

CAMBRIDGE

Student's Book
Susannah Reed

Cambridge Primary Path 6



Better
Learning

LEVEL 6: Scope and Sequence

1 Big Question: What makes your region unique?

Reading	Vocabulary	Grammar
<p>Nonfiction <i>Culture Column: Traditional Communities</i></p> <p>Reading Strategy Compare and Contrast</p> <p>Fiction <i>Fox Fires, The Song of the Armadillo</i></p> <p>Reading Strategy Setting</p>	<p>Key Words 1: feature, landscape, tundra, tropical, temperate, polar, flora, fauna, vegetation, lifestyle</p> <p>Key Words 2: rural, merchant, textile, wool, weaving, dwelling, nomad, livelihood, cultivate, harvesting</p> <p>Key Words 3: dye, stilts, border, cattle</p> <p>Key Words 4: blanket, spectacular, transform, sparkle, astonish, swish, steam, carve, congratulate, defend, fade, glow</p>	<p>Passive Voice Berber textiles are made of sheep's wool. Traditions have been passed down.</p> <p>Future Passive Your music will be heard all over Bolivia.</p>

2 Big Question: Why do we seek adventure?

Reading	Vocabulary	Grammar
<p>Nonfiction <i>How to Survive in the Wild</i></p> <p>Reading Strategy Point of View</p> <p>Fiction <i>The Treasure of Amelia Island</i></p> <p>Reading Strategy Asking Questions</p>	<p>Key Words 1: extreme sport, motive, adrenaline, location, equipment, destination, reward, kayaking, exhilarating, compass</p> <p>Key Words 2: essential, smoke, signal, spark, kindling, tracks, tainted, disinfect, zigzag, shady</p> <p>Key Words 3: grazing, prey, edible, landmark</p> <p>Key Words 4: sand dune, binoculars, metal detector, bulldozer, supplies, marshmallow, magnifying glass, pocketknife, shortcut, stepping stone, bush, inflate</p>	<p>Defining Relative Clauses Using <i>that</i> or <i>where</i> Use material that is dry. Climb to a point where you can see.</p> <p>Defining Relative Clauses Using <i>who</i> or <i>whose</i> He is the man who found it. He is the person whose land it is.</p>

3 Big Question: How can we understand a work of art?

Reading	Vocabulary	Grammar
<p>Nonfiction <i>The Secret Life of Paintings</i></p> <p>Reading Strategy Annotating</p> <p>Fiction <i>A Dotted World</i></p> <p>Reading Strategy Analyzing Characters</p>	<p>Key Words 1: genre, narrative, tapestry, everyday life, figure, still life, arrangement, realistic, background, interpretation</p> <p>Key Words 2: moral, foreground, impact, distorted, curved, blend, skull, symbolize, texture, expressive</p> <p>Key Words 3: drown, suffering, luxurious, artificial</p> <p>Key Words 4: depict, shade, frown, reluctant, pick, squint, tin, examine, bunch, barn, yawn, moan</p>	<p>Non-defining Relative Clauses I called my mom, whose birthday is today. He is in the kitchen, which is downstairs.</p> <p>So, such; so ... that, such ... that Oliver was so tired that he fell asleep. We had such a fun time that we want to meet again tomorrow.</p>

4 Big Question: How does information technology shape our lives?

Reading	Vocabulary	Grammar
<p>Nonfiction <i>The Internet: Friend or Foe?</i></p> <p>Reading Strategy Drawing Conclusions</p> <p>Fiction <i>The Old Me</i></p> <p>Reading Strategy Point of View</p>	<p>Key Words 1: virtual reality, headset, benefit, drawback, break down, addictive, social media, stranger, password, affect</p> <p>Key Words 2: foe, access, tool, up-to-date, publish, cyber-, positive, comparison, download, eyesight</p> <p>Key Words 3: offline, sociable, variety, company</p> <p>Key Words 4: anxiety, confident, avoid, busy, blush, throat, swallow, stammer, dizzy, faint, panic attack, mention</p>	<p>Reported Commands with <i>tell</i> and <i>ask</i> My dad told me to be careful. My teacher asked me to check the facts.</p> <p>Reported Statements and Questions Jess explained that she was shy. Jess asked Karen why she fainted. Jess asked if Karen was feeling better.</p>

