

Cambridge Primary Path 6

Student's Book
Susannah Reed





What makes a good story?

- Explore** literature and compare favorite types of stories.
- Ask** probing questions.
- Write** a micro-story of 100 or fewer words.
- Plan** and write a piece of fiction.
- Discuss** and create a way to protect an egg.

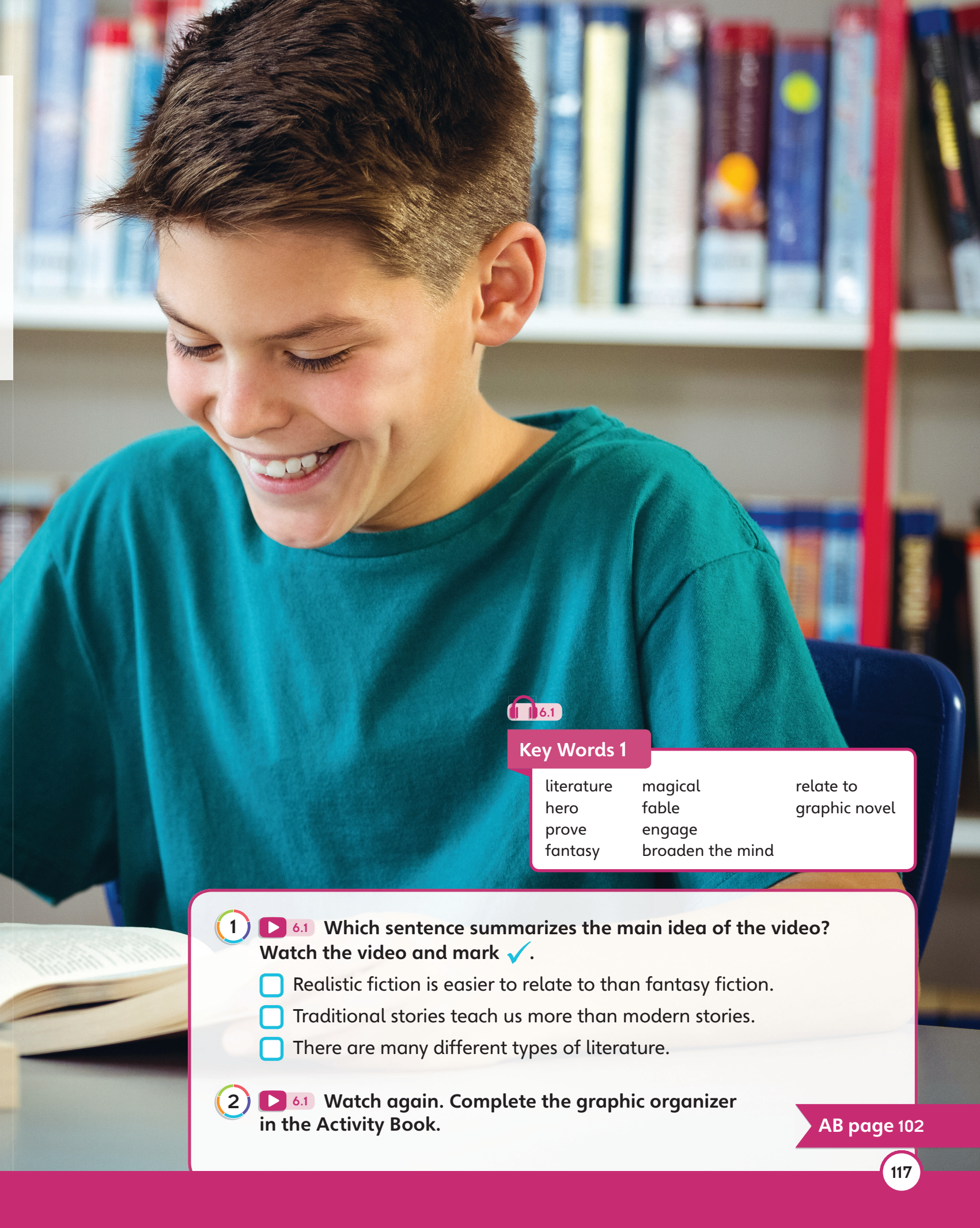


What kinds of stories can you see in the illustrations?

What are your favorite kinds of stories?




Why do you read stories?




Key Words 1

literature	magical	relate to
hero	fable	graphic novel
prove	engage	
fantasy	broaden the mind	

1  **6.1** Which sentence summarizes the main idea of the video? Watch the video and mark ✓.

