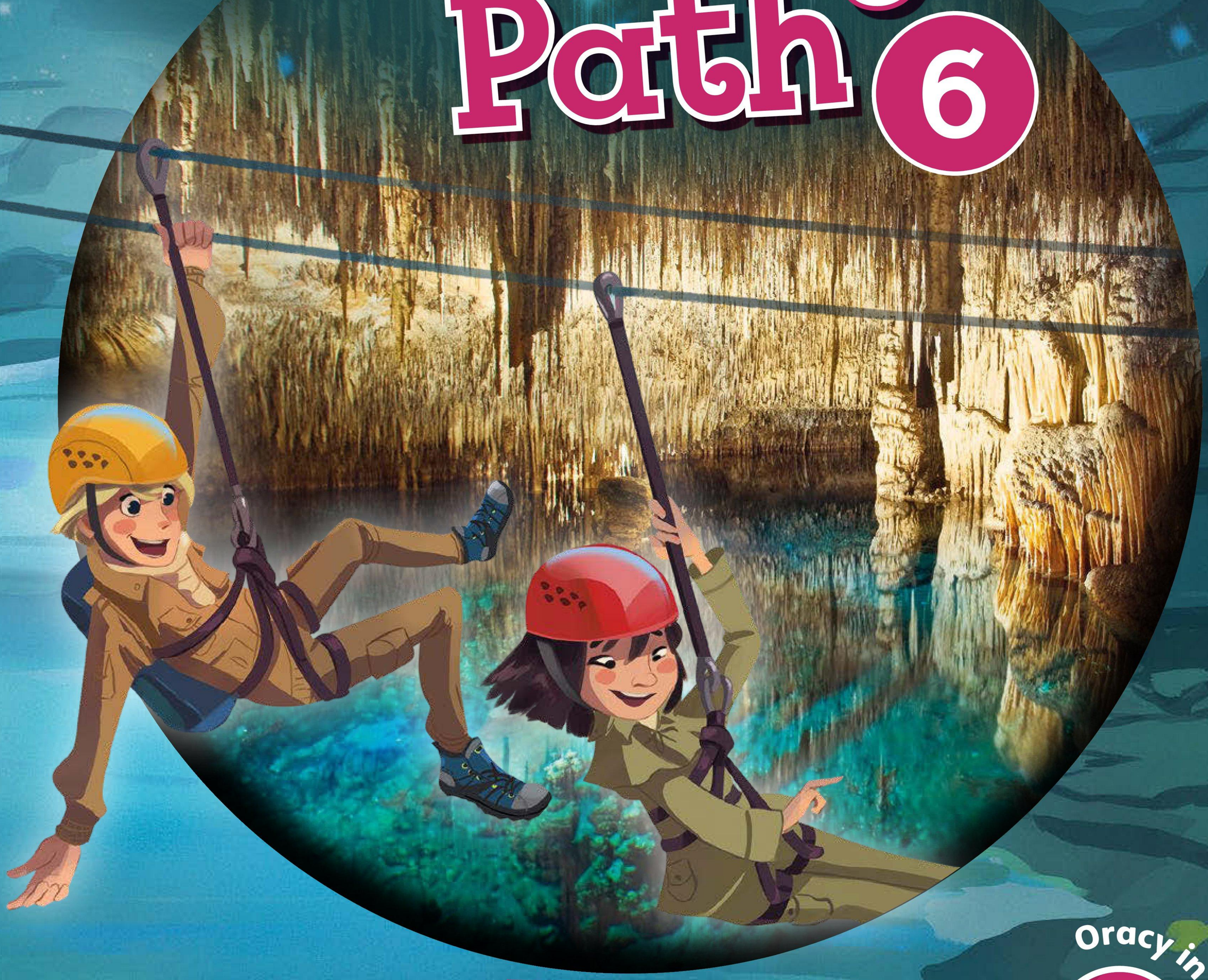
Zoltán Rézműves

Second Edition

Cambridge Primary Path 6



Teacher's Edition
with Digital Pack

Oracy in Action

CAMBRIDGE

Second Edition

Cambridge Primary Path 6

CAMBRIDGE

Teacher's Edition
with Digital Pack

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LEVEL 6: Scope and Sequence

1 Big Question: What makes your region unique?

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

2 Big Question: Why do we seek adventure?

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

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

Reading	Vocabulary	Grammar
Nonfiction *The Secret Life of Paintings* **Reading Strategy** Annotating **Fiction** *A Dotted World* **Reading Strategy** Analyzing Characters	**Key Words 1:** genre, narrative, tapestry, everyday life, figure, still life, arrangement, realistic, background, interpretation **Key Words 2:** moral, foreground, impact, distorted, curved, blend, skull, symbolize, texture, expressive **Key Words 3:** drown, suffering, luxurious, artificial **Key Words 4:** depict, shade, frown, reluctant, pick, squint, tin, examine, bunch, barn, yawn, moan	**Non-defining Relative Clauses** I called my mom, **whose** birthday is today. He is in the kitchen, **which** is downstairs. ***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.

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

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

5 Big Question: How can we save the planet?

Reading	Vocabulary	Grammar
Nonfiction *Is This the City of the Future?* **Reading Strategy** Rereading **Fiction** *The Seeds* **Reading Strategy** Predicting and Setting a Purpose for Reading	**Key Words 1:** natural resource, global warming, ozone layer, ice cap, landfill, deforestation, overuse, sustainable, compost, aluminum **Key Words 2:** reliable, greenhouse effect, transportation, biofuel, urban, cleanse, energy efficient, wind turbine, insulate, straw **Key Words 3:** dweller, household, vertically, warmth **Key Words 4:** scrap, moss, fern, spring, copper, sandstorm, gas mask, iron, barricade, vending machine, sprout, squash	**Future Progressive** Future cars **will be using** solar power. ***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**.

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
Ground Rules **Cue Cards:** **1** I think that's important because … **2** I don't think that's important because … **3** Let's agree to …	**Spelling Tip:** /ə/	**Improve Your Writing** Verbs Followed by Infinitives **Writing Task** Travel Brochure	**Report** Festivals Around the World	**How can we create a new festival for our region?**	**Creating a Menu for a Restaurant from a Different Country or Region**

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
Respecting and Responding to the Views of Others **Cue Cards:** **4** Really? **5** That sounds like fun. **6** That's a great idea! **7** That's interesting!	**Spelling Tip:** /ər/	**Improve Your Writing** Reflexive Pronouns **Writing Task** Diary Entry	**Interview** Wildlife Cameraman	**How can we plan a camping trip?**	**Passing Through Immigration at an Airport**

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Oracy Task
Participating Actively in Discussions **Cue Cards:** **8** What do you think about … ? **9** Why … ? **10** Why not? **11** Do you agree?	**Spelling Tip:** *le*, *el*, *al*, *il*, *ol*	**Improve Your Writing** Similes and Metaphors **Writing Task** Poem	**Interview** Modern Landscape Competition	**STEAM: Art** **How can we design a piece of community art?**	**Collaboration** Planning a Class Trip to Australia

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
Expressing and Responding to Opinions **Cue Cards:** **12** I agree because … **13** I disagree because … **14** I think … because … **15** That's a good point, but …	**Spelling Tip:** *-tion*, *-sion*	**Improve Your Writing** *On the one hand, on the other hand* **Writing Task** Balanced Argument	**Interview** Making an Online Video	**STEAM: Technology** **How can we plan and create our own instructional video?**	**Solving Problems During an Online Video Call**

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
Listening Actively and Responding Confidently **Cue Cards:** **6** That's a great idea! **12** I agree because … **16** Yes, but … **17** That sounds … !	**Spelling Tip:** *-able*, *-ible*	**Improve Your Writing** *Because* and *since* **Writing Task** Explanation of How Something Works	**Conversation** Adopt a Stream	**STEAM: Science** **How can we design an eco-school?**	**Calling a Recycling Center**

LEVEL 6: Scope and Sequence

6 Big Question: What makes a good story?

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

7 Big Question: Why do we need medicine?

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

8 Big Question: How do we use money?

Reading	Vocabulary	Grammar
Nonfiction *Fundraising Club: May Campaign* **Reading Strategy** Quoting from a Text **Fiction** *A Sweet Start to an Artist's Career* **Reading Strategy** Theme	**Key Words I:** cash, credit card, salary, profit, spend, tax, expense, allowance, invest, interest **Key Words 2:** support, campaign, running water, dollar, toolkit, improve, increase, out-of-date, fund, breeding program **Key Words 3:** lack, sanitation, maintain, poultry **Key Words 4:** beekeeper, sterilize, bill, watercolor, easel, outline, date, fig, cluster, apiary, pearl, necklace	**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. **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.

9 Big Question: How can we increase our brainpower?

Reading	Vocabulary	Grammar
Nonfiction *Your Fantastic, Plastic Brain* **Reading Strategy** Synthesizing (Nonfiction) **Fiction** *A Problem Solved* **Reading Strategy** Monitoring and Clarifying	**Key Words I:** control, cerebrum, cerebellum, brain stem, base, lobe, logic, process, automatic, function **Key Words 2:** neuron, network, fiber, purpose, plastic, respond, strengthen, commit, boost, permanent **Key Words 3:** spinal cord, synaptic connection, neural pathway, brain-training **Key Words 4:** intriguing, assignment, riddle, figure out, huff, out of breath, keep up, approach, section, coordinate, represent, light up	***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. **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.