5 Big Question: How can we save the planet?

Reading	Vocabulary	Grammar
<p>Nonfiction <i>Is This the City of the Future?</i></p> <p>Reading Strategy Rereading</p> <p>Fiction <i>The Seeds</i></p> <p>Reading Strategy Predicting and Setting a Purpose for Reading</p>	<p>Key Words 1: natural resource, global warming, ozone layer, ice cap, landfill, deforestation, overuse, sustainable, compost, aluminum</p> <p>Key Words 2: reliable, greenhouse effect, transportation, biofuel, urban, cleanse, energy efficient, wind turbine, insulate, straw</p> <p>Key Words 3: dweller, household, vertically, warmth</p> <p>Key Words 4: scrap, moss, fern, spring, copper, sandstorm, gas mask, iron, barricade, vending machine, sprout, squash</p>	<p>Future Progressive Future cars will be using solar power.</p> <p>One, ones, some, and any with Countable and Uncountable Nouns The road is closed. Let's try that one. There was metal here. She tried to find some. They needed water, but didn't have any.</p>

LEVEL 6: Scope and Sequence

6 Big Question: What makes a good story?

Reading	Vocabulary	Grammar
<p>Nonfiction <i>So You Want to Write a Story?</i></p> <p>Reading Strategy Text Structure</p> <p>Fiction <i>Little Red Riding Hood; Riding Hood, Gran, and the Wolf</i></p> <p>Reading Strategy Literary Genres</p>	<p>Key Words 1: literature, hero, prove, fantasy, magical, fable, engage, broaden the mind, relate to, graphic novel</p> <p>Key Words 2: version, nursery rhyme, come alive, sibling, personality, motivation, villain, resolution, believable, sensibly</p> <p>Key Words 3: prehistoric, misbehave, tumble, childhood</p> <p>Key Words 4: sweet, deceive, cunning, wolf, outwit, defeat, instinct, dismay, convince, escape, lock, sack</p>	<p>Could have and should have The dinosaur could have eaten them. The dinosaur should have eaten them.</p> <p>Past Perfect Simple When the wolf arrived, Grandma had left for the market.</p>

7 Big Question: Why do we need medicine?

Reading	Vocabulary	Grammar
<p>Nonfiction <i>Beware the Superbugs</i></p> <p>Reading Strategy Cause and Effect</p> <p>Fiction <i>People of the Forest</i></p> <p>Reading Strategy Synthesizing (Fiction)</p>	<p>Key Words 1: malaria, parasite, treat, virus, polio, symptom, cure, vaccine, diabetes, insulin</p> <p>Key Words 2: antibiotic, organism, microscope, harmful, infection, pneumonia, interfere, minor, laboratory, mold</p> <p>Key Words 3: single-celled, immune system, antibacterial, revolutionize</p> <p>Key Words 4: influenza, respiratory system, sneeze, cough, outbreak, fatal, epidemic, risk, shot, injection, spread, tissue</p>	<p>Past Perfect Progressive Alexander Fleming had been growing bacteria when he went on vacation.</p> <p>Past Perfect Passive I had been told that orangutans love to paint.</p>

8 Big Question: How do we use money?

Reading	Vocabulary	Grammar
<p>Nonfiction <i>Fundraising Club: May Campaign</i></p> <p>Reading Strategy Quoting from a Text</p> <p>Fiction <i>A Sweet Start to an Artist's Career</i></p> <p>Reading Strategy Theme</p>	<p>Key Words 1: cash, credit card, salary, profit, spend, tax, expense, allowance, invest, interest</p> <p>Key Words 2: support, campaign, running water, dollar, toolkit, improve, increase, out-of-date, fund, breeding program</p> <p>Key Words 3: lack, sanitation, maintain, poultry</p> <p>Key Words 4: beekeeper, sterilize, bill, watercolor, easel, outline, date, fig, cluster, apiary, pearl, necklace</p>	<p>First and Second Conditionals If I have \$10, I will give it to Shivia. If I had \$1,000, I would give it to Shivia.</p> <p>Third Conditional If I had had help, I would have become a successful artist. If I hadn't had help, I wouldn't have become a successful artist.</p>

9 Big Question: How can we increase our brain power?

Reading	Vocabulary	Grammar
<p>Nonfiction <i>Your Fantastic, Plastic Brain</i></p> <p>Reading Strategy Synthesizing (Nonfiction)</p> <p>Fiction <i>A Problem Solved</i></p> <p>Reading Strategy Monitoring and Clarifying</p>	<p>Key Words 1: control, cerebrum, cerebellum, brain stem, base, lobe, logic, process, automatic, function</p> <p>Key Words 2: neuron, network, fiber, purpose, plastic, respond, strengthen, commit, boost, permanent</p> <p>Key Words 3: spinal cord, synaptic connection, neural pathway, brain-training</p> <p>Key Words 4: intriguing, assignment, riddle, figure out, huff, out of breath, keep up, approach, section, coordinate, represent, light up</p>	<p>If only If only I had more synaptic connections, I would be able to build a tower of blocks. If only I had gotten more sleep, I would have done better.</p> <p>Modal Verbs of Deduction It must have fallen out of your books. Kate and Kevin might have left this here. They can't have been coordinates.</p>