- Realistic fiction is easier to relate to than fantasy fiction.
- Traditional stories teach us more than modern stories.
- There are many different types of literature.

2  **6.1** Watch again. Complete the graphic organizer in the Activity Book.

Reading Strategy: Text Structure

Understanding how a text is structured can help you understand it. Common text structures include sequence, description, cause and effect, compare and contrast, and problem and solution.

1 Label each definition with one of the common text structures.

- 1 _____ describes an order of events or gives a list of numbered instructions.
- 2 _____ explains how two things are similar and different.
- 3 _____ describes a problem and offers an answer or possible answers to it.
- 4 _____ provides detailed information to give reader a mental picture of a topic.
- 5 _____ describes an event and the effect it has on something else.

2 Which text structure would be used in each text? Read and number.

- a a review comparing a movie to a book with the same story
- b a travel brochure about your region
- c an article about plastic pollution and what we can do about it
- d an article about how using the Internet affects memory
- e a recipe

3 Read the book review and identify the text structure that is used.



My favorite book is *Anne of Green Gables*. It's the story of an orphan named Anne who goes to live on a farm. The stories are all about Anne's settling into her new home and making new friends at school. I like this book because Anne reminds me of myself. She is very imaginative, and she talks too much sometimes—just like me!

4 Look at the text on pages 119–20. What text structure will the author use? Why?



What makes people want to read a story?

So You Want to Write a Story?

Have you always wanted to write a story but not known where to start? Do you have lots of ideas in your head but find it hard to write them down? Children's story writer Alexander Powell is here to help. Follow his six simple steps for success.

1 Get the Idea

People often ask me where I get my ideas from. And the honest answer is from anywhere and everywhere! Some ideas come from my own childhood memories—like being scared that a prehistoric dinosaur lived in my yard. Sometimes I write about funny things that happen to me in real life. And some ideas come from stories or movies I like that I want to write my own **versions** of. In my story *The Adventures of Jack and Jill*, I wanted to explore the background story of the **nursery rhyme** “Jack and Jill.”

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.



6.2

Key Words 2

version
nursery rhyme
come alive
sibling
personality
motivation
villain
resolution
believable
sensibly

2 Invent Your Characters and Setting

Once you have your idea, you can start to plan the story. First of all, you have to think about the characters and setting. Who is the story about?

Where do they live? Where does the story take place? Give your characters names, and make them **come alive** by imagining more details about them.

Are they children or adults? Are they friends or **siblings**? Are they rich or poor? You can use people you know to help you picture your characters. In my story, Jack and Jill have the **personalities** of my younger brother and sister, who are twins; they misbehave sometimes and don't do what they are told!



3 Start at the Beginning

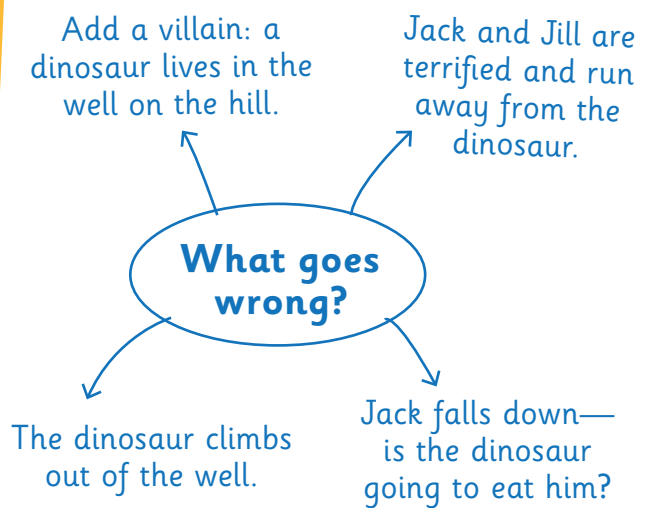
Every story needs a good plot. The beginning of the story introduces your characters and explains the **motivation** for their actions. It's important to have an exciting beginning so that your readers want to find out what happens. So my story starts with Jack and Jill being told never to go to the well at the top of the hill, but they've already decided to go there anyway. This makes the reader interested to know why they aren't allowed to go there and what they will find.



So You Want to Write a Story?

4 Add a Problem

Once you have an exciting beginning, the action of a story builds and rises until it reaches a climax. This is the main action of the story, and it is usually a problem that the characters have to solve before the story can end. A story is more interesting when the characters have difficult problems to solve or a bad guy, or **villain**, to defeat. So use your imagination to make as much trouble for them as possible! I like to make a What goes wrong? mind map when I'm planning this part of the story. I don't use all of the ideas I think of—but I might reuse some of them in another story!