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Oracy Task
Asking Probing Questions **Cue Cards:** **9** Why … ? **18** How … ? **19** What does … mean? **20** What other things … ?	**Spelling Tip:** *pre-*, *mis-*, *re-*, *sub-*	**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:** **21** Can anyone tell me … ? **22** Why do you think … ? **23** Do you have any questions? **24** Does anyone have any ideas?	**Spelling Tip:** Prefixes for Opposite Meanings	**Improve Your Writing** *Before* and *after* **Writing Task** Informational Report	**Science Program** Future Medical Advances	**STEAM: Science & Technology** **How can we invent a new medical device?**	**Going to the Hospital**

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
Organizing and Structuring a Talk Clearly **Cue Cards:** **25** We're going to talk about … **26** On the one hand, … **27** On the other hand, … **28** Furthermore, … **29** In conclusion, …	**Spelling Tip:** Suffixes: *-ful*, *-less*, *-ive*, *-al*, *-ly*	**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:** **23** Do you have any questions? **30** Can you speak more slowly? **31** Can you repeat that? **32** Is that clear?	**Spelling Tip:** Suffixes: *-ness*, *-ment*, *-age*, *-ist*, *-hood*	**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

Welcome to Cambridge Primary Path Second Edition

For a Future Full of Opportunities

On their path through seven levels, young learners encounter a rich variety of language and develop the skills they need to become articulate speakers and writers of English. Authentic material and tasks contextualize the language and encourage children to work collaboratively to explore, solve problems, and think deeply.

Extensive reading, real-world videos, animations, and Big Challenge projects guide children through the Big Questions. Why *do* we need to take care of nature? What *is* a family? How *does* our planet change?

How have we enhanced the course?

For this new edition, we asked teachers what's great about Cambridge Primary Path and how to make it even better. New print and digital features support teaching and learning with more visual material, interactivity, and stimulating challenges.

New Print Features

- Oracy Poster Packs
- STEAM Projects
- Printed Oracy Cue Cards
- Oracy Extension Activities

New Digital Features

- Grammar Time Animations
- Story Time Animations
- Kahoots
- STEAM Extension Worksheets
- Oracy in Action Videos
- Oracy Pack for Teachers with Teacher Training Videos

Three Pillars

Cambridge Primary Path is founded on three key research-based pillars that are fundamental to long-term learning success.

This unique combination of pillars ensures children learn in a fulfilling environment that builds the skills they need to thrive, now and in the future.

Oracy

The skill of communicating confidently in a variety of situations is integral to making the most of life's opportunities. Cambridge Primary Path's oracy syllabus is based on our unique Oracy Framework, developed together with experts from the University of Cambridge. Through observing and practicing oracy in action, students develop the physical, cognitive, and social-emotional skills needed to become effective collaborators and communicators.

Literacy-based Approach

Channeling children's natural curiosity gives them the tools to investigate and go beyond learning facts. Authentic fiction and nonfiction texts explore a range of genres and facilitate the development of advanced reading skills, ensuring students are on the path to becoming fully literate in English. As they develop a rich vocabulary through reading, they improve their ability to understand and express thoughts and ideas in a variety of written forms.

Creativity

Adopting a creative mindset is known to facilitate learning. Activities in Cambridge Primary Path are developed around creativity principles that encourage students to experiment, immerse themselves in tasks, and find the fun in learning about the world. They learn to think critically, solve problems, and express themselves freely. Each child has a Creative Journal to use in their own way and during their own time.

Oracy

What is oracy?

Oracy refers to the skills and behaviors involved in using spoken language to communicate and collaborate effectively. They are not only linguistic skills, but the physical, cognitive, social, and emotional skills we use when listening, speaking, and working together.

Oracy is important because we all need to know how to use talk to think effectively together. For example, actively listening to the opinions of others, taking turns, and using discussion ground rules ensures that group work is effective and truly collaborative. Oracy skills are not specific to any language or culture. Once acquired, they easily transfer to other languages and situations across the curriculum.

The Cambridge Approach to Oracy

The unique Cambridge approach to oracy across our pre-primary, primary, and secondary courses has been developed in collaboration with Professor Neil Mercer and Lyn Dawes at the University of Cambridge. The Oracy Cambridge center serves to promote oracy in schools and in wider society by providing training and consultancy, writing government papers, organizing conferences, and publishing numerous handbooks and papers.

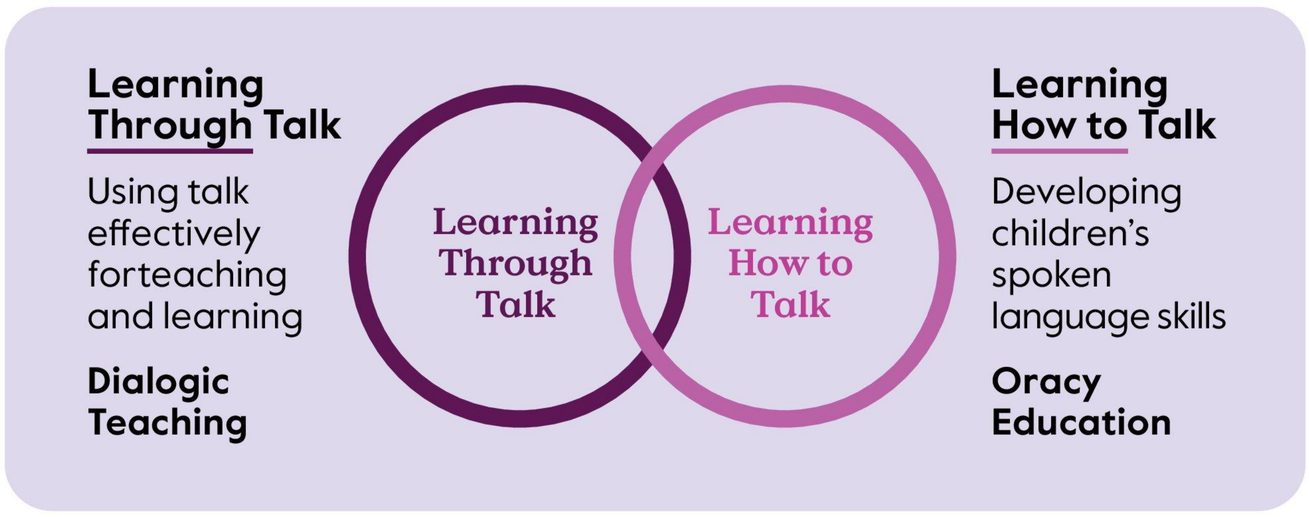
Neil Mercer

Lyn Dawes

How is oracy taught?

It's useful to think of oracy as having two aspects. The first concerns a teacher's use of talk (spoken language) in the classroom to enable the interactive process of learning. In other words, the teacher's talk provides a model for children to follow. This is called dialogic teaching.

The second concerns the explicit teaching of spoken language skills to students: helping them learn how to talk. For instance, teachers can show students how to ask effective questions or how to give their opinion. This is called oracy education.



What is the Oracy Skills Framework?

Cambridge Primary Path's oracy syllabus is built around our unique **Oracy Skills Framework** developed in collaboration with Neil Mercer of Oracy Cambridge. The framework distinguishes between physical, cognitive, and social-emotional skills and provides can-do statements to measure achievement. Students' oracy proficiency is then mapped as follows: Foundation (by end of Foundation Level); Apprentice (by end of Level 2); Developing (by end of Level 4); Confident (by end of Level 6).

The Oracy Skills Framework is included in the Oracy Pack for Teachers.

What are the benefits of oracy?

Life Skills

We need oracy at all ages and in all aspects of our lives, whether it's at school, at home, at work, or in our communities. From a young age, children need to develop oracy skills to give them an advantage in all interactions, whether formal or informal.

A range of oracy skills are needed in different situations, including:

- ✓ listening actively
- ✓ recognizing key messages
- ✓ responding appropriately
- ✓ interpreting what someone is saying
- ✓ communicating through speech or through body language

Educational Goals

Research shows that the quality of a child's early language experience is a powerful predictor of future educational achievement. When students work in a group and collaborate, well-designed talk activities encourage active learning in the following ways:

- ✓ Listening actively to the ideas of others helps learners build on their own ideas.
- ✓ Opportunities for questions and discussion encourage children to think critically.
- ✓ Developing ideas through talk provides opportunities for learners to add more to their written answers.
- ✓ Using vocabulary and terminology while speaking develops learners' confidence to use them in their written work.
- ✓ Trying to put their thoughts into words can help learners clarify their own understanding.

Well-being

Research also shows that children who are regularly and actively involved in discussions have more positive attitudes about school.

- ✓ Offering learners more opportunities to engage in discussion will help them improve their social and emotional awareness and lead to better human connections.
- ✓ Understanding how to listen can help form healthier and more respectful relationships in which each person has a voice and each person is prepared to listen.
- ✓ Learners who can express themselves will be better equipped to identify their problems and have the confidence to reach out when they need support.

How has oracy in Cambridge Primary Path Second Edition been expanded?

Cambridge Primary Path's groundbreaking **Oracy Program** has been further enhanced in the Second Edition with printed Cue Cards, Oracy in Action videos, Oracy Posters, Oracy Extension activities, and an Oracy Pack for Teachers.

How do we approach oracy in the course?

