

LEVEL 5: Scope and Sequence

1 Big Question: How can we make a difference?

Reading	Vocabulary	Grammar
<p>Nonfiction <i>Biography Competition: Whiz Kids!</i></p> <p>Reading Strategy Asking Questions</p> <p>Fiction <i>Courtney the Mind Reader</i></p> <p>Reading Strategy Cause and Effect</p>	<p>Key Words 1: international, society, charity, vaccination, disease, inspire, environment, conservation, volunteer, talent</p> <p>Key Words 2: react, developer, ambassador, code, successful, skill, professional, electronic, invent, innovation</p> <p>Key Words 3: canvas, generator, germs, exhibition</p> <p>Key Words 4: introduce, hang out with, curious, interrupt, ignore, weird, offer, obviously, get lost, immediately, realize, announcement</p>	<p>Quantifiers All/Most/Some/A few/No houses had electricity.</p> <p>Causative Verbs I had my bike fixed last week. I had my hair cut yesterday.</p>

2 Big Question: How can we make our dreams come true?

Reading	Vocabulary	Grammar
<p>Nonfiction <i>The Wonderful World of Work</i></p> <p>Reading Strategy Author's Purpose</p> <p>Fiction <i>A Beating Ambition</i></p> <p>Reading Strategy Literary Elements</p>	<p>Key Words 1: ambition, design, college, engineer, degree, career, dedicated, training program, athlete, creative</p> <p>Key Words 2: veterinarian, undergraduate, biology, specialize, instructor, composer, emotion, sculptor, inspiration, astronaut</p> <p>Key Words 3: patient, poison, convey, scuba diving</p> <p>Key Words 4: disappointed, make sure, rhythm, echo, fascinating, beat, crowd, tap, imitate, routine, gather around, transport</p>	<p>Past Tense with ago Alex Watson biked across the Atacama Desert three years ago.</p> <p>Might and could for Possibility I might find something interesting. It could be my lucky day.</p>

3 Big Question: How can we deal with natural disasters?

Reading	Vocabulary	Grammar
<p>Nonfiction <i>Savage Earth</i></p> <p>Reading Strategy Using Graphic Sources</p> <p>Fiction <i>A Survivor's Tale</i></p> <p>Reading Strategy Visualizing</p>	<p>Key Words 1: disaster, volcanic eruption, earthquake, hurricane, tornado, drought, overflow, tsunami, devastation, recover</p> <p>Key Words 2: crust, mantle, magma, core, continental plate, lava, crater, friction, survivor, prevent</p> <p>Key Words 3: demolish, architect, resistant, drill</p> <p>Key Words 4: deadly, panic, spinning, funnel, calm, violent, shelter, hail, howling, shatter, debris, stripped</p>	<p>The Present Simple Passive Voice Buildings are demolished because they aren't safe. This bridge is designed to shake in an earthquake.</p> <p>Too and enough It was too heavy. There was enough time. I ate too much cake and too many cookies.</p>

4 Big Question: What makes going to a show so exciting?

Reading	Vocabulary	Grammar
<p>Nonfiction <i>Stages Around the World</i></p> <p>Reading Strategy Summarizing (Nonfiction)</p> <p>Fiction <i>The Masked Bandit</i></p> <p>Reading Strategy Summarizing (Fiction)</p>	<p>Key Words 1: show, concert, live performance, actor/actress, special effect, performer, makeup, costume, fireworks, prop</p> <p>Key Words 2: opera, musical, acrobatics, dialogue, tragedy, stage, audience, comedy, puppeteer, mime</p> <p>Key Words 3: lighting, elaborate, characteristic, project</p> <p>Key Words 4: triplets, attic, disorganized, footprint, scratch, clue, crime, driveway, sneakers, alibi, guilty, bandit</p>	<p>Present Simple for Future Events The play starts at six o'clock on Friday evening.</p> <p>Subject and Object Questions Who solved the crime? What did Henry solve?</p>

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
Ground Rules Cue Cards: 1 I think because ... 2 I agree because ... 3 I disagree because ...	Spelling Rule: <i>ie</i> or <i>ei</i> ?	Improve Your Writing Parentheses Writing Task Letter	Project Community Garden	How can we create a new community project?	Organizing a Fundraising Event

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
Asking Probing Questions Cue Cards: 4 What do you think about ...? 5 How? 6 Why?	Spelling Tip: <i>ear, eer, ere, ier</i>	Improve Your Writing Adjectives with Prepositions Writing Task Interview	Interview Spelling Bee	How can we learn a new skill?	Finding the Best Summer Camp

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Oracy Task
Active Listening Cue Cards: 7 That's interesting. 8 I see. 9 That's a good idea.	Spelling Tip: <i>oar, oor, ore, our</i>	Improve Your Writing Quotation Marks Writing Task News Story	Podcast How to Stay Safe in an Earthquake	How can we invent a device to help people after a natural disaster?	Collaboration Planning an Emergency Kit for Earthquakes

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
Expressing Points of View Cue Cards: 2 I agree because ... 3 I disagree because ... 10 In my opinion ...	Spelling Tip: <i>oe, ou, ow, o, oa</i>	Improve Your Writing Conjunctions Writing Task Movie Review	Description Designing a Set for a Play	How can we perform a song in English?	Planning a Trip to an International Arts Festival

5 Big Question: How can we stay healthy?

Reading	Vocabulary	Grammar
Nonfiction <i>The Incredible Human Machine</i> Reading Strategy Background Knowledge Fiction <i>Finding Your Wings</i> Reading Strategy Making Inferences	Key Words 1: bone, muscle, brain, heart, nervous system, digestive system, windpipe, lung, kidney, skin Key Words 2: cell, tissue, organ, system, nutrient, calorie, oxygen, blood, flexible, chemical Key Words 3: aerobic, injury, pump, concentrate Key Words 4: season, defender, midfielder, field, pass, tackle, foul, jumping jacks, yellow card, push-up, red card, striker	Present Perfect Progressive I have been climbing this tree for an hour. I have been riding my bike since this morning. Statements with wish I wish we were a good team.

6 Big Question: Why is language special?

Reading	Vocabulary	Grammar
Nonfiction <i>Language Matters</i> Reading Strategy Fact and Opinion Fiction <i>The Abandoned City</i> Reading Strategy Analyzing Plot	Key Words 1: communicate, unique, sign, complex, abstract, negotiate, cooperate, generation, exchange, global Key Words 2: symbol, shape, hieroglyphics, alphabet, common, formal, emoji, bilingual, minority, native speaker Key Words 3: transmit, multilingual, population, tradition Key Words 4: completely, legally, abandon, mysterious, civilization, inhabit, myth, draw, crave, origin, rumor, distant	Reported Statements with said and told She said that she wanted to learn Mandarin. He told my mother that he was learning Spanish. Reported Questions with asked I asked the girl where her family was from. I asked her if I could see her pendant.

7 Big Question: How do machines help us?

Reading	Vocabulary	Grammar
Nonfiction <i>The Rise of the Robots</i> Reading Strategy Main Idea and Supporting Details Fiction <i>A Lost Journal</i> Reading Strategy Making Connections	Key Words 1: simple machine, pulley, ramp, lever, rollercoaster, Ferris wheel, complex machine, crane, program, drone Key Words 2: science fiction, advance, accurately, accident, reach, sensor, temperature, repetitive, chess, experience Key Words 3: factory, operation, receptionist, decision Key Words 4: sail, coconut, stone, hut, paper, tire, plastic sheet, oil drum, vine, raft, matches, stick	Modal Verbs to Describe Future Ability Robots will be able to do more jobs in the future. Could and would for Ideas and Advice You could swim for help. I would stay with the boat. I wouldn't do that.

8 Big Question: How do we know what happened in the past?

Reading	Vocabulary	Grammar
Nonfiction <i>The History Detectives</i> Reading Strategy Monitor and Clarify Fiction <i>The Metal Detector</i> Reading Strategy Evaluating	Key Words 1: monument, hidden, historian, archeological site, tomb, document, manuscript, remains, gold, discovery Key Words 2: detective, pottery, Bronze Age, carbon, decay, date, century, horn, thumb, legend Key Words 3: primary, evidence, paleontologist, secondary Key Words 4: foundations, Roman, aqueduct, cobblestone, grid, straight, road, villa, column, tile, fountain, fresco	The Past Simple Passive Voice The Rosetta Stone was discovered in 1799. Modal Verbs of Deduction: must, might, and can't It must be a Roman ring. She might be in a bad mood. You can't be from around here.

9 Big Question: Why does biodiversity matter?

Reading	Vocabulary	Grammar
Nonfiction <i>Coral Reefs in Crisis</i> Reading Strategy Paraphrasing Fiction Poetry Reading Strategy Understanding Poetry	Key Words 1: biodiversity, interact, ecosystem, species, reproduction, food chain, producer, consumer, fungi, decomposer Key Words 2: snail, algae, shark, crab, filter, tentacle, income, carbon dioxide, pipeline, million Key Words 3: crisis, predator, symbiotic, poisonous Key Words 4: grasses, cricket, slug, lizard, eagle, coyote, bacteria, plover, rhino, acorn, gray falcon	The Second Conditional If we used more renewable energy, we would produce less carbon dioxide. Embedded Questions Can you tell me where coyotes live ? I wonder if you're free tonight .

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
Giving Encouragement Cue Cards: 11 That's a great idea! 12 That sounds like fun. 13 That's a good point!	Spelling Tip: <i>ear, air, are</i>	Improve Your Writing Parallel Structure Writing Task Instructional Text	Interview Preparing for an Expedition to the South Pole	How can we create a class fitness program?	Learning How to Make a Healthy Meal or Snack

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Oracy Task
Confident Use of Evidence Cue Cards: 2 I agree because ... 3 I disagree because ... 14 I know because ... 15 For example, ...	Spelling Tip: Long <i>u</i>	Improve Your Writing Connecting Words Writing Task Informational Text	Review Reviewing a Language Learning App	How Can We Create Our Own Language Game?	Discussion Planning a Video to Help Friends Visit Your Country

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
Projecting Your Voice Cue Cards: 16 Can you hear me now? 17 Can you speak up?	Spelling Tip: <i>ur, ir, or, er, ear</i>	Improve Your Writing <i>It's and its</i> Writing Task Report	Description A Rube Goldberg Machine	How can we invent a machine?	Getting a Broken Electronic Device Repaired

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
Using Appropriate Body Movements and Gestures Cue Cards: 18 Let me tell you about ...	Pronunciation Tip: <i>gh</i>	Improve Your Writing Non-defining Relative Clauses Writing Task Biography	Discussion Family History	How can we research our family history?	Asking About a Lost Item at the Lost-and-Found

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Oracy Task
Structuring a Talk Cue Cards: 19 We're going to talk about ... 20 The main point is ... 21 Also, ... 22 In conclusion, ...	Spelling Tip: <i>aw, au, al, all</i>	Improve Your Writing Although Writing Task Flyer	Instructions Making a Bug Hotel	How can we create a diverse habitat in our playground?	Presentation Making a Time Capsule

Cambridge Primary Path

For a Future Full of Opportunities



Better Learning within Cambridge Primary Path

Cambridge Primary Path is a 7-level English language and literacy course that will help young learners become articulate speakers and writers of English, empowering them to make the most of life's opportunities.

