

Cambridge Primary Path 2

Student's Book

Gabriela Zapiain



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Why is food important?

- Talk** about food.
- Learn** to agree or disagree with an opinion.
- Write** a recipe.
- Plan** a healthy lunch to bring to school.
- Design** a healthy menu for one day.

What are the children eating?



Do you like these foods?

Is it good to always eat the same food?





3.1

Key Words 1

ice cream	chicken
sandwich	salad
carrot	watermelon

1 3.1 Watch the video. Number the foods in order.

salad chicken sandwich
carrot watermelon ice cream

2 3.1 Watch again. Complete the graphic organizer in the Activity Book.

AB page 42

Reading Strategy: Annotating

We can underline sentences in a text to answer questions.



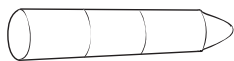
- 1 Read the text. Match each question with the answer by coloring the crayons.

Apples Are Great!

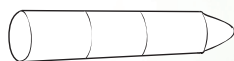
Apples grow on trees. There are over 7,500 different kinds of apples! That's a lot!

Apples float. They are 25% air. Amazing!

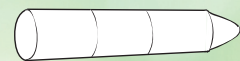
- a How many kinds of apples are there?



- b Why do apples float?



- c Where do apples grow?



- 2 Read the questions and underline the answers.



Crying Over Onions

Onions are good for you. They have vitamins and nutrients. Many people don't like onions. They are smelly and make you cry! When you cut an onion, the oil inside it comes out and turns into a gas. The gas irritates your eyes! Your eyes water up to wash away the gas.

- a Why are onions good for you? ~~~~~
- b Why don't many people like onions? ~~~~~
- c What happens when the gas gets in your eyes? ~~~~~

- 3 Look at the pictures on pages 53–54. What do you think the text is about?

Key Words 2



banana



tomato



rice



pasta



milk



yogurt

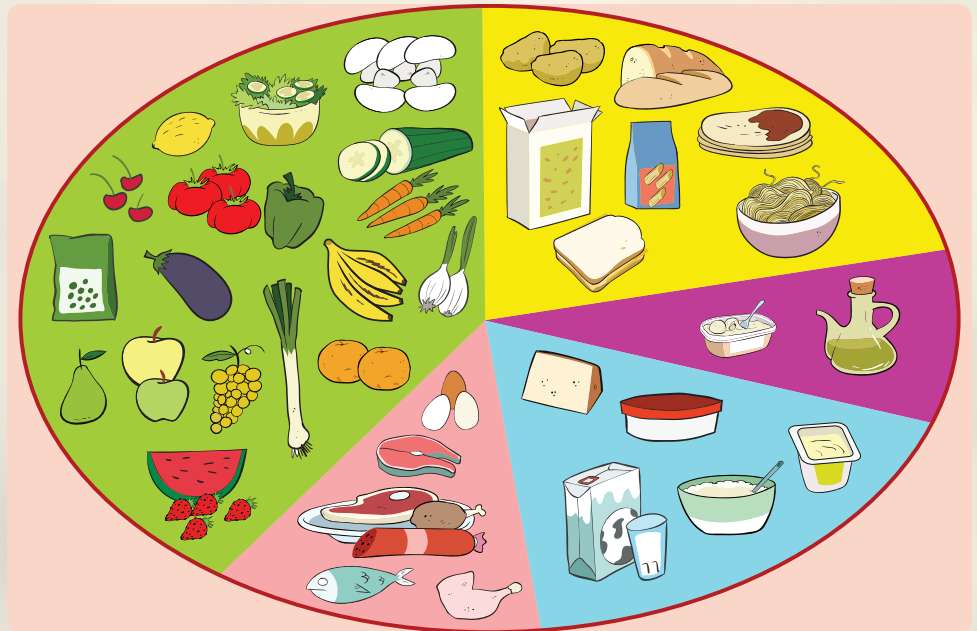


sugar

Healthy Eating

There are a lot of foods we can eat: chicken, broccoli, rice, cookies, and more. Food is delicious. It gives us energy so we can run, jump, and study. But some foods are healthier than others. Your body needs good quality foods every day to grow and play.

