

CAMBRIDGE

Student's Book

Susannah Reed

Cambridge Primary Path 6



Better

Learning



What makes your region unique?

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



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



How are the places
similar and different?



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



1.1



Key Words 1

feature	temperate	vegetation
landscape	polar	lifestyle
tundra	flora	
tropical	fauna	



1

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

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



2

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

Reading Strategy: Compare and Contrast

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

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

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

Tundras

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

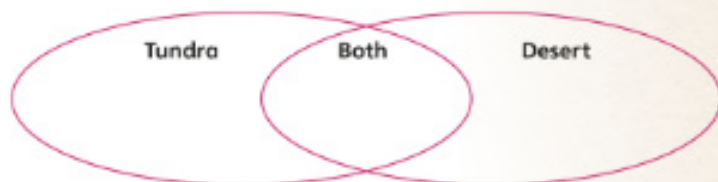


Deserts

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



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



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

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



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



Culture Column:



Traditional Communities

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



The Inuit

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



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

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

Don't Miss:
An Inuit Festival!

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



Key Words 2

rural
merchant
textile
wool
weaving
dwelling
nomad
livelihood
cultivate
harvesting

The Berbers

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

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

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

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



Traditional Communities



The Maasai

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

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

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

Don't Miss: The Maasai Jumping Dance!

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



The Iban

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

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

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



Think

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



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

Explore the Text

- 1 How do people in the different traditional communities live? Mark ✓ to complete the chart.

	Farmers	Nomads	Hunters and Fishermen	Weavers
Inuit				
Berbers				
Iban				
Maasai				



- 2 Choose two of the communities. Copy the Venn diagram in your notebook and compare and contrast the communities.

lifestyle

Community 1:

Community 2:

traditions

dwelling

region

livelihood

- 3 **Key Words 3** Find these words in the text and circle them. Then, choose the correct words to complete the sentences.

dye stilts border cattle

- _____ are long pieces of wood that support buildings above the ground.
- _____ are cows or bulls that are kept for their milk or meat.
- A _____ is a substance that is used to change the color of something.
- A line that separates one country from another is called a _____.

Time to Talk!

Imagine you moved to a different region. What would be the same and different? What would you miss the most?

Grammar in Context



1 Read the sentences and answer the questions.

- Animal furs were used to make clothes and blankets.
- Hunting rules have been passed down through the generations.
- Shelters are built in a circle.

- a Do these sentences tell us who made the clothes, passed down the rules, or builds the shelters? _____
- b Which sentence refers to: the present _____? the past _____? the time between the past and the present _____?

Grammar: Passive Voice

We use the passive voice when an action is more important than the person who performs or performed it. We use the verb to be and the past participle of the verb.

Shelters **are built** in a circle. (present simple passive)

Animal furs **were used** to make clothes and blankets. (past simple passive)

Hunting rules **have been passed** down through the generations. (present perfect passive)

2 What traditional craft is Barsha learning? Listen and mark ✓.

- a carving ☐ b weaving ☐ c sewing ☐

3 Listen again and complete the text with the verbs in the passive voice. Use the present simple, past simple, or present perfect passive.

I _____ (be assigned) an interesting homework project.
I am going to learn to weave. Jamdani muslin _____
(be made) in my region for thousands of years. It _____
(be woven) from cotton, which is an important local crop. In the past, the cotton _____
(be colored) with dyes from local plants and other materials, but now chemical dyes _____ (be used).



What traditional crafts are made in your region? Why are traditions important?

Spelling Patterns and Word Study

1 Listen. Then, listen again and underline the stressed syllable in each word. Finally, circle the vowel in the unstressed syllable.

tun • dra

re • spect

pen • cil

pro • tect

mi • nus

2 Listen again and repeat the words. What sound do the vowels in the unstressed syllables make?

3 Listen and underline the stressed syllable in each word. Then, circle the vowel in the unstressed syllable and complete the chart.

