About the new series

With international cross-curricular topics, from nature and sport to cities and music, the series helps your class develop the skills to study across the curriculum in English. Packed with songs, literature and games, the course helps your learners become confident communicators. Step-by-step writing activities with models support them to develop their writing, while language tip boxes help with grammar and vocabulary.

Each unit in the learner’s book ends with a 'Project Challenge' where learners work on cross-curricular projects like a treasure hunt or poster in pairs or small groups. They reinforce what students have learnt and provide opportunities to create something, developing collaboration and critical thinking skills.

Assessment support for teachers and learners is included throughout to help you measure progress.

Components in the series
- Learner’s book with digital access
- Digital learner’s book
- Workbook with digital access
- Teacher’s resource with digital access
- Digital Classroom

Find out more and view samples online at cambridge.org/education/primary_lower_secondary

Cambridge Primary and Lower Secondary English as a Second Language

(0057/0876) from 2020

What you need to know
Simplified Common European Framework of Reference (CEFR) alignment. It is now much easier to understand where your learner is on their language development journey. In turn, this will make it much easier to communicate with parents and school leaders.

Improved progression, clarity and coherence of learning objectives. There is little change in the content of the frameworks. Instead, the focus has been to ensure that the learning objectives offer:

- **Clarity** – ensuring learning objectives:
  - Use clear, simple statements
  - Include examples of learner language where necessary
  - Do not unnecessarily overlap (learning objectives which previously contained more than one learning objective have been separated)
  - Provide clarity of progression in knowledge and understanding from one stage to the next

- **Consistency** – in terms of the terminology used and how progression is demonstrated:
  - Range (limited range, increasing range, range, wide range)
  - Level of support (with support, with little or no support)
  - Length of texts (short, extended)

- **Coherence** – in terms of the terminology used and how progression is demonstrated:
  - Align across strands, within stages
  - Align with first language English where appropriate (terminology)
  - Align to the CEFR

The new edition of Global English has been carefully revised by expert authors in line with the new curriculum frameworks, ensuring a clearer and more coherent progression through each stage and between stages.

To develop the new series we spoke to teachers around the world to make sure we’re meeting your needs and supporting you to deliver better learning. As well as activities to develop your learners’ English skills, you’ll find an active learning approach, support for differentiation and clearly defined assessment for learning opportunities.
### Key changes

- Removal of many specific (often topic-bound) structures from 'Use of English' leading to a free choice of topics.
- Focus on language-learning skills.
- New speaking sub-strands.
- Spelling has moved from Use of English to Writing.
- Exposure to authentic language is central to the frameworks.

### What this means for you

- The curriculum frameworks are not accompanied by a prescriptive list of topics.
- It is expected that you will plan lessons and select resources and topics appropriate to your learners’ context.
- Endorsed coursebooks and the Cambridge International scheme of work offer options, but the choice is in your hands.
- Many educational products provide texts written specifically for language learners.
- The frameworks demand exposure to authentic language so that learners are prepared for study across the curriculum. It can take time to source appropriate texts and develop tasks to complement these.
- Metacognitive development and strategy training will need to be integrated into lessons.
- Students will need to develop the following speaking sub-skills:
  - Communication
  - Expressing an opinion
  - Organising talk
- You will need to provide learners with the self-monitoring skills to be able to produce accurate written work.

### How we support you

- We save you time by providing a topic-based pathway through the curriculum frameworks.
- Cross-curricular texts and literary texts appear in every unit at every stage and provide exposure to authentic language.
- Skills and language-learning tips appear throughout the series in clear ‘Tip’ boxes.
- There is an increased focus on productive skills (speaking and writing) in the new edition.
- Stages 1 and 2 retain the Letters & Sounds and Words & Sounds lessons, which include total physical response (TPR) songs and deal with phonics in the early years.
- Stages 3–9 include new ‘Talk About It’ lessons, which provide scaffolded, structured speaking practice with audio model examples. Pronunciation is dealt with here. Accuracy will be developed through the provision of key words.
- Learners will also regularly be encouraged to engage with topics and share opinions with their peers in fluency tasks.
- A process writing approach has been taken. This helps scaffold the process and develop sub-skills, including editing and redrafting, to ensure spelling accuracy, for example.
8.2 Protecting our planet

We are going to...
- explore how we can change our habits.

1. In pairs, look at these things. What are they made of? Which ones do you use a lot? When you’ve used them, what do you do with them?

2. Read and listen to the text and think about your answers to the questions in Activity 1. Which of your habits do you need to change?

Our plastic oceans

Plastic history
Plastic is a strong material made by people. It has all kinds of uses and can be made into almost any shape. It is used to make packaging, bicycle helmets and medical products. All of these can save people’s lives.

Plastic problems
But plastic is not degradable. Nearly every piece of plastic EVER made still exists today. Scientists think that 8.8 million tonnes of plastic waste go onto our seas every year. Plastic rubbish often blows into rivers, which then flow into the oceans. Over time the sea breaks the plastic into smaller parts called microparticles, which can hurt or kill marine life.

Plastic solutions
If we don’t change our plastic habits, scientists think that by 2030 there will be more plastic in the oceans than fish! One million single-use plastic bottles are bought every minute around the world, so we need to reduce their use and replace them with bottles we can reuse. We need to use cloth bags instead of plastic bags to carry our shopping in, and our governments need to build better facilities to recycle the material.

