

Cambridge Primary English

as a Second Language

Student's
Book

2

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Meet the Characters

The Friends



Ron



Ralph



Caz



Izzy



Eddy

Hello Cambridge Learners! We are here to help you with activities in this book. Join us to be active, and to have fun as you learn!

The Language Mascots

I am here to remind you about grammar you know, and teach you new grammar points!



Grammar Gorilla



Wordbird

I will help you learn new words, and remember ones you know already

I help you to understand how punctuation works in English!



Punctuation Panda

We love acting! We show you where you have the chance to do some acting and practise English at the same time!



Drama Llamas

The SEL Helpers



Leo

We are here to help you think about the world around you. We love talking with you about your feelings, your ideas, and about your place within our exciting world!



Lana

How to use this book

Introduction

Developing a **love of reading** has been linked with doing well right across the curriculum. Reading for pleasure also supports children in cultivating creative and critical thinking skills, which makes them future ready! This series puts stories and texts at the heart of the learning, providing a rich language learning environment, and cultivating in learners a love of reading!

Each set of five theme-based lessons (designed to be covered in one week) is structured around a central story or text, surrounded by beautiful illustrations and photographs. Some of the stories and texts are also animated! This opportunity to watch as well as to listen/read, motivates learners and can enable deeper learning.

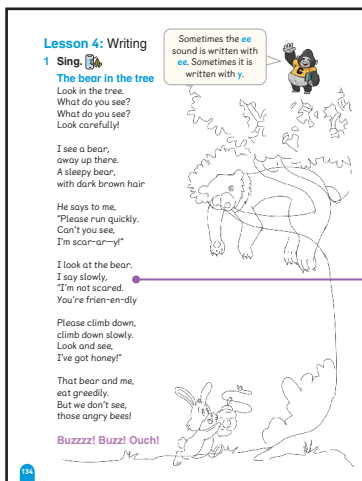
This series follows an active approach, with learning supported through songs, rhymes and hands-on activities. Learners develop language skills, build vocabulary, and cover the core grammar they need to become confident users of English.

The Student's Book has the following features:



Theme-based units follow a range of topics to introduce the key language in context. This diversity of themes stimulates learner interest and curiosity.

A variety of stories, rhymes, and non-fiction are included. This variety ensures that learners are engaged.



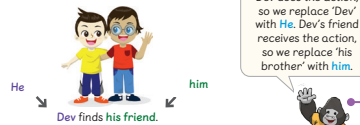
Multimedia support, including audio, songs, and animations, helps make the language come alive and makes learning **meaningful**.

Lesson 3: Use of English

1 Say the matching words.

I you he she we they it
it me us them her you him

2 Look at how we can replace words.



Dev does the action, so we replace 'Dev' with **He**. Dev's friend receives the action, so we replace 'his brother' with **him**.

3 Replace the underlined words.

Say the new sentences.

- Look at the clothes. Josh makes the clothes.
- Josh designs the clothes with patterns. The clothes with patterns are very bright.
- His sister likes the dark blue jacket. The dark blue jacket is too big.
- My mother and I visit Mr Lu at his shop. His shop is very small.



Remember! We use **and, or, then** and **but** to link words and phrases.

4 Play the pronoun game.

5 Make one sentence from question 3 using **and, or, then** or **but**.

110

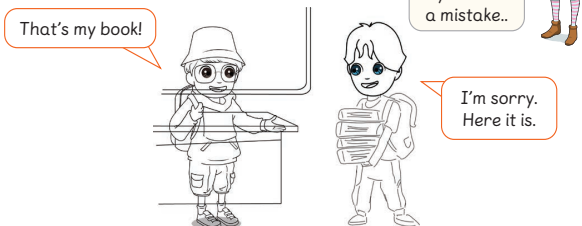
Guided, interactive activities help learners to discover rules for using English and apply them in fun, meaningful contexts. Learners are guided by a group of friends, Ron, Caz, Izzy, Eddy, and Ralph, who demonstrate and model the activities.

Appealing language **mascots** provide reminders and explanations in easy-to-understand ways to help learners to understand key grammar, vocabulary or punctuation points.

The series is **values based**. 'Lana and Leo' guide and steer learners' **social and emotional learning**, by making important statements about our world. They stimulate learners to think, by asking questions about how we all relate to the world around us. These questions elicit personal responses from learners and support SEL development.