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Oracy Task
Asking Probing Questions Cue Cards: 8 Why ... ? 17 How ... ? 18 What does ... mean?	Spelling Tip: <i>pre-, mis-, re-, sub-</i>	Improve Your Writing Colons and Semicolons Writing Task Micro-story	Interview Authors' Advice	How can we write our own piece of fiction?	Discussion Protecting a Falling Egg

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
Engaging an Audience Cue Cards: 19 Can anyone tell me ... ? 20 Why do you think ... ? 21 Do you have any questions?	Spelling Tip: Prefixes for Opposite Meanings	Improve Your Writing <i>Before and after</i> Writing Task Informational Report	Science Program Future Medical Advances	How can we invent a new medical treatment?	Going to the Hospital

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
Organizing and Structuring a Talk Clearly Cue Cards: 22 We're going to talk about ... 23 On the one hand, 24 On the other hand, 25 In conclusion,	Spelling Tip: Suffixes: <i>-ful, -less, -ive, -al, -ly</i>	Improve Your Writing Quantifiers and Subject-Verb Agreement Writing Task Comparison Essay	Interview Young Entrepreneur of the Year	How can we set up our own business?	Buying a Gift at the Department Store

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Oracy Task
Delivering a Clear Presentation at the Right Pace Cue Cards: 21 Do you have any questions? 26 Can you speak more slowly? 27 Can you repeat that? 28 Is that clear?	Spelling Tip: Suffixes: <i>-ness, -ment, -age, -ist, -hood</i>	Improve Your Writing Reporting Verbs Writing Task Memoir	Presentation The Brain Gym	How can we create our own brain gym?	Presentation Design and Present a Game Show for the Course



What makes your region unique?

- Explore** what makes different regions unique.
- Discuss** the ground rules for oracy.
- Write** a travel brochure.
- Create** a festival to celebrate your region.
- Practice** ordering food in a restaurant.



Do any of these places look like the region where you live?



How are the places similar and different?



What would be the advantages or disadvantages of living in these regions?




Key Words 1

feature	temperate	vegetation
landscape	polar	lifestyle
tundra	flora	
tropical	fauna	




1

 1.1 What is the correct definition of a region? Watch the video and mark ✓.

- A part of the Earth's surface that shares similar features.
- An area inside one country that has unique features.
- The area inside a country where we live.



2

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

Reading Strategy: Compare and Contrast

When we read a text, we can compare and contrast the information we find. Comparing means looking for things that are similar. Contrasting means looking for things that are different.

- 1 Read Zoe's report. Underline things that are similar in green and things that are different in red.

Tundras and deserts are both areas that receive very little rain. As a result, there is little vegetation and less biodiversity than in other regions, such as forests or grasslands.

Tundras

Tundras are extremely cold areas. They are found in the Arctic, Antarctica, and on the top of very high mountains. Tundras are covered in snow for many months of the year. When the snow melts in the summer, some small plants can grow in the top layers of soil. Trees cannot grow because the deeper layers of soil stay permanently frozen. Animals that live in tundra regions include mice, deer, and the Arctic fox.

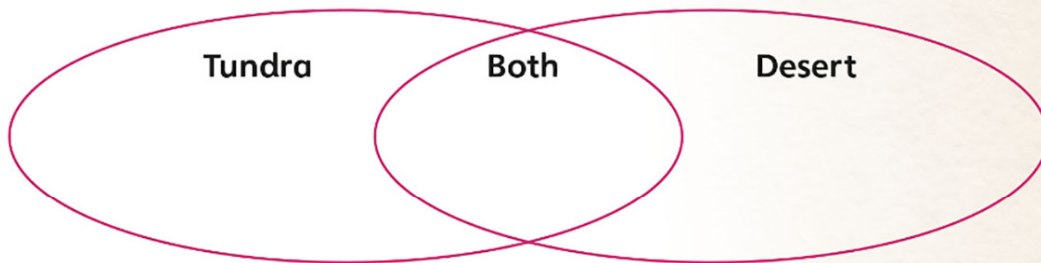


Deserts

Deserts are the driest areas on Earth. The soil is usually rocky or sandy, and there isn't much vegetation. Deserts can be extremely hot, like the Sahara Desert in Africa, or cold, like the Gobi Desert in China. Animals that live in the desert often live underground, and they are usually active at night. They include rats, snakes, lizards, and foxes.



