

CAMBRIDGE

Student's Book

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# Cambridge Primary Path 2



Better  
Learning

# LEVEL 2: Scope and Sequence

## 1 Big Question: What is in my neighborhood?

Reading	Vocabulary	Grammar
<p><b>Nonfiction</b> <i>The Security Guard</i></p> <p><b>Reading Strategy</b> Headings</p> <p><b>Fiction</b> "My Hair's Too Long," "New in the Neighborhood," "Wee Willie Winkie," "What Can the Doctor Do?"</p> <p><b>Reading Strategy</b> Predicting from Pictures</p>	<p><b>Key Words 1:</b> firefighter, fire station, hospital, doctor, train station, conductor</p> <p><b>Key Words 2:</b> security guard, wax, museum, job, alarm, flashlight, exhibit</p> <p><b>Key Words 3:</b> break, greet</p> <p><b>Key Words 4:</b> barbershop, street, neighborhood, city, supermarket, building</p>	<p><b>Prepositions of Time:</b> <i>in, on, at</i> I get to the museum <b>at</b> 7 o'clock. I have one break <b>in</b> the morning. The museum is closed <b>on</b> Sundays.</p> <p><b>Prepositions of Place:</b> <i>behind, between, in front of</i> <b>Where's</b> the hospital? It's <b>behind</b> the supermarket. <b>Where's</b> the park? It's <b>between</b> the school and the zoo. <b>Where are</b> the cars? They're <b>in front of</b> the restaurant.</p>

## 2 Big Question: Why are celebrations important?

Reading	Vocabulary	Grammar
<p><b>Nonfiction</b> <i>Birthdays Around the World</i></p> <p><b>Reading Strategy</b> Comparing and Contrasting</p> <p><b>Fiction</b> <i>Emilia's New Year's Adventure</i></p> <p><b>Reading Strategy</b> Cause and Effect</p>	<p><b>Key Words 1:</b> cake, candle, candy, present, balloon, celebrate</p> <p><b>Key Words 2:</b> birthday, give, party, invite, light, wish, open</p> <p><b>Key Words 3:</b> cover, coin</p> <p><b>Key Words 4:</b> bored, detective, scared, turn on, turn off, thief</p>	<p><b>Adverbs of Frequency:</b> <i>always, usually, sometimes, never</i> I <b>always</b> eat noodles. I <b>usually</b> have a party on my birthday. <b>Sometimes</b> the party is at home. I <b>never</b> do chores on my birthday.</p> <p><b>Subject and Object Pronouns</b> <b>Emilia</b> is scared. <b>She</b> is scared. Emilia is with her <b>mom and dad</b>. Emilia is with <b>them</b>.</p>

## 3 Big Question: Why is food important?

Reading	Vocabulary	Grammar
<p><b>Nonfiction</b> <i>Healthy Eating</i></p> <p><b>Reading Strategy</b> Annotating</p> <p><b>Fiction</b> <i>The Little Bread Bun</i></p> <p><b>Reading Strategy</b> Identifying Characters</p>	<p><b>Key Words 1:</b> ice cream, sandwich, carrot, chicken, salad, watermelon</p> <p><b>Key Words 2:</b> banana, tomato, rice, pasta, milk, yogurt, sugar</p> <p><b>Key Words 3:</b> plate, glass</p> <p><b>Key Words 4:</b> flour, bread, dough, mix, oven, wheat</p>	<p><b>Quantifiers:</b> <i>a lot of, some, any</i> It's good to eat <b>a lot of</b> fruits and vegetables. Have <b>some</b> dairy products every day. There aren't <b>any</b> unhealthy foods on my plate.</p> <p><b>How much ... ? How many ... ?</b> <b>How much</b> flour <b>is</b> there? <b>How many</b> eggs <b>are</b> there?</p>

## 4 Big Question: How does our planet change?

Reading	Vocabulary	Grammar
<p><b>Nonfiction</b> <i>From Nothing to a Volcano</i></p> <p><b>Reading Strategy</b> Sequencing</p> <p><b>Fiction</b> <i>Enitan's First Migration</i></p> <p><b>Reading Strategy</b> Summarizing</p>	<p><b>Key Words 1:</b> river, rain, lake, beach, mountain, volcano</p> <p><b>Key Words 2:</b> shake, cornfield, hill, ash, fire, grow, scientist</p> <p><b>Key Words 3:</b> crack, safe</p> <p><b>Key Words 4:</b> dry, wet, stream, migrate, herd, waterhole</p>	<p><b>Past Simple: Affirmative and Negative with to be</b> At first, the volcano <b>was</b> very active. In the beginning, the volcano <b>wasn't</b> very tall. The people <b>were</b> scared. The scientists <b>weren't</b> scared.</p> <p><b>Past Simple to be, Yes/No questions</b> <b>Was</b> Enitan thirsty? <b>Yes</b>, she <b>was</b>. <b>Were</b> you the oldest elephant last year? <b>No</b>, I <b>wasn't</b>.</p>

