

Cambridge Primary English

as a Second Language

**Activity
Book**

SAMPLE
2

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How to use this book

Introduction

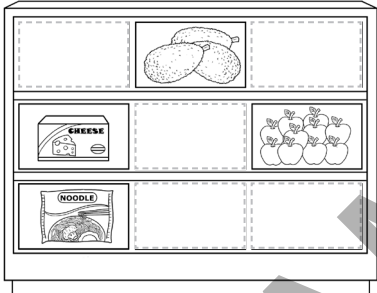
This series follows an active approach, with learning supported through songs, rhymes and hands-on activities. Learners develop language skills, build vocabulary, and cover the core grammar they need to become confident users of English.

The Activity Book consolidates and provides practice for the learning points in the Student's Book. It has the following features:

Lesson 3: Use of English

1 Read and stick. 

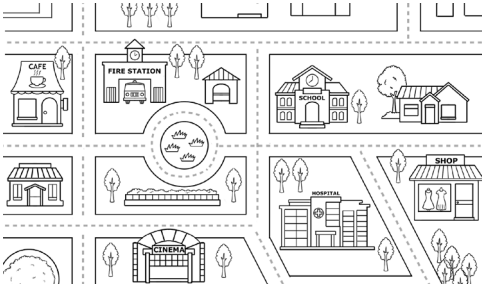
The rice is beside the noodles. The bread is beside the rice. The drinks are between the cheese and the apples. Look at the top shelf. The bread is on the right. The tofu is on the left.



Fun, meaningful activities, often supported by **stickers**, allow learners to practise the language in contexts that are close to their daily lives.

1 Look at the picture. Write four sentences. Use *there is* and *there are*.

There is a house beside the school.



Language practice is supported by rich visuals and interesting games.

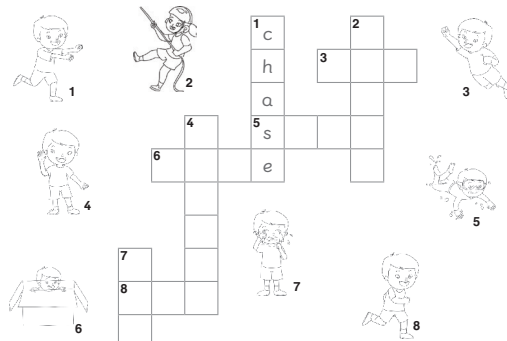
3 How much are they? Write the words.

The Royal Café Menu

Sandwiches	42 cents
Pizza	85 cents
Ice cream	51 cents
Hot chocolate	37 cents

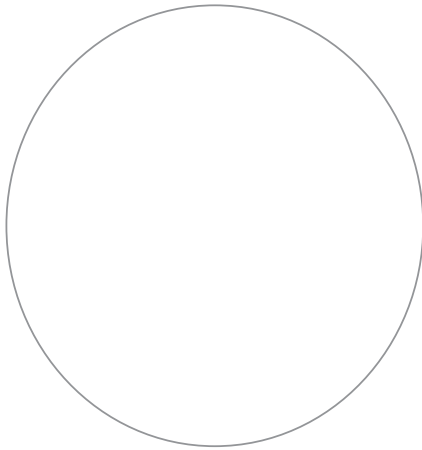
- a The sandwiches cost forty-two cents.
- b The pizza costs _____ cents.
- c The ice cream costs _____ cents.
- d The hot chocolate costs _____ cents.

2 Look at the pictures. Write the words in the puzzle.



1 c
2 h
3 a
4 s
5 e
6
7
8

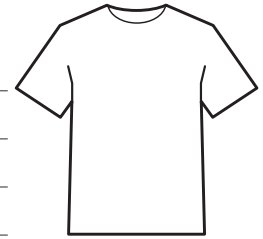
2 How do you feel today? Draw your face and write the word.



Today, I am _____.

3 Design a t-shirt. Write about it.

This is my t-shirt. It is a red striped t-shirt.