- 2 Copy and complete the diagram with the information you underlined.



- 3 Look at the pictures on pages 9–10. Answer the questions.

- a What type of region do you think the people in each photo live in?
- b What do you think life is like in each community?



How does your regional landscape compare to and contrast with a tundra and a desert?

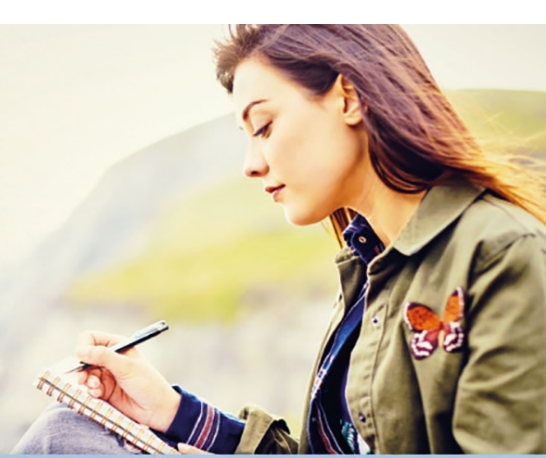


Culture Column:



Traditional Communities

What is life like in traditional communities? How are their traditions shaped by the regions they live in? Culture columnist Alice Jones traveled to four different communities to find out.



The Inuit

Temperatures in the freezing Arctic regions from Siberia to Greenland can drop to below -50°C . The Inuit people have made their home here, and their lifestyle has developed to suit their environment.



The Arctic tundra is covered by snow and ice for much of the year, and it isn't possible to farm or grow food. Therefore, the Inuit traditionally found food by hunting or fishing. The skins and furs of the animals they caught were used to make warm clothing and blankets, which helped them survive the long winters.

Hunting is still an important part of Inuit culture. The Inuit respect the animals that they hunt, and they have strict hunting rules that have been passed down through the generations. These help to maintain the balance of nature and protect the natural resources of their region.

Don't Miss: An Inuit Festival!

Celebrate spring at the Toonik Tyme Festival in Iqaluit. Try dog sledding and igloo building!



Key Words 2

rural
merchant
textile
wool
weaving
dwelling
nomad
livelihood
cultivate
harvesting

The Berbers

Traditional Berber tribes live in **rural** regions across North Africa. Their culture is more than 5,000 years old.

Most traditional Berbers are farmers and **merchants**. They sell products from their livestock, such as milk and cheese, or colorful **textiles**, which are made from

sheep's **wool** and goat or camel hair. **Weaving** is an important Berber tradition. The colors and patterns vary from tribe to tribe. The colors come from local plants and materials.

Some traditional Berber families live in small groups of **dwellings** made from local materials, including clay and adobe (mud brick). Traditional Berbers who live in desert areas are **nomads**. They move to mountainous areas in the summer to find fresh grass for their livestock. Nomadic Berbers live in tents made from sheep's wool and goat hair.



Traditional Communities



The Maasai

Maasai tribes live along the border between Kenya and Tanzania, in Africa. The Maasai are cattle herders, and cattle are central to their culture and **livelihood**. If a Maasai man has 1,000 cattle or more, he is considered rich. Maasai men call themselves warriors because they protect their cattle from lions and other predators. They wear red clothes to scare predators away.

The Maasai are nomadic; they move when they need to find fresh grass and water for their cattle. They build temporary shelters with branches, grass, mud, and animal dung.

These shelters are built in a circle with a fence of thorns around the outside to keep predators out. The cattle sleep in the middle of the circle so that they are protected. When local vegetation runs out, the tribe moves and builds a new village somewhere else.

Don't Miss: The Maasai Jumping Dance!

This dance is part of a ceremony for young warriors. Each warrior jumps as high as he can to show how strong he is.



The Iban

The Iban are a tribe from Borneo, in Southeast Asia. They have a strong connection to the rainforest around their home. Many Iban are farmers; they **cultivate** rice and fruit, and they also hunt and fish in the forest and rivers around them. Many Iban festivals celebrate the planting and **harvesting** of rice because it is a very important crop.

The Iban are a welcoming people, and tourists are often invited to a traditional Iban longhouse. These are communal homes, where many different families live together. Each family has its own room, and there is one big central room for communal activities. These activities include making crafts from rainforest materials. Men make carvings from wood and bamboo, and women weave textiles from silk, which is colored with dyes from rainforest plants.

Longhouses are often next to a river. They are built above the ground on stilts, so they are protected when the river floods.



Think

Are there any traditional communities in your region? What do you know about their lifestyles and traditions?



What would you like Alice to find out about?
Write to her and tell her!