Spelling Tip: /ə/

Vowels in weak or unstressed syllables in words often make the sound /ə/. All five vowels can make this sound.

tundra respect pencil
protect minus

camel support custom item local cousin survive compare fauna fossil

Weak:	a	e	i	o	u
	tundra	respect	pencil	protect	minus

4 Choose words from this page to complete the poster. Listen, check, and then read the suggestions aloud.

Take Pride in Your Region!

- P _____ your L _____ environment.
- R _____ the flora and f _____ around you.
- Celebrate your c _____ s and traditions.



Oracy



Oracy Morris

Oracy Skill: Ground Rules for Discussions and Presentations
Agreeing to and following oracy ground rules helps make our discussions and presentations more effective.

- 1 Work in small groups to do the tasks.
 - a Brainstorm ground rules for each table below and make preliminary lists.
 - b Decide on the five most important rules for each table and complete them below.
 - c Share your results with the class.

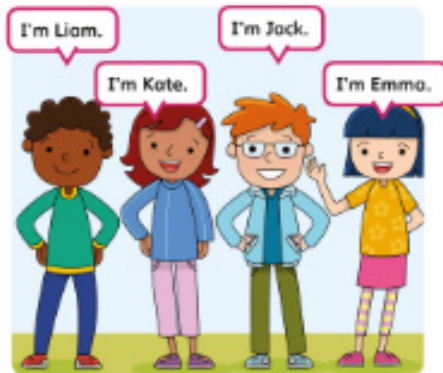


Table 1: Oracy Ground Rules for Discussions

1	
2	
3	
4	
5	

Table 2: Oracy Ground Rules for Giving Presentations

1	
2	
3	
4	
5	

Let's Practice Oracy! 1, 2

- 1 Form small groups. Think about your answers to the **Oracy Time!** question.
- 2 Discuss your ideas and decide as a group on three things to do or see.
- 3 Present your group's ideas to the rest of the class.

Oracy Time!

A foreign friend has one day to spend in your region. What should they do or see?

Check Your Oracy!

1 My group followed the ground rules for discussion.	All the time / Sometimes / Never
2 Were any ground rules broken?	Yes / No
3 What ground rules do you think need to be added or changed?	

Writing

Write a Travel Brochure

- 1 Where is the UNESCO heritage site in the photo? Guess, then read and find out.



Come to the "Cotton Castle"

If you are in the Aegean region of Turkey, don't forget to visit Pamukkale, the famous "Cotton Castle," where you can visit a natural wonder and an ancient city on the same day.

Climb to the top of Pamukkale and admire the snowy-white natural rock pools, which form a strange natural castle on the side of the mountain. Then, explore the ruins of the 3rd-century city of Hierapolis, where you can visit a Roman theater or swim in warm spring water in the Antique Pool.

- Visit in the summer. You can't wear shoes when climbing Pamukkale!
- Travel to the nearby city of Denizli, then take a bus or taxi to the sites.
- Remember to bring a picnic lunch, a swimsuit, and a bag for your shoes.

So what are you waiting for? The people of Pamukkale hope to see you soon!

- 2 Read and order the plan for the travel brochure. Then, circle the sections in the different colors.

- ☐ bullet points with practical information for planning a visit
- ☐ a conclusion with a welcoming invitation to visitors
- ☐ a description of the attraction with interesting facts
- ☐ a catchy title

Improve Your Writing: Verbs Followed by Infinitives

Some verbs are followed by the infinitive. These include verbs of thinking or feeling.

Don't forget to visit Pamukkale.

- 3 Find and underline two more verbs followed by infinitives in the text.
- 4 Prepare to write your own travel brochure in the Activity Book.



Why is it important to protect our natural landmarks?

