

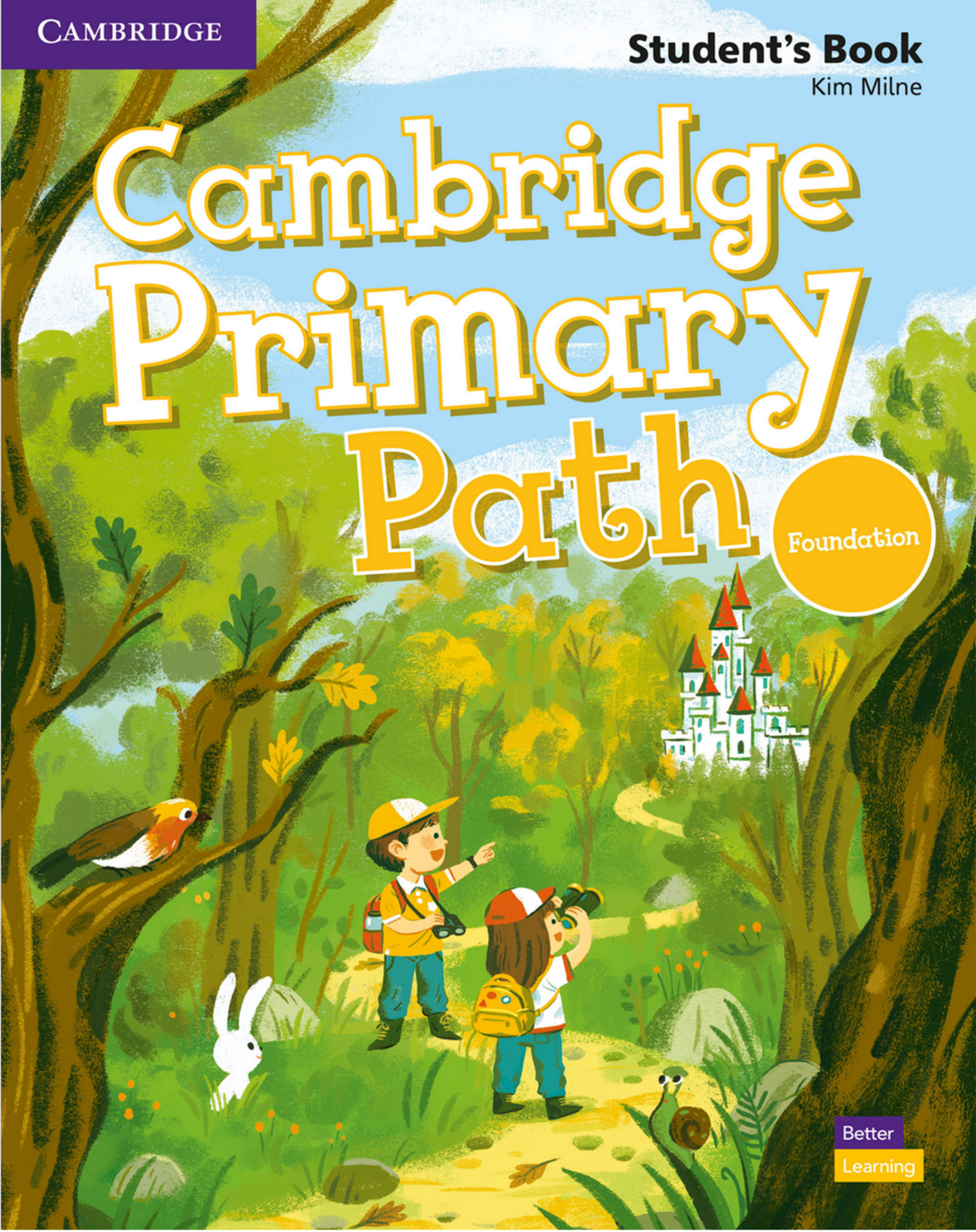
CAMBRIDGE

Student's Book

Kim Milne

# Cambridge Primary Path

Foundation



Better  
Learning

# LEVEL F: Scope and Sequence

## 1 Big Question: Who am I?

| Reading   | Vocabulary  | Grammar  |
|---|---|--|
| <p><b>Nonfiction</b> <i>We Are All Different!</i><br/> <b>Reading Strategy</b> Similarities and Differences<br/> <b>Fiction</b> <i>Grandma Turtle</i><br/> <b>Reading Strategy</b> Real or Fantasy?</p> | <p><b>Key Words 1:</b> favorite, color, hair, girl, brown, boy<br/> <b>Key Words 2:</b> short, long, tall, curly, straight, blond<br/> <b>Key Words 3:</b> class, different<br/> <b>Key Words 4:</b> old, slow, fast, tired, young, happy</p> | <p><b>Verb to be: Affirmative and Negative</b><br/> <b>I am</b> six years old.<br/> <b>I'm not</b> tall.<br/> <b>He is</b> short.<br/> <b>She isn't</b> short.</p> <p><b>Verb to be: Affirmative and Negative</b><br/> <b>You are</b> young.<br/> <b>You aren't</b> old.<br/> <b>They are</b> happy.<br/> <b>They aren't</b> slow.</p> |

## 2 Big Question: What is school?

| Reading  | Vocabulary   | Grammar  |
|--|--|--|
| <p><b>Nonfiction</b> <i>Welcome to My School</i><br/> <b>Reading Strategy</b> Classifying<br/> <b>Fiction</b> <i>I Can't Find My Things!</i><br/> <b>Reading Strategy</b> Understanding a Character's Feelings</p> | <p><b>Key Words 1:</b> desk, teacher, classroom, gym, bathroom, playground<br/> <b>Key Words 2:</b> library, schoolbag, pencil case, notebook, colored pencil, eraser<br/> <b>Key Words 3:</b> classmates, apple<br/> <b>Key Words 4:</b> story, sad, mad, hungry, lunchbox, surprised</p> | <p><b>a / an</b><br/> <b>a</b> pencil<br/> <b>an</b> eraser</p> <p><b>Possessive Adjectives</b><br/> This is <b>your</b> desk.<br/> It is <b>his</b> first day at school.<br/> I can't find <b>my</b> book.<br/> Gemma shares <b>her</b> pencils with Max.</p> |

