

Cambridge Primary Path 1

Student's Book

Aída Berber



CAMBRIDGE
UNIVERSITY PRESS



How can we help?

- Learn** how to help.
- Participate** in a discussion.
- Write** about chores.
- Make** a chore chart.
- Suggest** ideas to help your family members.

What can you see?



Are the children helping?


Do you do any of these activities?





Key Words 1

sweep the floor	set the table
make the bed	donate
water the plants	recycle

1  **6.1** Watch the video. Circle the activities you can do to help.
make the bed water the plants ride your bike
set the table sweep the floor

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

Reading Strategy: Identifying Key Details

Key details tell us more about the main idea of a text.

1 Read and match.

At home, we all help with the chores.
My mom sweeps the floor.
My dad washes the dishes. I make my bed.

Main Idea Family chores
Key Details

1 Dad

2 Mom

3 I

a sweeps the floor.

b make my bed.

c washes the dishes.

2 Read. Write the key details.

There are many things your grandparents and you can do together. You can read stories, play games, listen to music, and even cook!

Main Idea: Activities to do with your grandparents.

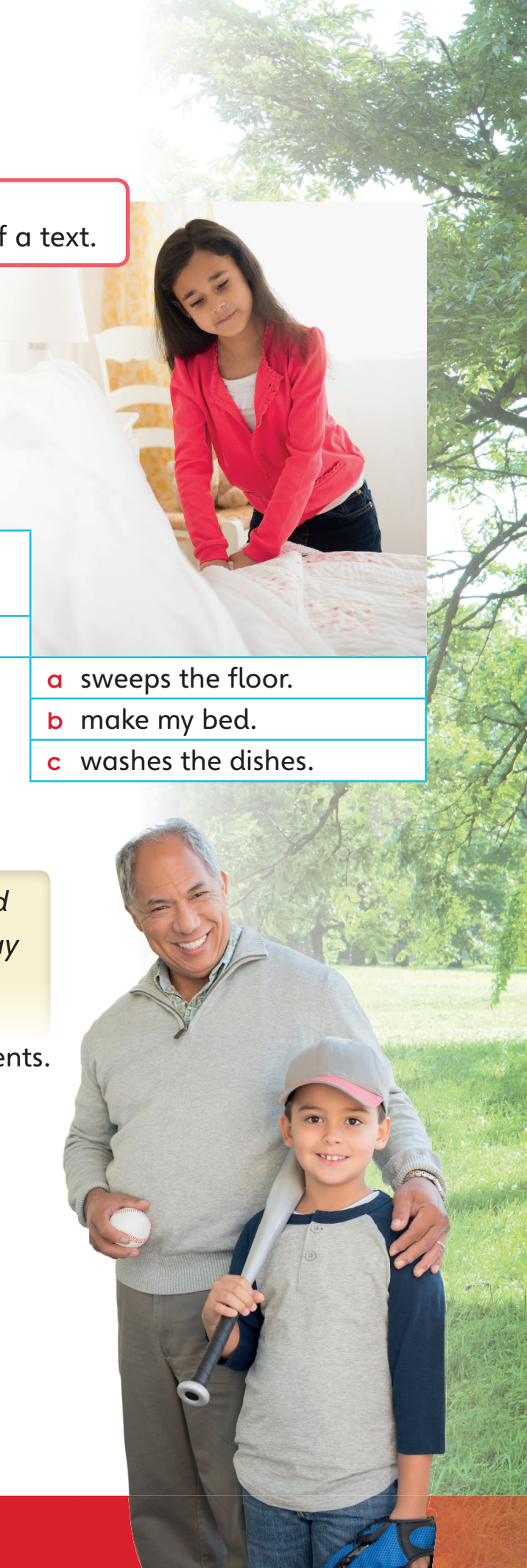
You can _____.