Look at the Healthy Eating Guide to learn how to eat smart and grow up healthy.



Green Section: Fruits and Vegetables

Fruits and vegetables, like **bananas** and **tomatoes**, give us all the vitamins and minerals we need. Eat fruits and vegetables every day.

Yellow Section: Potatoes, Bread, Rice, Pasta

These foods give us energy for our brain and our body. Eat whole grains to add fiber and to keep your tummy happy. Eat one serving at every meal.



Healthy Eating

Pink Section: Beans, Fish, Eggs, Meat, and Other Protein

These foods have protein. Protein helps our body work well and grow strong.

We can find protein in animal products and in plant products. Eat one serving every day.



Blue Section: Dairy Products

Milk, cheese, and **yogurt** have calcium, vitamin D, and protein. They help us to have strong teeth and bones. Eat two or three servings every day.



What about foods like cookies, ice cream, cupcakes, and chocolate? These foods have a lot of **sugar**! Only eat a small amount of these foods. They are not healthy.



Scientists say that it is good to eat a plate full of color every day, and remember to drink four to five glasses of water a day!

Purple Section: Oils

Use healthy oils, like olive oil. Oils help the nervous system stay healthy. You can use olive oil on a vegetable salad! Yummy!



Look! There aren't any unhealthy foods on this plate!



Think


What is your favorite food? Is it healthy?

1 Read and match.



- | | |
|--------------------------|----------------------------------|
| 1 Food gives us energy | a are dairy products. |
| 2 Some foods are | b stay strong. |
| 3 Fruits and vegetables | c healthier than others. |
| 4 Protein helps our body | d give us vitamins and minerals. |
| 5 Milk and yogurt | e so we can do many things. |

2 Read the questions. Underline the answers in the text on pages 53–54.

- a What foods belong in the green section? ~~~~~
- b What gives us vitamins and minerals? ~~~~~
- c What foods belong in the yellow section? ~~~~~
- d What foods help us have strong teeth? ~~~~~
- e How can you use olive oil? ~~~~~
- f What foods have a lot of sugar? ~~~~~

3  3.5 **Key Words 3** Find and underline the words in the text on pages 53–54. Then, match the words with the meanings.

- | | |
|---------|---------------------------------------|
| 1 plate | a container for drinks |
| 2 glass | b flat, round dish used to serve food |

  Which foods are unhealthy?
Potato chips are unhealthy.



Grammar: Quantifiers: *a lot of, some, any*

It's good to eat **a lot of** fruits and vegetables.
 Have **some** dairy products every day.
 There aren't **any** unhealthy foods on my plate.



1 3.6 Listen and complete the song with *a lot of, some, and any*.

Look Inside the Fridge

I look inside the fridge.
 What do I see?
 Yay! There are _____ eggs.
 Eggs for you and me.

I look inside the fridge.
 What do I see?
 Oh, no! There aren't _____
 grapes.
 No grapes for you or me!

I look inside the fridge.
 What do I see?
 Wow! There are _____ veggies.
 Veggies for you and me.

I look inside the fridge.
 What do I see?
 Oh, dear! There isn't _____
 cake.
 No cake for you or me!

2 Look at the picture and circle the correct words.

- a There are **any** / **some** bananas.
- b There aren't **any** / **a lot of** carrots.
- c There is **any** / **a lot of** bread.
- d There isn't **any** / **a lot of** cheese.
- e There is **any** / **some** milk.



Time to Talk!

Draw your dream lunchbox. Show it to a partner and say what there is inside.
There is a lot of cheese.
There aren't any carrots.



Remember to give positive feedback about your partner's lunchbox!

1  3.7 Listen and say the poem.

My Friend Rose

I have a friend.
Her name is **Rose**.
She often eats
Yogurt and **yolks**.