5 Making mistakes and apologising. Act it out.

- You knock over your partner's book by mistake.
- You take the wrong coat.
- You don't listen to your teacher.
- Think of a new situation.



4 Look at the wedding pictures. Compare with your culture.



India



USA



South Korea



Colours mean different things in different cultures. What do they mean where you live?

Lesson 5: Round up

- 1 Look at the pictures of children with their clothes. Listen and say the letter.



- 2 Say sentences about the pictures in question 1. Use words from the box.

hers his theirs his hers hers



- 3 Complete the sentences.

and or but then

- a Which scarf do you like? The red scarf _ the blue scarf?
b This green _ black coat is mine.
c Put on your socks, _ put on your shoes.
d That dress is too long _ this dress is just right.
- 4 Now, replace words in question 3 with one or ones. Then say the new sentences.
- 5 Say what happens in the poem 'My sock!'. What happens after that? Make up an ending.

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A round up lesson at the end of each set of five lessons, provides opportunities for learners to consolidate their learning through a range of activities, songs or projects. (Note: The lesson is optional if there is insufficient time in the school week.)

Some of the Lesson 1 stories and non-fiction texts are offered as engaging and fun animations. These, along with all of the audio, and the songs and rhymes in the series, can be launched via on-the-page Marker Recognition technology, using the MCE Cambridge App. This technology enables learners to watch or listen again and again when they are at home with family members!



This icon signals where there are animations, songs, rhymes and other activities to listen to or watch. Scan the QR code on the cover, download the app, then use a mobile device to launch this additional content by hovering over the icon on the page.

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Unit 5

Clothes

Let's learn how to
give simple personal
information.

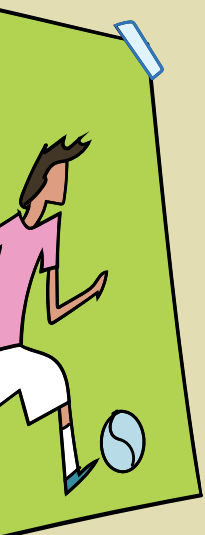
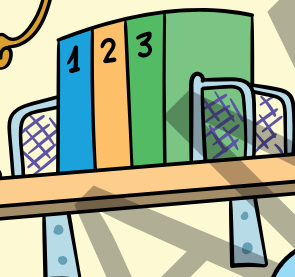


Part 5A Our clothes

Lesson 1: Listening and reading


1 Listen and read the poem. 

My sock!




Match day is here!
I'm playing for my school!
I'm captain of my team,
and we all know the rules.







My shirt is here.
My shorts are there ...
But where are my socks?
They aren't anywhere.



I look in the cupboard,
I look in the drawer,
I look under the bed,
I look on the floor.




Then on the shelf.
I see it there.
One red sock
behind Blinky, the bear.




I put on that sock.
Now I look for the other.
My sister asks me,
"What's up, big brother?"

"My sock, my sock,"
I say with a frown.
"But you're wearing a sock.
Just take a look down!"




"Two socks! Not one!
Please help me find it.
I need to wear
my full team kit!"




"What about this one?
What about that?"




"Well, this one's blue
and that red one's a hat!"



"Look! There's your sock!
It's inside your shoe!"



"I'm happy, happy, happy!
But that smell - phweeuh!"



Well, on with the sock.
Now I'm wearing my kit,
but ...
I'm missing one shoe ...
Oh no **where is it?**

2 Read. Say the answers.

- a Why does the boy need his football kit?
- b What colour is his kit?
- c What is missing?
- d Where does he look for his socks?
- e Who helps the boy?

3 What kind of poem is this?

beautiful

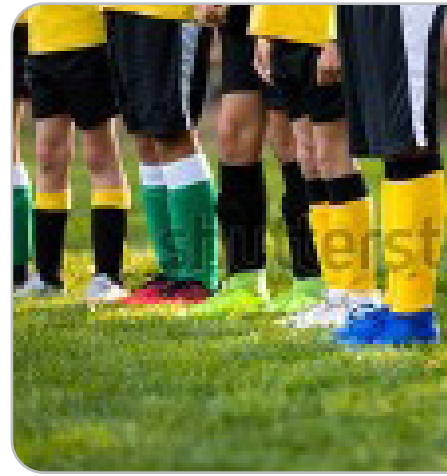
funny

sad

silly

realistic

happy



4 Find these things in the poem.

- colours
- numbers
- characters – how many?