Reading tip
Comparing and contrasting
When you compare information in a text to your own ideas, it helps you to remember the information better!

Language tip
have to
We use have to express obligation. We have to reduce our use of plastic straws because they are dangerous for marine life.

Skills strategies help learners’ develop language-learning skills.

Clear information on what students will learn.

Exposure to authentic language.

Cross-curricular content develops learners’ knowledge and subject-specific language across the curriculum.

bio-degradable a material that can turn back into elements found in nature

microparticle a very small part of something

reduce to use less of something

reuse to use something again

recycle to process something so it can be used again.

3. Read the text again and answer these questions.
   - a. Find an adjective that describes plastic.
   - b. Why can plastic save people’s lives?
   - c. Why is there so much plastic in our oceans?
   - d. What does the sea do to plastic over time?
   - e. What can we do to reduce and reuse plastic objects?

4. Find facts in the text that match these numbers.

5. Work in pairs. Write three sentences using have to about the environment. Use ideas from the text and give reasons for your answers.

   We have to stop using plastic water bottles because they are dangerous to marine life.

6. Write three things you have learned from the text. Two things which are interesting and one question you have.

7. Work in groups. Find out about ways to recycle plastic to make something new. Find interesting ideas, then present your findings to the class. Vote on the most exciting idea!
8.4 A personal recount

We are going to...

- write about a visit to a local park, river or coastline.

1 What can you see in this picture?
Where are the children going? What do you think the children are going to do? Tell your partner.

2 Read the description. Were your predictions correct?

OUR VISIT TO THE LOCAL RIVER

In class we were learning about the environment and thinking about how our habits and the waste we create affects nature. Miss Smith wanted us to do a project about nature and rubbish in our community, so she arranged a trip to our local river to see if it was ‘clean’ and ‘green’.

It was a beautiful day and I was excited about going for a walk along the river with my classmates. We arrived at school at the usual time on Tuesday morning and then waited for a bus to take us all to the river. The trip only took about 15 minutes.

When we arrived, Miss Smith gave out clipboards with a worksheet for us to do. Our task was to write down the names of any wildlife we saw and to fill in a chart about the rubbish we found too.

The first thing we saw was a group of tiny ducklings swimming behind their mother. They were so cute! We saw a frog near the riverbank, croaking among the reeds and even a shoal of small fish.

But I was shocked at the amount of rubbish I could see on the riverbanks. There were plastic bottles, bags and cans. It was horrible to see so much rubbish in this lovely place. So, we’ve decided to go back at the weekend to clean up the rubbish.

3 Read the description and find the answers to these questions.
- a What was the purpose of their trip?
- b How did the child feel about going on this visit?
- c Did they see any wildlife there?
- d How did they record the information they found?
- e How did the writer feel about the rubbish?

4 Why do we use the past simple in a personal description? Find examples of regular and irregular verbs in the text.

5 Read the examples from the text and label (F) for fact or (O) for opinion.
- a The teacher arranged a trip to the local river.
- b They were so cute!
- c The trip only took about 15 minutes.
- d I was shocked at the amount of rubbish I could see.

6 Write a personal recount about an exciting or memorable school trip you have been on. Write about your experiences and feelings.

Step 1: Make notes

- The school trip you want to write about.
- Where did you go and why?
- How did you travel there?
- How did you feel about going on the visit?
- What was your task (if any)?
- What did you see and do?
- Did you enjoy the trip?

Step 2: Organise your recount

- Use paragraphs to organise the information.
- Write things in the order that they happened.
- Write in past tenses.
- Use first person pronouns I and we.
- Include facts and your opinions.

Step 3: Read, compare and check

Swap with a partner. Check for spelling and grammar mistakes!
8.6 Project challenge

Project A: Make a poster

Be a planet protector! Design a poster about one of these:
- reduce
- reuse
- recycle.

1. Work in pairs or in small groups. Decide which ‘R’ poster your group is going to create.
2. Look back over the unit and make notes on your ‘R’ word. Draw and complete a diagram similar to the one below.

3. Write a paragraph about the actions we have to take to protect our planet. Stick it on your poster.
4. Design your poster with your group.
   - Find pictures in magazines or on the internet to decorate your poster.
   - Draw pictures too!
   - Stick your paragraph on the poster.
   - Find real objects or materials to stick on your poster.
5. Display your posters in the school corridors or in your classroom for other children to read.

Project B: Design your own recycled monster

Work in pairs or small groups. Look back at the story on pages 136–138. Look at the picture of the monster. What type of recycled objects is it made of?

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

a. It’s made of old wheels. true / false
b. It’s made of computer screens. true / false
c. It’s made of plastic bottles. true / false
d. It’s made of wood. true / false
e. It’s made of cans. true / false

3. What are these recycled monsters made out of? Tell a partner.
4. Find some of these materials at home or at school to make your recycled monster out of.
5. Draw your design.
6. In groups, work on your model monster. You’ll need glue, scissors, tape, and coloured pens.
7. Write a description about your monster. Remember to:
   - give your monster a name
   - write about what it’s made of.
   - Why did you choose these materials?
   - Does your monster have a special mission?
8. Present your monster to the class.

How well did you communicate with your group on the project?
What might you do differently next time?

Cross-curricular group working projects draw together learning and provide opportunities to develop 21st century skills.

Opportunities for students to reflect on their learning.