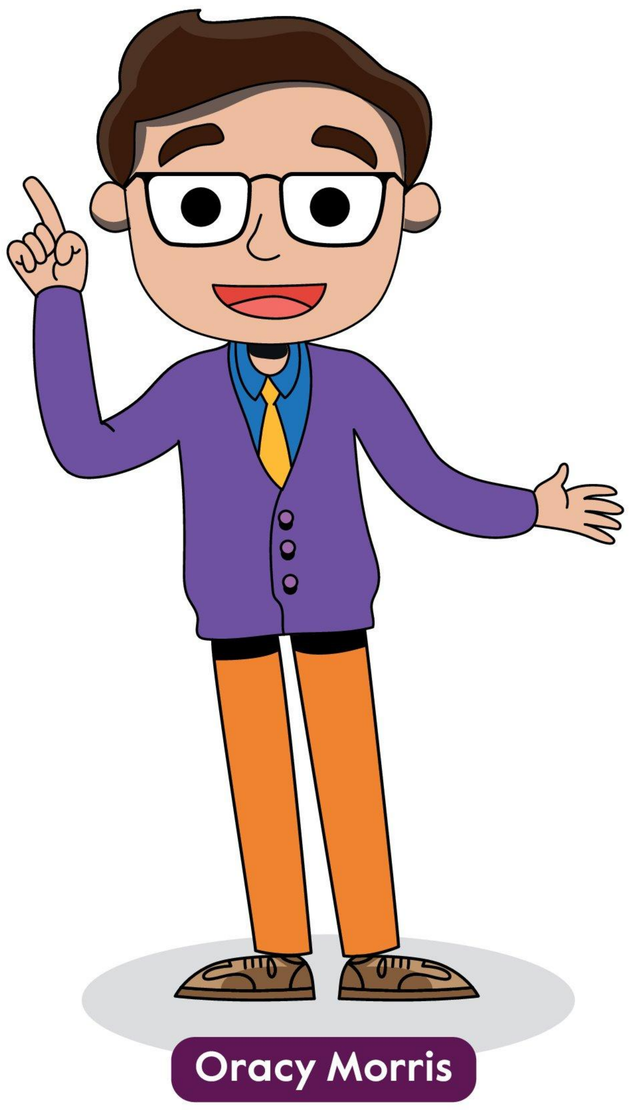
1. Establishing Ground Rules

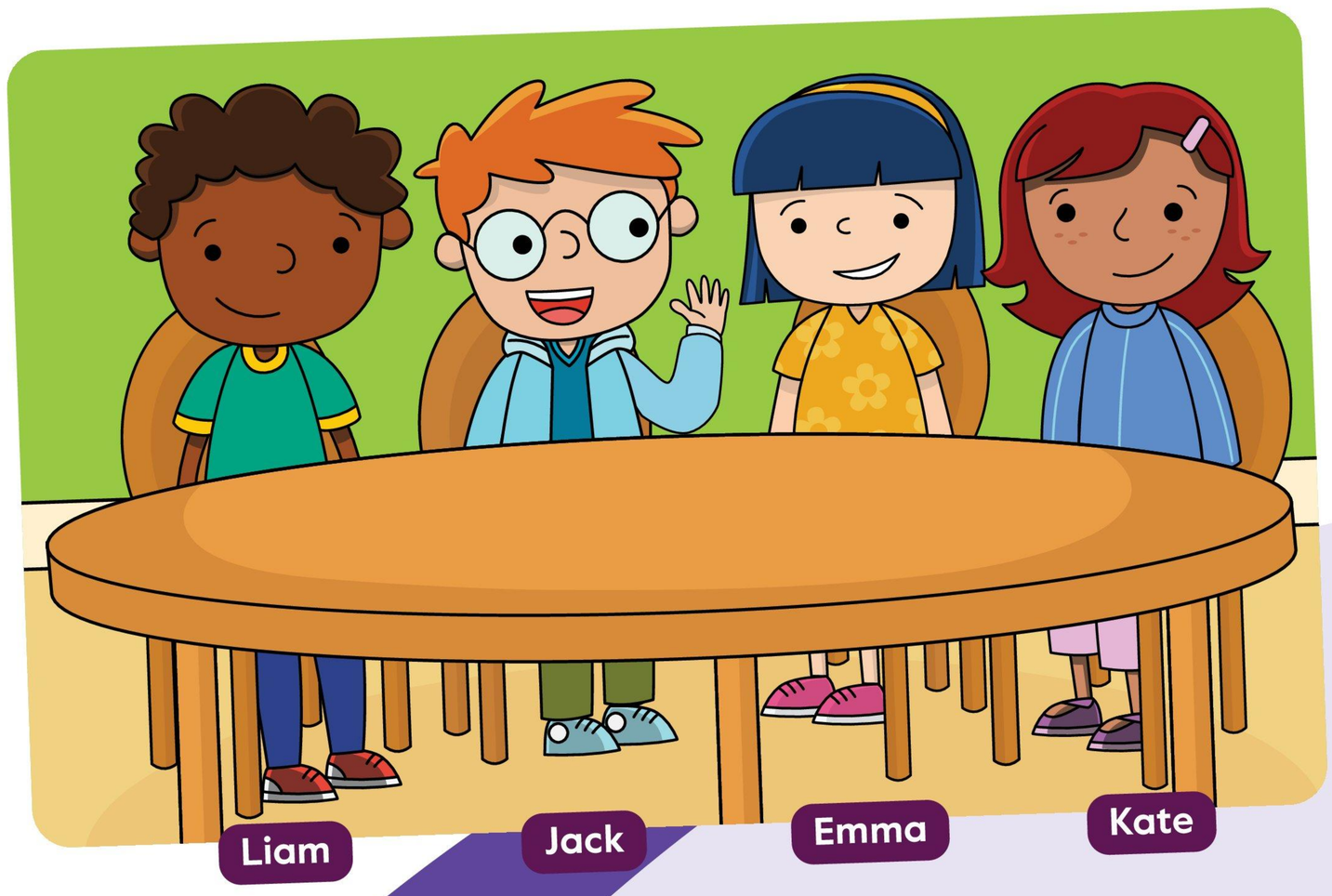
In the first unit of every level, the oracy lesson focuses on establishing general ground rules to be referenced throughout the school year. Ground rules are the outcome of student-centered discussions. They provide a framework for ongoing self- and peer-assessment.

2. Introduction of Oracy Skills

Every unit in *Cambridge Primary Path* focuses on a **specific oracy skill** based on our **Oracy Framework**.

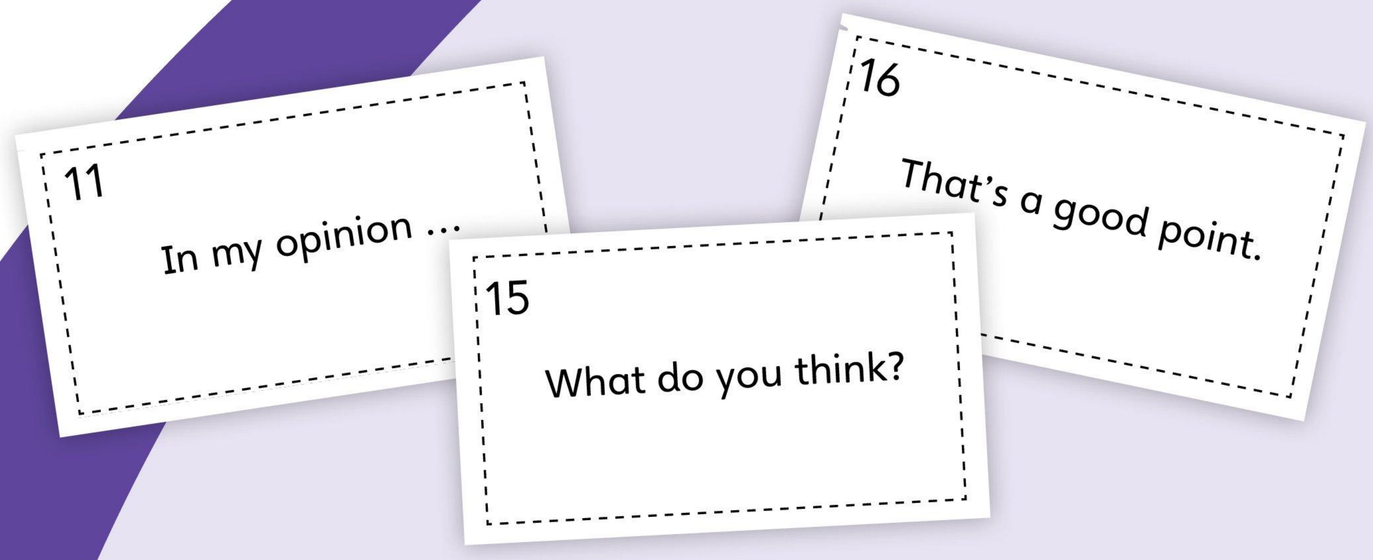
Each oracy skill is presented and demonstrated through an interactive **oracy animation** featuring Oracy Morris and his students.





3. Scaffolding for Oracy Practice

Functional language is featured on printed **Cue Cards** that students use to support their practice.



4. Targeted *Oracy Time!* Activities

Students practice the featured oracy skill with activities highlighting real-world topics

5. *Check Your Oracy!* Evaluations

Learners do self- or peer-evaluations upon completion of *Oracy Time!* activities. Frequent evaluations help students become more self-aware of their oracy skills.

6. Oracy Skills Reinforcement

Oracy skills are reinforced throughout the course through **Oracy Reminders** and **Oracy Extensions**.

- ✓ **Oracy Reminders**, signaled by the animated characters, are sprinkled throughout the Student's Book.

- ✓ **Oracy Extensions** in every unit of *Cambridge Primary Path Second Edition Teacher's Edition* extend and solidify students' oracy skills.

Oracy Extension

Talking Point: Sunny days are boring.

Review Cue Cards 1–3 and 7–9. Put students into small groups and have them discuss the Talking Point, explaining what they like and don't like about sunny days.