_____.

_____.

_____.

3 Look at the pictures on pages 119–20.
What do you think the text is about?



Key Words 2



help



choose



clean up



trash



bring



pet



adopt

Helping Our Community

Hi! I'm Pete. I'm in first grade. In my class, we have a project to **help** the community. A community is a group of people living in the same place. We are all part of a community. Our teacher has a list of places to help. Every month we **choose** a different place.



Sometimes we go to Green Valley Retirement Home. Old people live there.

We play games, read stories, or chat with the residents. We walk with them in the gardens, too.

Other times, we **clean up** the park. We collect **trash**. We pick up bottles, paper, and cans.





Helping Our Community

We also help nature. For example, we make feeders to help the birds. We put seeds and dried fruit in the bird feeders. We take the feeders home and hang them from branches or windows. The birds come and eat from the feeders.



Today we are at the animal shelter. We always **bring** food and toys for the cats and dogs. We take the small dogs for a walk and play with the cats. Do you have a **pet**? You can **adopt** an animal from the shelter!

 **Think**

What else can you do to help nature?



1 Circle Yes or No.

- | | | | |
|---|--|-----|----|
| a | Pete's class has a list of places to help. | Yes | No |
| b | The children choose three places to help at the same time. | Yes | No |
| c | The children help the community and nature. | Yes | No |

2 Match the places to the key details.

- | | | | |
|---|-----------------|---|-------------------------|
| 1 | retirement home | a | bring food and toys |
| 2 | park | b | pick up bottles |
| 3 | animal shelter | c | chat with the residents |
| | | d | play with the cats |
| | | e | read stories |
| | | f | collect trash |



3 6.5 **Key Words 3** Listen and repeat. Number the pictures to match the meaning of *list* and *chat*.

- 1 Our teacher has a list of places to help.
- 2 We chat with the residents.



Remember to ask questions when you don't understand.

How can you help your community?
I can visit a retirement home.



Grammar: Present Simple: Affirmative and Negative with *have/has*

The kids **have** a project every month.
They **don't have** projects every week.

The bird feeder **has** seeds.
It **doesn't have** leaves.

1 6.6 Listen and circle what the people have.

Mr. Allen



tablet / photo album

Mrs. Clark and Mrs. Reed



books / tablet

Mrs. Smith



photo album / tablet

2 In pairs, say what the people have.

Mr. Allen has ...

3 In pairs, say what the children have or don't have. Use words from the box.

bottles cans clothes doll teddy bear car



The boy has some bottles. He doesn't have a teddy bear.

Time to Talk!

Put three things in your schoolbag. In pairs, say what you have.
I have a book. And you? I have a pencil.

1 6.7 Listen to the chant and follow.

We're Donating Today!

These are the things
 We're donating today.
 Toys, cans, blankets, and brushes.
 Everything is in these brown boxes.
 We'll visit a lot of places.
 We're so happy to go!
 We'll bring pictures to school,
 For you, and you, and you!



2 6.8 Listen and repeat the words ending in s or es.

3 6.9 Listen and number the pictures. Then, check your answers with a partner.



4 6.9 Listen again and repeat the sentences.

5 Whose bedroom is it? Mark ✓.





Oracy Skill: Participating in a Discussion
When we participate in a discussion, we listen carefully and respond.

1 6.2 6.10 Watch the video and circle Yes or No.



- | | | |
|---|-----|----|
| 1 Liam uses <i>Let's</i> to make suggestions. | Yes | No |
| 2 Jack participates in a discussion. | Yes | No |
| 3 Kate always agrees with Liam. | Yes | No |

2 6.2 6.10 Watch again. Circle the phrases you hear.

- | | | | | |
|-----------|----------------------|----------|-------------|-------------|
| Let's ... | Can you repeat that? | I agree. | This is ... | I disagree. |
|-----------|----------------------|----------|-------------|-------------|

Let's Practice Oracy! 10, 11, 12

- 1 Discuss the **Oracy Time!** topic.
.....
- 2 Suggest ideas.
.....
- 3 Agree or disagree with your classmates.
.....