5 Find a Resolution



The **resolution** is how your characters deal with the problem. They might find the resolution themselves because of their own personalities and abilities. Or someone else might help them. In *The Adventures of Jack and Jill*, Jill realizes the dinosaur is lonely because it is crying, and they decide to take care of it, but they have to persuade their parents to take care of it, too. And remember that a resolution doesn't always have to be a happy one! Sometimes things might turn out badly. Your characters might get what they want, or they might have to learn to live without it. In my story, the dinosaur becomes Jack and Jill's pet, but it could have eaten them, too!

6 Choose a Good Ending

Your story can have a happy ending or a sad ending, but you want it to be **believable**. The ending should follow **sensibly** from the resolution in the story. Ask yourself how your characters feel, too: Are they happy and excited? Are they sad or disappointed? Or are they relieved? Have they all done the right things? What should they have done? What will they all do next?

Happy writing!



Think

Should all stories have a happy ending? Why or why not?



- 1 Check your prediction in Activity 4 on page 118. Was it correct?
- 2 Do you remember the instructions? In pairs, write them in the correct sequence. Then, check with the text. How many did you get right?

How to Write a Story

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____

- 3 Where did the author get his ideas? Read and complete.
 - a The story was based on a famous _____.
 - b The personalities of his characters were based on his _____.
 - c The idea of the dinosaur came from his _____.

- 4  6.5 **Key Words 3** Find these words in the text and circle them. Then, complete the sentences.

prehistoric misbehave tumbling childhood

- a Our _____ is the time of our life when we are growing up.
- b _____ creatures, paintings, or remains come from a time in the past before records were kept.
- c When children _____, it means they are being naughty and not doing what they are told.
- d If you are _____, it means you're falling quicky in a way that's out of control.



Where do authors get their ideas?

1 Read the sentences and answer the questions.

1 The dinosaur could have eaten them.

2 The dinosaur should have eaten them.

3 The dinosaur shouldn't have eaten them.

- a Which sentence suggests a possible action in the past but isn't giving advice?
- b Which two sentences are giving advice about an action in the past?
- c Which sentence suggests the dinosaur has already eaten the children?

Grammar: *could have* and *should have*

We can use *could have* followed by the past participle to suggest a possible action in the past.

The dinosaur **could have eaten** them.

We can use *should have* or *shouldn't have* followed by the past participle to give advice about an action in the past.

The dinosaur **should have eaten** them. The dinosaur **shouldn't have eaten** them.



2 Listen and complete Lucy's opinions. Use *could have*, *should have*, or *shouldn't have*.

What Happened to Isabel	Lucy's Opinion
Isabel lost her cell phone at the shopping mall.	"It _____ fallen out of your pocket when you were trying on clothes."
Isabel got in an argument with her little brother.	"You _____ argued with him."
Isabel's brother was making so much noise that she couldn't study for her math test.	"He _____ been quiet so you could study."
Isabel did badly on her math test.	"Maybe you _____ started studying earlier."
Isabel was late for school because she had lost her cell phone.	"You _____ told me you lost your cell phone!"

3 What do you think Isabel could have, should have, or shouldn't have done? Write your opinions in your notebook. Then, discuss them with a partner.

Remember to give reasons when you express your opinions!



? Should story characters always be well behaved?



1 Listen and repeat the pairs of words. How do the prefixes change the meaning of each word?

historic / **pre**historic take / **mis**take
 use / **re**use title / **sub**title

2 Add the correct prefix to the beginning of each word and complete the chart. Which word can have two of these prefixes? Then, listen and check.

- | | |
|-------------------------------------|---------------------------------|
| <input type="checkbox"/> behave | <input type="checkbox"/> marine |
| <input type="checkbox"/> view | <input type="checkbox"/> cycle |
| <input type="checkbox"/> way | <input type="checkbox"/> do |
| <input type="checkbox"/> understand | <input type="checkbox"/> school |

Spelling Tip: pre-, mis-, re-, sub-

Prefixes are groups of letters that can be added to the beginning of words. Prefixes change the meaning of the word.

prehistoric **mis**take **re**use **sub**title

Some prefixes have specific meanings: *sub-* (under), *mis-* (wrong), *pre-* (before), and *re-* (again).

pre-	mis-	re-	sub-
prehistoric	mistake	reuse	subtitle

3 Read and complete the words with the correct spelling pattern. Then, listen, check, and say the nonsense rhyme.

Did ____ historic kids go to ____ school?
 Did they ____ understand things and ____ behave,
 Do their homework on the prehistoric ____ way,
 And have to ____ do it back in their cave?