5 Find the rhyming or near rhyming words in the poem.

6 How can we encourage other people? Say sentences. Where in the story can you find these expressions?

That's excellent!

That looks great!

That's fantastic!

That's very good!

This looks nice!

7 Why can't the boy find his socks?

We should look after our things
and keep our bedrooms tidy.



Lesson 2: Listening and vocabulary

1 Listen, point and say.

- a What clothes are not in the picture?
- b Who is wearing a school uniform?



2 Who is it? Look, listen and say.



Dan



Kim



Rick



Aisha



Tom



Abby
and Luke

3 What are you wearing? Ask and answer.



4 Read 'My sock!' again. What clothes are in it?

Lesson 3: Use of English

1 Listen, point and say.

a



b



This bear is **his**.

c



That doll is **hers**.

d



These socks are **theirs**.

2 Match and say.

my socks your socks our socks his socks your socks their socks
 ours mine yours theirs hers his

3 Look at 'My sock!' again.

a Find **this** / **that** one. Say the sentences.

b Say the sentences below using **this** / **that** one or **these** / **those** ones.

- This pink hat is mine.
- These hats are ours.
- That yellow hat is hers.
- Those yellow and green hats are theirs.
- His hat is that brown and blue hat.
- Your hat is this red hat.

Lesson 4: Writing

1 Look and read.



I'm Anna. I'm seven.

This is a picture of me in the park. I'm wearing a blue shirt and a red skirt. I look happy.

2 Draw a picture of yourself in your favourite clothes.

A Plan

- What are your favourite clothes. Make a list.

B Write

- Write a paragraph about yourself in your notebook.
 - What's your name?
 - How old are you?
 - Say where you are.
 - Write about two things you're wearing.

Remember!
You can use
apostrophes
to shorten
some words.



C Check

- Check your spelling and punctuation.

D Complete

- Write your paragraph neatly under your picture.
- Show your class.

3 Act out 'My sock!' with your partner.

Lesson 5: Round up

- 1 Look at the pictures of the children with their clothes. Listen and say the letter. 



- 2 Say sentences about the pictures in question 1. Use words from the box.

hers his theirs his hers hers



Those socks are...

- 3 Complete the sentences.

and or but then

- Which scarf do you like? The red scarf _ the blue scarf?
 - This green _ black coat is mine.
 - Put on your socks, _ put on your shoes.
 - That dress is too long _ this dress is just right.
- 4 Now, replace words in question 3 with **one** or **ones**. Then say the new sentences.
- 5 Say what happens in the poem 'My sock!'. What happens after that? Make up an ending.

Part 5B

Making clothes

Let's learn more about pronouns.



Lesson 1: Listening and reading

1 Read and listen.

Making clothes with colour



A

I'm Josh and I'm a clothes designer.
I make clothes for women and children.
Would you like to see my studio?
Come with me!
Here's my table, my pencils and my pens.
I also use a computer.
It takes time to make new clothes. I think
of the design. Then I draw a picture,
I choose the material and I cut it.
Finally, I sew the clothes.

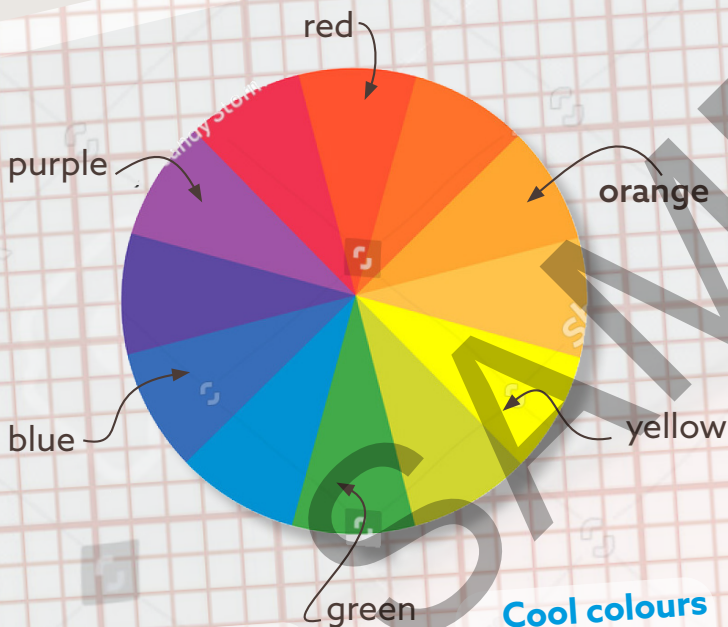


B

My clothes are very colourful!
Colours are very important for clothes. Colours make you feel many things. Some colours are warm. They can make you feel happy and cheerful. Some colours are cool. They can make you feel calm. Look at this colour wheel. Can you see the warm and cool colours in it?



