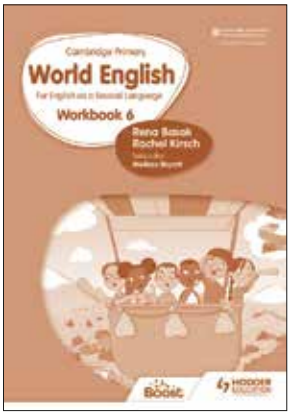

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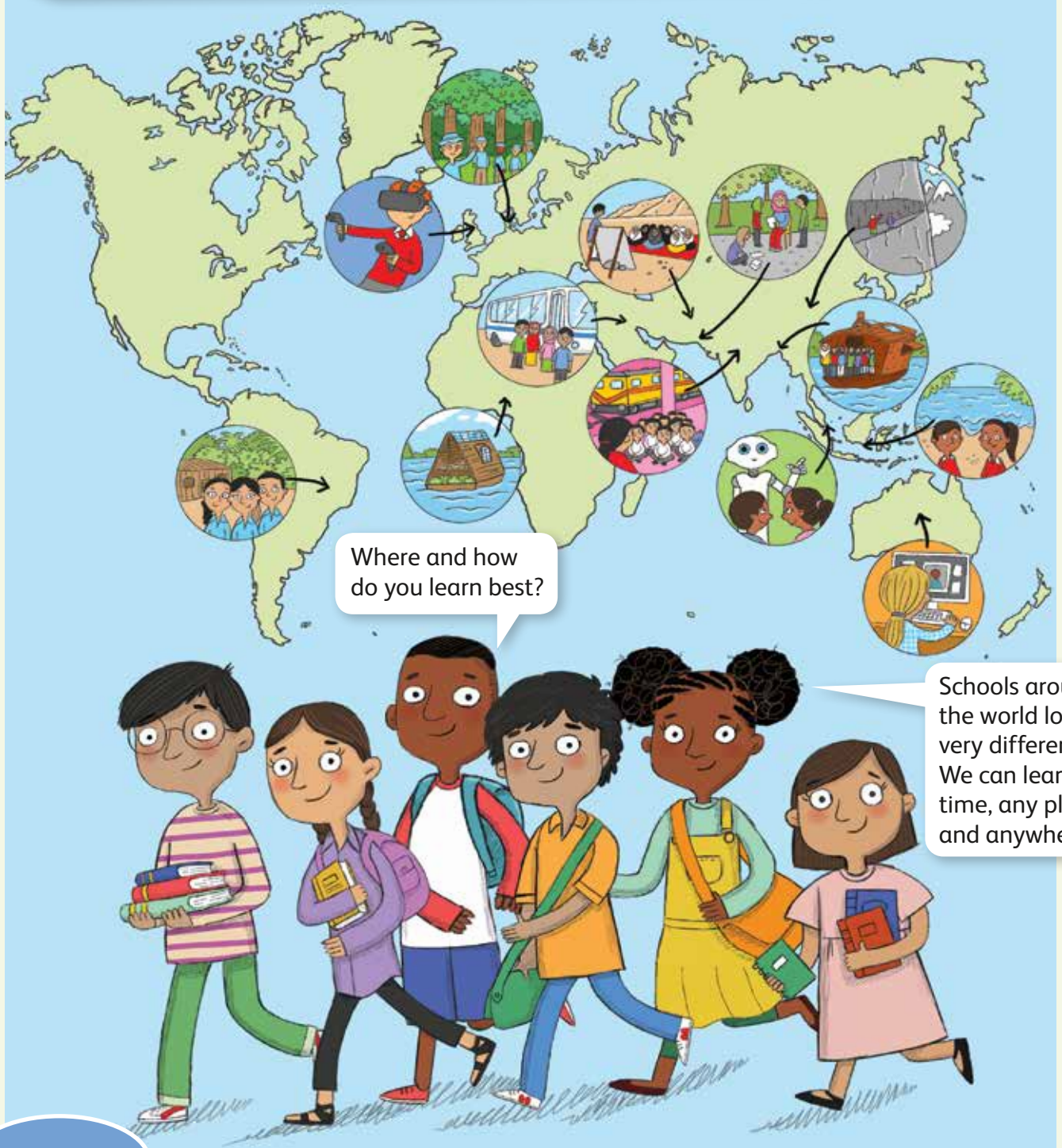


Let's talk

Talk about the picture. Every country has different kinds of schools. What sort of schools do you have in your country? What is your school like? Would you like to learn in any of these schools?