Oracy Time!
Your friend is sick at home. Discuss ways to help him or her.

Let's call him.

Check Your Oracy!	
1 I participated in a discussion.	Yes / No
2 I listened carefully.	Yes / No
3 I agreed or disagreed.	Yes / No

Learn to Write: Nouns

A noun is a person, an animal, a place, or a thing.

The **boy** cleans up the **park**.
 (person) (place)

We make **feeders** to help the **birds**.
 (thing) (animal)

1 Underline the nouns. Use different colors.

- ~~~~~ = person
- ~~~~~ = animal
- ~~~~~ = place
- ~~~~~ = thing

Grandma is in the backyard.
 She loves birds.
 She likes to put seeds in the bird feeder.



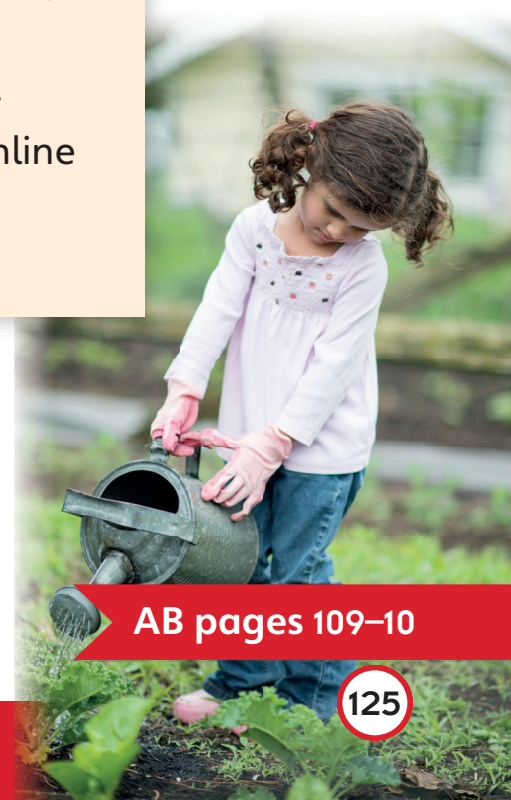
2 Use the words to complete the text.

cat grandma countryside tablet



This is Bob. He is helping his _____ (person) use the Internet. Grandma has a new _____ (thing). Grandma lives in the _____ (place). She needs to buy food online for her _____ (animal).

3 Look at the picture of the girl. Write a sentence that includes a person, a place, and a thing.



1 Listen, look, and repeat.



tidy



naughty



dig



break

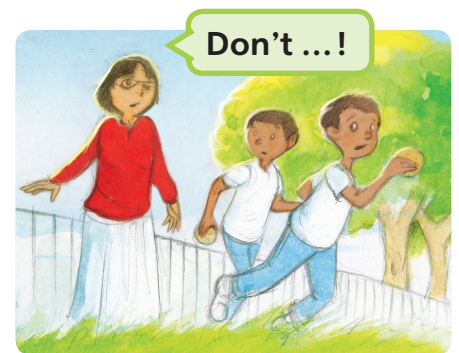


run away



call

2 Look and match.



call

tidy

dig

run away

naughty

break



Time to Talk!

Form groups. Play Charades. Choose a word from Activity 1 and mime it. Your group members try to guess the word.

Reading Strategy: Understanding Sequence

Sequence is the order in which events happen in a story.

- 1 Read, look, and circle.
 - a Are the pictures in the correct sequence?
Yes No

Kitty, Come Down!

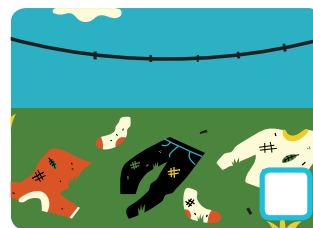
A kitten is up in the tree. It can't get down! Look! Here are the firefighters. They rescue the kitten. The kitten is safe now.