7. Oracy Review & Assessment

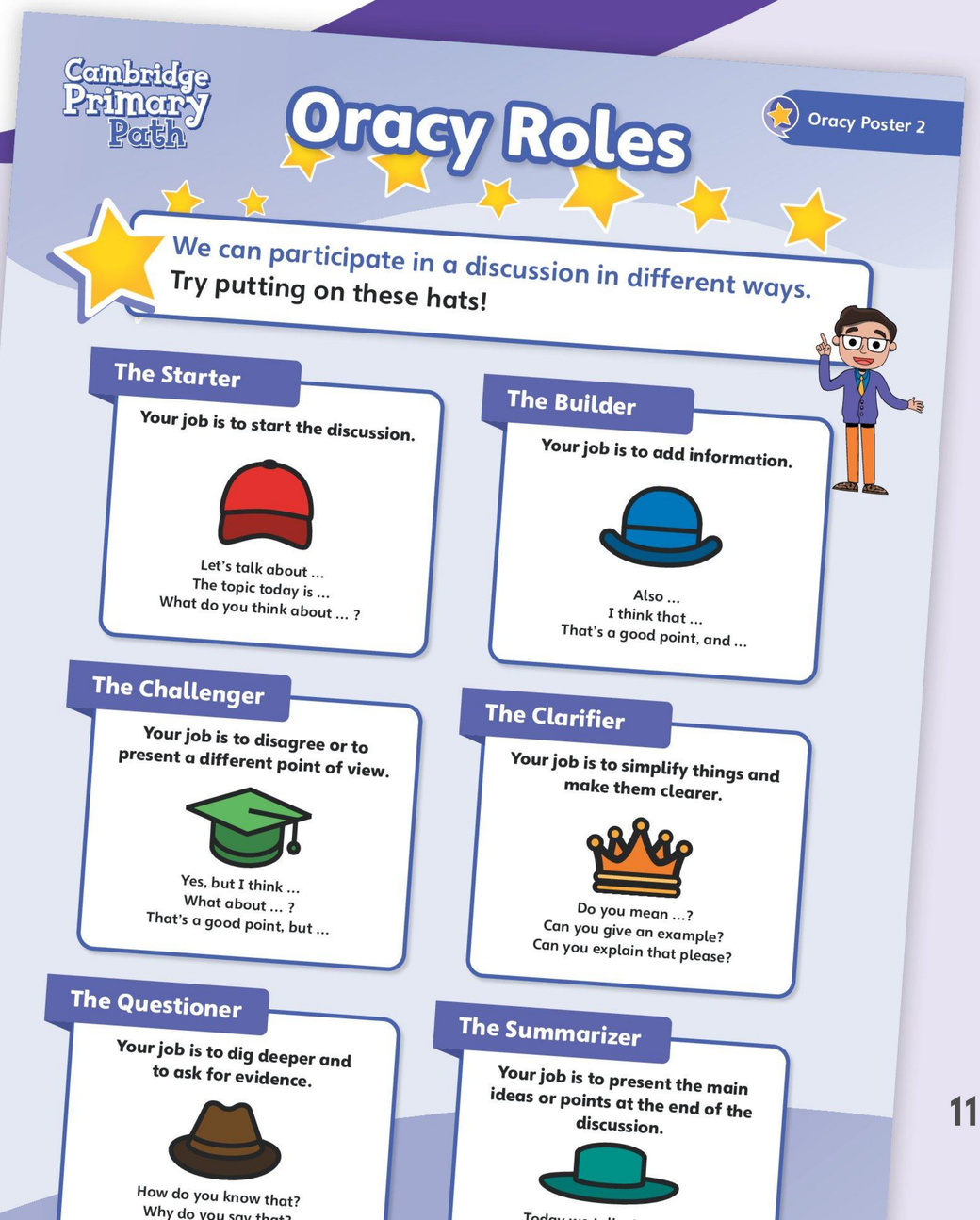
- ✓ **Oracy in Action videos** feature unscripted group work and presentations from real *Cambridge Primary Path* classrooms. These videos provide a springboard for students to reflect on their own oracy skills and identify ways to improve.

- ✓ **Oracy Performance Tasks** are scaffolded collaborative activities, discussions, and presentations that give teachers and students the opportunity to assess progress. There are three performance tasks per level. Downloadable oracy assessment grids facilitate individual and group evaluation.

Oracy Resources for Teachers

Oracy Poster Packs feature full-color posters on key topics such as Ground Rules, Talking Points, Self- and Peer-Assessment, and Oracy Roles. Tips and tricks on how to exploit the Oracy Posters are included in the **Oracy Teacher's Pack**.

The **Oracy Pack for Teachers** is a digital resource that offers practical support, including teaching tips and tricks, guided questionnaires, assessment grids, and downloadable content, such as oracy warm-ups and games. This pack includes *Oracy: A Guide for Teachers* and teacher training videos.



Literacy

What is the literacy-based approach?

Literacy develops in children's first language when they acquire oral language and then learn to read and write. However, in a second language, children require more support to acquire literacy.

The course's literacy-based approach provides essential language support. First, students **learn to read** in English, mastering phonics, spelling, and expanding their vocabulary. Then, as they learn to dig deeper and think critically about texts, students begin to **read to learn** in English to access information about the world.

How do we approach literacy in Cambridge Primary Path Second Edition?

The core content is built around extended reading. Every unit features a real-world text and a four-page story. This balance between nonfiction and fiction develops well-rounded readers by stretching their knowledge of real-world topics and developing their imagination.

Through the reading texts, students are taught **reading strategies, vocabulary**, **grammar in context, phonics** (Levels 1–3), and **spelling and word patterns** (Levels 3–6).

Reading Strategies

The course equips students with reading strategies so they become better, more confident readers. Each unit focuses on one to two reading strategies, such as comparing and contrasting, summarizing, and identifying the author's purpose. These strategies give students a range of techniques to probe the text's meaning.

Rich Vocabulary

Vocabulary is crucial for reading comprehension. Learners need to understand most of the words in a text to grasp its full meaning. Students also need specialized vocabulary to learn new content. Developing both is central to the course.

Students acquire a rich vocabulary through leveled reading. Each text includes everyday functional vocabulary and content-specific academic words. Key Words are presented and practiced before reading. Students also practice deducing the meaning of words in context.

Phonics, Spelling, and Word Patterns

Phonics instruction helps young readers understand the relationship between graphemes (letters and letter combinations) and phonemes (individual speech sounds). In this way, students learn to decode words and read. As they progress, students master spelling patterns through guided word study.

Grammar in Context

Learners need explicit grammar support to tackle higher-level input in a second language. Students learn best when language is contextualized, so they first see the target grammar in the readings. Each grammar point is supported in the following ways:

- ✓ **Grammar Time animations** introduce the structures in context and provide interactive follow-up activities.
- ✓ The **Activity Book** features two pages of practice per grammar point.
- ✓ The **Grammar and Writing Workbook** contains further practice and reinforcement.

Structured Process Writing

Students read and analyze a range of text types as part of a structured writing program.

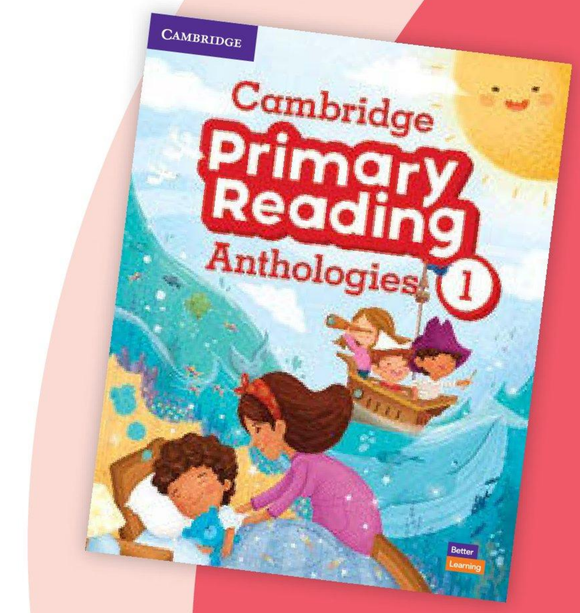
- ✓ In the **Student's Book**, students analyze different model text types and genres. **Ready to Write** (Foundation Level), **Learn to Write** (Levels 1–2), and **Improve Your Writing** (Levels 3–6) sections reinforce writing skills, such as capitalization and punctuation.
- ✓ In the **Activity Book**, students progress through a four-step process writing program in which they plan, write, and edit their own texts.
- ✓ The **Grammar and Writing Workbook** provides additional structured writing opportunities.

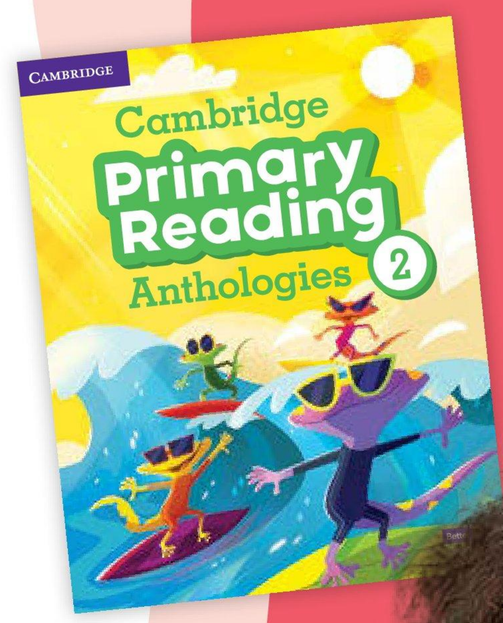
How is literacy taught in the course?