4 In pairs, think of more words beginning with the prefixes on this page.

Time to Talk!

Do you have a funny childhood memory you could write a story about? Compare with a partner.



Oracy Skill: Asking Probing Questions

We ask probing questions to find out more information or to get longer and more detailed answers from someone.



1 6.2 6.10 Watch the video and do the tasks.

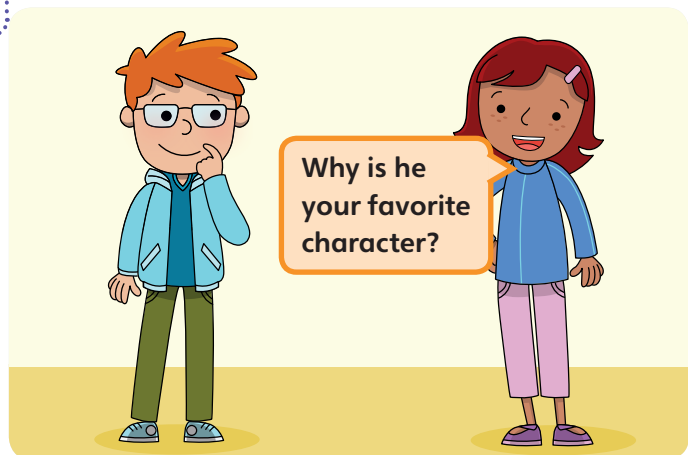
a Whose questions get the longest answers from Jack?

Liam's Kate's

b Questions that get longer answers are called *probing questions*. Complete the questions with the missing question words.

Who What Where When How Why

- _____ is that character your favorite?
- _____ did it get its special powers?
- _____ does supersonic barking mean?
- _____ does it live?
- _____ does it live with?
- _____ did you first learn about it?



Let's Practice Oracy! 8, 17, 18

- 1 Form pairs. Think about your answers to the **Oracy Time!** question.
- 2 Take turns describing your choice. Don't forget to ask your partner probing questions.

Oracy Time!

If you could be any character from any story or movie, who would you be and why?

Check Your Oracy!

1 My partner asked probing questions.	Many / Some / None
2 My partner used the question words on the cue cards.	All / Some / None
3 In your notebook, write another probing question your partner could have asked.	

Write a Micro-story

- 1 How many words are there in this story? Count and say.

The Missing Family

As soon as Ellie woke up, she knew that something was wrong.

The house was totally silent; she couldn't hear a sound. She called out for her parents, but there was no reply. She poked her head around the twins' bedroom door; their beds were empty. She ran down to the kitchen; there was no one around.

Where was everyone? Had they forgotten her? Just then, Ellie heard a noise coming from the basement. She crept downstairs and opened the door. And there they were: her parents, the twins, even her grandparents!

"Happy Birthday, Ellie!" they shouted.



- 2 Read the story and answer.

- a How does the writer make the beginning of the story exciting?
- b Which section of the story shows the action building and rising?
- c Which section shows the resolution of the story?
- d How does the story end?

- 3 Find and circle examples of colons (:) and semicolons (;) in the story.

- 4 Prepare to write your own micro-story in the Activity Book. Try not to use more than 100 words.

Improve Your Writing: Colons and Semicolons

We use colons to introduce a list, an example, or a piece of information.

Ideas for stories can come from anywhere: memories, dreams, or other stories.

We use semicolons to join two parts of a sentence that are linked in some way. These two parts could also be written as two separate sentences:

The twins misbehave sometimes; they don't do what they're told.

The twins misbehave sometimes. They don't do what they're told.



1



6.11

Key Words 4

Do fairy tales have happy or sad endings? Read and check.

Many traditional stories and fairy tales are about the dangers of talking to strangers. They have heroes who seem **sweet** and innocent but are often smarter than they look, and villains who want to **deceive** the heroes. In fairy tales, the villains are often animals that are associated with being clever and **cunning**, such as a **wolf** or a fox.

Fairy tales usually have a happy ending, so the story is about how the hero manages to **outwit** and finally **defeat** the villain. Usually, the hero has good **instincts** and quickly realizes what the villain is trying to do. The hero hides his or her **dismay** and pretends that nothing is wrong. This **convinces** the villain that the trick is working. Then, when the villain is distracted, the hero **escapes**. Often the hero traps the villain by



locking him or her in a room or, with an animal villain, by putting it in a big **sack** and throwing it down a well!