## 3 Big Question: What is a toy?

| Reading   | Vocabulary   | Grammar   |
|---|--|---|
| <p><b>Nonfiction</b> <i>Top Five Toys</i><br/> <b>Reading Strategy</b> Classifying Words<br/> <b>Fiction</b> <i>Don't Touch!</i><br/> <b>Reading Strategy</b> Ordering Story Events</p> | <p><b>Key Words 1:</b> toy, box, house, paper, airplane, tablet<br/> <b>Key Words 2:</b> robot, fun, dollhouse, tent, train, jump rope<br/> <b>Key Words 3:</b> jump, children<br/> <b>Key Words 4:</b> monkey bars, bike, car, action figure, dinosaur, spaceship</p> | <p><b>Commands</b><br/> <b>Listen! March! Stop! Stand! Sit! Jump!</b></p> <p><b>Negative Commands</b><br/> <b>Don't</b> touch my cars!<br/> <b>Don't</b> run!</p> |

## 4 Big Question: What makes a home?

| Reading   | Vocabulary  | Grammar   |
|---|---|---|
| <p><b>Nonfiction</b> <i>All Kinds of Homes</i><br/> <b>Reading Strategy</b> Comparing<br/> <b>Fiction</b> <i>Snail Finds His Home</i><br/> <b>Reading Strategy</b> Plot and Setting</p> | <p><b>Key Words 1:</b> home, family, dining room, living room, bedroom, kitchen<br/> <b>Key Words 2:</b> apartment, room, water, garden, stove, bed<br/> <b>Key Words 3:</b> roof, stairs<br/> <b>Key Words 4:</b> snail, ladybug, forest, spider, butterfly, mouse</p> | <p><b>Prepositions</b><br/> It's <b>in</b> the kitchen.<br/> It's <b>on</b> the roof.<br/> It's <b>under</b> the tree house.</p> <p><b>Verb to be: Yes/No Questions (Singular)</b><br/> <b>Is</b> Mouse under a tree?<br/> <b>No, he isn't.</b> He's in a hole.<br/> <b>Is</b> Spider under the leaf?<br/> <b>Yes, he is.</b></p> |