But every Friday,
No matter what,
She eats a **scone**
And an ice cream **cone**!

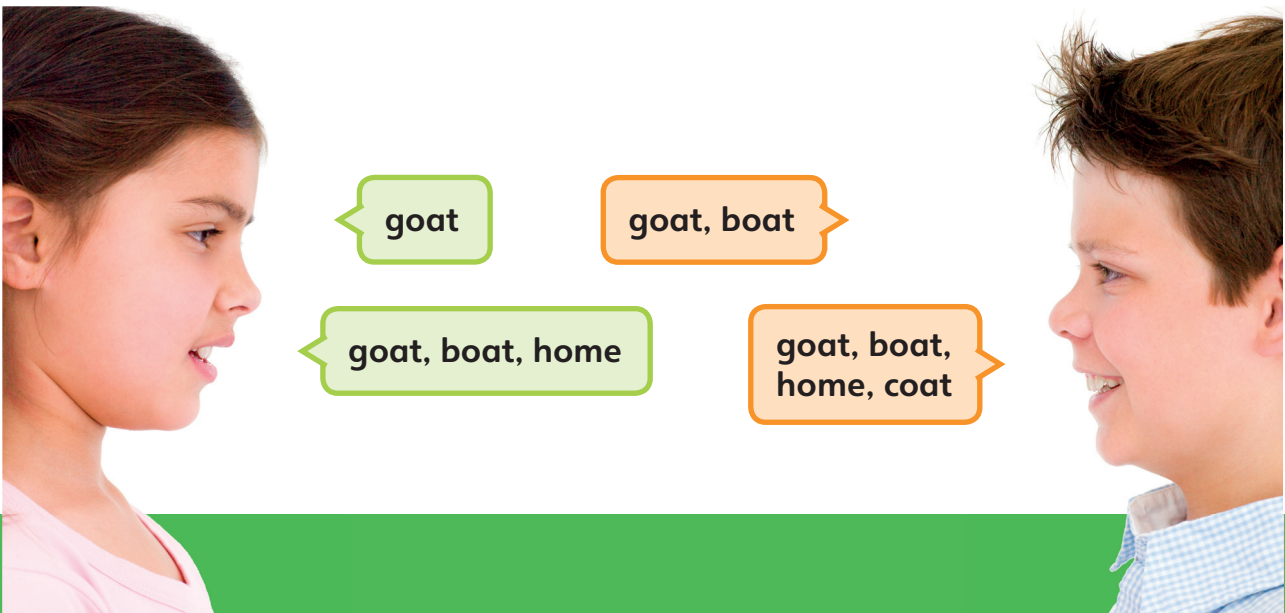


2  3.8 Listen and repeat the words with the long o sound.

3  3.9 Read and listen. Circle the words with the long o sound.

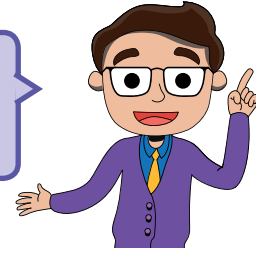
- a Look at that big boat.
- b She is wearing a red bow in her hair.
- c After school, we go home.
- d I'm wearing my coat because it is very cold.

4  Play Add-a-Word in pairs.



Oracy Skill: Giving Opinions

When somebody gives an opinion, you can agree or disagree. It is important to be respectful.



1 3.2 Watch the video and circle Yes or No.



a All the children have the same opinion.

Yes No

b Both Emma and Liam agree with the professor.

Yes No

2 3.2 Watch again. Color the phrases Emma and Liam say.

a Emma

I agree.

I disagree.

I think ...

b Liam

I agree.

I disagree.

I think ...

Let's Practice Oracy! 5, 6, 7

- 1 Form pairs. You have 5 minutes to discuss the **Oracy Time!** topics.
.....
- 2 Take turns giving your opinion.
.....
- 3 Agree or disagree with your partner.

Oracy Time!

- Bananas are the best fruit.
- Milk is delicious.
- Ice cream is bad for you.
- Onion soup tastes terrible.