Learners are given the opportunity to personalise the language they have learnt, and also be creative and challenge themselves.

4 If the word ends in a *vowel* and *-y*, add *-s*. If the word ends in a *consonant* and *-y*, change *-y* to *-ies*.

a day + s = _____ days

b key + s = _____

c baby - y + ies = _____

Remember! Vowels are a e i o u. Consonants are all the rest!



Characters and mascots from the Student's Book appear in the Activity Book too to provide extra support and modelling for learners and to help them complete the activities successfully.

2 Now ask three friends. Write their answers in the chart.

What do you eat for breakfast?



I eat pancakes.

Name	Breakfast	Lunch	Dinner
Caz	pancakes	sandwiches	chicken curry

Lesson 3: Use of English

1 Add a full stop or a question mark.

a I like elephants _____

b Where is the bird _____

c Who likes rabbits _____

d She has a mouse _____

Sentences need a full stop. Questions need a question mark.



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Unit 5

Clothes

Part 5A Our clothes

Lesson 1: Listening and reading

- 1 Read and listen to 'My sock!' again. Put the pictures in order.



- 2 Who says it? Match the speech bubble to the person.

What's up,
big brother?



My sock, my
sock!

But you're wearing
your sock.

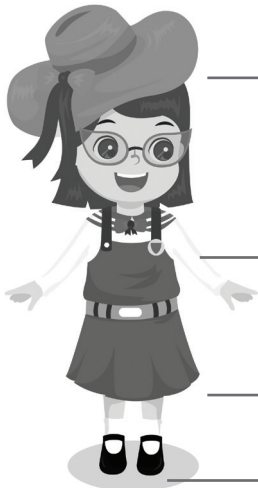


I'm happy,
happy, happy!

Lesson 2: Listening and vocabulary

1 Label the pictures.

hat dress jumper shoes glasses shirt jeans jacket



2 Draw and colour your clothes today. Write about them!

Today, I am wearing

A large, empty rectangular box with rounded corners, intended for drawing and coloring clothes.

Lesson 3: Use of English

1 Complete the sentences.

mine ~~his~~ hers theirs ours

a This is Tom. This jacket is _____.



b This is Sue. This computer is _____.



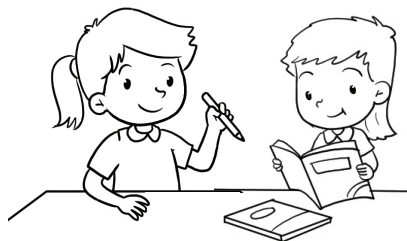
c This is Rob and Dan. This ball is _____.



d This is me. This pen is _____.



e This is Amy and me. This book is _____.



2 Write one or ones.

a These _____ ones are hers.

b Those _____ are ours.

c This _____ is mine.

d That _____ is yours.

Lesson 4: Writing

1 Circle the correct word.

- a I am wearing a red hat and / but a red scarf.
- b I like red clothes **or** / but not pink ones.
- c Do you like shoes **or** / but boots?
- d I play with Caz **and** / but Ron every day.
- e My favourite colours are green **and** / but blue.
- f I study English **but** / or not Korean.

2 Look at your friends' pictures.

What are they wearing? Where are they?

Name	What are they wearing?	Where are they?
Ron	A white hat, a yellow jumper, brown trousers and orange shoes.	At school.

Lesson 5: Round up

1 Write the missing words.

- a This is my hat. This hat is mine . (my / mine)
- b These are _____ glasses. These glasses are _____. (hers / her)
- c This is _____ shoe. This shoe is _____. (your / yours)
- d This is _____ desk. This desk is _____. (our / ours)
- e This is _____ jacket. This jacket is _____. (mine / my)
- f These are _____ uniforms. These uniforms are _____. (theirs / their)

2 Look at 'My sock!' again. Whose are these? Write *his* or *hers*.



3 Read. Colour the picture.



He is wearing blue jeans and a black jacket.
He has got a yellow cap. His boots are red.