## 5 Big Question: Where do wild animals belong?

| Reading  | Vocabulary  | Grammar  |
|--|---|--|
| <p><b>Nonfiction</b> <i>Top Five Wild Animals</i><br/> <b>Reading Strategy</b> Visualizing<br/> <b>Fiction</b> <i>The Rabbit on the Moon</i><br/> <b>Reading Strategy</b> Predicting from Pictures</p> | <p><b>Key Words 1:</b> zebra, land, elephant, octopus, ocean, dolphin<br/> <b>Key Words 2:</b> teeth, tail, beak, jungle, claw, fur<br/> <b>Key Words 3:</b> feathers, insects<br/> <b>Key Words 4:</b> rabbit, moon, snake, tongue, sun, stars</p> | <p><b>Verb to be: Wh- Questions</b><br/> <b>What</b> color <b>are</b> they?<br/> <b>They are</b> black and white.<br/> <b>What are</b> they? <b>They're</b> baby pandas.</p> <p><b>Verb to be: Yes/No Questions (Plural)</b><br/> <b>Are</b> Ketzi and the little rabbit near the stars?<br/> <b>Yes, they are. / No, they aren't.</b></p> |

| Oracy Skill   | Phonics             | Ready to Write   | Listening  | The Big Challenge                       | Speaking Mission                            |
|---|---------------------|--|--|---|---|
| <b>Ground Rules</b><br>Listen to others.<br>Take turns.<br>Respect others.<br>Share your ideas.<br>Raise your hand to speak.<br><b>Cue Card:</b><br>1 This is ... | <b>The Alphabet</b> | <b>Learn to Write</b><br>Capital and Lowercase Letters | <b>Dialogue</b><br>Talking About Your Favorite Thing | <b>How can we talk about ourselves?</b> | <b>Saying Who You Are When You Are Lost</b> |

| Oracy Skill   | Phonics  | Ready to Write                              | Listening                             | The Big Challenge                       | Speaking Mission                     |
|---|--|---|---------------------------------------|---|--------------------------------------|
| <b>Agreeing and Disagreeing</b><br><b>Cue Cards:</b><br>2 Yes.<br>3 No. | <b>Initial Sounds</b><br><i>c, p, t, n, b, h</i> | <b>Learn to Write</b><br>Alphabetical Order | <b>Song</b><br>Describing Your School | <b>How can we make a classroom map?</b> | <b>Borrowing Something at School</b> |

| Oracy Skill  | Phonics                                  | Ready to Write                              | Listening                         | The Big Challenge             | Oracy Task                                       |
|--|--|---|-----------------------------------|-------------------------------|--|
| <b>Active Listening</b><br><b>Cue Card:</b><br>4 Please repeat that. | <b>Ending Sounds:</b><br><i>-at, -en</i> | <b>Learn to Write</b><br>Complete Sentences | <b>Dialogue</b><br>Playing a Game | <b>How can we make a toy?</b> | <b>Collaboration</b><br>Agreeing on Buying a Toy |

| Oracy Skill  | Phonics                                  | Ready to Write                 | Listening                             | The Big Challenge                  | Speaking Mission                     |
|--|--|--------------------------------|---------------------------------------|------------------------------------|--------------------------------------|
| <b>Taking Turns</b><br><b>Cue Cards:</b><br>5 It's my turn.<br>6 It's your turn. | <b>Ending Sounds:</b><br><i>-ut, -ig</i> | <b>Learn to Write</b><br>Nouns | <b>Poem</b><br>What Home Means to You | <b>How can I describe my home?</b> | <b>Describing an Object You Lost</b> |

| Oracy Skill  | Phonics   | Ready to Write   | Listening  | The Big Challenge                         | Speaking Mission            |
|--|---|--|--|---|-----------------------------|
| <b>Participating Actively</b><br><b>Cue Card:</b><br>7 Let's ... | <b>Initial Sounds:</b><br><i>q, s, f, j, g, r</i> | <b>Learn to Write</b><br>Identify Questions and Exclamations | <b>Guessing Game</b><br>Identifying Wild Animals | <b>How can we describe a wild animal?</b> | <b>Playing a Board Game</b> |