Through three essential pillars, the course offers an effective approach to learning:

- Its comprehensive, **literacy-based approach** provides students with essential language support integral to literacy training that will ensure they become fully literate in English.
- Its groundbreaking **Oracy Framework** helps students become confident communicators, able to articulate their learning in multiple contexts.
- Its **creativity principles** encourage students to become better thinkers and problem solvers ... and to have fun at the same time!

These three pillars are presented in a child-friendly design that emulates children's magazines and storybooks and are complemented by animated and real-world videos to ensure that *Cambridge Primary Path* offers a rich learning environment for both students and teachers.

Literacy-based Approach
 Development of advanced reading skills using authentic-like fiction and non-fiction texts.
Students learn to read and then read to learn.



Oracy
 Our research-based, systematic approach to strengthening communication skills.
Students become confident speakers, able to successfully articulate their ideas.

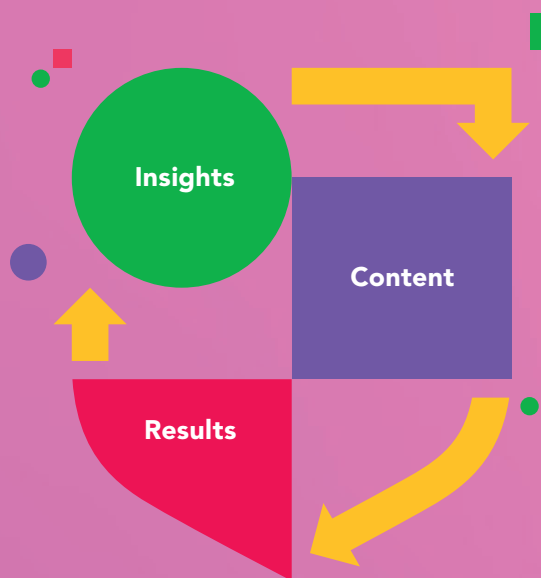
Creativity
 Creative Journal and activities designed to build students' creativity.
Students become better thinkers and problem-solvers while enjoying themselves!

Course Components

- Student's Book with Creative Journal
- Activity Book with Practice Extra
- Teacher's Edition
- Flashcards (through Level 4)
- Grammar and Writing Workbook
- Class Audio
- Test Generator
- Presentation Plus (a digital teacher resource with real-world videos, oracy animations, study guides, and assessment pack)
- Online Training: Teaching with Cambridge Primary Path



cambridge.org/primarypath/teachertraining



Better Learning within Cambridge Primary Path

Better Learning is our approach, connecting teachers and learners from around the world with the latest research and materials to build brighter futures together. It's a continuous cycle where our **insights** shape **content** that drives **results**.

Here's how our approach has shaped the three pillars of *Cambridge Primary Path*.

1 What is a literacy-based approach?

Insights

Skills in phonemic awareness, phonics, fluency, vocabulary, and comprehension are essential to literacy development. (National Reading Panel)

Content

Cambridge Primary Path creates a literacy-rich environment for students.

Results

Students become confident and articulate readers, writers, speakers, and listeners.

Literacy develops in the first language when children acquire oral language (listening and speaking) and then learn to read and write. But in a second language, children require much more support to acquire literacy.

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

How do we approach literacy in Cambridge Primary Path?

1 Inquiry-based Learning

Learning is not just about learning facts, or lists, or grammatical structures! Students' natural curiosity can be channeled so they identify, investigate, and find things out for themselves. This is known as inquiry-based learning. When students are encouraged to formulate their own questions about a topic, they will engage with the ideas and become more effective learners and problem-solvers.

The unit title works as **The Big Question** to get students thinking about the topic, thereby activating their prior knowledge. The **unit-opener video** challenges students to think about the topic from different angles and start to formulate their own questions. The Big Question is then strategically interwoven throughout each unit:

- Each unit is based around two major reading texts, nonfiction and fiction, in a variety of genres. The language of the unit emerges from those texts, and **Big Question links** encourage students to think critically about the content they are learning, discuss it, and relate it back to the Big Question.
- The **Listening** page provides additional real-world content to deepen students' exploration and curiosity surrounding the Big Question.
- Each unit culminates in a **Big Challenge** project and presentation that is linked to the Big Question and brings together the language and knowledge students acquired in the unit.

2 Reading Strategies

The course equips students with a variety of reading and comprehension strategies so they become better, more confident readers.

Each unit presents a fiction and nonfiction text that focus on a different reading strategy, from comparing and contrasting to identifying the author's purpose and predicting. These strategies give students a variety of techniques to dig deeper into the text's meaning. These strategies are reinforced in additional texts in the Activity Book.

3 Rich Vocabulary

Vocabulary is crucial for reading comprehension and for academic success. Students need to understand a majority of words in a text in order to fully understand it, and they also need a specialized vocabulary to learn content area material.

Students acquire a rich vocabulary in *Cambridge Primary Path*, from content-specific academic vocabulary in the reading texts and unit opener videos to everyday conversational language in the Speaking Missions.

4 Phonics, Spelling, and Word Patterns

Phonics instruction helps young readers understand the relationship between graphemes (letters and letter combinations) and phonemes (individual speech sounds). Initially this guides students to decode and read words accurately. As they progress, students become better spellers as they acquire English spelling patterns through guided word study.

5 Grammar in Context

Students need explicit grammar support to tackle higher-level, richer input in a second language. Students learn best when language is contextualized, so we challenge them to look at the context to infer grammatical rules.

- From Level 3 onward, students apply an inductive grammar approach, using context to infer rules for each grammar area.
- Students get 2 pages of grammar practice per unit in the Activity Book.
- An additional 8 pages of grammar practice in the Grammar and Writing Workbook reinforces grammar points.

6 Structured Process Writing

How do you improve your writing? You read more! In *Cambridge Primary Path*, students read and analyze different text types as part of a structured writing program that enables them to produce more effective writing of their own.

- Students study various different model text types and genres.
- In the Activity Book, students progress through a **4-step process writing section** in which they plan, write, and edit their own text.
- **Improve Your Writing** (called *Ready to Write* in Foundation Level and *Learn to Write* in Levels 1–2) complements the process writing by focusing on elements of written language, such as correct capitalization or sequencing adverbs.
- Students produce a variety of written outputs as part of the **Big Challenge** project.

7 Dialogic Reading

Dialogic reading strategies create memorable, interactive reading classes and readers who think critically and engage in dialogues about what they are reading. Dialogic reading prompts are questions that initially come from you, the teacher. But, as students become more accustomed to the techniques, they start to ask their own questions and develop their own critical thinking when they read independently.

In the Teacher's Edition, you will find all the questions and prompts you need to guide students.



2 What is oracy?

Insights

Oracy skills are an essential component of exceptional communication.

Content

A structured oracy syllabus enables students to develop strong oracy skills.

Results

Students become highly effective, confident communicators.

Can you think of someone who is an excellent communicator? Not just a fine public speaker, but someone who is good at persuading others, at listening attentively, and at facilitating group decisions? That person has strong oracy skills.

Oracy is the **skill of communicating confidently** in a variety of situations, from giving presentations in front of an audience to successfully participating in group discussions and collaborative activities. It's also the skill of listening actively, reading group dynamics, and facilitating shared decision-making.

Oracy training includes **physical skills**, like projecting your voice and conveying confidence through your posture; **social-emotional skills**, like helping a group come to a collective decision; and **cognitive skills**, like structuring your ideas into a coherent argument. Acquiring oracy skills at a young age gives students confidence, develops their self-esteem, and sets them up for future success.

How do we approach oracy in Cambridge Primary Path?

1 A Comprehensive Oracy Skills Framework

Cambridge Primary Path's oracy syllabus is based on an oracy skills framework developed with leading oracy experts in the Department of Education at Cambridge University. The framework breaks students' skills down into physical, cognitive, and social-emotional skills. These skills are then mapped, with can-do statements, by level: Foundation (by end of Foundation Level); Apprentice (by end of Level 2); Developing (by end of Level 4); Confident (by end of Level 6).

2 Embedded Oracy Practice

Each unit includes an oracy page, on which the oracy characters—Oracy Morris and his friends—present the target oracy skill via an **animated oracy video**.

- a Students practice the oracy skill through a task and observe each other.
- b **Cue Cards** provide the functional language students need to complete the task.
- c Students reflect on their skills in **Check Your Oracy!**
- d **Oracy Reminders** are strategically interspersed throughout the units to remind students to use the oracy skills they have already learned.

- e An **Oracy Extension activity** on either the Listening or the Big Challenge page reinforces the target oracy skill in every unit.

3 Repetition and Extension

Students encounter each oracy skill multiple times across the levels to extend and build on their knowledge. Here's an example: Cognitive Descriptor #4 in the Oracy Framework is about learning to organize your talk. Notice how students progress through different elements of structuring a talk, circling back, and building on previous elements.

- **Apprentice:** I can use sequencers to mark the beginning, middle, and end.
- **Developing:** I can use sequencers and structure my talk into a beginning, middle, and end.
- **Confident:** I can organize the content and structure of my talk to convey clear meaning.

4 Oracy Performance Tasks

Oracy Performance Tasks (after every third unit) enable students to demonstrate the skills they've learned. Students self-assess after each Performance Task to reflect on their achievements and their learning needs.

Oracy FAQs

Are all speaking activities oracy?

Yes and no! All speaking activities provide opportunities for oracy. But for the purpose of introducing oracy, *Cambridge Primary Path* separates oracy skills work from the more traditional ELT speaking work reflected in the Speaking Missions (focus on everyday functional language and vocabulary) and in the Time to Talk! activities (focus on fluency).

The oracy language looks sparse. Shouldn't we be giving students more functional language?

No. The oracy language featured on the Cue Cards is intentionally simple so that students focus on the oracy skills rather than get distracted by too many variations in language. There are many ways to agree with someone, but "I agree" works well in all situations; if students know to say that, they can concentrate on the target oracy skill.