Listening and speaking

Learning around the world

Practise

Listen to David talking about an interesting idea that he has read about. Answer these questions as you listen.

1 In which country is the project David has read about?
2 Why can't children in rural Ghana always go to school in the day?
3 Why can't the children learn at night?
4 How do the children create the power?
5 What is the power for?
6 Why does David like the idea?

Bonus question:

What is another name for merry-go-round?

Let's talk

In groups, talk about how a wind turbine creates power.

- The wind turns the arms or blades around part of a machine that spins.
- The part that spins links to a generator.
- The generator also spins and creates electricity.

Challenge yourself!

Find out more about different schools in your country. Where is the:

smallest? biggest?

most unusual?

most famous?

most remote?

Hint

The word **remote** means far away from where most people live and work.

Use of English

Passive and active in the present and past tense

Learn

Sentences can be **passive** or **active** in the **present** and the **past**.

Passive forms are made with **be** plus a **past participle**. If we want to say who was doing the action, we can add **by** …

	Active	Passive
Simple present tense	The teacher **teaches** English.	English **is taught by** the teacher.
Simple past tense	The teacher **taught** English.	English **was taught by** the teacher.

Let's talk

Ask and answer questions about these posters with a partner. Which school would you choose?

Practise

1 Listen to each principal talking. Write a list of the missing phrases.
2 Next label the phrases **active** or **passive**.
3 Then change the passive phrases into active phrases.

Welcome to **Talent School International**. _____ that you are interested in our wonderful school and _____ by our talented team of teachers.

A full _____ in all subjects and to a very high standard, but we provide extra lessons in music, dance and drama too.

How does it work? Well, _____ normal school subjects in the morning and have every afternoon for vocational training.

We've had many great success stories including the singer and X Factor finalist, Ella Henderson, as well as Kit Esuruoso, who has appeared on stage in the Lion King and on screen in the Disney film, Artemis Fowl.

Generally, you must have an outstanding talent to make the most of the _____ here at Talent School. Join us!

Welcome to **The Top Tennis Academy**. Here, _____ for you in tennis, in education and in life – and all to the highest standards.

We allow you to study from ages 6–18 while training to be the world's next tennis superstar. _____ physical and mental training as well as caring for your well-being – _____ what to eat, how to think like a champion and how to recover from injuries.

For your academic study _____ the British system of education recognised around the world. You can choose to live on-campus in student apartments or off-campus at home.

You must be willing to travel and work closely with a tennis coach. We are proud to say that tennis superstar, Andy Murray, _____ when he was just 15 years old and he stayed for four years.

Join us!

Try this

Create a pamphlet to say what else is **offered**, **provided and expected** at Talent School International or The Top Tennis Academy.

Let's talk

What other special kinds of schools do you know about? Which kind of special school would you like to create?

I would create a School of Zoology, so I can be a world expert in animal care.

I would create a School of Coding and Animation, so I can make the world's best games.

Listening and speaking

How we learn

Learn

We can find different ways to remember word meanings and spellings. Here are some examples.

Words with the same ending	Words with the same beginning	Words with similar letters	Words that sound the same but different spellings	Words that are spelt the same but pronounced differently
educa**tion**	**auto**matic	com**pu**ter	to, two, too	bow
reflec**tion**	**auto**graph	dis**pu**te	been, bean	wind
expres**sion**	**auto**biography	in**clu**ded	sight, site	tear
opin**ion**	**auto**mobile	ex**clu**ded	ate, eight	excuse

How do you remember new words?

I look at the word, I say it, cover it up, try to write it and then check it!

I look for patterns in words.

Let's talk

1 Work with a partner to check that you understand the meanings of all the words in the table above.

2 Try to add your own examples to each set of words. Can you add any other ways that you remember word meanings and spellings?

3 How will you remember these spelling tips?

Practise

Work in pairs or small groups.