## 5 Big Question: What is music?

Reading	Vocabulary	Grammar
<p><b>Nonfiction</b> <i>Mozart: A Child Prodigy</i></p> <p><b>Reading Strategy</b> Rereading a Text</p> <p><b>Fiction</b> <i>The Bremen Town Singers</i></p> <p><b>Reading Strategy</b> Identifying the Theme</p>	<p><b>Key Words 1:</b> classical music, folk music, piano, lute, guitar, trumpet</p> <p><b>Key Words 2:</b> keyboard, composition, violin, child, earn, rich, popular</p> <p><b>Key Words 3:</b> musician, composer, child prodigy</p> <p><b>Key Words 4:</b> weak, meet, sick, slow, dangerous, loud</p>	<p><b>Past Simple Irregular Verbs</b> Mozart <b>wrote</b> his first composition at the age of five. A cat <b>came</b> into the room.</p> <p><b>Possessive Pronouns</b> <b>Whose</b> house is it? The house is <b>theirs</b>. <b>Whose</b> is it? It's <b>mine</b>.</p>

Oracy Skill	Phonics	Writing	Listening	The Big Challenge	Speaking Mission
<b>Ground Rules for Discussion</b> <b>Cue Cards:</b> 1 That's important. 2 That's not important.	Long <i>a</i>	<b>Improve Your Writing</b> Compound Nouns <b>Writing Task</b> Write a Descriptive Paragraph	<b>Dialogue</b> Asking for Directions	How can we draw a map?	Asking for Directions

Oracy Skill	Phonics	Writing	Listening	The Big Challenge	Speaking Mission
<b>Giving Positive Feedback</b> <b>Cue Cards:</b> 3 Great job! 4 That's awesome!	Long <i>i</i>	<b>Improve Your Writing</b> Synonyms <b>Writing Task</b> Make an Invitation	<b>Dialogue</b> Mother's Day	How can we make a gift for Mom?	Buying Food for a Party

Oracy Skill	Phonics	Writing	Listening	The Big Challenge	Oracy Task
<b>Giving Opinions</b> <b>Cue Cards:</b> 5 I think ... 6 I agree. 7 I disagree.	Long <i>o</i>	<b>Improve Your Writing</b> Antonyms <b>Writing Task</b> Write a Recipe	<b>Dialogue</b> Is Chocolate Healthy or Unhealthy?	How can we eat a healthy lunch?	<b>Discussion</b> Designing a Healthy Menu for One Day

Oracy Skill	Phonics	Writing	Listening	The Big Challenge	Speaking Mission
<b>Asking for Clarification</b> <b>Cue Cards:</b> 8 I don't understand. 9 Can you repeat that? 10 What's a/an ... ?	Long <i>e</i>	<b>Improve Your Writing</b> Subject-Verb Agreement <b>Writing Task</b> Write a Description	<b>Narrative</b> A Landslide!	How can we make a 3D landscape?	Planning What to Wear Based on the Weather

Oracy Skill	Phonics	Writing	Listening	The Big Challenge	Speaking Mission
<b>Participating in a Discussion</b> <b>Cue Cards:</b> 11 Let's ... 12 How about ... ?	Long <i>u</i>	<b>Improve Your Writing</b> Types of Sentences <b>Writing Task</b> Write a Biography	<b>Presentation</b> Identifying Types of Music	How can we appreciate music?	Talking about Your Favorite Music

## LEVEL 2: Scope and Sequence

### 6 Big Question: What do we know about dinosaurs?

Reading	Vocabulary	Grammar
<p><b>Nonfiction</b> <i>Why Did Dinosaurs Become Extinct?</i></p> <p><b>Reading Strategy</b> Main Idea and Details</p> <p><b>Fiction</b> <i>The Giant's Cave</i></p> <p><b>Reading Strategy</b> Beginning, Middle, and End</p>	<p><b>Key Words 1:</b> dinosaur, herbivore, neck, carnivore, chew, wing</p> <p><b>Key Words 2:</b> fossil, die, mammal, hit, dust, cloud, extinction</p> <p><b>Key Words 3:</b> theory, mystery, disappear</p> <p><b>Key Words 4:</b> dark, path, furniture, ground, nighttime, daylight</p>	<p><b>Past Simple Regular Verbs: Affirmative and Negative</b> Dinosaurs <b>lived</b> many years ago. Many mammals <b>didn't die</b>.</p> <p><b>Past Simple Regular Verbs: Questions</b> Where <b>did</b> Dino and Dina <b>play</b>? They <b>played</b> in the jungle. <b>Did</b> it <b>start</b> to rain? Yes, it <b>did</b>.</p>