Check Your Oracy!

1 I gave my opinion.	Yes / No
2 I listened to my partner's opinion.	Yes / No
3 I respected my partner's opinion.	Yes / No

I think milk is delicious.

I disagree.

Write a Recipe

1 Read the text and mark ✓ the answers.

Party Snacks

Ingredients



2 cups of cereal



½ cup of black raisins



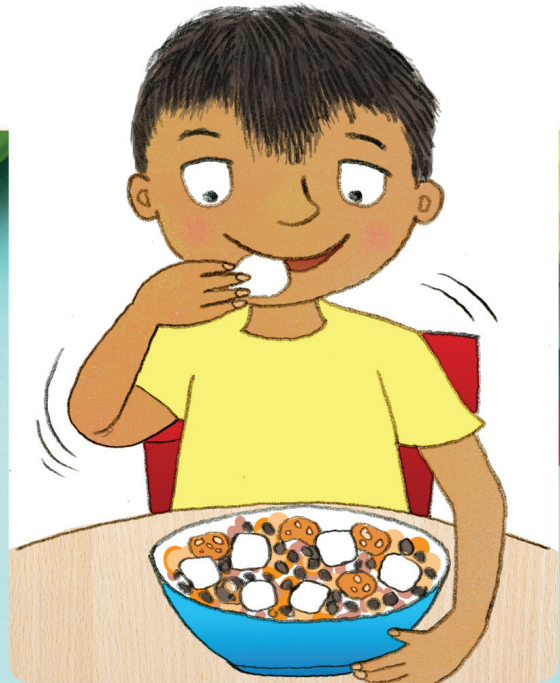
1 cup of pretzels or crackers



½ cup of mini white marshmallows



½ cup of peanuts or other nuts



Steps

- 1 First, put the ingredients into a large bag.
- 2 Next, shake the bag well.
- 3 Then, put the mixture into four small dishes.
- 4 Finally, enjoy your snack!

- a What is the text? a song a recipe
- b How many ingredients do you need? five six
- c How many steps are there? five four

2 Read the recipe. Which words are antonyms?

_____ and _____

3 Prepare to write a recipe in the Activity Book.

Improve Your Writing: Antonyms

Antonyms are words with opposite meanings.

happy – sad
hot – cold
good – bad

1  3.10 **Key Words 4** Listen, look, and repeat.



flour



bread



dough



mix



oven



wheat

2 Read and circle the correct word.

- a You bake cupcakes in an **oven** / fridge.
- b You need **flour** / bread to make a cake.
- c **Bread** / Wheat is a grain.
- d You need to mix the **bread** / dough.

3 Complete the text. oven dough bread mix flour

What is a bun?

A bun is a small piece of _____. You need _____ and milk to make buns.

Make the _____ and _____ it. Bake the buns for a few minutes in the _____.

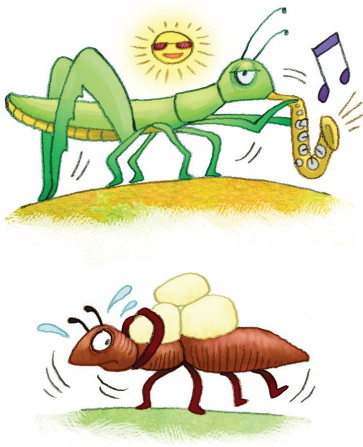
 **Time to Talk!**

What things can you bake in an oven?

Reading Strategy: Identifying Characters

The characters are the people, the animals, and sometimes the objects in a story.

- 1 Read the story and underline the characters.



Preparing for Winter

A grasshopper and an ant are friends. It's summer. The grasshopper eats and plays music all day. The ant works hard and collects food for the winter.

Winter comes. The ant is at home. She eats and reads stories. The grasshopper is cold and hungry. He asks the ant for food. The ant gives him some food. "You need to work hard to prepare for the winter," says the ant.

- 2 Read. With a partner, underline the names of four characters in the story.