Colour wheel



Warm colours



Cool colours



C

In some cultures, colours have special meanings. Look at these icons.



weddings



stop or danger



the environment



girls



boys



sad

In some countries, we use colours for different seasons.



In the winter, we use dark or warm colours ...



... but in the summer, we use bright colours.

D



I like to use material with strong patterns. I think bright stripes can make a strong impact.



Look at the circles on this t-shirt. I think they look very fun and cheerful.



There are lots of other patterns. Look at the clothes. Can you see the patterns in them?

E

When I design clothes, I ask many questions.

- Who is wearing them?
- Why are they wearing them?
- What colours do they like?
- When are they wearing them?

Then I design great clothes!



**2 Read 'Making clothes with colour' again.
Say where these headings should go.**

- My questions
- Meaning of colours
- Material with patterns
- My job
- I love colours

3 Talk about the icons in Part C of the text.

- a** How many icons can you find?
- b** How are icons different from text?
- c** How does an icon help you when you read?

**4 Look at the wedding pictures.
Compare them with your culture.**



India



USA



South Korea

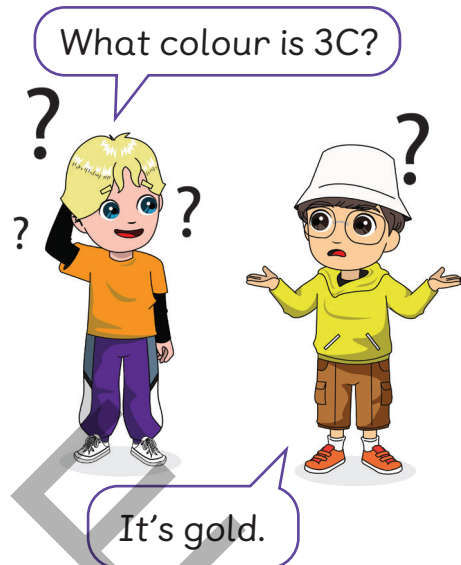
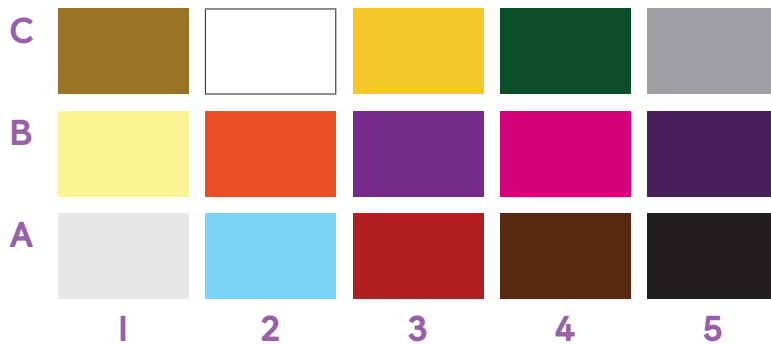


Colours mean different things in different cultures. What do they mean where you live?

Lesson 2: Listening and vocabulary

1 Listen. Point to the colours. 

2 Give clues and say the colours.



3 Look at the pictures.

a Find the patterns.

circles triangles animals flowers stripes



b Give some clues to you partner.



4 Listen to 'Making clothes with colour' again.
What patterns does Josh talk about? 

Lesson 3: Use of English

1 Say the matching words.

I you he she we they it
it me us them her you him

2 Look at how we can replace words.



Dev does the action, so we replace 'Dev' with **He**. Dev's friend receives the action, so we replace 'his brother' with **him**.



3 Replace the underlined words.

Say the new sentences.

- a Look at the clothes. Josh makes the clothes.
- b Josh designs the clothes with patterns. The clothes with patterns are very bright.
- c His sister likes the dark blue jacket. The dark blue jacket is too big.
- d My mother and I visit Mr Lu at his shop. His shop is very small.