### 7 Big Question: Why is free time important?

Reading	Vocabulary	Grammar
<p><b>Nonfiction</b> <i>Life in Ancient Egypt</i></p> <p><b>Reading Strategy</b> Summarizing</p> <p><b>Fiction</b> <i>Fix Me!</i></p> <p><b>Reading Strategy</b> Text-to-Self Connection</p>	<p><b>Key Words 1:</b> go to the park, play video games, watch movies, play baseball, cook, exercise</p> <p><b>Key Words 2:</b> pyramid, date, lentil, lock, key, toothpaste, marble</p> <p><b>Key Words 3:</b> invent, responsibility, ancient</p> <p><b>Key Words 4:</b> robot, speak, instructions, fix, broken, cable</p>	<p><b>Past Simple Irregular Verbs: Affirmative and Negative</b> Ancient Egyptians <b>went</b> swimming. Children <b>didn't have</b> any responsibilities.</p> <p><b>Past Simple Irregular Verbs: Wh- Questions</b> <b>Why did</b> you <b>draw</b> a picture? <b>Who did</b> Brad <b>put</b> on the shelf? <b>What did</b> you <b>say</b>? <b>Where did</b> Brad <b>leave</b> the toys?</p>

### 8 Big Question: What is a hero?

Reading	Vocabulary	Grammar
<p><b>Nonfiction</b> <i>Animal Heroes</i></p> <p><b>Reading Strategy</b> Captions</p> <p><b>Fiction</b> <i>Emergency!</i></p> <p><b>Reading Strategy</b> Predicting from Titles</p>	<p><b>Key Words 1:</b> hero, save, brave, generous, helpful, caring</p> <p><b>Key Words 2:</b> healthy, blind, train, smart, scent, heavy, depressed</p> <p><b>Key Words 3:</b> affection, disabled, wilderness</p> <p><b>Key Words 4:</b> itchy, hives, swell, allergic reaction, bracelet, emergency</p>	<p><b>Comparative Forms of Short Adjectives</b> Guide dogs are <b>smarter</b> than ordinary dogs. People who own pets are <b>happier</b> and <b>healthier</b>. Dogs can smell things <b>better</b> than humans can.</p> <p><b>Superlative Forms of Short Adjectives</b> He thinks he's the <b>smartest</b> person in the world. He was the <b>quietest</b>.</p>

### 9 Big Question: How do inventions change our lives?

Reading	Vocabulary	Grammar
<p><b>Nonfiction</b> <i>Inventions in Our Everyday Lives</i></p> <p><b>Reading Strategy</b> Fact or Opinion</p> <p><b>Fiction</b> <i>The Weather Cat</i></p> <p><b>Reading Strategy</b> Understanding the Meaning of Words in Context</p>	<p><b>Key Words 1:</b> shampoo, toothbrush, wheel, bicycle, ship, computer</p> <p><b>Key Words 2:</b> inventor, toaster, heat, cotton candy, chewing gum, telescope, printing press</p> <p><b>Key Words 3:</b> melt, burnt, flight</p> <p><b>Key Words 4:</b> jar, knock over, predict, weather, observation, own</p>	<p><b>Should for Recommendations</b> You <b>should</b> eat only a little sugar to keep your teeth healthy. You <b>shouldn't</b> leave crayons out in the sun.</p> <p><b>May and Can for Permission</b> <b>May</b> I do the homework again, please? <b>Yes</b>, you <b>may</b>. <b>No</b>, you <b>may not</b>. <b>Can</b> I see those crystals, please? <b>Yes</b>, you <b>can</b>. <b>No</b>, you <b>can't</b>.</p>

Oracy Skill	Phonics	Writing	Listening	The Big Challenge	Oracy Task
<b>Giving an Explanation</b> <b>Cue Cards:</b> <b>13</b> (Why?) Because ...	<b>End Sounds</b> <b>-ed</b>	<b>Improve Your Writing</b> Adjective Order <b>Writing Task</b> Write a Fact File	<b>Dialogue</b> Visiting a Museum	<b>How can we learn about a dinosaur?</b>	<b>Collaboration</b> Deciding Which Items to Take on the Lifeboat After a Shipwreck

Oracy Skill	Phonics	Writing	Listening	The Big Challenge	Speaking Mission
<b>Speaking Clearly at the Right Pace</b> <b>Cue Cards:</b> <b>14</b> Can you speak more slowly? <b>15</b> Can you speak up?	<b>wh and ph</b>	<b>Improve Your Writing</b> Change Verbs to Show Time <b>Writing Task</b> Write a Diary Entry	<b>Interview</b> Talking About Ventriloquism	<b>How can we make a survey?</b>	<b>Deciding What to Do in Your Free Time</b>