Hansel and Gretel

Hansel and Gretel get lost in the forest. Suddenly, they see a house made of cake and candy. They are hungry. An old woman invites them in. She has food and golden coins in her house. But the old woman is bad. She opens the oven door. She wants to push the children inside! Gretel pushes the old woman into the oven instead! Hansel and Gretel take the gold coins and return to their father, who is happy to see them. They all live happily ever after.



The characters are ...

- 3 Look at the pictures on pages 62–65. In pairs, point to the pictures of the characters.



What healthy foods do you usually eat? Why?
I eat apples because they have vitamins.

The Little Bread Bun

Russian folktale, Adapted by Amy Scarff



“What’s for breakfast?” a farmer asks his wife.

“Nothing,” the woman says.

“How many eggs are there?” asks the farmer.

“There aren’t any eggs.”

“How much **flour** is there?” asks the farmer.

“There isn’t any flour. There is just a little milk, so I can’t make any **bread**. There’s nothing for breakfast today,” says the woman.

 **Think**

Is milk a good breakfast?
Why or why not?

The farmer goes to the store and buys a small bag of flour.

“Here’s some flour,” he says to his wife. “Now we can bake some bread.”

The woman takes the flour and makes some **dough**. She mixes and **mixes** the dough. Finally, she makes one bread bun and puts it into the **oven**. Soon the bread bun is ready.



The woman takes it out of the oven. The bun is very hot. She puts it on the table. Then, the woman goes into the yard to feed the hens.

The little bread bun is cold now. Suddenly, it jumps off the table and rolls out the door into the forest!

 **Think**

Why do you think the bread bun runs away?

The Little Bread Bun



In the forest, the little bread bun meets a rabbit.

“Hello,” says the rabbit. “Who are you?”

The little bread bun sings:

“I’m a little bread bun,

And I’m made of **wheat**.

I’m nice and round,

And I’m good to eat!”

“You smell good,” says the rabbit. “I bet you taste good!” The rabbit tries to catch the little bread bun, but the little bread bun rolls away and escapes.

Think

Does the rabbit catch the bun? Why or why not?

Next, the little bread bun meets a bear.
“Hello,” says the bear. “Who are you?”

The little bread bun sings:

“I’m a little bread bun,
And I’m made of wheat.
I’m nice and round,
And I’m good to eat!”

“You smell good,” says the bear. “I bet
you taste good!” The bear tries to catch
the little bread bun, but the little bread
bun rolls away and escapes.

The little bread bun starts to sing his
song and meets a fox. The fox stops him
and says, “I can’t hear you well. Can
you come a little closer?”

The little bread bun moves closer to the
fox and starts to sing again. The fox
stops him again. “I love your pretty
song! But I still can’t hear you well.
Can you jump into my mouth so that I
hear you?”

The fox opens his mouth wide, and the
little bread bun hops into his mouth and
starts to sing.

Then, the fox gobbles him up!

“Mmm!” says the fox. And he sings
his song:

“He was a little bread bun,
And he was made of wheat.
He was nice and round,
And he WAS good to eat!”



 **Think**

How is the fox different from the other animals?

Explore the Text

1 Circle Yes or No.

- | | | | |
|---|-------------------------------------|-----|----|
| a | There isn't any flour. | Yes | No |
| b | The woman makes eggs for breakfast. | Yes | No |
| c | The bread bun comes alive. | Yes | No |
| d | The little bread bun smells good. | Yes | No |
| e | The bear eats the little bread bun. | Yes | No |

2 Circle the characters from the story.

farmer **wife** **bear**

bread bun **cat** **fox**

rabbit **dog** **hens**

3 Number the pictures in order. Retell the story with a partner.



What healthy foods can you have for breakfast?
Eggs.

Grammar: *How much ... ? How many ... ?***How much flour is there? How many eggs are there?**

1 Look and match.

Let's make apple pie!



Let's buy apples and butter.