1 Key Words 4 Read the text. What does the writer like best about winter?

My favorite season is winter. Snow **blankets** the ground, and the landscape is **spectacular**. Our yard is **transformed** into a wonderland with snow-covered trees that **sparkle** in the sun. My brother and I are **astounded** by the change. We run and **swish** through the snow, laughing as our breath turns to **steam** in the cold air. But best of all, we get to build a snowman.

My dad shovels the snow from our driveway into a big pile. Then, my brother and I get to work. We make a body and head, then we **carve** arms into the body. We make eyes and a mouth with pine cones and a nose with a carrot, and we add a hat and a scarf. When it's finished, our dad comes out to **congratulate** us.

Then, our snowman stands in our yard, **defending** our home. When the light **fades** in the evening, we can still see him from our window, **glowing** white in the dark.

Goodnight, Mr. Snowman!



2 Match the words and definitions. Then, check your answers with a partner.

- | | |
|----------------|--|
| 1 blanket | a change something completely, usually to improve it |
| 2 spectacular | b shine with a soft, warm light |
| 3 transform | c protect something or somebody against harm |
| 4 sparkle | d extremely good, exciting, or surprising |
| 5 astonish | e make someone very surprised |
| 6 swish | f move quickly through air or snow, making a soft sound |
| 7 steam | g become less bright or strong |
| 8 carve | h completely cover something |
| 9 congratulate | i make an object or shape by cutting wood, stone, or other materials |
| 10 defend | j the gas that water produces when you heat it |
| 11 fade | k tell someone you are happy because they did something good |
| 12 glow | l shine brightly because of reflected light |

Time to Talk!

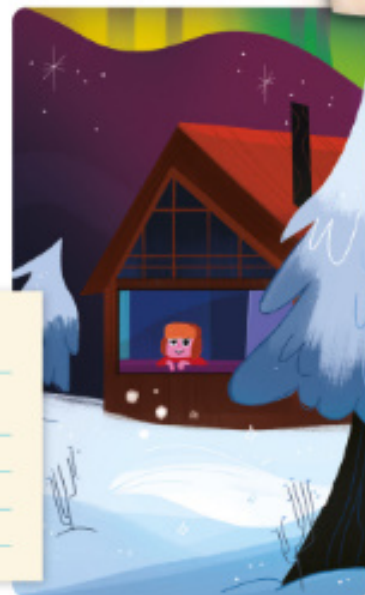
What's your favorite season in your region? What do you like best about it?

Reading Strategy: Setting

Setting is where and when a story takes place. The setting sets the tone of a story and helps us decide whether the story is happy or sad, mysterious or a bit frightening.

1 Look at the cover illustration for the folktale *Fox Fires*. What can you guess about the setting? Write your ideas in the chart.

Setting for <i>Fox Fires</i>	
Place (region, urban/rural)	_____
Historical Time (past/present/future)	_____
Season	_____
Weather	_____
Time of Day	_____



2 Read the cover blurb for the story. What can you guess now? Write more ideas in the chart.



Fox Fires

Antsu loved it when winter came to his small village in Finland. He loved the smell of snow on the wet pine trees. He loved sitting by the warm fire on cold evenings. But late one night, Antsu saw something he had never seen before. What had the winter brought this year?

3 Look at the pictures for the folktale *The Song of the Armadillo* on pages 20–21. What can you guess about the setting?



Fox Fires

Folktale Adapted by Kim Milne

Kim Milne is a writer from the U.K. She has published many stories for children.



Antsu couldn't remember the last time he had seen the sunrise. He looked out of the window at the dark, wintery landscape. Everything was **blanketed** in deep snow: the pine trees, the hills, and the little houses in his village. The stars shone brightly in the night sky. There was no moon. His breath was warm against the cold window, coating the glass with a layer of **steam**.

Suddenly, something caught his attention. It was a red glow, like a great fire on the horizon. He cleaned the window with his hand. The red glow was slowly **transforming** into a **spectacular** show of purple and green lights.

Antsu went outside to get a better look. He couldn't believe his eyes. The lights were dancing across the sky, flashing and then **fading**.