Oracy Framework

	Foundation (by end of Foundation)	Apprentice (by end of Level 2)	Developing (by end of Level 4)	Confident (by end of Level 6)
Physical	<ol style="list-style-type: none"> 1 I can speak up so that others can hear me. 2 I can pronounce simple words and phrases clearly. 3 I can stand up straight and remain still when speaking in front of others. 	<ol style="list-style-type: none"> 1 I can project my voice so everyone can hear it. 2 I can pronounce my words clearly, and I aim to speak at a speed that my audience can understand. 3 I can stand up straight and remain still when speaking in front of others. 	<ol style="list-style-type: none"> 1 I know how to project my voice, adapting it to the situation. 2 I can speak clearly and talk at a speed that my audience can understand. 3 I can use appropriate gestures and body movements when speaking in front of others. 	<ol style="list-style-type: none"> 1 I can project my voice confidently and adapt it to the situation. 2 I can speak clearly and confidently and adapt the speed of delivery. 3 I can confidently use appropriate gestures and body movements when making a presentation.
Cognitive	<ol style="list-style-type: none"> 1 I can agree and disagree with others using simple words. 2 I can show/express that I don't understand. 3 I can ask basic questions. 4 I can recognize the beginning, middle, and end of a story or presentation. 	<ol style="list-style-type: none"> 1 I can express my own opinion and agree or disagree with different opinions. 2 I can ask questions when things are not clear. 3 I can answer the question "Why?" for straightforward cause and effect scenarios. 4 I can use sequencers to mark the beginning, middle, and end. 	<ol style="list-style-type: none"> 1 I can express my opinion with supporting reasons and give reasons for agreeing or disagreeing with different opinions. 2 I can ask different types of questions to get further information, clarity, and repetition. 3 I can use evidence to support an argument. 4 I can use sequencers and structure my talk into a beginning, middle, and end. 	<ol style="list-style-type: none"> 1 I can confidently express my opinion with supporting reasons and give reasons for agreeing or disagreeing with different opinions. 2 I can ask a wide range of questions in different situations, including probing questions. 3 I can confidently use evidence to support an argument. 4 I can organize the content and structure of my talk to convey clear meaning.
Social/Emotional	<ol style="list-style-type: none"> 1 I can speak in front of others. 2 I can take turns and listen to others. 3 I can understand and follow ground rules. 4 I can participate actively in pair work and whole-class activities. 5 I can listen patiently to others. 6 I can give and respond to positive feedback. 	<ol style="list-style-type: none"> 1 I can speak in front of an audience. 2 I can take turns and listen to others in a discussion. 3 I can suggest basic ground rules. 4 I can participate in a discussion. 5 I can listen patiently to others. 6 I can recognize the importance of being positive and can make positive comments on my classmates' ideas. 	<ol style="list-style-type: none"> 1 I can speak in front of an audience and interact with the audience. 2 I can recognize and respect the feelings and views of others in a discussion. 3 I can put ground rules into use. 4 I can participate in a discussion and elicit contributions from others. 5 I can listen actively and respond when appropriate. 6 I can regularly make positive comments on my classmates' ideas. 	<ol style="list-style-type: none"> 1 I can speak confidently and engage my audience in different ways. 2 I can respect and respond appropriately to the feelings and views of others in a discussion. 3 I can explain ground rules to others and remind them if necessary. 4 I can participate in a range of discussions and elicit contributions from others. 5 I can listen actively to what others are saying and can respond confidently. 6 I can confidently make positive comments on my classmates' ideas.



3 What is creativity?

Insights

Creative work and play motivate children while encouraging multiple perspectives.

Content

Topic-linked Creative Journal and Build Creativity! activities encourage students to get creative.

Results

Students become better critical thinkers and problem-solvers.

7 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.

7 Creativity motivates kids to keep learning throughout their lives.

4 Creativity lets kids relax and learn in a different way.



5 Creativity helps kids to focus better.



6 Creativity allows kids to have fun and enjoy tasks!



Learning is all about experimenting: about trying new things and exploring different perspectives. Adopting a playful and creative mindset develops learning strategies that foster not only language learning, but learning in general, so students become more effective critical thinkers and innovators.

Creative thinkers are **better critical thinkers and problem solvers**. Creativity activities promote the fun in learning and thinking about the world. They help students relax and approach learning in new ways. Students focus, learn why some things didn't work, and consider how multiple or new approaches might. Creativity encourages us to express our individuality and originality and to bring new approaches to the problems we confront inside and outside the classroom.

How do we approach creativity in Cambridge Primary Path?

Cambridge Primary Path is full of activities that promote creativity, all developed 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 and failures are part of the creative process.
- 4 **A Different Point of View:** Making the effort to see things in a different way or try new approaches.
- 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 opens your mind up to new possibilities, while justifying answers supports the retention of knowledge and encourages you to consider multiple perspectives.
- 7 **Start All Over Again:** Starting all over again when you get stuck often leads you to understand why something didn't work.

Build Creativity! activities in the Teacher's Edition break the routine and offer opportunities for developing students' creativity. But you don't have to wait for those activities; creative activities can be employed whenever you see fit!

The Creative Journal is a component that gets students to think creatively in class or at home.

- The first two pages of the journal are linked to unit language and topics and encourage students to manipulate them in non-conventional ways.
- A short reading text or new input linked to unit topics on the third page highlights real-world situations from an unusual perspective.
- On the fourth page, students can be especially playful with the content and really get their imaginations working!
- Creative Blasts following every three units offer additional bursts of thinking outside the box.

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

- Do some pages in class first. Once students understand the approach, they can better enjoy using the journal on their own.
- Allow students to personalize the Creative Journal and truly own it. Each page has instructions and examples, but these are not rules. If students want to adapt the activities, all the better—they're being creative!
- If a student is unclear how to do an activity, encourage them to tell you what they think they should do or what they could do rather than explaining it to them. Some

students may find this a little frustrating at first, but they will soon understand how to approach the tasks creatively.

- It's important that the Creative Journal be something students want to do. If it feels like a chore, let them take a break and do something different.
- Some activities can be done quickly; others slowly. In all cases, the process is what's important. Encourage students to repeat the process or say how they might change the task.
- Praise the process, not the result. Students will respond better when encouraged to keep working on a problem and given new challenges over finding the right answer.
- The activities can be done individually or in pairs/groups and shared in class. But creativity can be very personal, so keep in mind that some students may not be comfortable sharing.

FAQs on Creativity in the Classroom

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

We are 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, but the real challenge is discovering them. The best thing teachers can do is ask more questions and give encouragement: *Why? How? Why don't you try again?*

What if my students don't know what to do?

Encourage them to do the activity however they think they should, or ask guiding questions to help students think for themselves. Remind them that this is an opportunity for them to make up the rules they want.

How long should students spend on each task?

Try to avoid setting time limits. One of the objectives is for students to enter a state of flow by focusing on a task. Some students will finish quickly; others may become absorbed and take more time. The emphasis should be on the process, not on finishing in a given amount of time. Students can always return to any of the activities they want!

How can I persuade parents about the importance of creativity?

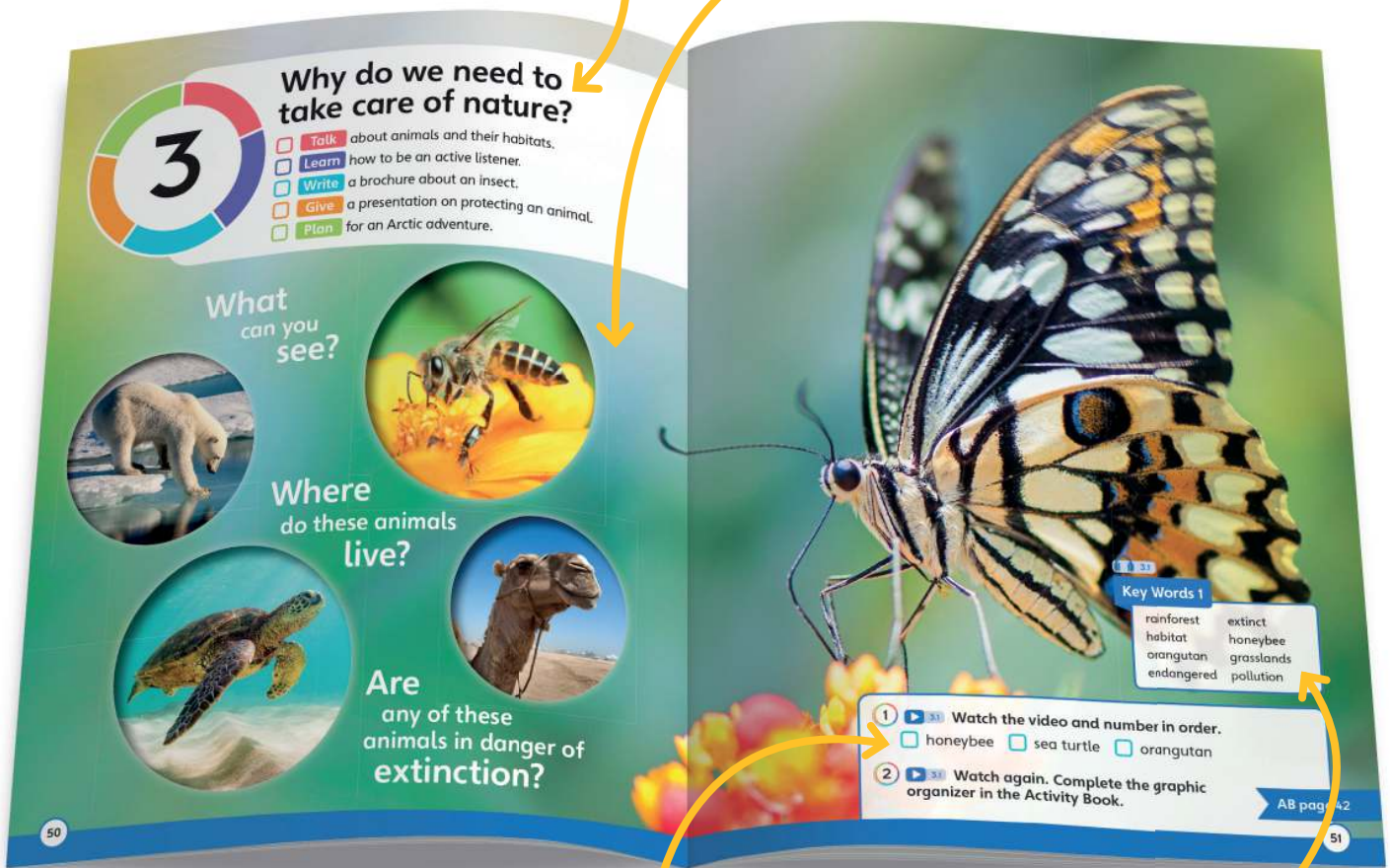
Parents want their children to be happy and ready for the future. Encouraging students' creativity skills meets those objectives by shaping students into critical thinkers and problem-solvers. Students will do a lot of coloring and drawing, but they will also train themselves to focus, challenge their brains, consider different perspectives, and solve puzzles—all while having fun!