Look at the clothes.
Josh makes the clothes.



Them!

Remember! We use **and**, **or**, **then** and **but** to link words and phrases.

4 Play the Pronoun game.

5 Make one sentence from question 3 using **and**, **or**, **then** or **but**.



Lesson 4: Writing

- 1 Sing the song 'Where's my jumper?' 

Your teacher will give you the words to sing along to.



- 2 Make up some actions for one verse. Teach the class.

- 3 Listen and say. Write other words that end with this sound. 

danger flower emperor designer water sister teacher

missing looking drawing raining snowing washing

- 4 Think about the girl in 'Where's my jumper?' Make up a new verse about her. Sing it to the class.

Where's my ___?
I'm looking for ____.
Where's my ___?
I'm missing it again!

Is it underneath the bed?
Oh no! I just bumped my head!
It's ___!
It's ___!
Yaaay!



Lesson 5: Round up

1 Listen and choose.



2 Read 'Making clothes with colour' again. Say if they are true or false. Then read and check.

- a** Josh is a teacher.
- b** Josh makes colourful clothes.
- c** Warm colours can make you feel happy.
- d** You can make patterns with stripes and circles.


3 Which pictures in question 1 match these sentences? Replace the underlined words.

- a** Look at the blue dress and scarf.
- b** My partner and I like the hat with the leaf pattern.
- c** The girls are wearing shirts with stripes.

4 Sing and act out 'Where's my jumper?' again.

Let's learn
about possessive
pronouns.

Lesson 1: Listening and reading


- 1 Listen. Imagine what the uniforms look like.
Then read and look at the pictures. 



My school uniform design

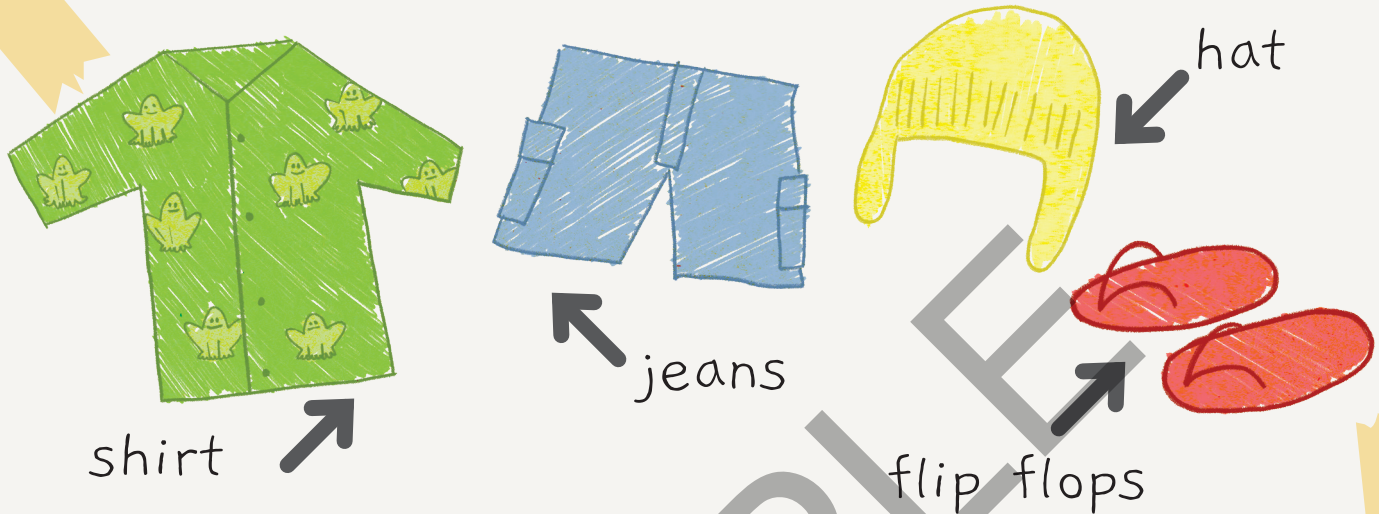


Hello, I'm Millie. Look at this photo. I'm in my school uniform. I'm wearing a dark blue dress, a white shirt, white socks and white running shoes. In the winter, we also wear blue coats and hats. My uniform is nice, but we want fun uniforms. So, my class is designing new ones!