2 Match the verbs with their definitions.

- | | |
|------------|--|
| 1 deceive | a win against someone in a fight or competition |
| 2 outwit | b fasten something with a key |
| 3 defeat | c use your intelligence to get an advantage over someone |
| 4 convince | d fool or cheat someone |
| 5 lock | e get away from a place where you don't want to be |
| 6 escape | f persuade someone to believe or do something |

3 Read and circle *T* (true) or *F* (false).

- | | | |
|--|---|---|
| a A cunning person may try to trick you into doing something you don't want to do. | T | F |
| b A wolf is a kind of wild cat. | T | F |
| c Someone who has a sweet nature is usually kind and thoughtful. | T | F |
| d Following your instincts means acting without thinking. | T | F |
| e "Dismay" is similar in meaning to "pleasure." | T | F |
| f A sack is a large bag you can use to store things. | T | F |



Time to Talk!

What traditional stories or fairy tales do you know? Do you have a favorite fairy tale? What do you like about it?

Reading Strategy: Literary Genres

There are many different genres or types of literature. Identifying the genre will help you follow the story as you are reading and also predict what might happen next.

1 Read and match these literary genres with their descriptions.

1 Fable 2 Poetry 3 Fairy Tale 4 Mystery 5 Science Fiction

tells a story about life in the future or in another part of the universe

uses sound, rhythm, and sometimes rhyme to tell a story or to convey ideas or experiences

tells a story about solving a crime or discovering a secret





tells a short story that uses animal characters to teach people how to behave

tells a story, often for children, that uses imaginary characters or magic

2 Which of the genres in Activity 1 are realistic and which are fantasy? Mark the genres with *R* (realistic), *F* (fantasy), or *E* (either). Compare your answers with a partner.

3 Look at the two versions of “Little Red Riding Hood” on pages 128—31 and answer the questions.

- Which literary genre do you think each version belongs to?
- What do you think will be different in the two versions?
- What kind of event do you think won't happen in the two versions?

  Are some genres more enjoyable than others? Why or why not?



Little Red Riding Hood

Retold by Kim Milne

My real name is Blanchette, but everyone calls me Little Red Riding Hood. It all started when my grandmother gave me a red cape—one with a shiny red hood.

“It’ll protect you from the wind and storms,” she said lovingly. But it was hideous. It attracted far too much attention, and people would laugh and shout, “Look! There goes Little Red Riding Hood!”

Oh, how I hated it! Well, that is, until the day it actually saved my life!

Not long ago, Mom asked me to take some cake to Grandma. “Now spend some time with her, but remember, don’t dilly-dally on the way,” she said. “And don’t forget to put on your cape. Grandma likes to see that you use it.”

Grandma’s house is in a small village on the other side of the woods, so it was much quicker to go through the woods than around them. I was walking along, minding my own business, when a **wolf** suddenly appeared out of nowhere.

“Hello, Little Red Riding Hood!” it said. “Where are you going?” While I was telling it about my grandma, we heard the voices of lumberjacks in the distance.



“Oh, well! Nice chatting with you, but I have to run,” the wolf said. What a nice, polite wolf, I remember thinking. Anyway, I got a little distracted and went off the main path. There were some blackberry bushes in the woods, so I picked some blackberries for Grandma.

It was around noon when I finally arrived at her cottage. The door wasn’t **locked**, so I looked inside and shouted, “Grandma, are you there?”

“Yes, dear, I’m in the bedroom. Do you have any food?” she asked.

The room was dark, so I opened the shutters. I couldn't believe my eyes. Grandma looked exactly like the wolf I had just seen. She was ugly and all hairy. In a panic, I dropped the blackberries and cake on the floor. "There's no way that's my grandma," I thought. It was the **cunning** wolf trying to **deceive** me, I was **convinced**. I wanted to scream, but I kept calm and went along with the wolf's trick.

"Grandma, you don't look like yourself," I said.

"Nothing to worry about. I have a cold; that's all, dear," the wolf answered in a deep voice. And it pulled the covers up to its nose.



As I turned to pick up the blackberries and cake, something jumped on my back. The wolf! We wrestled and tussled and finally fell on the floor. Luckily, its teeth got caught in my hood, and I wriggled free. Just then, Grandma appeared at the door. She was carrying an empty **sack**.

The wolf was running around in circles like it was crazy. It was blind as a bat because my cape was twisted around its head. Seizing the opportunity, Grandma opened the sack, and the wolf jumped right inside. We tied it up, then raced to the well and tossed the sack into the bottomless depths. The wolf howled as it fell.