- 2 With a partner, number the pictures in Activity 1. Retell the story.
- 3 Read. Number the pictures in the correct sequence.

The Naughty Wind

Mrs. Clark washes the clothes. Then, she hangs them to dry. She goes back inside the house. A very strong wind comes. It blows, and blows, and blows. The clothes are now on the ground. They are dirty again. Poor Mrs. Clark. She needs to wash the clothes again!



- 4 Look at the pictures on pages 128–31. What do you think the story is about?

 Who helps in your community?
Firefighters.



A Messy Disruption

By Bodhi Anasha

Tom and Rick are brothers. They always clean their room and pick up their toys together.

“Done!” says Rick.

Both boys are happy when their room is neat and tidy.

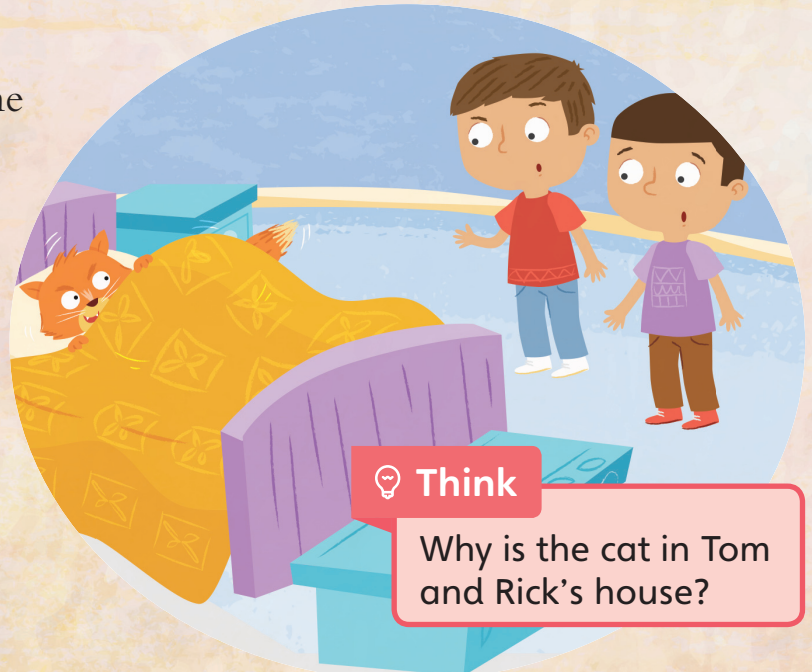


Suddenly, a cat comes in through the window.

It jumps onto the bed and plays with the blankets.

“Oh, no, it’s Ginger! Ginger is a very naughty cat. And our room is so messy now!”

Ginger is Mrs. Todd’s cat. Mrs. Todd is their next-door neighbor.



 Think

Why is the cat in Tom and Rick’s house?



The boys try to catch Ginger, but they can't.

Ginger jumps onto a flowerpot. He **digs** up the plants.

He jumps onto the table. He **breaks** the dishes.



The boys chase Ginger, but he **runs away**.

He breaks a lamp in the living room. Finally, Ginger hides under the sofa.



 **Think**

Why is the cat running around the house?

A Messy Disruption



“Here’s a ball!” says Tom to Rick.

“Hey, Ginger! Do you want a ball?” asks Rick.