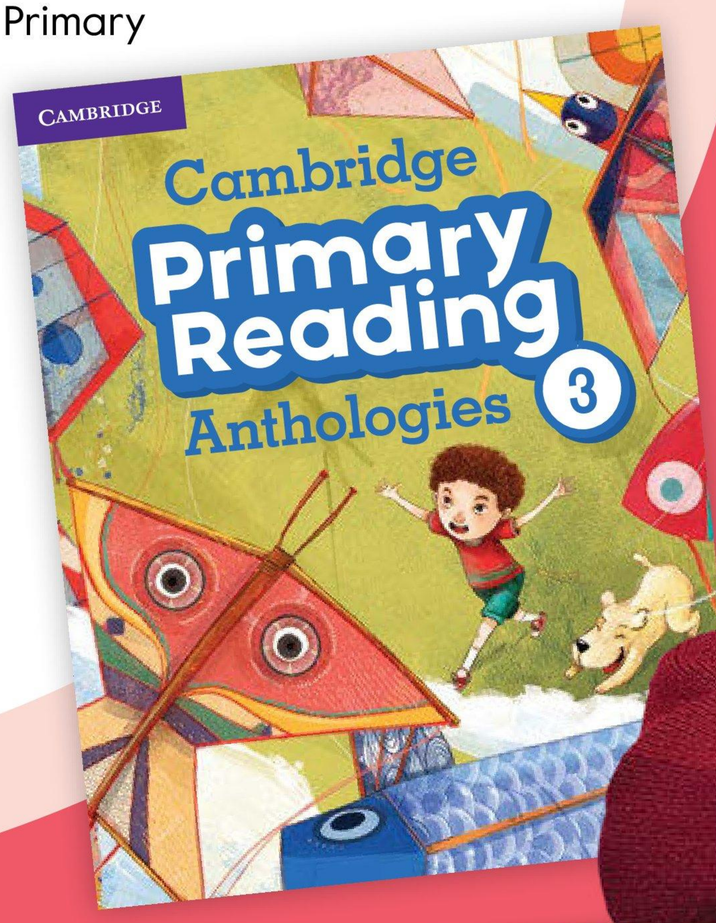
In *Cambridge Primary Path Second Edition*, we support budding readers through **dialogic reading**—a student-centered approach in which teachers use questions and prompts to foster an interactive dialogue. Dialogic reading compels students to think critically about the text. Dialogic reading prompts initially come from the teacher, but with practice, students start to ask their own questions when reading independently. In the Teacher's Edition, you'll find questions and prompts to guide students effectively.

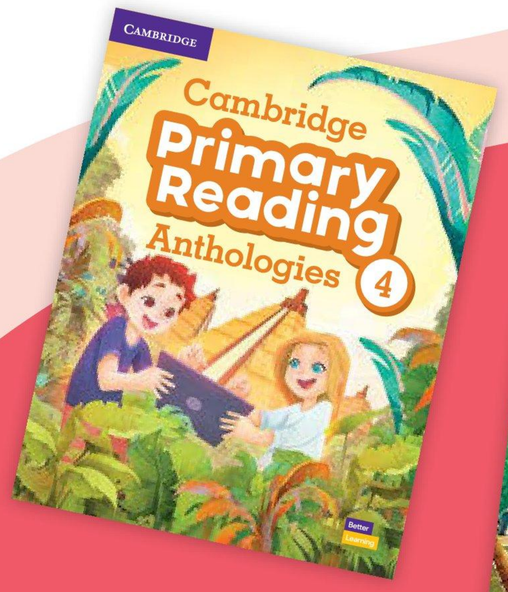
How can I enrich my students' learning with more reading and vocabulary?

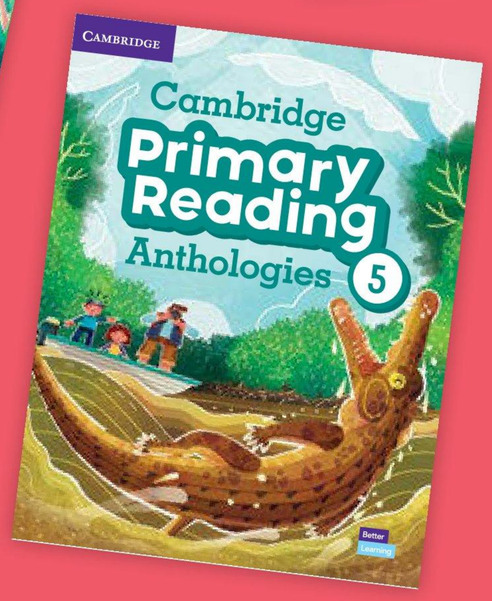
Cambridge Primary Reading Anthologies are the ideal reading supplement for schools using *Cambridge Primary Path Second Edition*. The beautifully illustrated stories and nonfiction texts align perfectly with Primary Path's nine-unit structure and center around the same Big Questions. That means students have a solid context for the readings. Key Words from Cambridge Primary Path are strategically recycled, and new vocabulary is introduced. Students revisit the reading strategies from Cambridge Primary Path to further strengthen their reading skills.

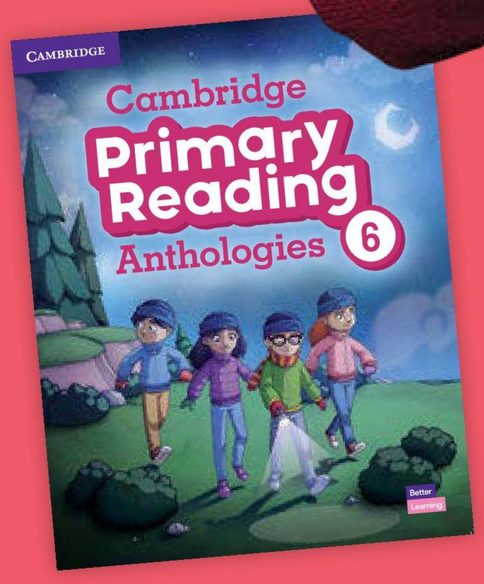












Creativity

What are the benefits of promoting creativity in children?

Learning is about experimenting: trying new things and exploring different perspectives. Adopting a playful, creative mindset helps students become better critical thinkers and innovators.

Students focus, analyze why some things do and don't work, and consider new approaches. They are encouraged to bring their unique perspectives to the table and apply their creative problem-solving skills inside and outside the classroom.

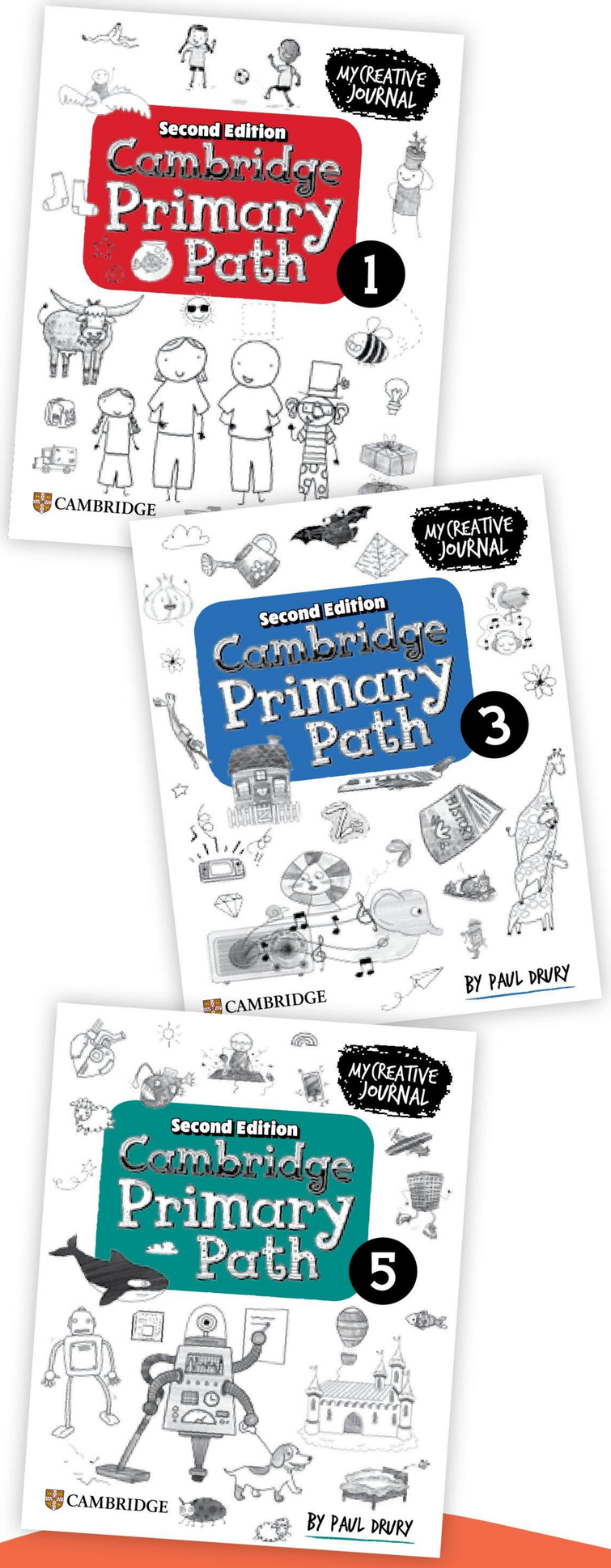
Reasons Building Creativity is Good for Kids

1. Creativity promotes critical thinking, problem-solving, and innovation.
2. Creativity lets kids express themselves.
3. Creativity encourages kids to take risks and learn from their mistakes.
4. Creativity lets kids relax and learn in a different way.
5. Creativity motivates kids to keep learning throughout their lives.
6. Creativity helps kids to focus better.
7. Creativity allows kids to have fun and enjoy tasks!

How do we approach Creativity in Cambridge Primary Path Second Edition?

***Cambridge Primary Path* is full of activities that nurture students' creativity. These activities, developed by educator and author Paul Drury, are built around the following principles:**

1. **Flow:** Concentrating so hard on a task that you become totally immersed and lose track of time.
2. **Focus:** Doing just one thing, without distraction.
3. **Try, Try, and Try Again:** Finding new ways to solve problems and realizing that your mistakes are part of the creative process.
4. **A Different Point of View**: Making the effort to see things in a different way.
5. **Take a Break:** Leaving a task, especially when stuck, and coming back later to consider new possibilities.
6. **Why, Why, Oh Why? (or Questions, Questions, Questions):** Being inquisitive encourages you to be open-minded and consider multiple perspectives.
7. **Start All Over Again:** Starting all over again when you get stuck helps you to understand why something didn't work.



The Creative Journal

This unique component gets students thinking and working creatively in class or at home.

- The first two pages of each unit encourage students to manipulate the topics or language in non-conventional ways.
- On the third page, a short reading text or new input linked to unit topics highlights real-world situations from an unusual perspective.
- On the fourth page, students play with the content and really get their imaginations running!
- Creative Blasts every three units provoke bursts of outside-the-box thinking.