Cambridge Primary Path Unit Walkthrough

Unit Opener

Every unit starts off with a **Big Question** that 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 and gets students thinking about the topic. The items pictured will be revisited in the unit.

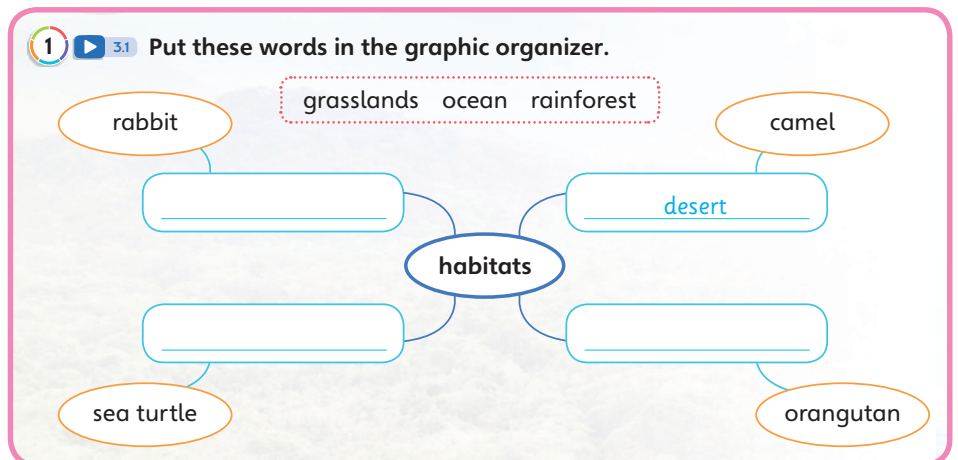


Each unit includes a **unit-opener video** that introduces the topic and prompts students to start considering different angles of it.

The video also presents **Key Words 1**. These words are clearly marked and can be presented through full-color **Flashcards** (Foundation–Level 4).

Activity Book

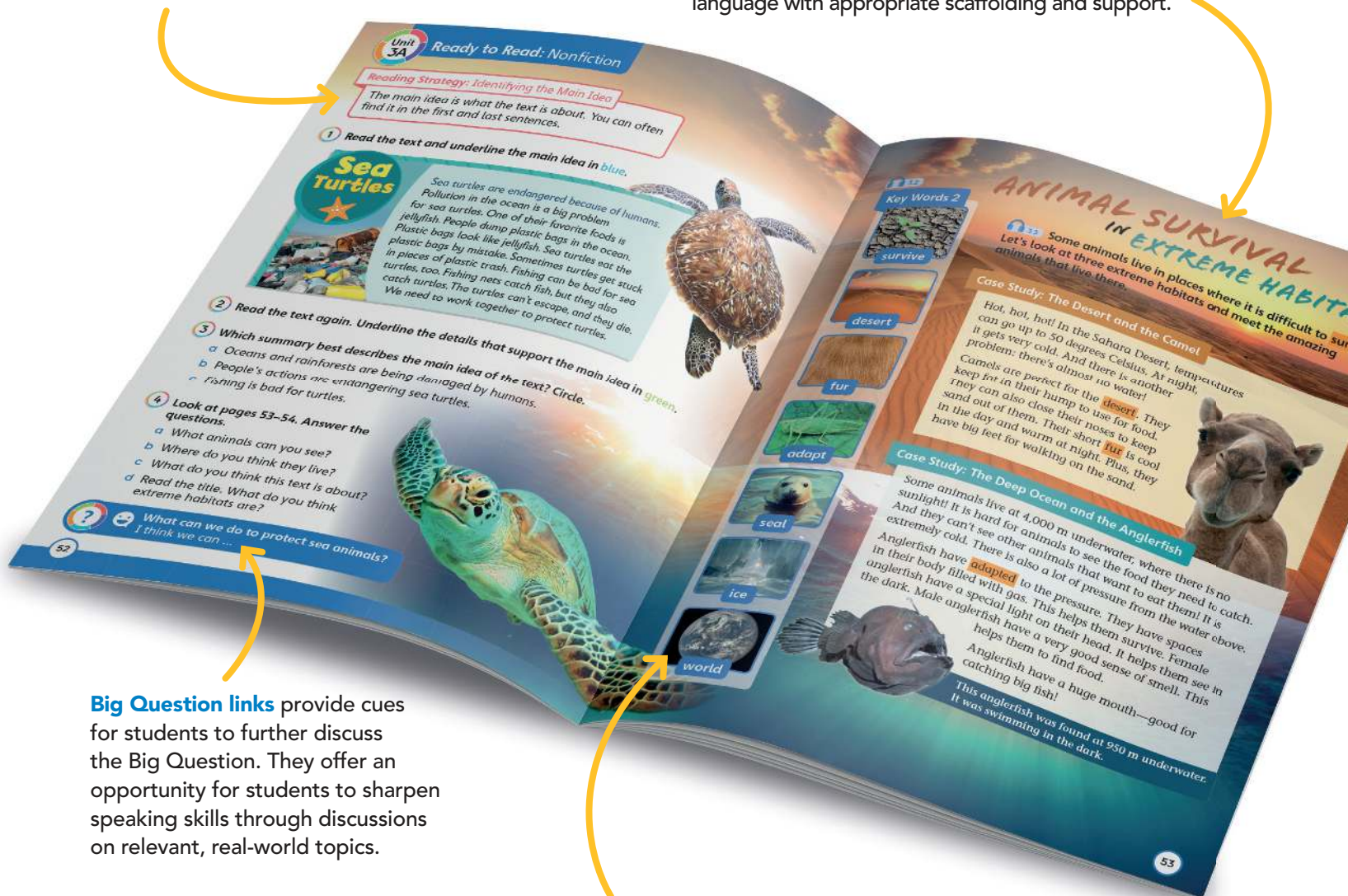
Graphic organizers allow students to systematize the information from the video as well as provide a means for more profound understanding of the topic. Students also practice Key Words 1.



Nonfiction Reading

Ready to Read: Nonfiction introduces students to a **reading strategy** before they read the nonfiction text. Each text focuses on a different strategy, from comparing and contrasting to identifying the author's purpose and predicting, providing students with a variety of techniques to become better readers.

Nonfiction texts inspired by children's magazines provide meaningful content and language input on a wide range of topics. Students learn about the world and acquire language with appropriate scaffolding and support.



Big Question links provide cues for students to further discuss the Big Question. They offer an opportunity for students to sharpen speaking skills through discussions on relevant, real-world topics.

Key Words 2 help students comprehend the nonfiction text. These are clearly presented with photos and accompanying flashcards (Foundation–Level 4) and are highlighted in the body of the text.

Activity Book

Students practice Key Words 2 and reading strategies in another nonfiction text linked thematically to the unit topic.

Nonfiction Reading

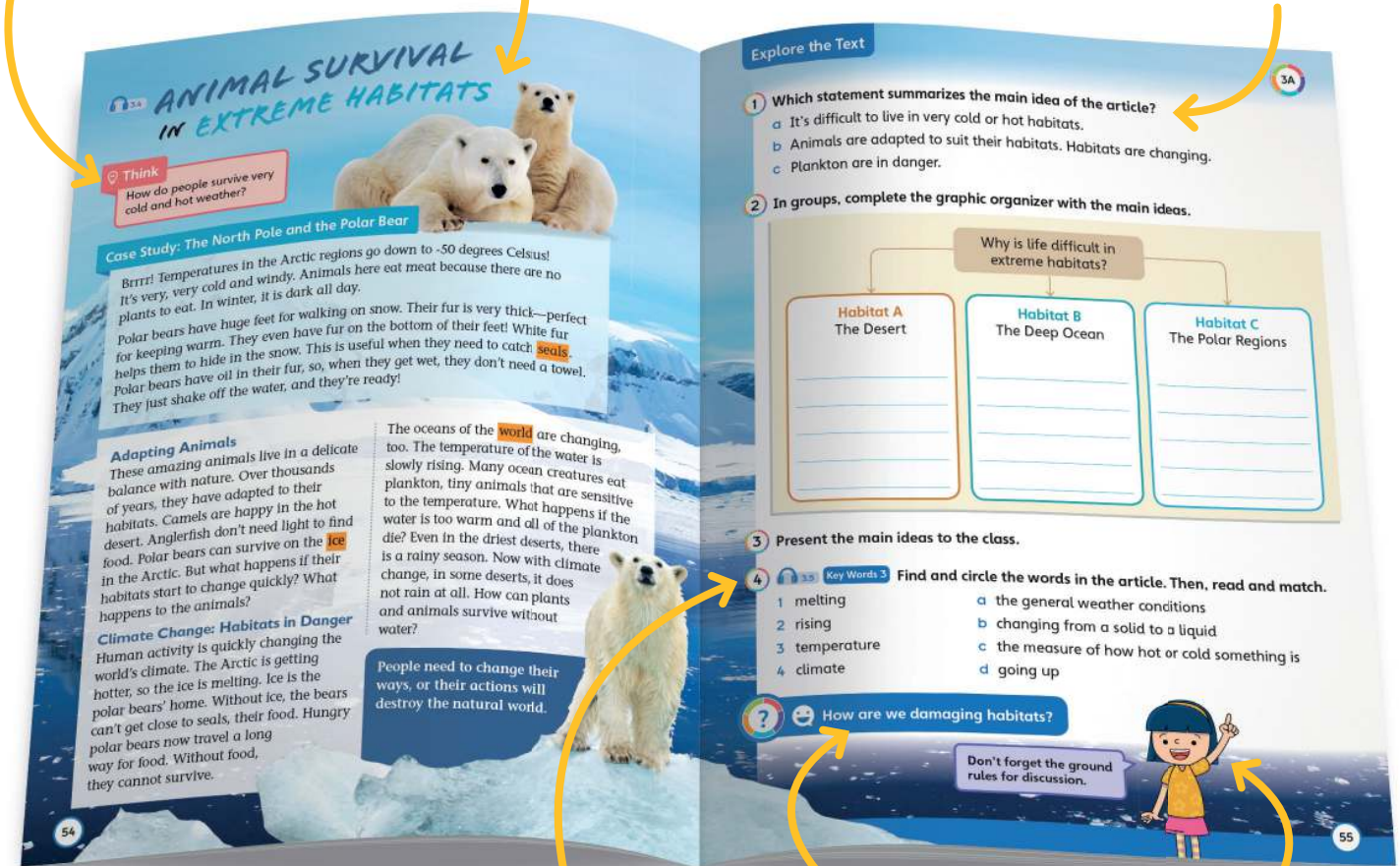
Dialogic reading strategies create memorable, participative reading classes and young readers who think critically and talk about the texts. Dialogic reading prompts come from you initially, but, as students become more accustomed to the technique, they start to ask their own questions when they read independently. In the Teacher's Edition, you'll find all the questions and prompts you need to help students fully engage with the texts.