## 6 Big Question: What can people do?

| Reading  | Vocabulary   | Grammar   |
|--|--|---|
| <p><b>Nonfiction</b> <i>Kids with Amazing Abilities</i></p> <p><b>Reading Strategy</b> Predicting from Titles</p> <p><b>Fiction</b> <i>Hip-hop Hanna</i></p> <p><b>Reading Strategy</b> Cause and Effect</p> | <p><b>Key Words 1:</b> ability, paint, run, skate, play basketball, talk</p> <p><b>Key Words 2:</b> see, ride, climb, say, spell, swim</p> <p><b>Key Words 3:</b> blind, backwards</p> <p><b>Key Words 4:</b> music, love, dancer, practice, read, puppy</p> | <p><b>I can / I can't</b></p> <p>I <b>can</b> ride a horse.</p> <p>I <b>can't</b> walk.</p> <p><b>Yes/No Questions with can and can't</b></p> <p><b>Can</b> Hanna <b>dance</b> well?</p> <p><b>Yes, she can.</b></p> <p><b>No, she can't.</b></p> |

## 7 Big Question: Is all food healthy?

| Reading  | Vocabulary  | Grammar   |
|--|---|---|
| <p><b>Nonfiction</b> <i>Snacks from Around the World!</i></p> <p><b>Reading Strategy</b> Similarities and Differences</p> <p><b>Fiction</b> <i>No Broccoli, Please!</i></p> <p><b>Reading Strategy</b> Main Idea</p> | <p><b>Key Words 1:</b> fruit, banana, grapes, vegetable, spinach, sugar</p> <p><b>Key Words 2:</b> juice, water, oil, yogurt, tomato, rice</p> <p><b>Key Words 3:</b> fried, freezer</p> <p><b>Key Words 4:</b> broccoli, fish, French fries, chocolate, soup, muffin</p> | <p><b>like / don't like</b></p> <p>I <b>like</b> peanut butter sandwiches.</p> <p>I <b>don't like</b> cheese sandwiches.</p> <p><b>Yes/No Questions with like</b></p> <p><b>Do you like broccoli now?</b></p> <p><b>Yes, I do.</b></p> <p><b>No, I don't.</b></p> |

## 8 Big Question: Are routines important?

| Reading   | Vocabulary   | Grammar  |
|---|--|--|
| <p><b>Nonfiction</b> <i>Henry's Healthy Habits</i></p> <p><b>Reading Strategy</b> Summarizing</p> <p><b>Fiction</b> <i>Andy Ant</i></p> <p><b>Reading Strategy</b> Making Judgments</p> | <p><b>Key Words 1:</b> brush my teeth, eat breakfast, go to school, walk, ride my bike, take the bus</p> <p><b>Key Words 2:</b> sleep, do exercise, have fun, take a bath, change clothes, wash my hands</p> <p><b>Key Words 3:</b> before, after</p> <p><b>Key Words 4:</b> wake up, collect, march, find, carry, clean</p> | <p><b>Present Simple: Affirmative</b></p> <p>I <b>wash</b> my hands.</p> <p>I <b>sleep</b> 10 hours each night.</p> <p><b>Present Simple: Negative</b></p> <p>I <b>don't sleep</b> on Saturdays!</p> <p>We <b>don't work</b> on Saturdays.</p> |

## 9 Big Question: Why do we wear different clothes?

| Reading  | Vocabulary  | Grammar  |
|--|---|--|
| <p><b>Nonfiction</b> <i>Traditional Clothes from Around the World</i></p> <p><b>Reading Strategy</b> Cause and Effect</p> <p><b>Fiction</b> <i>The Emperor's New Clothes</i></p> <p><b>Reading Strategy</b> Beginning, Middle, and End</p> | <p><b>Key Words 1:</b> clothes, cold, jacket, hot, T-shirt, shoes</p> <p><b>Key Words 2:</b> wear, hat, skirt, pants, gloves, dress</p> <p><b>Key Words 3:</b> wool, cool</p> <p><b>Key Words 4:</b> emperor, thief, palace, expensive, smart, fool</p> | <p><b>Present Continuous: Affirmative and Negative</b></p> <p>I'm <b>wearing</b> gloves and big boots.</p> <p>I'm <b>not wearing</b> a hat.</p> <p>She's <b>wearing</b> a long skirt.</p> <p>He's <b>not wearing</b> a jacket.</p> <p><b>Present Continuous: Yes/No Questions</b></p> <p><b>Are you wearing</b> magic clothes?</p> <p><b>Yes, I am.</b></p> <p><b>Are you wearing</b> your new clothes?</p> <p><b>No, I'm not.</b></p> |