There is no right or wrong way to use the Creative Journal, but these recommendations maximize its benefits:

- First do some pages in class by displaying the content in Presentation Plus. Once students understand the approach, they'll enjoy using the journal on their own.
- Encourage students to personalize their Creative Journal and truly own it. Each page has instructions and examples, but they are not rules. If students want to adapt the activities, all the better—they're being creative!
- Some activities can be done quickly, others slowly. In all cases, it's the process that's important, so give students the time to enjoy it.
- The activities can be done individually or in pairs/groups and shared in class. Remember, creativity can be a personal matter, so some students may not feel comfortable sharing.

Build Creativity! in the Teacher's Edition

Build Creativity! activities in the Teacher's Edition break the routine and offer further opportunities to develop students' creativity. Use them whenever you see fit.

Creativity in the Classroom

I don't feel very creative! How can I help my learners be creative?

We're all creative, but we might not have much practice! Creativity isn't about being an artist; it's about seeing the world and its challenges in new ways. It's about believing that all problems have solutions and that the real challenge is to discover them. The best thing you can do for your students is to ask them questions and give encouragement: *Why? How? Why don't you try again?*

How can I persuade parents about the importance of creativity?

Parents want their children to be happy and prepared for the future. Developing students' creativity meets those objectives by shaping students into critical thinkers and problem-solvers. Students will learn how to focus, consider different perspectives, and solve puzzles—all while having fun!

Inquiry-based Learning

What is inquiry-based learning?

Learning can be much more stimulating than simply memorizing facts! Students' natural curiosity can be channeled so they investigate and discover the world for themselves. This is known as inquiry-based learning. When students formulate their own questions about the real world, they'll naturally engage with ideas and become better learners and problem-solvers.

Big Questions are the starting point for inquiry-based learning. These are open-ended questions that don't have one correct answer, but rather, many possible answers.

How does Cambridge Primary Path Second Edition approach inquiry-based learning?

The unit title works as the Big Question that gets students thinking about the topic and activates their prior knowledge. The unit-opener video expands on the Big Question, challenging students to think about the topic from different angles and to start articulating their own questions.

The Big Question is strategically interwoven throughout each unit:

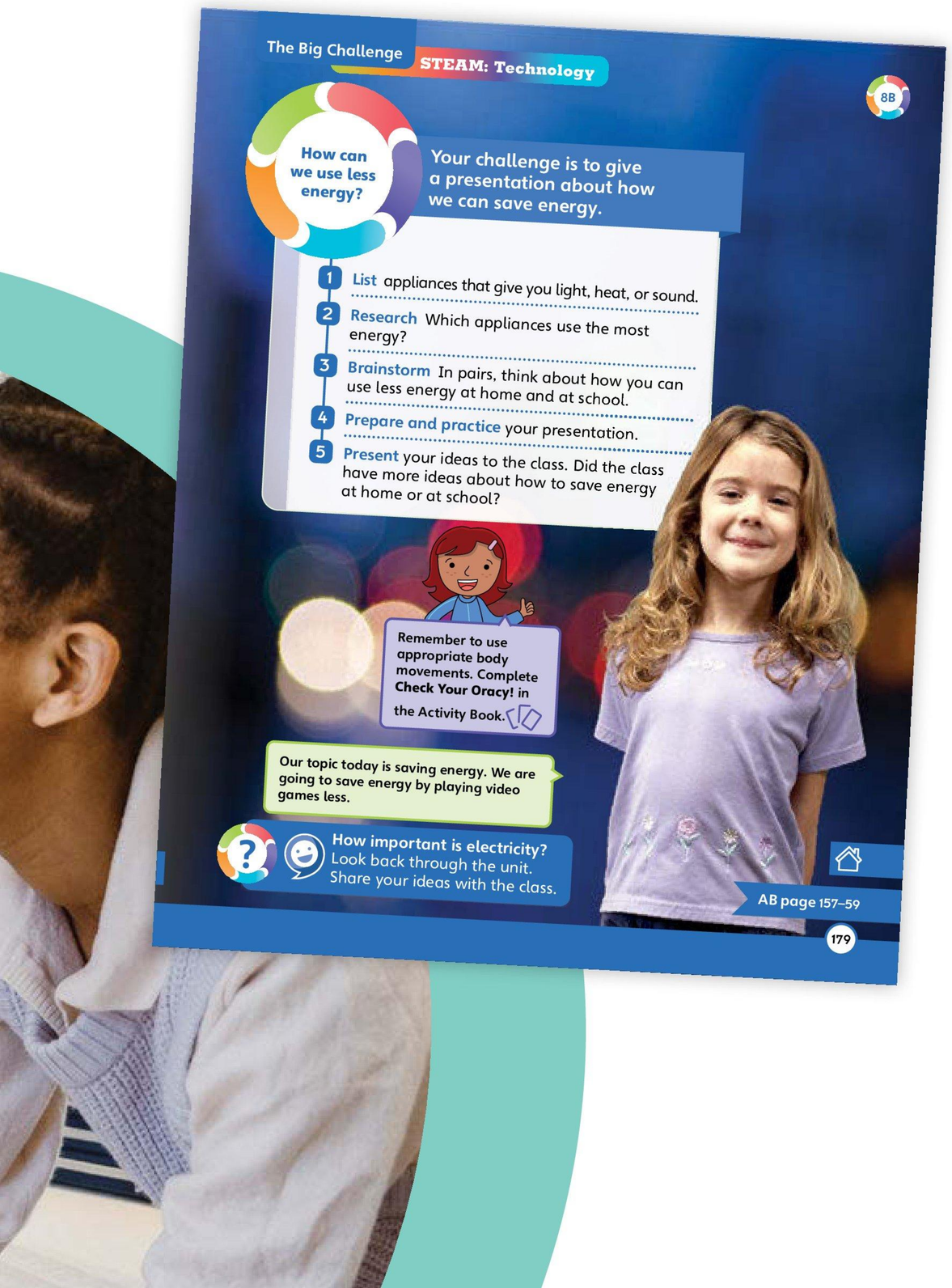
- ✓ The **reading texts** explore different facets of the Big Question.
- ✓ **Big Question links** encourage students to think critically about the content, discuss it, and relate it back to the Big Question.
- ✓ The **Listening page** provides additional real-world content related to the Big Question.
- ✓ Each unit culminates in a **Big Challenge project** linked to the Big Question.
- ✓ The **Big Question Circle** at the end of each unit enables students to collectively review and consolidate their learning about the Big Question.

STEAM

STEAM stands for Science, Technology, Engineering, Arts, and Mathematics. STEAM education combines analytical thinking and problem-solving skills with creativity and innovation.

How is STEAM integrated into Cambridge Primary Path Second Edition?

A STEAM education includes hands-on projects and real-world applications. While all Big Challenge projects (featured at the end of every unit) aid students in developing skillsets beyond the English language, some of these now include an explicit emphasis on STEAM.



The STEAM Big Challenges encourage students to work through six steps that are essential to the STEAM approach:

1. **Focus:** During this initial phase, an essential question to answer or problem to solve is selected.
2. **Detail:** In this step, students consider the question or problem in more detail.
3. **Discovery:** Students do research, looking for solutions while ruling out what doesn't work.
4. **Application:** Students apply what they've learned to answer the question.
5. **Presentation:** Students share their work and receive feedback.
6. **Link:** Students reflect on the feedback as well as on their own learning process.

The Teacher's Edition and Teacher's Digital Resource Pack include further STEAM content:

- ✓ STEAM Extension activities
- ✓ STEAM Extension worksheets

STEAM Extension

Signs to Protect Nature

Materials: 6 posterboards: 3 with *Please …*; 3 with *Please don't …*

Hang the posters around the classroom. Write cues on the board: *cut down …*, *help …*, *pollute …*, *protect …*, *save our …*, *endanger …*. Students walk around and write their ideas on the corresponding posters (e.g., *Please protect the coral reefs! Please don't throw plastic in the ocean.*).

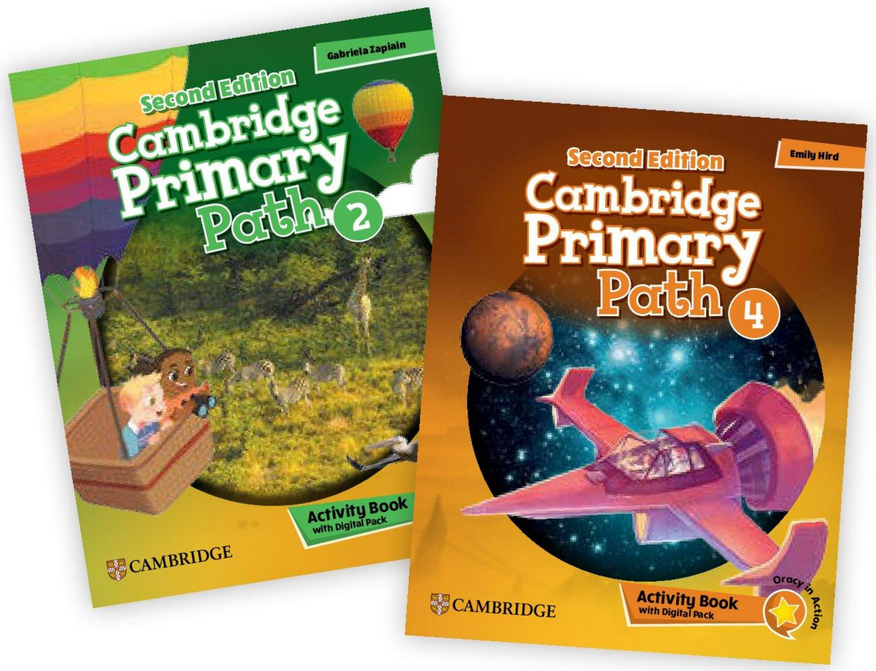
Print Components

Student's Book with Cue Cards and Creative Journal

The **Student's Book** (208 pages) is centered around 18 fiction and nonfiction reading texts linked to Big Questions. This literacy-based component has a robust oracy program with **Cue Cards** to support functional language and a **Creative Journal** to nurture students' creativity. A new STEAM program is interwoven in selected Big Challenge projects.