Antsu ran back into the house. "Dad," he shouted, "come outside and see this!"

"What is it?" asked his dad. "I'm busy."

"No, please!" pleaded Antsu. "It's something really weird!"

Antsu ran outside again. He was so excited that he left the front door wide open. The lights in the sky were so bright now that Antsu began to feel a bit anxious. He could see everything around him as though it were daytime. He watched in amazement.

Eventually his father appeared in the doorway and exclaimed, "Revontulet!"

"What?" asked Antsu.

"Fox fires. Come inside, and I'll tell you a story about it."

Antsu and his father sat in front of the fire. Antsu listened carefully to every word.

"Long, long ago, there was an Arctic fox who was considered the cleverest and most cunning of all the foxes. Many hunters wanted to trap him because of his warm white fur and his long bushy tail. But he was clever and fast and could easily outsmart any enemy.

"Every year, the foxes had a competition to see who was the smartest. This particular fox had won for the last few years and had to **defend** his reputation.

"However, on this occasion he was running late and decided to take a shorter, but harder, route. He chose to go over the snowy hills. He started to run faster and faster. As he ran faster, his fur got warmer and warmer until it began to **glow** like fire.

"When he reached the last hill, he was so tired that he couldn't keep his tail up in the air. It kept **swishing** against the snowy hills, and, as it touched the snow, it swept **sparkling** lights up into the sky.

"When the fox finally reached the contest, he was **astounded** to see the amazing lights that he had left behind."

Antsu turned his head and looked out of the window. Now he didn't feel afraid. He knew it was just the cleverest Arctic fox running like the wind with its tail brushing against the snowy hills and sweeping sparks into the dark, wintery sky.



In Finland, the aurora borealis, or northern lights, are known as *revontulet*, which means fox fires in English. They are caused when electrons from the sun collide with gases in Earth's atmosphere. These gases emit colors such as red, purple, blue, or green. The northern lights are most likely to be seen between September and March in clear, dark skies.

Think

What part of the Arctic fox causes the northern lights according to the story? Why do you think a fox was chosen for the folktale?

Think

What has Antsu seen in the sky? What do you think has caused the colors?

The Song of the Armadillo

Folktale Adapted by Kim Milne

Once there was an armadillo who lived in the high Bolivian grasslands. After the rain, he would go down to the pond where the frogs were and listen to their beautiful harmonies.

"Oh! How I wish I could sing like you," he sighed.

"Can you teach me?" he asked the frogs.

The frogs looked at each other and burst into laughter.

"He wants to sing like us," they said scornfully.

The armadillo ignored their rude comments and happily continued to listen to their harmonious song.

During the summer, a group of crickets became his neighbors. Every night, he would listen for hours to their sweet tunes.

"Oh, how I wish I could sing like you," he commented to the crickets one day.

Like the frogs, they cried with laughter at the idea.

"Whoever heard of an armadillo singing!" they laughed. "You will never be able to sing like us."

Some of the armadillo's favorite performers were finches, until one day a musician walked by carrying a cage full of canaries. The armadillo had never heard such wonderful sounds. So he went over to the canaries and **congratulated** them.

"What beautiful songs you sing! Can you teach me to sing like that?"

The canaries were offended!

"An armadillo could never dream of producing such tones," they said arrogantly.

When the musician had passed by, the wise llama approached the armadillo.

"Would you really like to be able to sing like the canaries?"

"Oh, yes. It's the only thing I've ever dreamed of," replied the armadillo.

"OK," said the llama. "If you come back when you are very old and about to die, I'll help you. And I promise your beautiful music will be heard all over Bolivia. Until then, continue to enjoy the music around you."

Think

How do you think the llama will help the armadillo to sing?

"Do I really have to wait so long?" asked the armadillo.

"Yes," said the llama.