| Oracy Skill  | Phonics   | Ready to Write                 | Listening                          | The Big Challenge                       | Oracy Task                                      |
|--|---|--------------------------------|------------------------------------|---|---|
| <b>Asking for Agreement</b><br><b>Cue Cards:</b><br>2 Yes.<br>3 No.<br>8 Do you agree? | <b>Initial Sounds:</b><br><i>h, t, p, m, b, d</i> | <b>Learn to Write</b><br>Verbs | <b>Dialogue</b><br>Asking for Help | <b>What different things can we do?</b> | <b>Discussion</b><br>Agreeing on a Game to Play |

| Oracy Skill  | Phonics                                 | Ready to Write                      | Listening                                 | The Big Challenge                         | Speaking Mission        |
|--|---|-------------------------------------|---|---|-------------------------|
| <b>Giving and Responding to Positive Feedback</b><br><b>Cue Cards:</b><br>9 Good job!<br>10 Thank you. | <b>Ending Sounds:</b><br><i>x, m, b</i> | <b>Learn to Write</b><br>Adjectives | <b>Song</b><br>Healthy Food vs. Junk Food | <b>How can we make a healthy dessert?</b> | <b>Buying Groceries</b> |

| Oracy Skill  | Phonics                                      | Ready to Write                      | Listening   | The Big Challenge                        | Speaking Mission                                 |
|--|--|-------------------------------------|---|--|--|
| <b>Speaking Up</b><br><b>Cue Cards:</b><br>4 Please repeat that.<br>11 I don't understand. | <b>Ending Sounds</b><br><i>-sk, -st, -nt</i> | <b>Learn to Write</b><br>Statements | <b>Presentation</b><br>Talking About Morning and Bedtime Routines | <b>How can we describe our routines?</b> | <b>Assigning Tasks to Follow a Class Routine</b> |

| Oracy Skill  | Phonics                                  | Ready to Write                     | Listening                                       | The Big Challenge                             | Oracy Task   |
|--|--|------------------------------------|---|---|--|
| <b>Standing Up Straight and Keeping Still</b><br><b>Cue Cards:</b><br>1 This is...<br>12 These are ... | <b>Initial Sounds:</b><br><i>gr- pl-</i> | <b>Learn to Write</b><br>Questions | <b>Presentation</b><br>Describing What You Wear | <b>How do we dress for special occasions?</b> | <b>Presentation</b><br>Giving a Final Presentation |

# What's Your Name?

1  0.1 Listen and number.



2 Get into a circle and ask each other's name.



3 Write your name on the board.

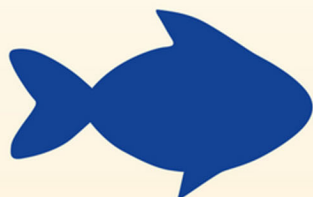
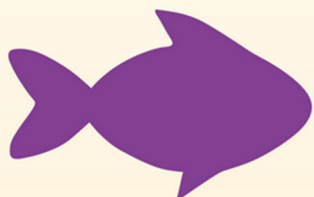
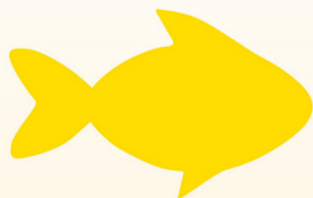
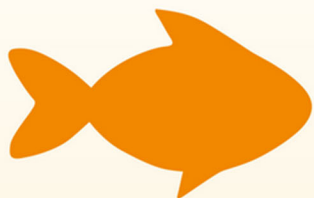
4 Write your name below.

I'm \_\_\_\_\_.

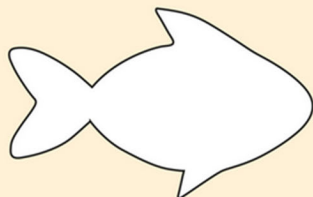
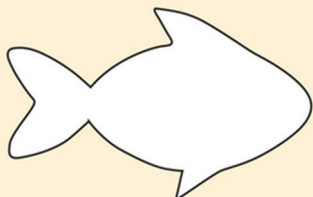
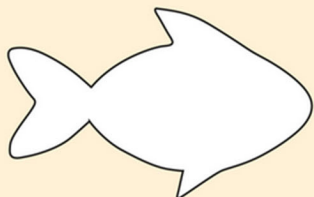
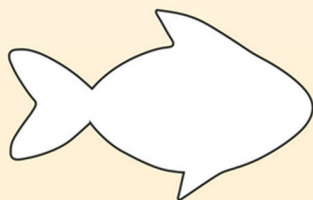
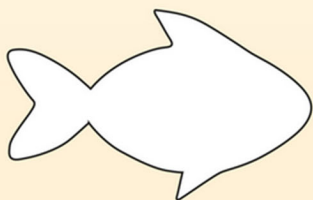
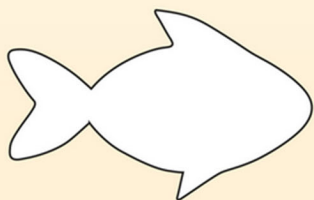