"I'm so glad you're OK," said Grandma. "I knew your cape would come in useful one day." She winked and gave me a hug. "Now, let's have some cake. Oh, what delicious blackberries ..."

The next time I visited Grandma, I went straight to her house. No dilly-dallying in the woods this time. I had learned my lesson. When I got there, she was sitting in the garden sewing a new red cape for me. I tried it on. "Thank you, Grandma. It's perfect," I said. And from that day forward, I never complained about wearing my cape again.

 **Think**

Do you know another version of the story "Little Red Riding Hood"? How is it different from this version?

Riding Hood, Gran, and the Wolf

By Kim Milne



There once was a girl called Riding Hood,
Who was smart and **sweet** and usually good.
But one day in the forest while she was out walking,
She forgot mother's rules about not stopping and talking.

She was a curious girl and easily distracted,
So when a mean wolf appeared, she naturally chatted.
"Where are you going?" it asked Riding Hood.
"To my grandmother's house; she's not feeling so good."

"Ah, that's a pity; why not pick her some flowers?"
"That's a great idea. I have a few hours."
They said their goodbyes, but the wolf had a plan.
It would get there first and eat poor old Gran.

But when it arrived, much to its **dismay**,
Gran had left early for the market that day.
It searched through the house and put on Gran's clothes,
Then jumped into bed with the shutters well closed.

Think

Is the main character's personality the same or different in the two versions?

Soon Riding Hood came and knocked on the door.
“Come in,” said the wolf, just like Gran had before.
“What’s that smell? Are you all right?”
She flung open the shutters and let in the light.

She stared at her Gran, and what a surprise!
She was hairy and smelly and had grown in size.
Hood realized at once that things weren’t right,
So, following her **instincts**, she quickly took flight.

The wolf had to act and leapt straight at her throat,
But its teeth got all tangled and stuck in her coat.
Leaving her cape, she **escaped** from the room
And bumped into Gran, who was returning at noon.

“What on earth is the matter?” exclaimed her Gran.
“There’s a wolf in your house with a terrible plan!”
As the villain appeared from the room at the back,
Gran spread open her arms, and it jumped straight in a sack.

She tied it up quickly and flung it over her shoulder.
“Did you really think you’d **outwit** someone older?”
She carried the sack to the well and let go,
And that’s how Gran **defeated** their foe.



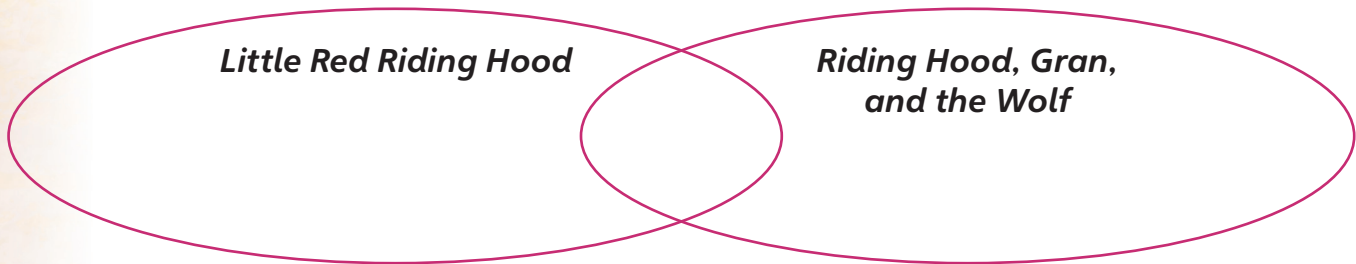
 **Think**

Do you think Gran and Riding Hood should have thrown the wolf down the well? What could they have done instead?