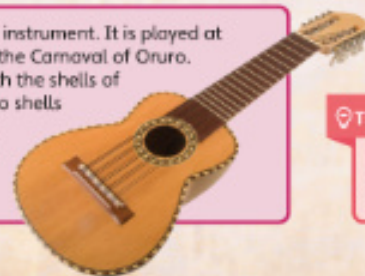
The armadillo did as the llama suggested and spent the rest of his days enjoying the music of all the creatures around him. When he was very old and about to die, he remembered what the llama had said. So he went to the pond to find her.

The llama told the armadillo to climb on her back and explained that she would take him to the house of the musician. After the armadillo died, the musician would make a beautiful musical instrument, called a *charango*, out of his shell, and he would play it at festivals and celebrations all over the land. This made the armadillo extremely happy, and he passed away with a smile on his face.



The llama carried the armadillo's body to the house of the musician, who found it the next morning. The musician took many months to make the *charango*. He **carved** the neck and headstock lovingly from one piece of the finest red wood. Then, they were attached to the armadillo's shell. Finally, he added ten strings. When the *charango* was played for the first time, it sounded like a colorful, vibrant harp. All the animals of the grasslands were amazed to hear how beautifully the *charango* sang, and they agreed that the armadillo's wish had finally come true. The song of the armadillo was the most harmonious ever heard in Bolivia.

The *charango* is a traditional Bolivian instrument. It is played at all kinds of festivals, but especially at the Carnival of Oruro. In the past, *charangos* were made with the shells of armadillos. Nowadays, using armadillo shells is prohibited, and modern *charangos* are made of wood. The Andean hairy armadillo is endangered and is a protected species.



Think

What traditional instruments are played in your region? What are they made of?

Explore the Text

1 Look back at the chart you completed for *Fox Fires* on page 17. How many guesses did you get right?

2 Complete the chart with details about the setting of *The Song of the Armadillo*.

Setting for *The Song of the Armadillo*

Place (region, urban/rural) _____
 Historical Time (past/present/future) _____
 Season _____
 Sights (plants, animals etc.) _____
 Sounds _____



3 How does the setting set the tone of each folktale? Think and choose the correct words with a partner.



The story *Fox Fires* has a **sad / mysterious / frightening** tone. The setting helps set the tone because the story takes place **at night / during the day**, when it is **light / dark**. The beautiful lights are strange, but also very **colorful / dull and boring / familiar**. The magical idea of a fox brushing sparks of light into the sky from the snow adds to the mystery.

The *Song of the Armadillo* is kind of **sad**, but the tale has a **happy / sad / frightening** tone. This is because the landscape is **empty / full of life** and we can hear the animals talking to each other in an **amusing / a frightening** way. Also, the armadillo is **happy / sad** to die because his dream of making music is going to come true.



4 Think of a traditional story from your region. What is its setting?

Grammar in Context

1 Read the sentences and answer the questions.

1 You will never sing like us.

2 Your music will be heard all over Bolivia.

- a Do these sentences refer to the present, past, or future? _____
 b Which sentence is in the passive voice? _____

Grammar: Future Passive

We can use the passive voice to talk about the future. We use the future simple of the verb *to be* and a past participle.

Your music **will be heard** all over Bolivia.

2 What is coming soon to Pomona? Listen and complete the news headline.

COMING SOON TO POMONA:

A New _____ !



3 Rewrite the sentences using the future passive.

- a Pomona will hold a new tech expo starting on April 1st.
 A new tech expo _____ .
 b The organizers of the tech expo will invite local residents to the opening ceremony.
 Local residents _____ .
 c Local inventors will show new gadgets.
 New gadgets _____ .
 d The organizers of the tech expo will enter the best designs into a national competition.
 The best designs _____ .

Remember to follow the ground rules when you discuss in pairs and describe your idea.

4 In pairs, imagine an expo coming to your town. Brainstorm and describe your idea to another pair.

A skateboarding expo will be opened on July 30! Kids will be invited to try out the new ramps and show off their tricks!