1 Listen to this professor talking about how we learn. Then talk about her questions and statements.

2 Listen to the professor again and listen out for these words.

professor | visual | auditory | kinaesthetic | popular | evidence

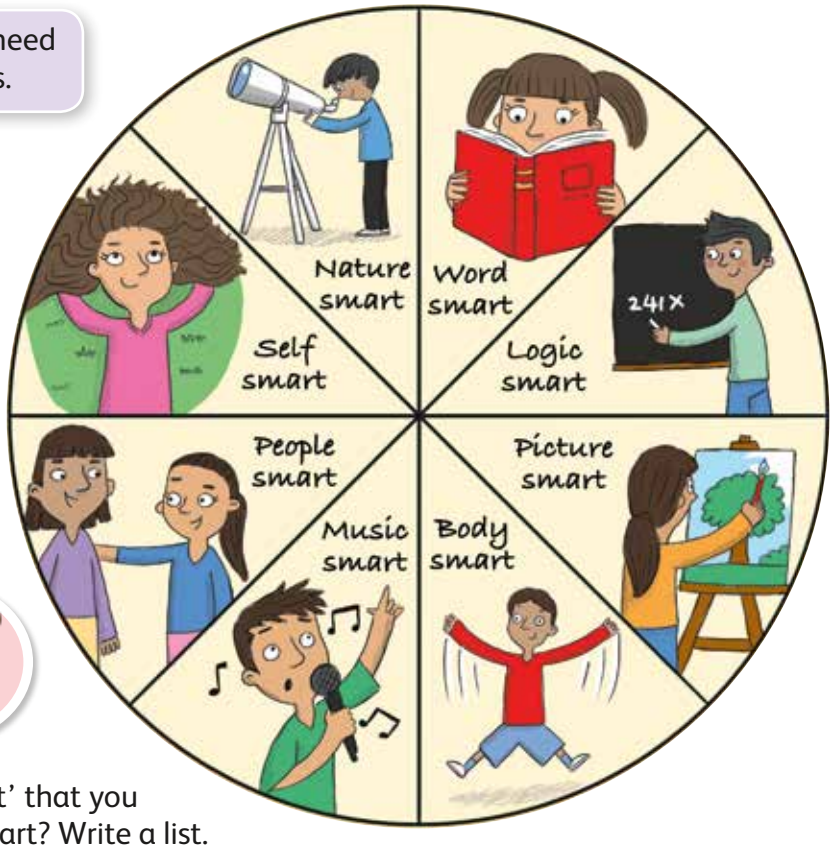
3 Talk about the word meanings and try to write a definition for each one.

Practise

1 Copy this pie chart. For each section, write an example of when you think you are using each type of 'smart'. You may need to join some together.

I am **body smart** when I need to improve my gymnastics.

I am **people smart** and **logic smart** when I work in a group.



2 Are there other types of 'smart' that you would like to add to this pie chart? Write a list.

Challenge yourself!

Think about something you need to learn and remember. How will you do it? How do other people tackle the same challenge?

Richard **O**f **Y**ork **G**ave **B**attles **I**n **V**ain or **ROY G BIV**.

In 1492, Columbus sailed the ocean blue.

Reading

The Rights of the Reader

Let's talk

1 Read *The Rights of the Reader*. Do you think it's a good idea to have a set of rules like this about reading? Why?

2 Work with a partner and read the handwritten parts of this poster aloud. How do you think you should say them?

The Rights of the Reader

by Daniel Pennac
illustrated by Quentin Blake

1 The right not to read.

2 The right to skip.

3 The right not to finish a book.

4 The right to read it again.

5 The right to read anything.

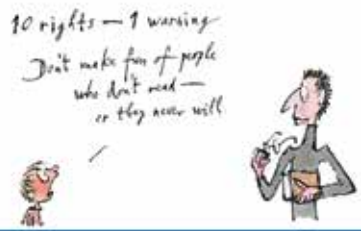
6 The right to mistake a book for real life.

7 The right to read anywhere.

8 The right to dip in.

9 The right to read out loud.

10 The right to be quiet.



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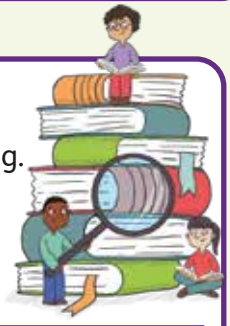
Practise

Answer the questions to give your opinion.