Lesson 1: Listening and reading

1 Read 'Making clothes with colour' again. Complete the sentences.

- a His name is Josh.
- b His job is _____.
- c First, he _____ of a design, then he _____ a picture.
Next, he _____ material and cuts it. Last, he _____
the clothes.
- d _____ colours are happy and cheerful.
- e _____ colours are calm.

2 We add *-ful* to show the meaning 'full of'.

- a Look at part B in the text. Find two words with *-ful*.

- b Add *-ful* to these words to make new words.

Full of care careful

Full of thanks _____

Full of beauty _____

Full of wonder _____

Don't
forget to
change
y to i.



Lesson 2: Listening and vocabulary

1 Read. Use your stickers.



- a dark green b green stripes c green circles d light green e green triangles

2 Read. Draw and colour the correct shape.

- a A big red circle. b A small red circle. c A big blue square.
- d A small blue square. e A big yellow triangle. f A small yellow triangle.

3 Look at a-f above. Put the words in the correct order:

shape size colour




Lesson 3: Use of English

1 Draw lines to match the words.

I you he she it we they

them us her him you me it



2 Two words in question 1 don't change. Which ones?

3 Circle the correct words.

- a I / Me help he / him.
- b We / us play with she / her.
- c They / them give we / us the pen.
- d He / him tells they / them a story.
- e She / Her draws a picture for I / me.

4 Write the sentences, but change the underlined words.

- a This is Mr Brown. Mr Brown is very kind to my family.

This is Mr Brown. He is very kind to us.

- b These shoes are my shoes and those shoes are my sister's shoes. My mum buys my shoes for me. She buys shoes for my sister too.

- c This is her jacket. She always forgets her jacket. She leaves her jacket at school.

Lesson 4: Writing

1 Listen to your teacher. Write **-er** or **-ng**.



si _____



jump _____



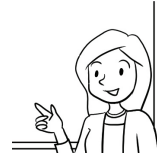
flow _____



ri _____



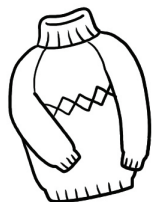
wi _____



teach _____

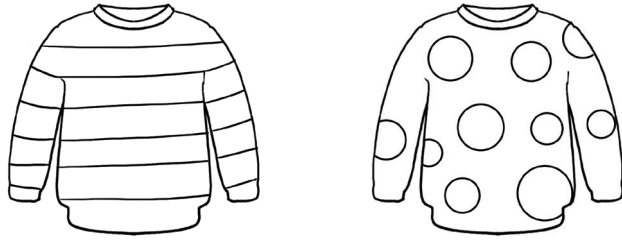
2 How many words can you think of for each sound? Use the pictures to help you.

-er	-ng



Lesson 5: Round up

1 Read and colour.



In the shop, there are two jumpers. The striped jumper is blue and red. The one with circles is pink and the circles are white.

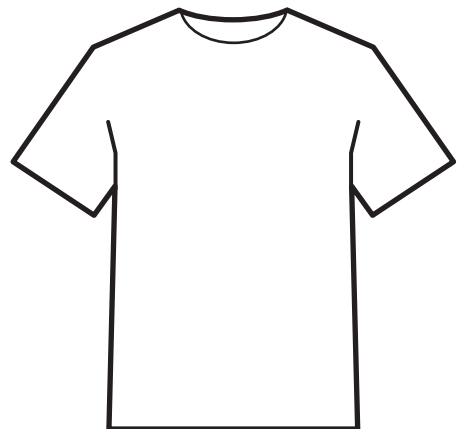
2 Write the correct word in the space.

- a This hat is mine . (I / me / mine)
- b That hat is _____. (she / her / hers)
- c Josh tells _____ about clothes. (we / us / ours)
- d Those shoes are _____. (they / them / theirs)
- e That jacket is _____. (you / yours)
- f _____ is a red sock. (It / Its)
- g Give _____ the trousers. (he / him / his)

3 Design a t-shirt. Write about it.

This is my
t-shirt. It is
a red striped
t-shirt.