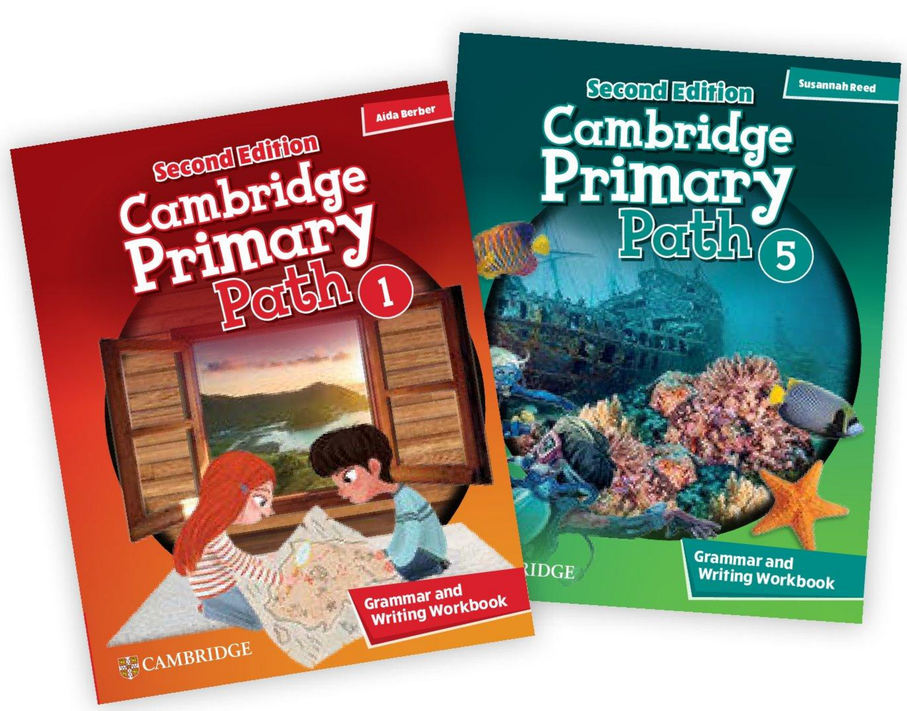
Activity Book

Every unit of the **Activity Book** (184 pages) features two reading texts, four full pages of grammar practice, a structured process writing program, and lessons in values.



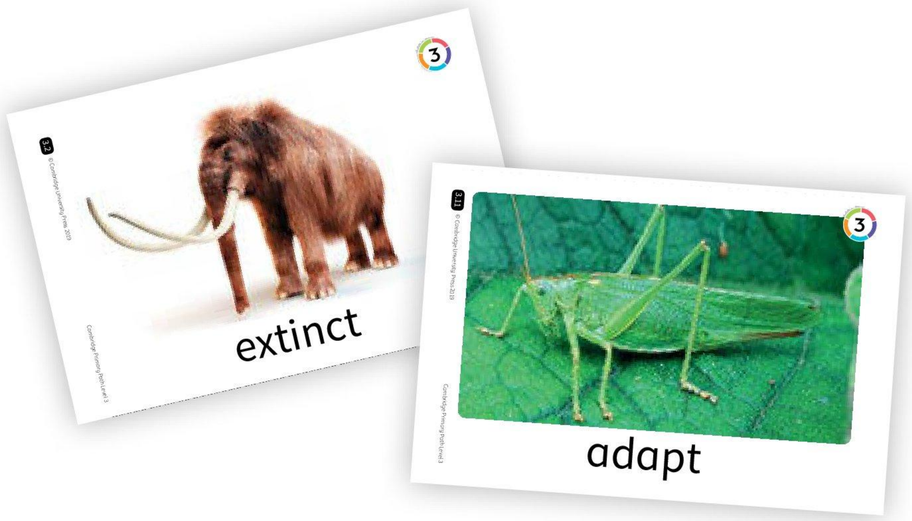
Grammar and Writing Workbook

The **Grammar and Writing Workbook** (96 pages) provides additional practice of target grammar and further opportunities to strengthen process writing skills.



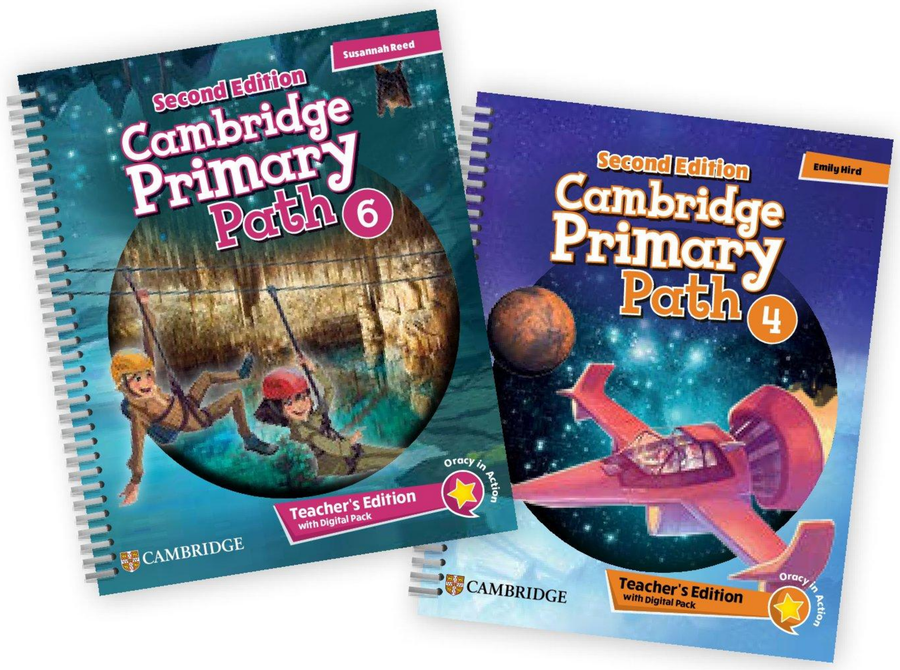
Flashcards

Printed full-color flashcards (12 to 15 per unit) support the teaching of Key Words in Foundation–Level 4. There are downloadable flashcards (20 per unit) in Levels 5–6.



Teacher's Edition

The **Teacher's Edition** (232 pages) includes explicit guidance on teaching literacy, oracy, and creativity and a page-by-page Student's Book unit walkthrough. The enhanced oracy program integrates Oracy Extension activities. STEAM Big Challenge projects and STEAM Extension activities are another new feature for the Second Edition.



Oracy Poster Packs

Oracy Poster packs feature 6–8 interactive posters to enrich your oracy lessons. Tips on how to exploit the posters are included in the digital Oracy Pack for Teachers.

Cambridge Primary Path Component List

Print Components

- ✓ Student's Book with Cue Cards, Creative Journal, and eBook
- ✓ Activity Book with Digital Pack, including Practice Extra
- ✓ Flashcards (Printed, Foundation–Level 4)
- ✓ Grammar & Writing Workbook
- ✓ Oracy Poster Packs

Digital Components

- ✓ Presentation Plus with Digital Pack:
  - — Grammar Time (Foundation–Level 2)
  - — Story Time (Foundation–Level 2)
  - — Oracy in Action videos (Levels 3–6)
  - — Digital flashcards
- ✓ Practice Extra
- ✓ Teacher's Resource Pack with STEAM extension worksheets
- ✓ Oracy Pack for Teachers with Oracy Teacher Training videos
- ✓ Grammar and Writing eBook for Teachers
- ✓ Test Generator with Grammar Review worksheets
- ✓ Kahoots (Levels 5–6)
- ✓ Online training: *Teaching with Cambridge Primary Path*

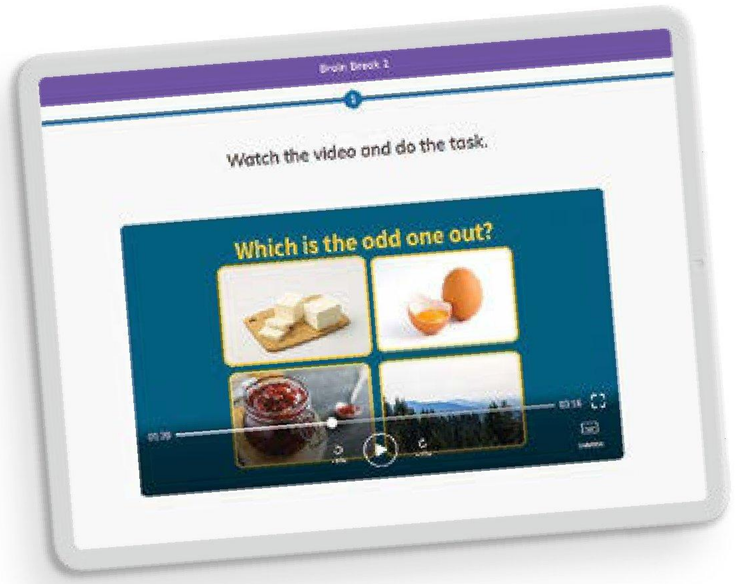
Digital Components

Presentation Plus

Presentation Plus is a classroom presentation tool that displays an interactive version of the Student's Book, Activity Book, and Creative Journal. It features embedded audios, videos, animations, and interactive activities for every unit of the Student's Book. Presentation Plus includes **Unit Opener videos**, **Grammar Time animations**, **Oracy animations, Story Time animations** (Foundation–Level 2), and **Oracy in Action videos** (Levels 3–6). There are two front-of-class games per unit, plus digital Flashcards with audio.