Oracy Skill	Phonics	Writing	Listening	The Big Challenge	Speaking Mission
<b>Speaking in Front of an Audience</b> <b>Cue Cards:</b> <b>16</b> My topic today is ... <b>17</b> This is ...	<b>Initial Sounds</b> <b>v, b, and f</b>	<b>Improve Your Writing</b> Conjunctions <b>Writing Task</b> Write a Personal Narrative	<b>Interview</b> Interviewing a Firefighter	<b>How can we talk about heroes?</b>	<b>Making an Emergency Call</b>

Oracy Skill	Phonics	Writing	Listening	The Big Challenge	Oracy Task
<b>Sequencing Information</b> <b>Cue Cards:</b> <b>18</b> First, <b>19</b> Next, <b>20</b> Then, <b>21</b> Finally,	<b>th Sounds</b>	<b>Improve Your Writing</b> Add -ed to Show Past Actions <b>Writing Task</b> Write an Informational Text	<b>Dialogue</b> Buying a Lemonade	<b>How can we recognize the importance of inventions?</b>	<b>Presentation</b> Give an End-of-the-Year Presentation



# What is in my neighborhood?

- Talk** about your neighborhood.
- Learn** ground rules for discussion.
- Write** a descriptive paragraph.
- Present** places in your neighborhood.
- Ask** directions to go to different places.

Where are the children?



What are they doing?



Do you have these places in your neighborhood?




### Key Words 1

firefighter	doctor
fire station	train station
hospital	conductor



1

 1.1 Watch the video. Circle the correct answer. Who works at the hospital?

a the firefighter   b the conductor   c the doctor



2

 1.1 Watch again. Complete the graphic organizer in the Activity Book.

## Reading Strategy: Headings

Headings divide the text into sections. They tell us what each section is about.

1 Read and underline the headings. Match the sections with the pictures.



## My Neighborhood

Many people work in my neighborhood.

### Mike the Vet

This is Mike. He is a vet. Mike helps animals stay healthy. He also takes care of sick animals.

### Joe the Baker

Joe works at Joe's Bakery. He bakes delicious cupcakes and cakes.

### Aria the Nurse

Aria is my neighbor. Aria works at the hospital. She is a nurse. She helps sick people.

2 Write the heading for each section.

Eric's Paintings   Eric's Workplace   Eric's Job

Eric is a professional painter.  
He likes to paint portraits of people.

Eric works in his art studio. He has  
lots of paints, paper, and paint brushes.

Eric's paintings are beautiful. He paints movie  
stars, famous children, and even animals.

## Eric, a Famous Painter



3 Look at the text on pages 9–10. How many headings are there?





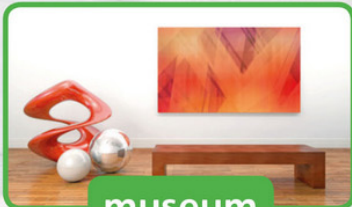
## Key Words 2



security guard



wax



museum



job



alarm



flashlight



exhibit



# The Security Guard



Meet Mr. Rogers. He's the **security guard** at the **wax museum**.

**Mr. Rogers, what does a security guard do?**

I start my **job** early in the morning. I get to the museum at 7 o'clock. The museum opens at 10, but there

are many things to do.

First, I change into my uniform. I wear a blue shirt, black pants, a black tie, and a black hat. Then, I look at the doors and make sure the **alarms** are working. Next, I see if there are any lost items, and I take them to Lost and Found. Finally, I take a tour of the whole museum. I check that all the wax figures are OK.

**Do you walk a lot?**

Yes, I do! I walk all over the museum. It is very important to wear comfortable shoes.



A wax figure at the museum where I work.



# The Security Guard



## What do you carry in your bag?

Look inside. I have a **flashlight** in case the electricity goes out. I have a bottle of water and my lunch: a cheese sandwich, a banana, and a chocolate bar. I love chocolate!

## Do you have any breaks?

Yes, of course. I have one break in the morning at 11, and another one in the afternoon at 3. I like to visit the **exhibits**. My favorite wax figures are the soccer stars.



I have breaks at 11 am and 3 pm.



## What do you like the most about your job?

I love meeting people. Children are the best. They always ask good questions—for example, “Do any of the figures come alive at night?” Ha ha ha! Of course not!

Most people greet me with a smile and say, “Good morning,” or “Have a nice day.” I love my job!



## Do you work all week?

No. I only work from Tuesday through Saturday. The museum is closed on Sundays.

## Think

Why is the security guard's job important?