I've got two designs but look at this one first. My girl's uniform has a t-shirt, trousers, a jumper and a cap. The t-shirt is bright blue with dark orange stripes. This jumper is gold with silver stars. These trousers are big and they've got a purple triangle pattern. They're so beautiful! This cap is white with small orange squares. I've also got dark pink socks with small green boots. What do you think? 



This one is my boy's uniform design. This bright green shirt has got a frog pattern, these short blue jeans are very fun and those red flip flops look very cool. There's also a light yellow hat.



We're having a vote for our favourite uniforms. What do you think of mine?

2 Read the labels. How do labels help us?

3 Read the story again. Find the words below.

socks shoes shirt t-shirt boots dress jumper

We use some words to talk about **opinions**: something we think or feel. We use other words to talk about **facts**: something that is true or false.



4 Read and say.

- a They're so beautiful!
- b The hat is light yellow.
- c My designs are really fun.
- d That t-shirt has orange stripes.

opinion	fact
opinion	fact
opinion	fact
opinion	fact

Lesson 2: Listening and vocabulary

1 Sort the words into groups: Clothes, Colours, and Shapes and patterns.

Clothes

Colours

Shapes and patterns

uniform light pink triangles hearts gold
jeans dark blue stripes silver cap
shorts t-shirt squares light purple circles

2 Listen. What words from question 1 can you hear?

3 Read.

- a It's  today. I'm wearing a , , 
and . I'm not wearing a .
- b It's  today. I'm wearing a , , 
and . I'm not wearing .
- c It's  today. I'm wearing a , , 
and . I'm not wearing .

4 Listen and say.

Girl's uniform



Boy's uniform



Lesson 3: Use of English

1 Make up sentences about the pictures.



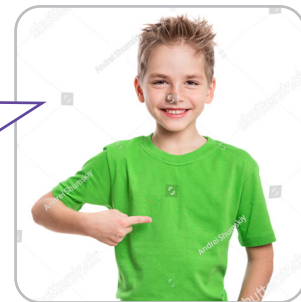
I don't like this one.
I like that one. The
one with the purple
flower pattern.



I like this
one too!

2 Pretend you're one of the children in the pictures. Make sentences.

This green t-shirt is mine.
That yellow coat is hers.



3 Listen to your classmates. Guess who they are.

4 Read 'My school uniform design' again. Do these actions.

- clap when you read **this**, **that** or **those**
- tap when you read **one**
- snap your fingers when you read **mine**

Lesson 4: Writing

1 Read 'Making clothes with colour' again. What questions does Josh ask when he starts a new design?

2 Design a new clothes item.

A Plan

- Decide what kind of clothes.
- Answer Josh's questions.

B Write

- Make a drawing of the clothes.
Use colour and patterns.
- Look at 'My school uniform design' again
How does Millie talk about her designs?

This is my...

It's (colour). It's got a... pattern.

You can wear it at / in (place or weather).

It's (your opinion: nice, great, warm, fun, ...).

Remember
to use **and**.



C Check

- Check your sentences.

D Complete

- Write a neat copy of your sentences.
Add labels to your drawing.
- Practise presenting your design.

Lesson 5: Round up

1 Present your design from Lesson 4 to the class.

- a Give your opinions about the designs.
- b Vote for your favourite design.



Those ones
are very fun.

I like the colours
in this one.



That one is
wonderful.

2 Say sentences with these words.

- This one ...
- That one ...
- mine
- hers
- These ones ...
- Those ones ...
- yours
- his

3 Play the example game.

Clothes

Colours

Patterns/shapes

Weather

Other?

What am I
drawing?



It's a shirt!
A green shirt!



4 Think about the poem 'My sock!'.

- a Retell the poem.
- b Read the poem together to check.



- c Are the sentences below true?

- ☐ I understand new words.
- ☐ I understand the poem.
- ☐ I enjoyed the poem.

5 Think about the text 'Making clothes with colour'.

- a Talk about how designers make clothes.



- b Read the text again.
- c Are the sentences below true?
 - ☐ I learned about how designers make clothes.
 - ☐ I understand more about colours.
 - ☐ I understand more about patterns.

6 Sing and act out the song 'Where's my jumper?'

7 What's your favourite clothing in this unit?