Lesson 1: Listening and reading**1 Read 'My school uniform design' again.
What's the same as yours?**

- a Circle the things that are the same.
- b For the clothes that are different, write what you wear.

dark blue dress

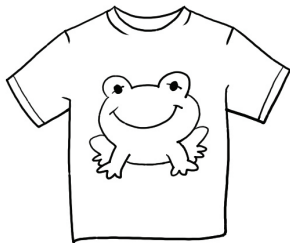
white shirt

white socks

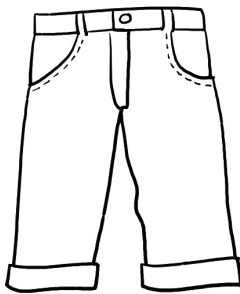
white shoes

blue coat

blue hat

2 Read about Millie's design for boys again. Match the colours and the clothes. Then colour the pictures.

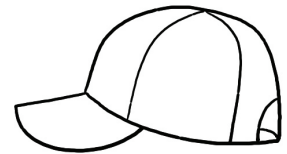
red



bright green



blue



light yellow

Lesson 2: Listening and vocabulary

1 Read. Use your stickers.



a It's rainy. I'm wearing green boots with a frog pattern. I'm wearing striped trousers and a jacket. My trousers are green and blue. My jacket is yellow.

b It's sunny. I'm wearing red flip flops and a white dress with a cupcake pattern on it. I'm wearing sunglasses and a white sun hat.



2 Choose one type of weather and write about what you wear.

On hot days, I wear my yellow hat and black sunglasses.



Lesson 3: Use of English

1 Draw lines to join the related words.

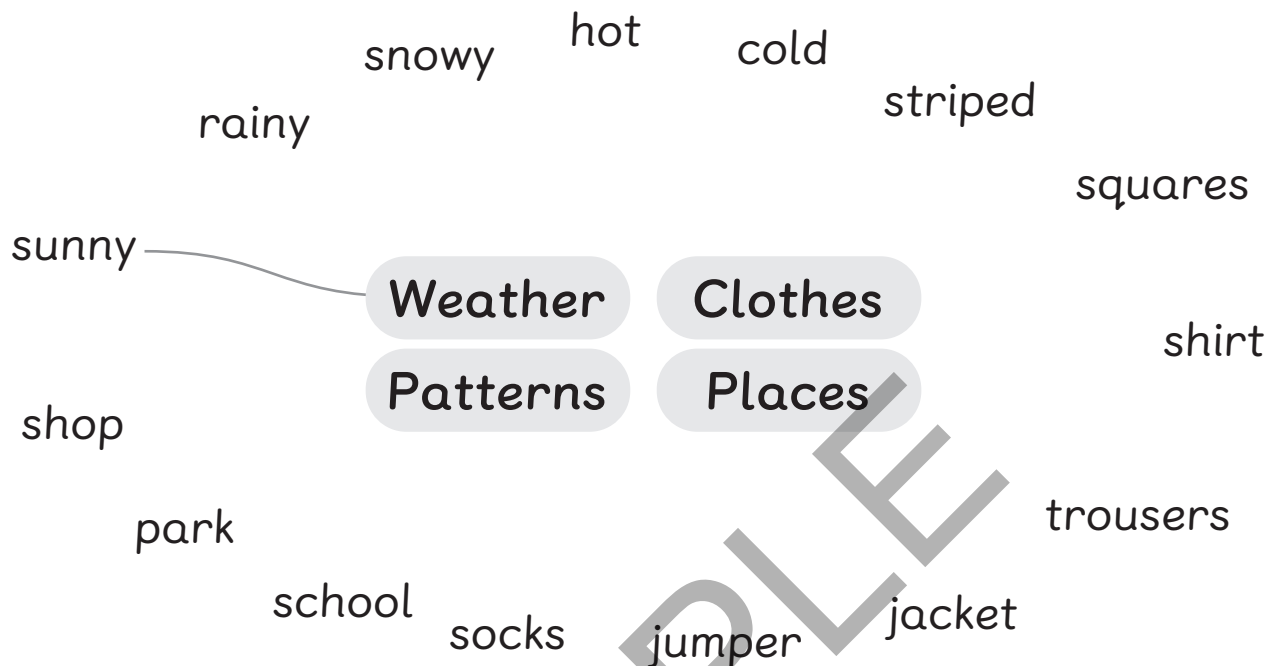
I	its	him	his
you	my	us	hers
he	his	them	mine
she	their	her	theirs
we	your	you	its
they	her	me	yours
it	our	it	ours