Think boxes promote critical thinking skills and creativity.

Teacher's Edition

- Which habitat is this section about?
- How is the Arctic extreme?
- What do polar bears eat?
- Why are polar bears' feet special?
- What is the polar bear's fur like?
- How does their fur help polar bears?
- How does hiding help them?
- How are polar bears like camels and anglerfish?
- How are polar bears' feet like camels' feet?
- What does "adapt" mean?
- How have the three animals adapted to where they live?

On the **Explore the Text** page, students will practice the reading comprehension strategy they learned as well as implement a variety of other strategies to organize information and comprehend the text deeply.



Key Words 3 (Words in Context) appear in the nonfiction text. Students learn techniques to deduce their meaning from context.

A Big Question link connects the nonfiction text to the Big Question.

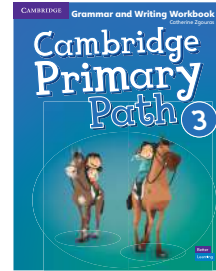
Oracy Reminders encourage students to utilize their oracy skills when they discuss the Big Question link.

Activity Book

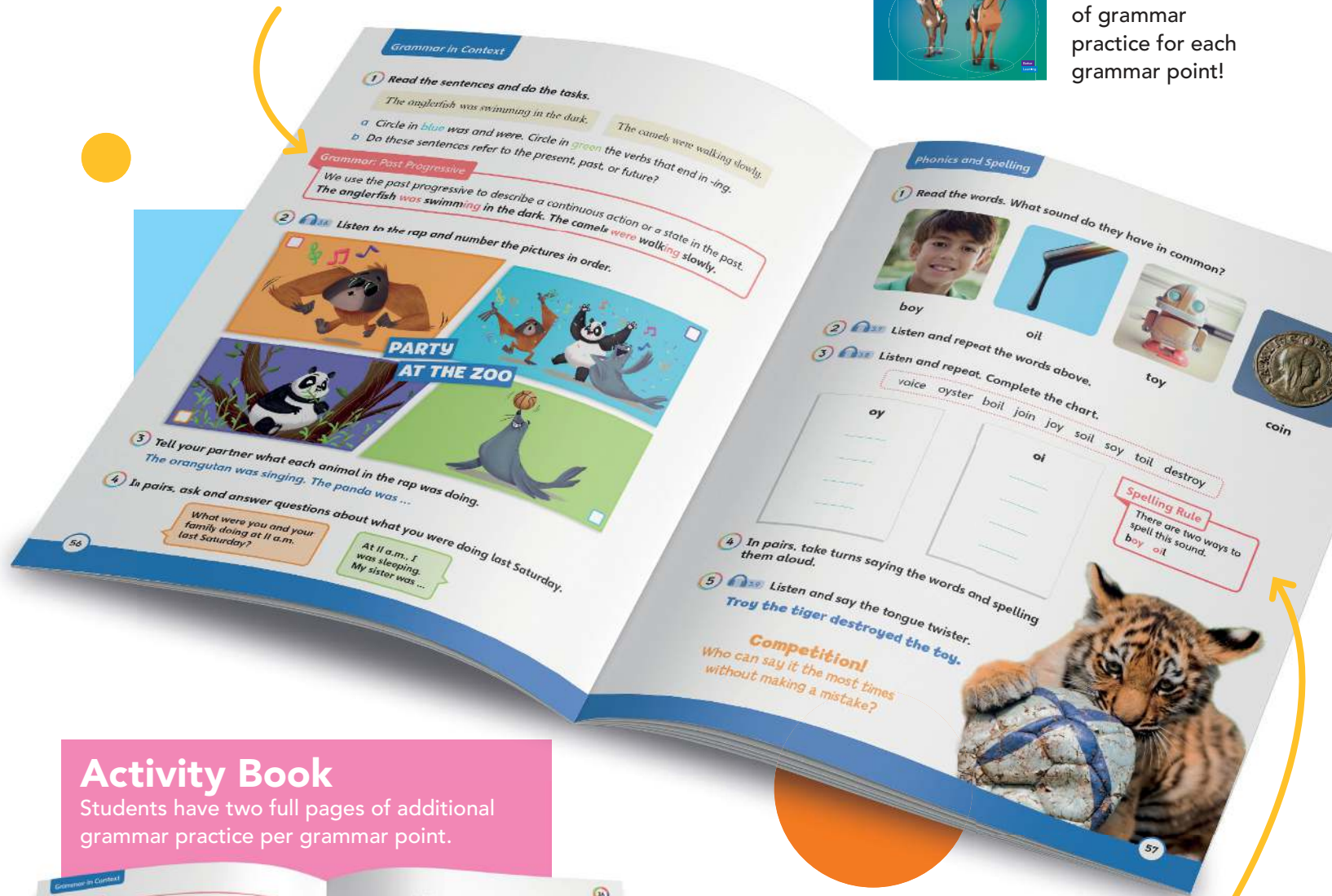
Students practice reading comprehension using the Activity Book nonfiction text.

Grammar and Phonics

The **Grammar in Context** page provides clear and systematic presentation and practice of key grammar structures. Students first reflect on the structure based on examples—at least one of which comes from the reading text—and then they explore the grammar rule. Finally, students practice using the structure through a song or chant or a speaking activity.

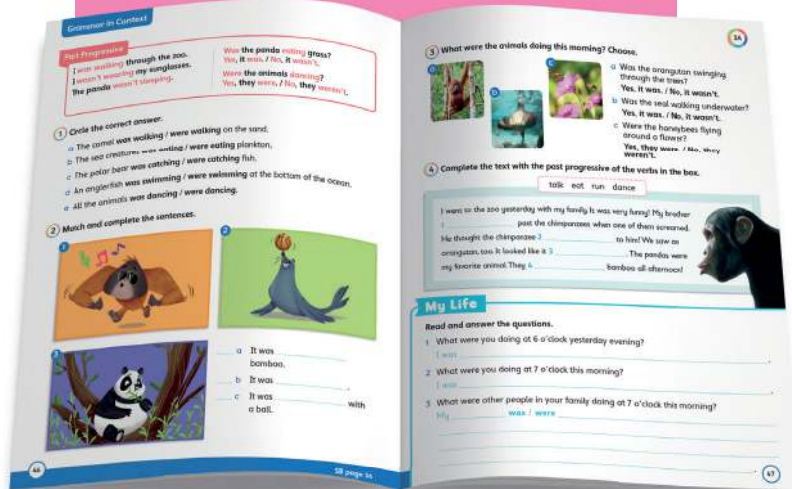


The **Grammar and Writing Workbook** offers two additional pages of grammar practice for each grammar point!



Activity Book

Students have two full pages of additional grammar practice per grammar point.



The **Phonics and Spelling** pages help young readers understand the relationship between graphemes (letters and letter combinations) and phonemes (individual speech sounds). Initially this helps children decode and read words accurately (Level Foundation–Level 3), and, as they progress, they become better spellers as they practice and acquire English spelling patterns through guided word study (Levels 4–6).

Activity Book

Students have additional practice with the target sounds, spelling, and word patterns.

Oracy

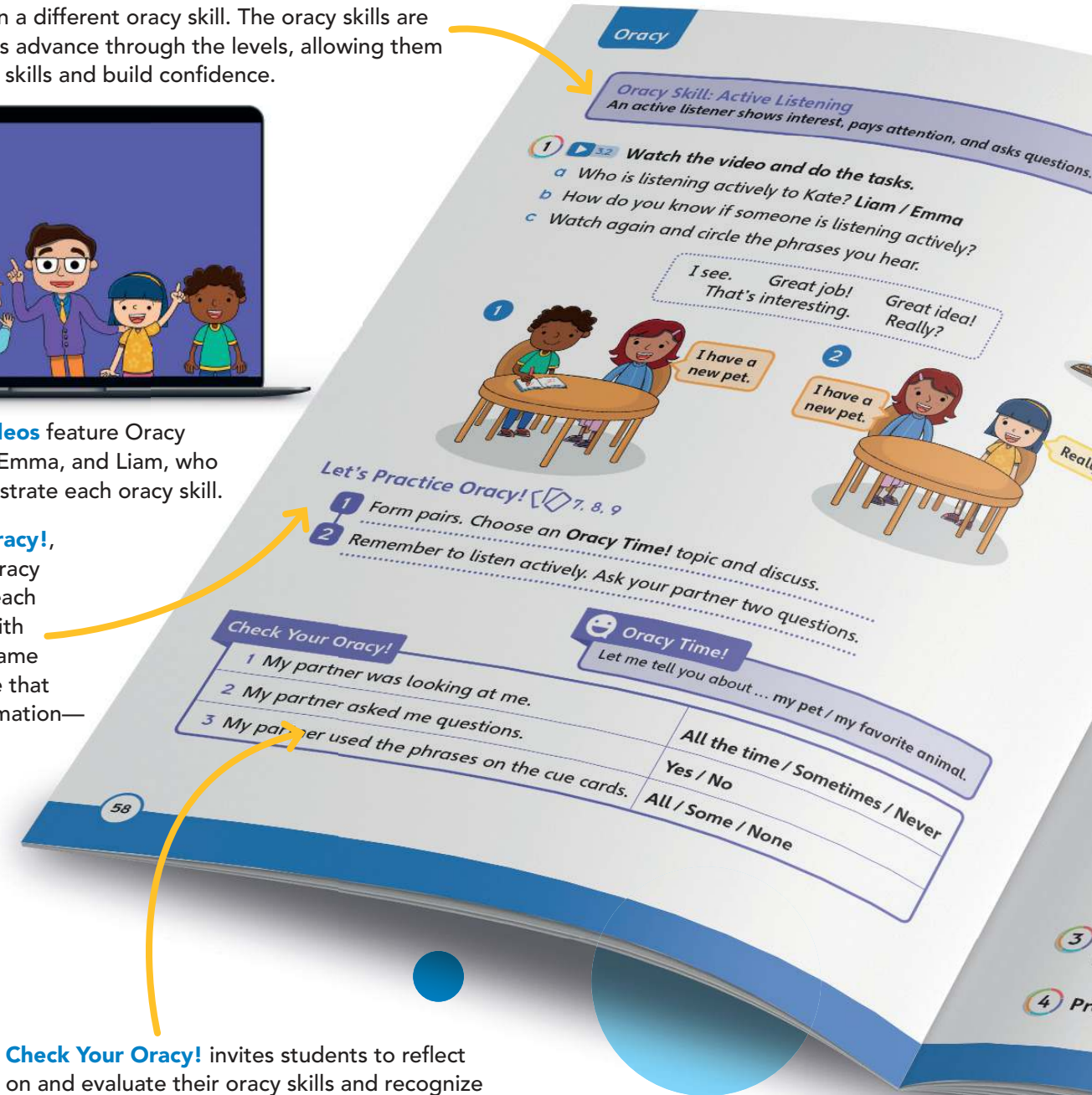
Oracy is the skill of communicating confidently and effectively in diverse situations, from presentations to participating in group discussions. At the core, oracy is about strengthening communication skills, but it goes well beyond the words we use. It includes physical skills, like projecting your voice and conveying confidence through your posture; social-emotional skills, like understanding group dynamics and helping a group come to a collective decision; and cognitive skills, like structuring your ideas into a coherent argument.