Practice Extra

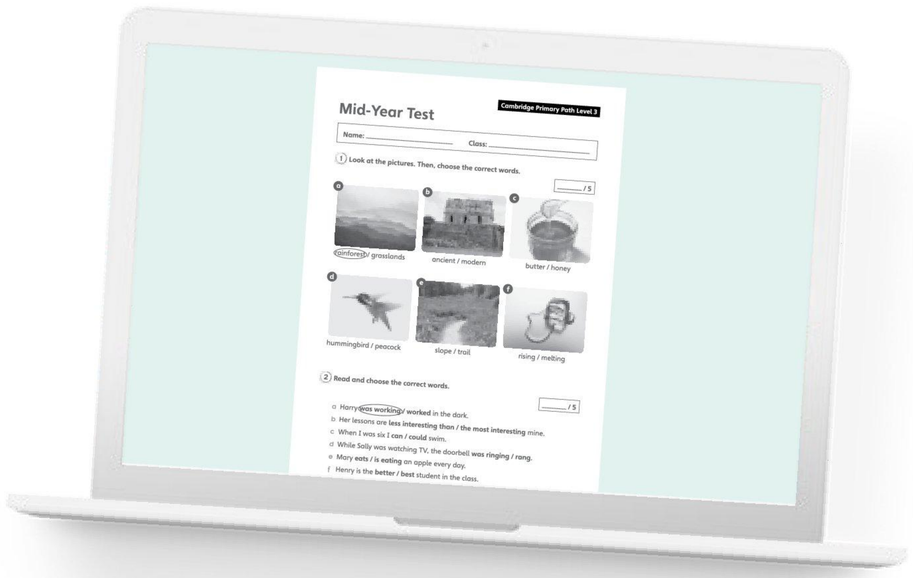
Practice Extra includes activities and games that reinforce the content in each unit. Teachers can set homework and track each learner's progress. Brain Breaks are included to motivate and recharge students.



Test Generator

In each unit there is a test to evaluate students' progress in learning core content. Each level also includes a diagnostic test, a mid-year test, and an end-of-year test.

Downloadable Grammar Review worksheets in the Test Generator provide additional grammar practice.



Teacher's Resource Pack

The digital **Teacher's Resource Pack** includes downloadable, photocopiable material you can dip into depending on the needs of your class. These resources feature digital **Flashcards**, **Cue Cards**, **Study Guides**, **Speaking Assessment grids**, and **Grammar and Writing Workbook answer keys**. The Second Edition also includes **STEAM Extension worksheets**.

Easy and playful **Home-School Activities for Families** are designed for parents to do with their child so that they can appreciate their child's progress in English.

Grammar and Writing Workbook eBook

The **Grammar and Writing Workbook eBook** offers the teacher a digital version of the book, including answer keys that can be displayed one by one or all at once.

Oracy Pack for Teachers

The **Oracy Pack for Teachers**, includes **Oracy: A Guide for Teachers** and **Oracy Teacher Training videos**. The pack is a digital resource that offers practical support for teachers, including tips and best practices and ideas for working with the Oracy Posters; plus downloadable content, such as oracy warm-ups and games, guided oracy questionnaires, and oracy assessment grids.

Story Time Animations

In Foundation, Level I, and Level 2, each story is enriched by a Story Time animation. These animations bring the stories to life for young learners, while supporting their comprehension of the text.

Grammar Time Animations

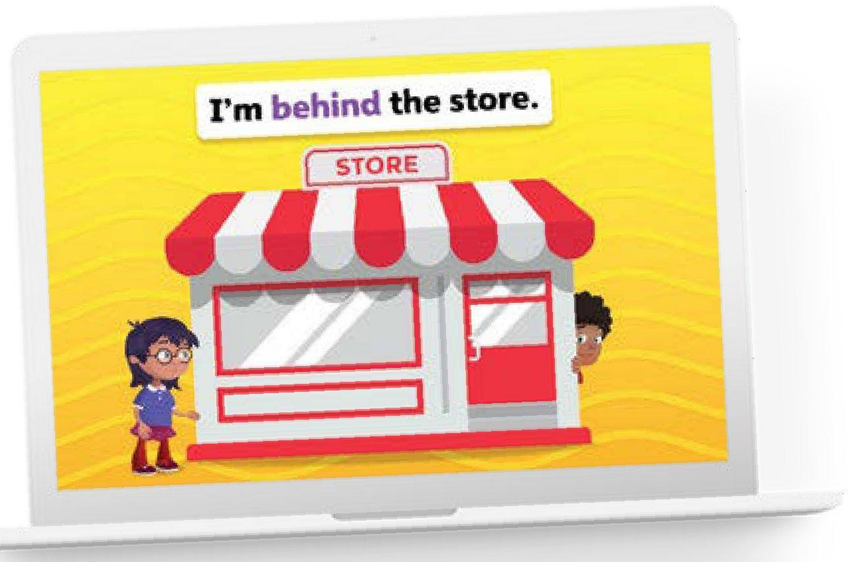
There are two **Grammar Time animations** in each unit—one for each grammar point—to present and consolidate new grammar.

Each animation begins with a presentation of the grammar point. As students watch this section, you can pause after each example to check their understanding.

The second section of the animations are interactive. In Foundation and Levels I and 2, pupils need colored crayons, pens, or other appropriately colored objects. Students participate by holding up the corresponding colored object to vote on the option they believe is correct. After a countdown, the answer is revealed.

The interactive activities and quizzes age up in Levels 3–6.

Monitor how well students perform in the practice stage of the video. If some of the students are struggling, you can repeat the video at a later stage after further review of the language.



Kahoot!

Levels 5 and 6 Kahoot! quizzes are a motivating and gamified way to focus learning and provide consolidation for both the stories and the non-fiction texts. You'll also find review quizzes after every three units and a "mega-quiz" at the end of the level to wrap up the whole year's learning.

Cambridge Primary Path Second Edition Unit Walkthrough

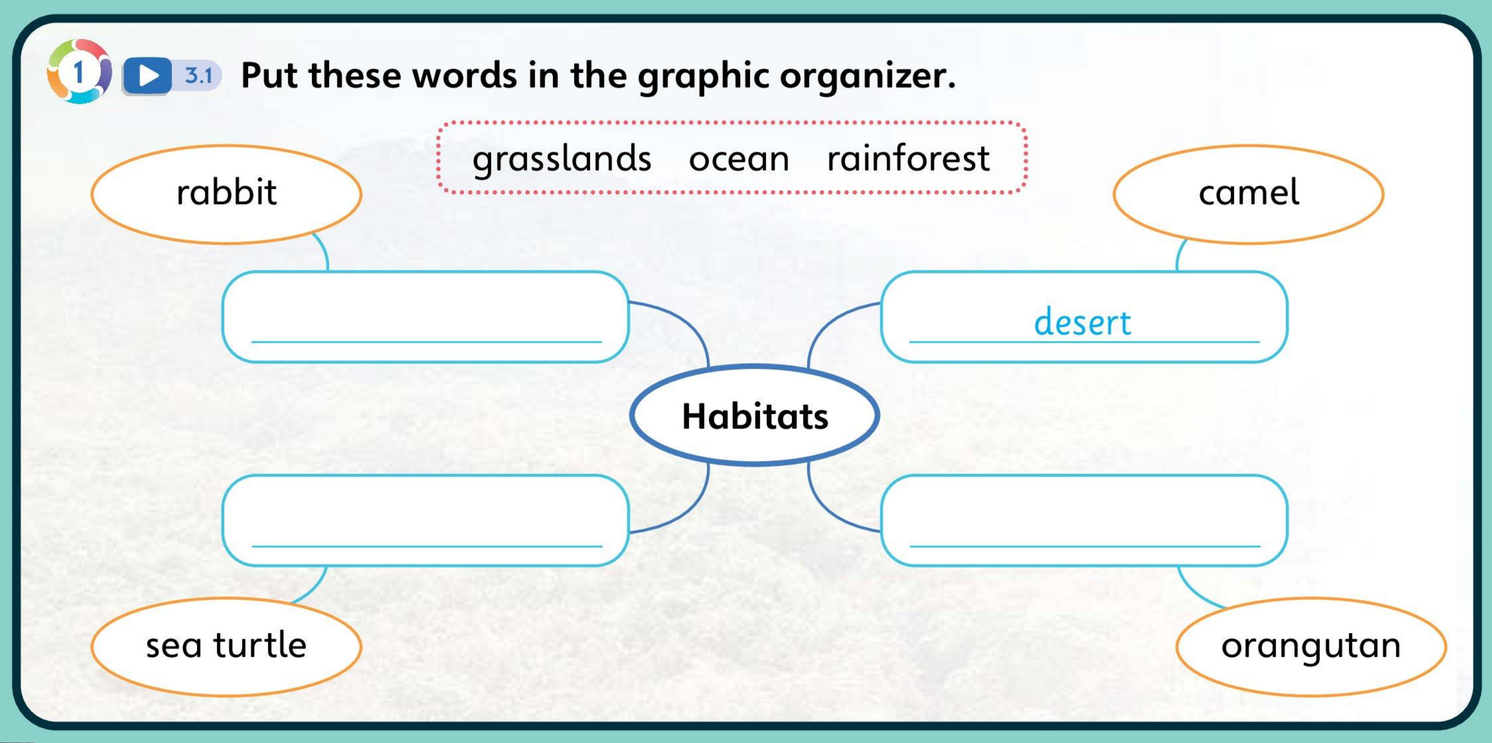
Unit Opener

A **Big Question** sets the context for the unit, fosters high-level thinking skills, and promotes a deeper exploration of the theme.

A **photo collage with exploration questions** activates prior knowledge. The items pictured will be revisited in the unit.

Each unit includes a unit-opener **video** that introduces the topic and prompts students to start considering different angles of it.

The video also presents **Key Words 1**. These words can be presented by using **Flashcards** (Foundation–Level 4).

Activity Book

Graphic organizers allow students to systematize the information from the video and practice Key Words 1.