- | | |
|------------------------------|----------------------------|
| 1 How much flour is there? | a There aren't any apples. |
| 2 How much butter is there? | b There are four eggs. |
| 3 How many eggs are there? | c There isn't any butter. |
| 4 How many apples are there? | d There is some flour. |

2 Complete the questions with *How much* or *How many*. Then, look and circle the correct answer.

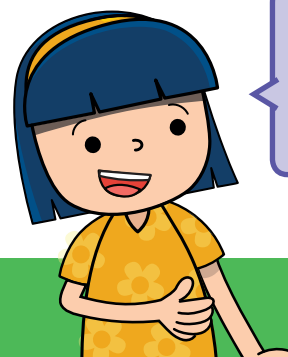
- | | |
|-----------------------------|----------------------------|
| 1 _____ bananas are there? | |
| a There are three bananas. | b There aren't any. |
| 2 _____ milk is there? | |
| a There isn't any milk. | b There is a lot of milk. |
| 3 _____ carrots are there? | |
| a There aren't any carrots. | b There are six carrots. |
| 4 _____ bread is there? | |
| a There isn't any bread. | b There is a lot of bread. |



Time to Talk!

Draw three foods. Show them to your partner. Give your opinion about the foods.
I think cheese tastes bad.
I disagree.

Remember to respect the opinions of your classmates.



1  3.13 Listen. Mark ✓ what Cindy and her mom are talking about.



coffee



chocolate

2  3.13 Listen again. Circle Yes or No.

- | | | | |
|---|--|-----|----|
| a | Cindy thinks chocolate is delicious. | Yes | No |
| b | Mom agrees with Cindy. | Yes | No |
| c | Mom says it's good to eat too much chocolate. | Yes | No |
| d | Chocolate is made from cocoa beans. | Yes | No |
| e | Cocoa beans are healthy. | Yes | No |
| f | Chocolate bars can have a lot of butter and sugar. | Yes | No |
| g | Butter and sugar are good for your health. | Yes | No |



Giving Opinions 

- 1 Do the **Oracy Time!** task.
- 2 Form groups. Show your drawing to your group.
- 3 Your group members give their opinions about the food.
- 4 Complete **Check Your Oracy!** in the Activity Book on page 57.



Oracy Time!

Draw your favorite food.



Values AB page 56

How can we eat a healthy lunch?

Your challenge is to plan a healthy lunch to bring to school.

- 1 **Look** at the Healthy Eating Guide on page 53.
- 2 **Think** of healthy options for your lunch.
- 3 **Choose** foods from different sections of the Healthy Eating Guide for your lunch.
- 4 **Make** a drawing of your healthy lunch.
- 5 **Prepare** your healthy lunch.
- 6 **Bring** your healthy lunch to school.
- 7 **Present** your lunch to the class.

This is my healthy lunch. I have salad, tomatoes, and orange juice. I don't have any candy.

Why is food important?

Look back through the unit. Share your ideas with the class.



AB pages 57–59

1 Match the expressions with the oracy skills.

Ground Rules for Discussions

Giving Positive Feedback

Giving Opinions

I think ...

Great job!

That's important.

I disagree.

I agree.

That's awesome!

YOUR TASK

- a You are going to design a healthy menu for one day.
- b You can choose the food options from page 71 or other foods if you prefer.

Daily Menu



Breakfast

Food _____

Drink _____



Lunch

Food _____

Drink _____



Dinner

Food _____

Drink _____

Let's have melon for breakfast.

I agree!



Ideas for Your Menu



milk



peas



bread



eggs



cereal



orange juice



rice



melon



fish



pasta

- 1 Form groups. Remember your rules for working in groups.
- 2 Work together to choose the foods you want to include in your menu.
- 3 Make sure everybody gives an opinion.
- 4 Present your menu to your classmates.



Check Your Oracy!

	☺	☺☺	☺☺☺
1 I followed our ground rules.			
2 I gave my opinion.			
3 I listened to everybody.			
4 I gave and responded to positive feedback.			