Each unit focuses on a different oracy skill. The oracy skills are revisited as students advance through the levels, allowing them to consolidate their skills and build confidence.



Animated **oracy videos** feature Oracy Morris, Kate, Jack, Emma, and Liam, who present and demonstrate each oracy skill.

In **Let's Practice Oracy!**, students practice oracy skills and observe each other. Cue Cards with key phrases—the same functional language that they saw in the animation—provide additional language support.

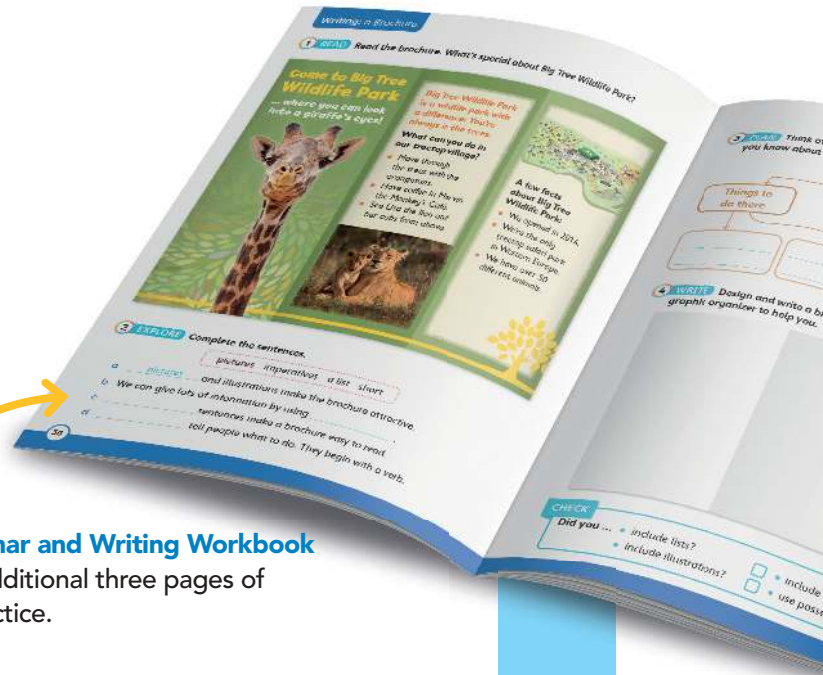


Check Your Oracy! invites students to reflect on and evaluate their oracy skills and recognize their own progress in oracy as they advance through the course.

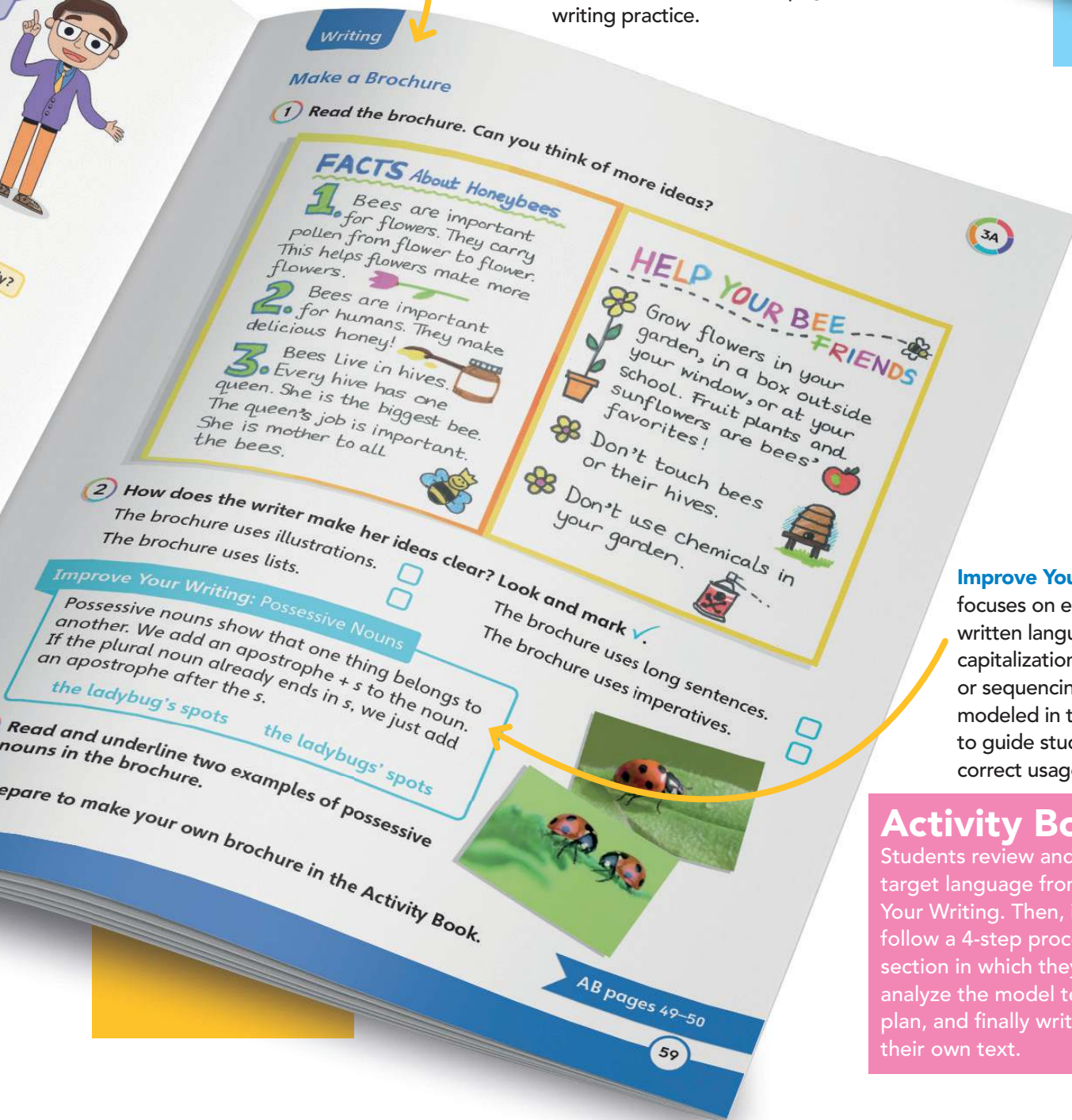
Activity Book
 Students review oracy skills and participate in self- and peer-assessment activities.

Writing

The **Writing** page is part of a structured process-writing program that enables students to produce more effective writing on their own. Each page begins with a model text that familiarizes students with a particular genre, such as a letter/email, brochure, or news report. Students analyze the genre to discover its key features and then practice writing their own texts.



The **Grammar and Writing Workbook** offers an additional three pages of writing practice.



Improve Your Writing focuses on elements of written language such as capitalization, conjunctions, or sequencing adjectives modeled in the writing text to guide students in the correct usage.

Activity Book

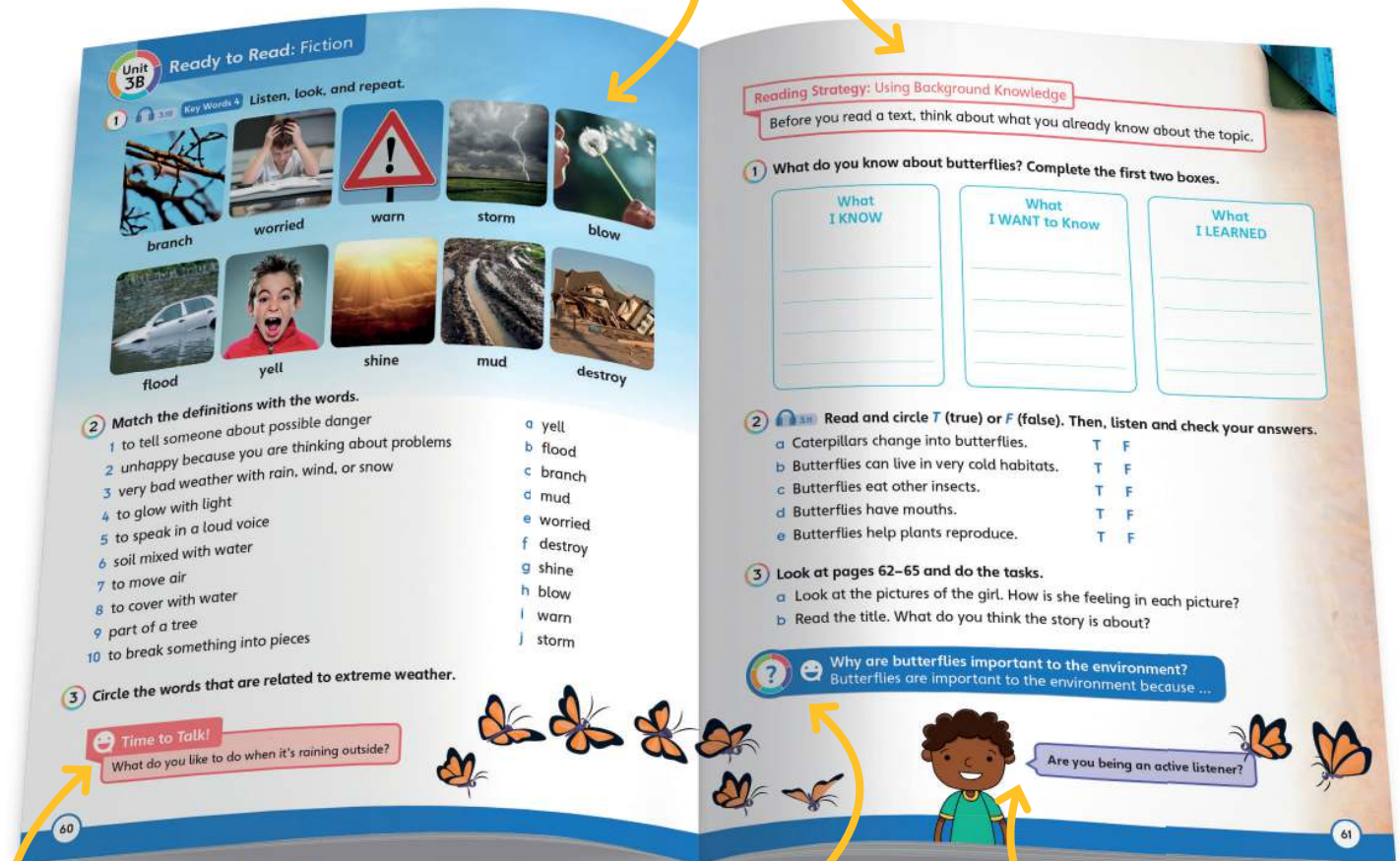
Students review and practice the target language from Improve Your Writing. Then, in class, they follow a 4-step process-writing section in which they read and analyze the model text, make a plan, and finally write and edit their own text.