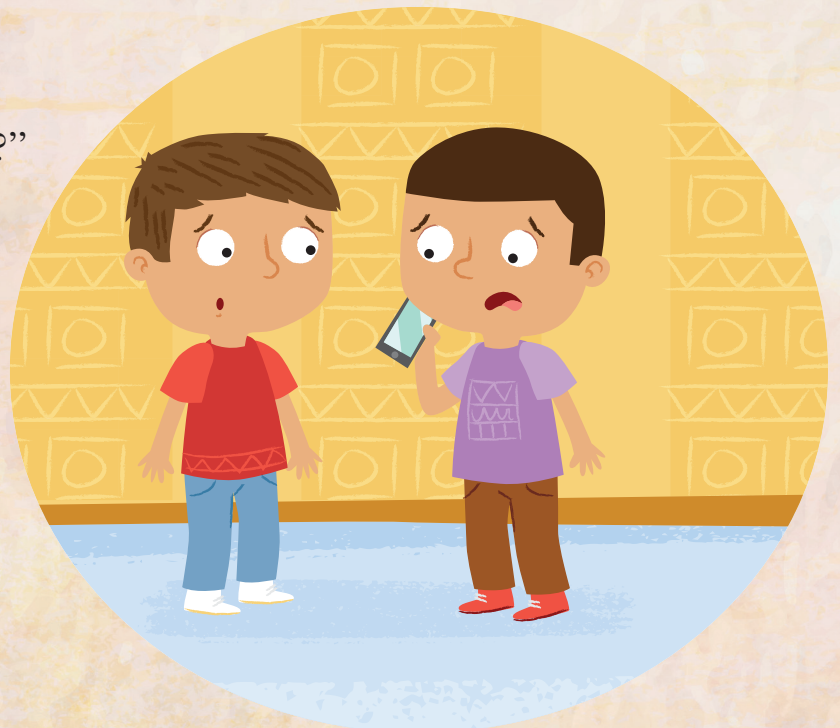
The cat stays put.

“Hey, Ginger! Do you want cheese?” asks Rick.

The cat stays put.

“What can we do?” asks Tom.

“Let’s **call** Mrs. Todd!” says Rick.



Think

Can Mrs. Todd help Tom and Rick?

Mrs. Todd arrives and walks into the living room.
“Here, kitty, kitty!” Ginger comes out from under the sofa
and jumps into Mrs. Todd’s arms.

“Ginger is such a good kitty,” Mrs. Todd says.
Then, she looks around the house.
“Wow! You boys are messy! Clean up before
your mom comes home!”



 **Think**

Why does Mrs. Todd say the boys are messy? Is she right?

Explore the Text

1 Circle Yes or No.

- a Tom and Rick are cousins.
- b Their room is always tidy.
- c Ginger is a very naughty cat.
- d Tom and Rick call their parents.
- e Mrs. Todd helps the children clean the house.

Yes No

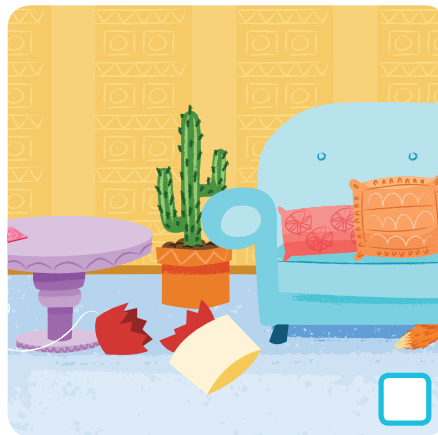
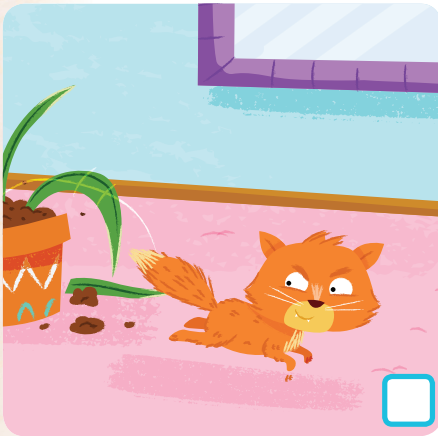
Yes No

Yes No

Yes No

Yes No

2 Number the pictures in the correct sequence.

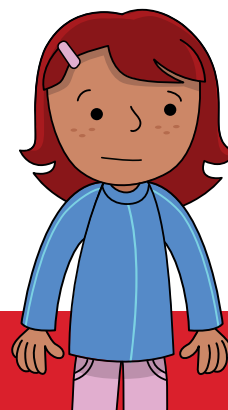


3 Work in groups. Use the pictures to retell the story.



What can you do to help your teacher?