# What Color Is It?

1  Sing and point.



2 Color and sing your song.



GREEN



BLUE



YELLOW



RED



ORANGE





PURPLE

# Counting from 1 to 10

- 1 Write the missing numbers.

|   |   |   |   |   |
|---|---|---|---|---|
| 1 | 2 |   | 4 | 5 |
| 6 |   | 8 | 9 |   |

- 2  0.3 Listen, point, and repeat.

- 3  0.4 Sing the song using your hands.

- 4 Now use colored pencils to count.

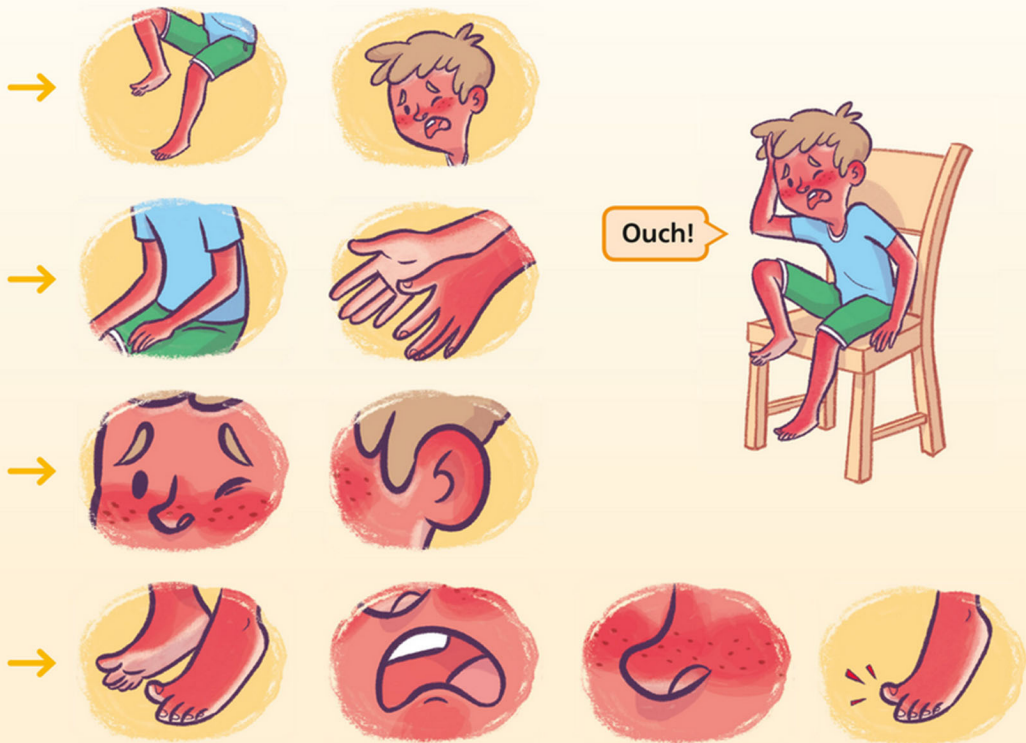


|     |       |       |      |      |
|-----|-------|-------|------|------|
| 1   | 2     | 3     | 4    | 5    |
| ONE | TWO   | THREE | FOUR | FIVE |
| 6   | 7     | 8     | 9    | 10   |
| SIX | SEVEN | EIGHT | NINE | TEN  |



# My Body

1  0.5 Follow the pictures and say the chant.



2  0.5 Listen again. Say the chant and act it out.



EYES



NOSE



MOUTH



HEAD



EARS



ARMS



HANDS



LEGS



FEET



# Who am I?

- Describe yourself.
- Use ground rules to work in groups.
- Identify capital and lowercase letters.
- Talk about yourself to the class.
- Give your personal information.



Who is a boy?



Who is a girl?



Are you similar to them?