2 Write the missing word.

- a I gave it to him. Now, he has it. (her / him)
- b She gave it to me. Now, us have it. (us / I)
- c They gave it to you. Now, you have it. (you / we)
- d We gave it to them. Now, they have it. (them / they)
- e This is my jacket. This jacket is mine. (mine / ours)
- f This is their scarf. This scarf is yours. (their / your)
- g This is her hat. This hat is hers. (her / him)
- h These are our shoes. These shoes are ours. (ours / us)

Lesson 4: Writing

1 Connect the words and themes.



2 Complete the sentences about you.

- My favourite colour is _____.
- My favourite type of clothes is _____.
- My favourite weather is _____.
- My favourite pattern is _____.

3 Write *and* in the correct places.

- I am wearing a hat and a scarf.
- She likes red green.
- Today is rainy windy.
- They are wearing sunglasses hats because today is hot.

Lesson 5: Round up

1 Think about this unit. What did you like?

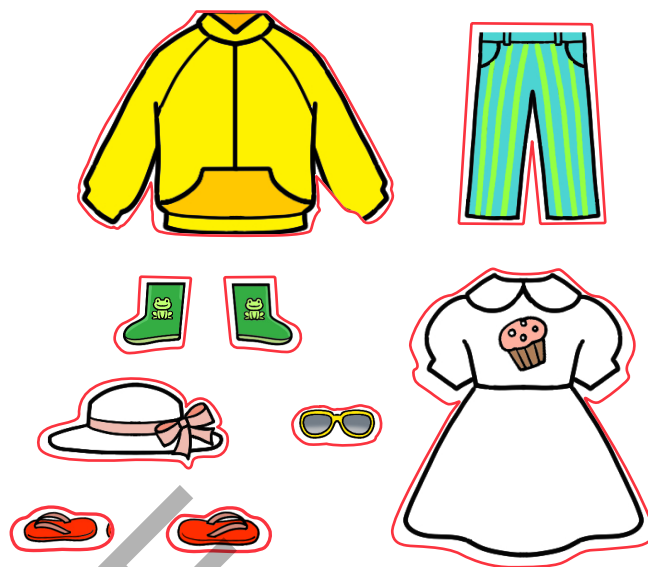
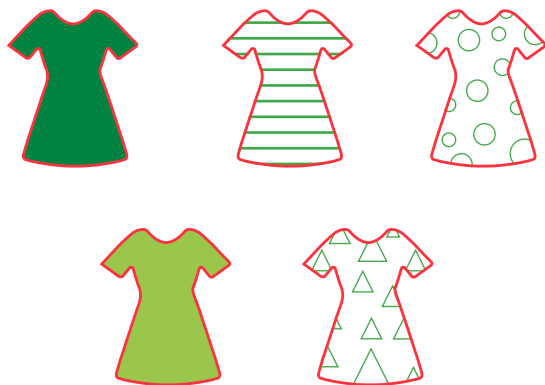
Colour all three stars for the things you liked best.

Colour two stars for the things you liked a bit.

Colour one star for the things you didn't really like.

Part A	My sock!	Drawing of me
	☆ ☆ ☆	☆ ☆ ☆
Part B	Making clothes with colour	Song
	☆ ☆ ☆	☆ ☆ ☆
Part C	My school uniform design	Designing new clothes
	☆ ☆ ☆	☆ ☆ ☆

2 Draw a picture and write about your favourite clothes.



SAMPLE