We can erase the board.



Remember to listen and respond when you participate in a discussion.

Present Simple: *Wh-* questions with *have/has*

What do Tom and Rick **have**? They **have** toys.
 What does Mrs. Todd **have**? She **has** a cat.

1  6.14 Listen. Complete the questions and answers. Circle the correct words.



- a What _____ Rose _____? She _____ a broom to sweep / wash the floor.
 b What _____ Tom _____? He _____ a hose to water / sweep the plants.
 c What _____ Roy _____? He _____ a rag to wash / dust the table.

2 Work in pairs. Think of things you have in your classroom that you can recycle.

What do you have?

I have some paper.

3 Choose and circle three objects for each child.



4 Compare your picture with a partner.

What does the boy in your picture have?

He has a book.

 Time to Talk!

What do you have at home that you can donate?
 I have some old toys.

1 6.15 Listen and mark ✓.

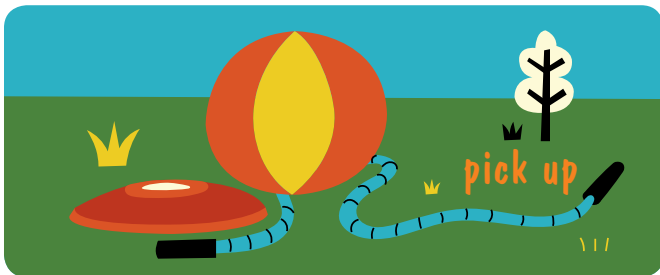
Where is the family?



2 6.15 Listen again and match. In pairs, say who does what.



Mom Dad Bill Julie



Participating in a Discussion

- 1 Form groups. Discuss the Oracy Time! topic.
- 2 Remember to listen carefully and respond.
- 3 Agree or disagree with your classmates' ideas.
- 4 Complete Check Your Oracy! in the Activity Book on page 117.

Oracy Time!

Plan a picnic lunch.
We can take sandwiches.





Your challenge is to make a chore chart and to present what you do after a week.

- 1 **Draw** a chart with the days of the week at the top.
- 2 **Write** five chores you can do in the left-hand column. For example, make your bed, clean up your bedroom, pick up your toys, and so on.
- 3 **Keep track** every day. Write a ✓.
- 4 **Bring** your chart to class after a week.
- 5 **Present** your chart to the class.

I pick up my toys every day. I set the table on Tuesday and Thursday.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
set the table		✓		✓			
clean my room	✓		✓		✓		
pick up my toys	✓	✓	✓	✓	✓	✓	✓
wash the dishes		✓				✓	



How can we help?

Look back through the unit. Share your ideas.



AB pages 117–19

Oracy Performance Task 2: Collaboration

1 What oracy skill are they practicing? Number the pictures.

1 Giving Opinions

2 Asking Questions to Understand Better

3 Participating in a Discussion



2 In pairs, read and match.

1 I don't understand.

2 Let's clean up the park.

3 I think reading is boring.

a I agree. Let's do it!

b I disagree. I think it's fun!

c Can you repeat that?

YOUR TASK

- a You are going to think of activities to help a family member.
- b Choose ideas on page 137 or think of other ideas with your group.

Let's do the gardening.

I agree.





dry the dishes



push the shopping cart



make dinner



feed the pets



do the gardening



fold the laundry

- 1 Form groups. Remember your rules for working in groups.
- 2 Discuss ways you can help a family member. Remember to agree or disagree.
- 3 Draw pictures of the activities you agree on.
- 4 Have a group member tell the class what activities you are going to do.

Check Your Oracy!

	☺	☺☺	☺☺☺
1 I participated in a discussion.			
2 I listened to everybody.			
3 I agreed or disagreed.			
4 I asked questions to understand better.			