Explore the Text

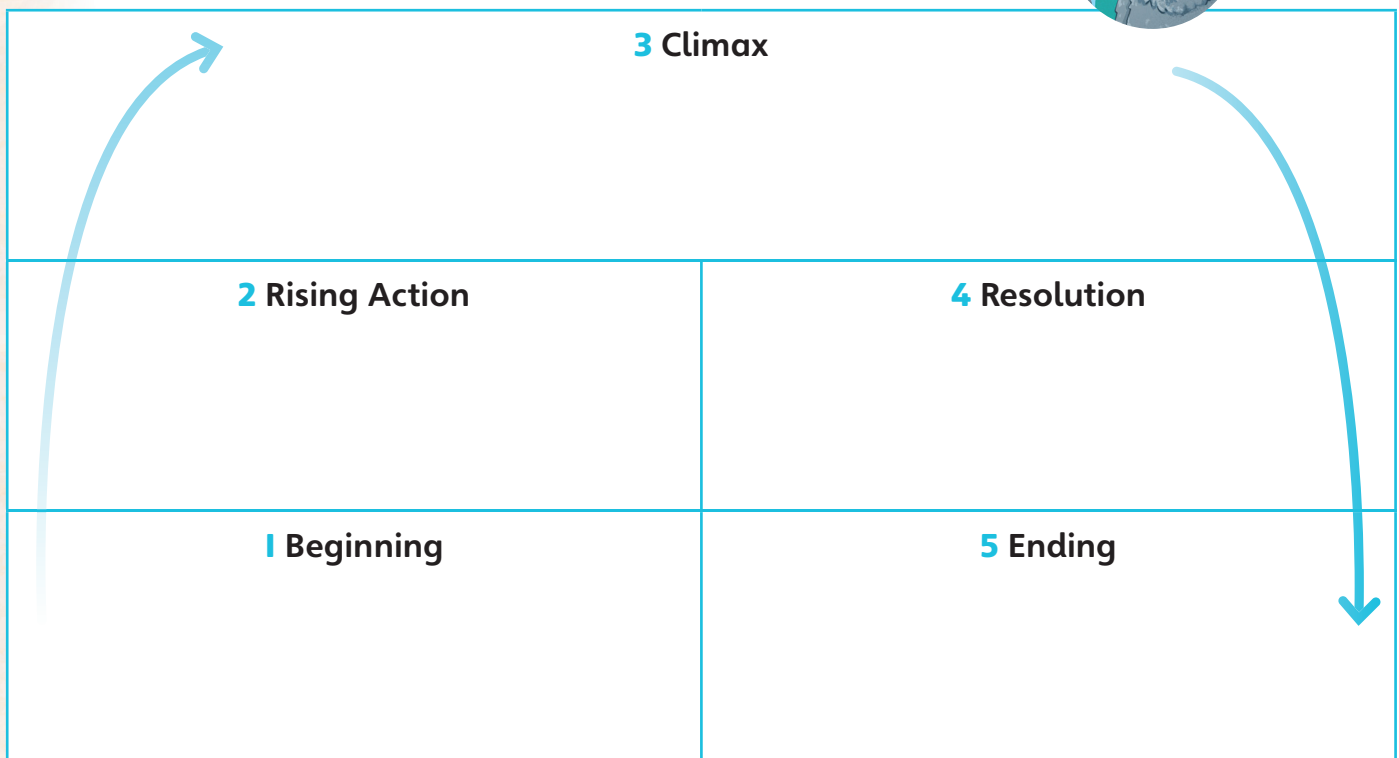
- 1 Which genres did the two versions belong to? Were your predictions in Activity 3 on page 127 correct or incorrect? Compare your ideas with a partner.
- 2 How were the two versions similar and different? Copy and complete the graphic organizer. Then, say which version you liked better and why.



I liked _____ better because _____.

- 3 Complete the plot diagram for the version you liked better.

Plot Diagram for _____



- 4 What are the morals of these two versions of "Little Red Riding Hood"? Discuss with a partner.



Should fairy tales always have a moral?
What is the moral of fairy tales you know?

Don't forget to respect and respond to your partner's ideas!



1 Read the sentences and do the tasks.

1 When the wolf arrived, Grandma had left for the market.

2 When the wolf arrived, Grandma left for the market.

- a One sentence has one more word than the other. Circle the word.
b In which sentence has Grandma left *before* the wolf arrives at her house?

Grammar: Past Perfect Simple

We use the past perfect simple to describe an action that takes place before a certain time in the past. We use *had* and the past participle of the verb.

When the wolf arrived, Grandma **had left** for the market.

2 Listen and order the events from the story *The School Trip*.

- Max got up and went downstairs. Max arrived at school.
 Max's parents went to work. His class left for the trip.
 Max arrived at the bus stop. The class waited for Max.
 The bus left the bus stop.

3 Complete the story with verbs in the past perfect simple.

go miss see oversleep leave

It was nine o'clock. Max hadn't heard the alarm, and he _____ . Max got up and went downstairs, but his parents _____ to work already. He ran to the bus stop, but he _____ the bus, so he had to walk. When Max got to school, his class _____ for the museum. But his friends _____ him, and his class was waiting for him around the corner.



4 Play a game of Yesterday Backwards. How many true sentences can you make about what your partner did yesterday, starting with when they went to bed?