1 What do you think about *The Rights of the Reader?*
2 What is the most important right?
3 What is the least important right?
4 Why do you think there are only ten rights?
5 What right would you like to add?
6 What do you think about 'the warning'?
7 What warning would you like to add?
8 Would 'The Rights of the Writer' be very different or similar?

Practise



1 Match the words about reading to their meaning. Copy the words in your notebook and write the correct meaning alongside.

skip	to think carefully about a text you have read
dip in	to read small sections of the text, in no particular order, rather than reading the whole thing
scan	to work out a word by saying its letter sounds and blending them together
reflect	to miss out or not read all of a text
decode	to read a text quickly to get a general idea of what it is about

2 If you do not know the meaning of a word, how can you check?
3 Do you know any other special words about reading? Create, keep and use a word bank of useful words about reading.

Challenge yourself!

Research one of these two topics.

1 The Convention on the Rights of the Child is an international agreement signed by 193 countries, which sets out the rights for all children around the world. The right to education and to access information from the media is just one of these rights. What are the others?
2 Find out more about World Children's Day on 20 November.

United Nations Convention on the Rights of the Child

Knowledge: Provision Rights

Introduction
Every child under eighteen years of age is entitled to the rights in the 1989 United Nations Convention on the Rights of the Child.

Water
Every child has the right to clean drinking water close to home.

Food
Every child has the right to enough nourishing food to eat.

Home
Every child has the right to obtain the highest level of health for a full and active life.

Health
Every child has the right to an education.

Education
Every child has the right to an education.

Play
Every child has a right to have time and a safe place to play.

Values: Protection Rights

Love & Care
Every child has the right to love and care.

Work
Every child has a right to be protected from harmful work.

Special Needs
Children with special needs have a right to participate fully in life.

Peace
Every child has the right to be protected from war.

Behaviours: Protection Rights

Identity
Every child has the right to an identity.

Expression
Every child has the right to freedom of expression.

Life
A good life, lived to its full potential, is the right of every child.

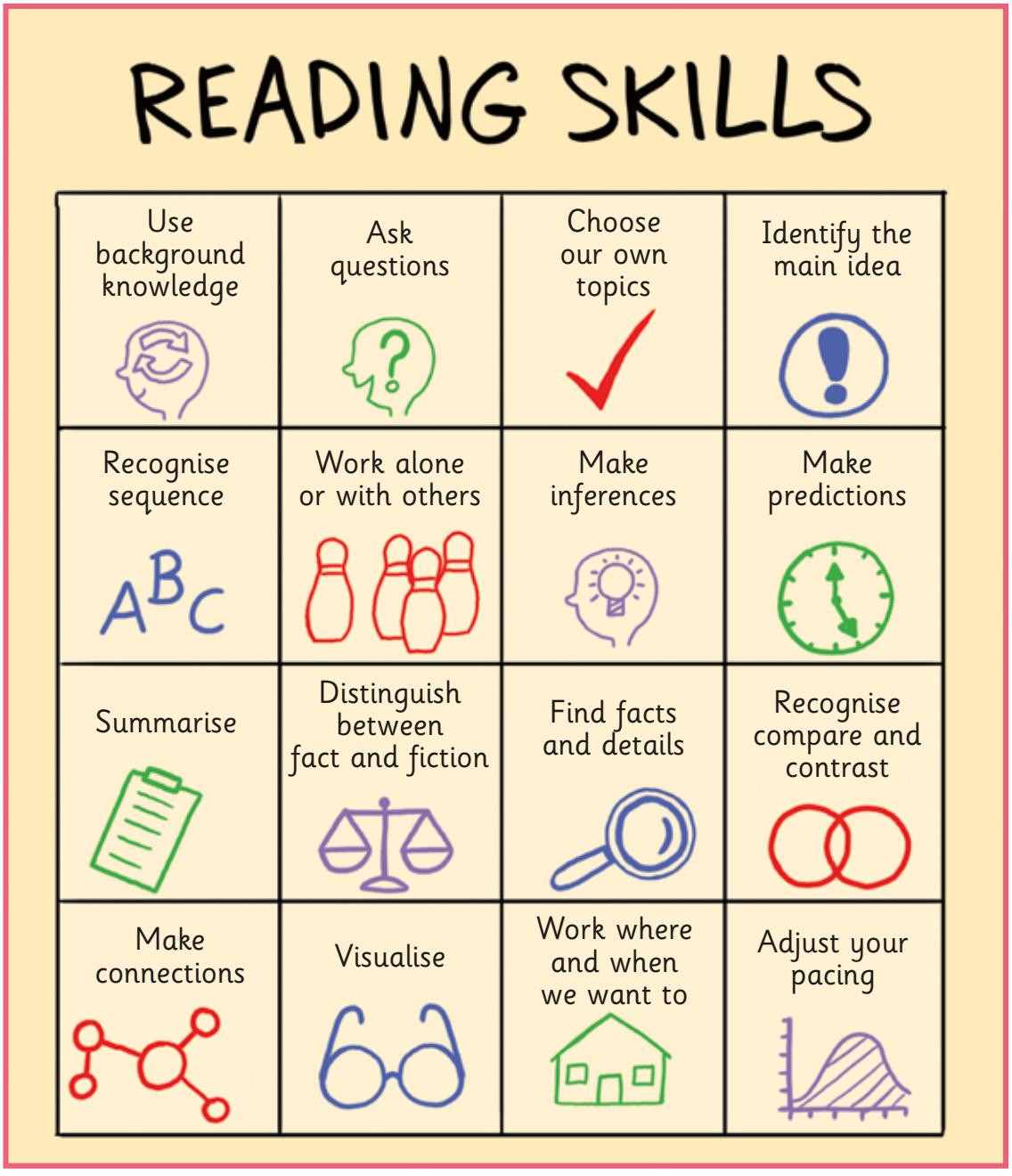
Take Action
Every child has the right to stand with others as agents of change.

Writing

Your rights as a learner

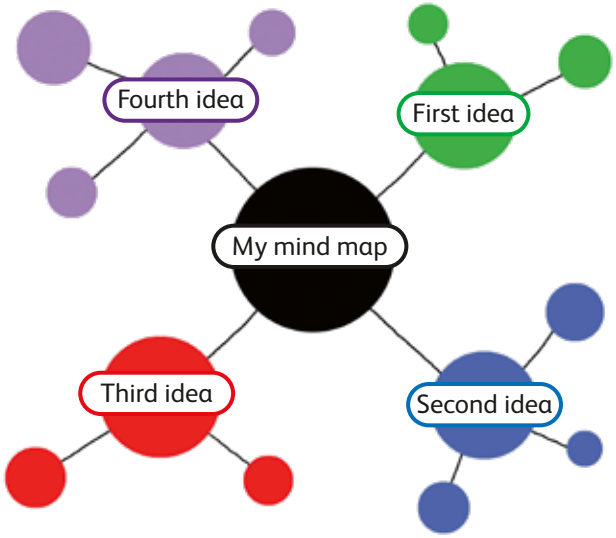
Let's talk

Talk with a partner about: **The rights of you, the learner**. Use these ideas to help you.



Practise

1 Work with your partner to note all your ideas in a mind map, as shown below. Just write all your ideas down for now and sort them out later.



2 Now choose **ten** ideas from your mind map, such as the ones in *The Rights of the Reader* poster. Add a warning too.

3 Finally, write and illustrate your poster.

Practise

1 Display your posters. How and where are posters best displayed? Why?

2 Either judge each other's work or invite someone from another class to judge the posters based on these ideas:

Challenge yourself!

Write a set of instructions for someone who wants to create a poster. Think about these points.

language | features | layout | lettering | colours | illustration | size

What can you do?

Read and review what you can do.

- ✔ I can talk, read and write about different kinds of education and learning.
- ✔ I can plan, design and write a poster.
- ✔ I can use simple active and passive verb forms.
- ✔ I can use adverbs of focus: **too, either, also**.
- ✔ I can use adverbs of time: **now, then, monthly, annually, soon, first, last, finally, generally.**

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- Stimulate learners with model texts and activities.
- Clearly address the key objectives: reading, writing, speaking, listening and use of English.
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- ✓ Developed by subject experts
- ✓ For Cambridge schools worldwide

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