Fiction Reading

Ready to Read: Fiction starts with **Key Words 4**.

These words are presented through images (Foundation-Level 4) and then practiced in a meaningful activity before students encounter them in a fiction text.

Students are again presented with a **reading strategy**—this time linked to a piece of fiction—and are given an opportunity to practice it before they apply it to the text.



Time to Talk! helps students practice fluency by discussing kid-friendly topics. Students are encouraged to work in pairs and then switch partners for additional practice.

A **Big Question link** motivates students to think about the Big Question in the context of the fiction text.

As students discuss the Big Question link, an **Oracy Reminder** prompts them to implement the oracy skills they have been learning.

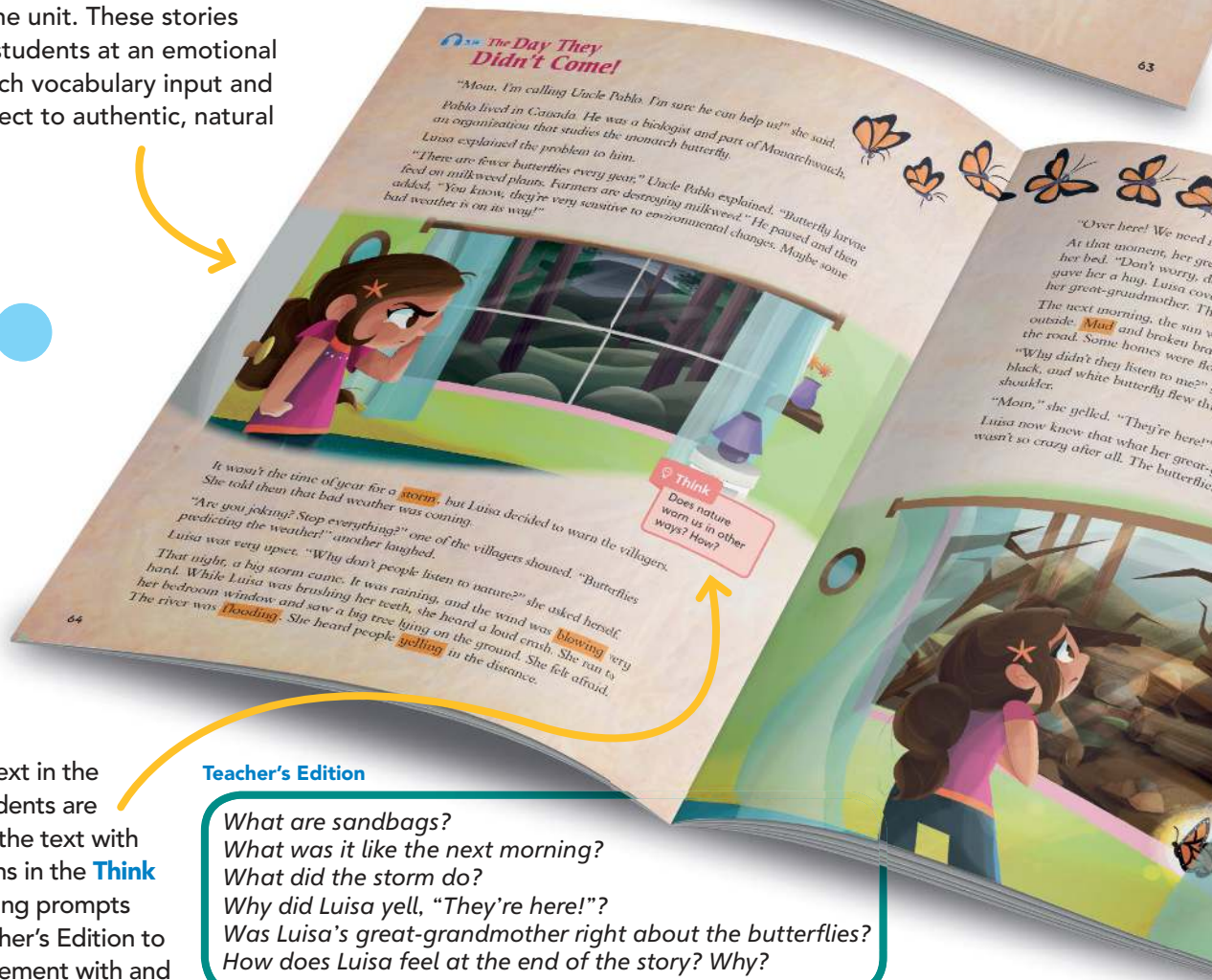
Activity Book

In another fiction text, students practice the reading strategy and Key Words 4.

Fiction Reading



The pedagogical value of stories for learning is well documented. Illustrated original and adapted **fiction stories** form the backbone of the second half of the unit. These stories motivate and engage students at an emotional level while providing rich vocabulary input and enabling them to connect to authentic, natural language.



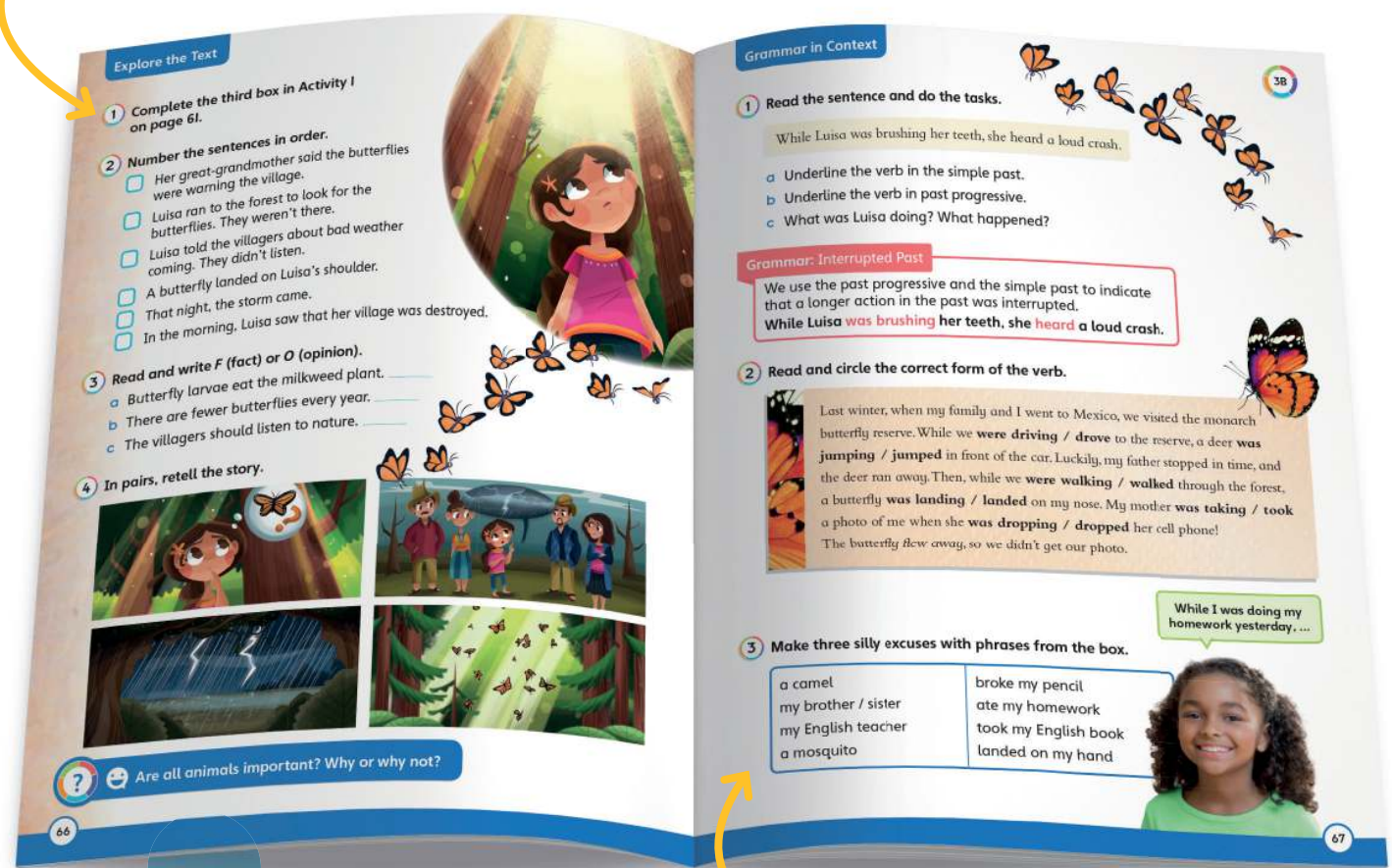
Teacher's Edition

- What are sandbags?
- What was it like the next morning?
- What did the storm do?
- Why did Luisa yell, "They're here!"?
- Was Luisa's great-grandmother right about the butterflies?
- How does Luisa feel at the end of the story? Why?

As with the nonfiction text in the first half of the unit, students are encouraged to explore the text with critical thinking questions in the **Think prompts**. Dialogic reading prompts are included in the Teacher's Edition to promote deeper engagement with and discussions about the text.

Fiction Reading and Grammar

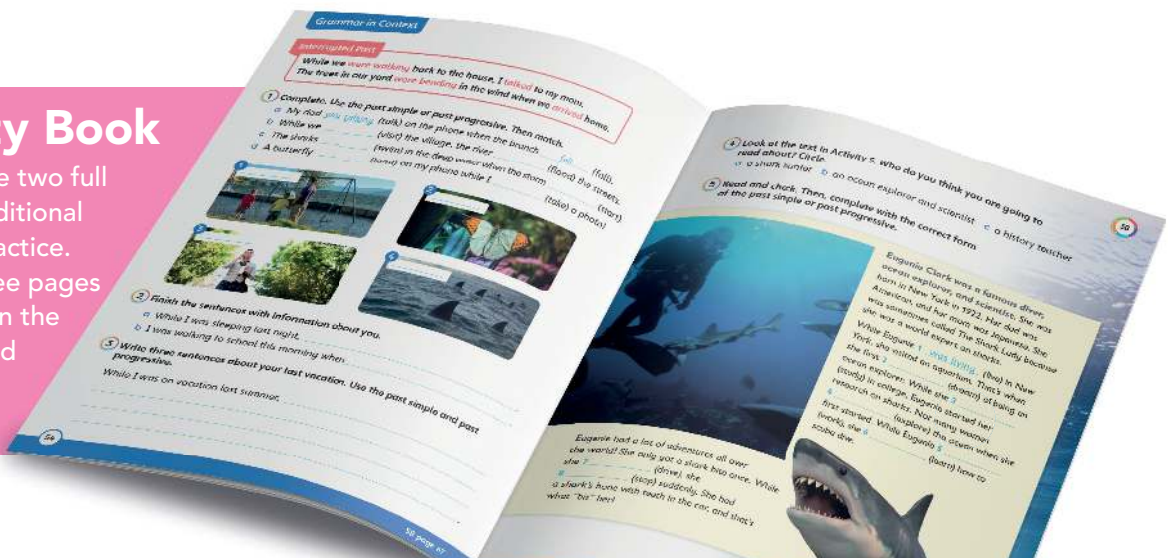
On the **Explore the Text** page, students complete a variety of comprehension tasks. These tasks go beyond literal understanding and encourage children to develop skills such as making connections, predicting, organizing information, summarizing, and inferring. This approach prepares students to become more proficient readers of complex texts.



On the **Grammar in Context** page, students see a new grammar structure or a new aspect of the same structure that was introduced in the first part of the unit. The target grammar structure is introduced in the fiction story.

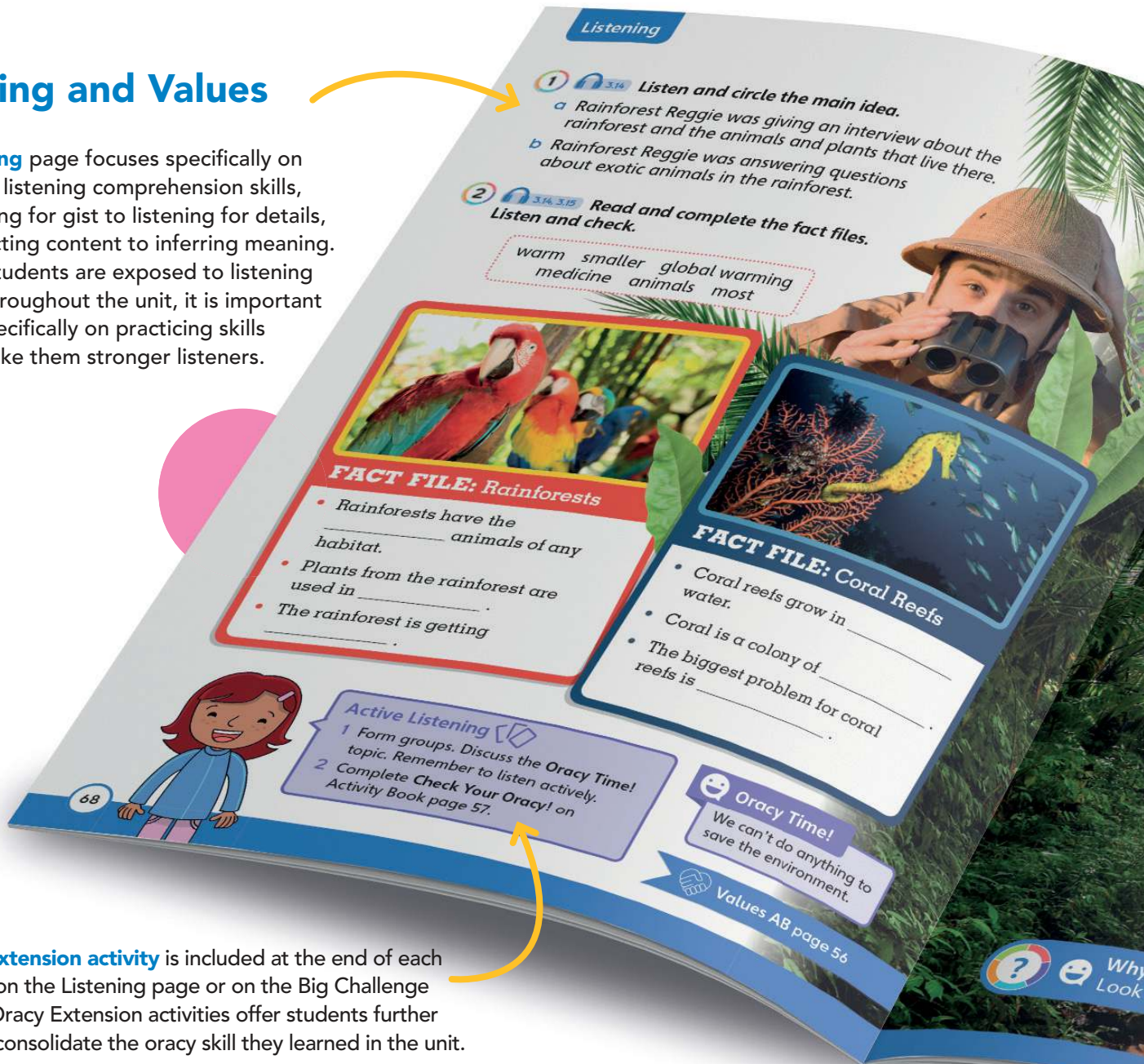
Activity Book

Students have two full pages of additional grammar practice. Another three pages are offered in the Grammar and Writing Workbook.



Listening and Values

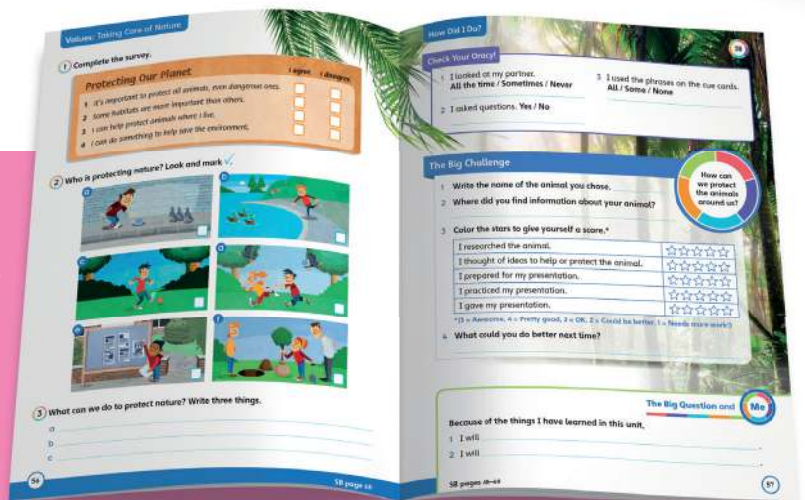
The **Listening** page focuses specifically on developing listening comprehension skills, from listening for gist to listening for details, from predicting content to inferring meaning. Although students are exposed to listening activities throughout the unit, it is important to focus specifically on practicing skills that will make them stronger listeners.



An **Oracy Extension activity** is included at the end of each unit, either on the Listening page or on the Big Challenge page. The Oracy Extension activities offer students further practice to consolidate the oracy skill they learned in the unit.

Activity Book

On the **Values** pages, students explore and reflect on universal values linked to the unit theme. Thinking about values and applying them when interacting with others is a key life competency and builds socially responsible individuals. Ideally the Value pages will be taught in class.



Unit Project



Each unit culminates in a **Big Challenge project** that brings together the language and knowledge students have acquired in a hands-on, creative, and often collaborative task, such as presenting how to protect an endangered animal or researching an important historical artifact.

Students demonstrate their understanding of the Big Question and share their knowledge with their classmates.

The **Home-School Connection** gives parents a window into the classroom:

Practice Extra is online practice that supplements classroom learning at home.

Study Guides are another key component of the Home-School Connection. These make it possible for parents to work with their children while they study for unit exams and assessments.

Monthly Blasts are activities designed specifically for parents and children to do together with the aim of practicing English at home. The Blasts are linked to the unit theme and involve tasks such as naming items to looking up a museum site online and giving the parent a tour of an exhibition.

Activity Book

Students reflect on their performance in the Big Challenge and evaluate the oracy skills linked to the Oracy Extension activity. At the end of every unit, a two-page Unit Review gives students the opportunity to revisit the target language and vocabulary covered in the unit.

Speaking

Speaking Missions are designed to build the confidence students need to speak English in real-world scenarios, such as buying a souvenir, ordering an ice-cream cone, or visiting a museum in a foreign country. The focus here is on high-frequency vocabulary and functional language with a degree of repetition so that children gradually become comfortable speaking English in everyday situations. There are two Speaking Missions for every three units.

Before Your Mission presents key vocabulary to expose students to the language they will need. They also listen to an example dialogue that features the structures they will use.

During Your Mission supports students with cues and step-by-step instructions to carry out their mission.



Time to Talk! or a **Big Question link** allows students to extend the Speaking Mission topic further, with a focus on either building fluency (Time to Talk!) or strengthening discussion skills (Big Question link).

Activity Book

Students consolidate the work they did during the Speaking Mission.

Oracy

Oracy Performance Tasks enable students to apply the oracy skills they learned in the previous three units by collaborating on a communicative quest. In addition to providing students with a valuable review and reinforcement of their oracy skills, the performance task can be used to evaluate students' ongoing progress in oracy. There are three Oracy Performance Tasks per level, after Units 3, 6, and 9.

Students first review the oracy skills and language from the previous three units. Then, they are presented with the **Oracy Task**.



Explicit **vocabulary** that can be used for the task is provided. Students agree on the ground rules that they will follow and then put their skills into practice by performing the task together. Results of the task are shared with the entire class.

After the task, students reflect on their talk by completing a **Check Your Oracy!** evaluation and discussing how they can improve their oracy skills in the future.

Activity Book
 Students reflect on and consolidate the work they did during the Oracy Performance Task.