When you went to bed yesterday, you had already had dinner.

That's right.

When you had dinner, you had already taken a shower.

Wrong! I took a shower after I'd had dinner.

1  6.15 Listen to the interview and say if each author writes mysteries, picture books, or short stories.



Helena Benn



Luke Kennedy



Polly Fraley

2  6.15 Listen again. Write the correct name next to each piece of advice.

Name	Advice	Effect
1 _____	Write about things you know.	_____
2 _____	Don't be scared to use your imagination.	_____
3 _____	Use dialogue in your stories.	_____
4 _____	Use a variety of words.	_____
5 _____	Write what you want to write.	_____

3  6.15 What effects will following this advice have on your writing? Listen again and write the letters in the third column of the chart in Activity 2.

- a This will make your characters come alive.
- b This will make your writing unique.
- c This will make your writing more believable.
- d This will make your writing more unusual.
- e This will make your descriptions more interesting.



4 Can you think of any more advice? Discuss your ideas with a partner.



How can we make our stories more exciting?



Values AB page 116



How can we write our own piece of fiction?

Your challenge is to plan and write a piece of fiction of your own.

- 1 **Brainstorm** as a class and make a list of all the literary genres you know.
- 2 **Choose** the genre that you like best.
- 3 **Plan** your piece of fiction. Let your imagination run wild. Will it be a piece of prose, a poem, or a play? Will it be a fantasy or realistic piece of fiction? Write down ideas for your characters and setting.
- 4 **Write** a detailed plan for the plot for your piece of fiction. Describe an exciting beginning, the problem and climax of the story, a resolution, and a believable ending.
- 5 **Present** your plan to other students who are writing in the same genre. Listen to feedback and make changes to your plan if necessary.
- 6 **Use** your plan to write your piece of fiction. Then, read it to the class or make a class storybook.



Remember to ask probing questions when giving feedback on other students' story plans. Complete **Check Your Oracy!** in the Activity Book.

I am going to write a piece of prose. It's going to be a mystery story because that's the kind of story I like the best. The main characters are going to be based on my sister and me, and the mystery is going to take place at our school. It's going to be called *The Mystery of the Missing Teacher!*



What makes a good story? Look back through the unit. Share your ideas with the class.



AB pages 117–19

1 How well do you remember the oracy skills? Read and match.

- | | |
|---|---|
| <p>1 When we express and respond to opinions,</p> <p>2 When we listen actively,</p> <p>3 When we ask probing questions,</p> | <p>a we show interest and respond confidently.</p> <p>b we get longer and more detailed answers.</p> <p>c we give reasons to support what we say.</p> |
|---|---|

2 In pairs, label the phrases based on when and how you use them. Some phrases may have more than one use.

a I say this to express and respond to opinions.

b I say this to show I am listening actively and to respond confidently.

c I say this to ask a probing question.

- | | |
|--|---|
| <p>1 I think ... because ... _____</p> <p>2 How ... ? _____</p> <p>3 I agree because ... _____</p> <p>4 That's a great idea! _____</p> <p>5 Yes, but ... _____</p> | <p>6 Why ... ? _____</p> <p>7 I disagree because ... _____</p> <p>8 That's a good point, but ... _____</p> <p>9 That sounds ... ! _____</p> <p>10 What does ... mean? _____</p> |
|--|---|

YOUR TASK

You and your team members will work together to protect an egg! You will be provided with a raw egg that will be dropped from a high place. Before you drop it, you and your team members must figure out a way to make sure that the egg will land safely and not break. You can use any materials that you want (except for boxes and packing/shipping materials) to protect your egg. The team whose egg is dropped from the highest point without breaking is the winner.



1 Form small groups and brainstorm ideas to protect your egg. Make sketches of your top three ideas and complete the chart.

Idea for Egg Protection	Materials Needed	Advantages and Disadvantages
1		
2		
3		

2 Collect materials from home and then work together to develop your best idea.

3 Test your idea by dropping the egg from a high place. For the eggs that remain unbroken, increase the height and drop again. The last egg to remain unbroken is the winner.

4 Talk about your talk!

- When brainstorming ideas to protect your egg, did you and your team members express your opinions and respond to the ideas of others?
- Did you listen actively to each other during your discussion?
- Did you ask each other probing questions?



Check Your Oracy!

1 I gave my opinion and responded to my team members' opinions.	Most of the time / Sometimes / Never
2 I listened actively and responded confidently.	Most of the time / Sometimes / Never
3 I asked my team members probing questions.	Most of the time / Sometimes / Never

What I can do better next time:
