

Cambridge Primary International English

Activity
Book



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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 mainly focuses on additional Reading, Writing and Use of English practice, with some reinforcement of and language support for the Listening and Speaking activities in the Student's Book. It uses the same lesson descriptions that describe the skills the Student's Book focuses on. It has the following features:

2 Put the activities in the correct place on the chart. Use your stickers. 🍷



football tennis jigsaw ride a horse swim garden



play	do	go
	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

2 Write what the children are doing.

playing on a computer reading riding a bike
doing a puzzle gardening skipping

a They are  They are 

c They are  d He is 

e She is  f He is 

36

Lesson 1: Listening and reading

- 1 Read 'The Earth in numbers'. Then answer the questions. Circle true or false.
- a There are 356 days in a year. true false
 - b It takes about 8 minutes and 19 seconds for light to reach us from the Sun. true false
 - c There are 7 continents in the world. true false
 - d Africa is not a continent. true false
 - e The deepest water on Earth is about 1000 kilometres below the surface. true false
 - f All snakes in Australia are poisonous. true false
 - g It is not important to learn about our planet. true false
 - h Europe is not a continent – it is a group of countries. true false

Language practice is supported by rich visuals and interesting games.

2 Find and circle 10 things you take on holiday.

t	o	o	t	h	p	a	s	t	e
o	w	q	x	y	a	f	k	b	z
w	s	z	q	g	s	j	v	x	w
e	u	f	p	v	s	h	o	e	s
l	n	z	v	d	p	g	j	k	u
z	c	x	s	h	o	r	t	s	n
c	r	j	p	m	r	w	q	p	h
h	e	k	q	g	t	z	g	q	a
h	a	i	r	b	r	u	s	h	t
x	m	s	u	i	t	c	a	s	e

1 Read the 'Woodpecker fact file' again. Choose a different animal and write three facts about it. Draw pictures.

- What type of animal is it?
- Where does it live?
- What does it look like?
- What does it eat?
- What does it do?
- What is special about it?

Animal: _____

Fact 1 _____

Fact 2 _____

Fact 3 _____

Fact 4 _____

Fact 5 _____

Fact 6 _____

3 Answer these questions about yourself.

a What is your name? _____

b How old are you? _____

c Where do you live? _____

d What is your favourite sport? _____

e What is your best friend's name? _____


f What do you want to be when you finish school?

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


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.

Lesson 2: Listening and vocabulary

1 These learners are breaking the rules. Put a tick in the correct column to show who or what will be affected by their actions.




When we follow rules, we show we care for people and things. When we break rules, we show we do not care for people or things.

	Teacher	Classmates	School things
a 			

3 Make a 'Promise to the planet'.

Write five things you can do at home or at school to help save the planet.



It makes me sad when people don't care about the planet! It makes me sad when people don't care about the planet!

My Promise to the planet

I, _____, promise to do these things to help save the planet.

1 _____

2 _____

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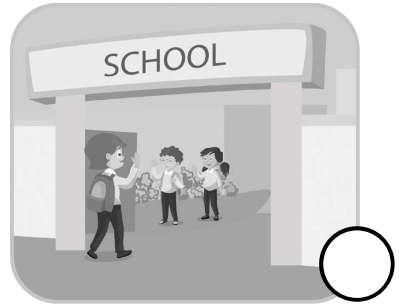
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Home and school life

Part 1A Daily routines

Lesson 1: Listening and reading

- 1 Read and listen to 'Madison's daily routine' again.
Put the pictures in order.



- 2 Think about your daily routine. Write the time and what you do.







I wake up at 7 o'clock.

I _____ at _____ o'clock.

I _____.

I _____.

3 Read Rory's routine.

 <p>Rory wakes up at 7 o'clock.</p>	 <p>He washes his face and brushes his teeth.</p>
 <p>He eats his breakfast.</p>	 <p>Then it's time for school. Today he's reading.</p>
 <p>After school, Rory plays with his toys.</p>	 <p>Rory is very tired. At 8 o'clock he gets ready for bed.</p>

4 Circle true or false.

- | | | | |
|---|---|------|-------|
| a | Rory wakes up at 6 o'clock. | true | false |
| b | Rory washes his face and brushes his teeth. | true | false |
| c | He does not eat breakfast. | true | false |
| d | Rory reads at school. | true | false |
| e | After school, Rory plays football. | true | false |
| f | Rory goes to bed at 8 o'clock. | true | false |

Lesson 2: Listening and vocabulary

1 Read. Write the missing words.

bed shower 6 o'clock uniform watches
clothes school homework breakfast wet

Madison wakes up at _____. She stretches and gets out of _____. She puts on her _____ and then takes a _____. Oh dear! This makes her all _____. She puts on dry _____. She has _____ and walks to _____. After school, she does her _____. She _____ TV and goes to bed.

2 Circle the correct word.

- a Madison **takes** / **does** a shower before school.
- b She **puts on** / **puts up** her uniform.
- c Madison and her sister **take** / **eat** breakfast.
- d At school, she **have** / **meets** her friends.
- e After school, she **does** / **have** her homework.
- f She **has** / **watches** TV.
- g Madison then **washes** / **cleans** her teeth.
- h She **goes** / **takes** to bed.

Lesson 3: Use of English

1 Listen to your teacher. Write the missing letters.

- a w _ ke _ _ _ p
- b _ _ n _ _ f _ _ r _ _
- c b _ eakf _ _ s _ _
- d s _ _ _ o _ _ l _ _
- f r _ _ _ t _ _ ne

2 Circle the correct form of the verb.

- a Madison wake / wakes up early and get / gets out of bed.
- b She **put** / **puts** on her uniform and **take** / **takes** a shower.
- c What a silly girl! Now her clothes **is** / **are** all wet.
- d Madison changes her clothes and then **have** / **has** breakfast.
- e She **walk** / **walks** to school to meet her friend.
- f After school, she and her sister **do** / **does** their homework.
- g Madison **goes** / **go** to bed. She **is** / **are** a tired little girl.

3 Put the sentences in the correct order.

- a does a Madison have brother?

- b no a does not she brother have

- c Madison a does have sister?

- d have sister she yes a does



Lesson 4: Writing

1 Rewrite the sentences. Add the upper case letters, commas and full stops.

a the sun is shining when madison wakes up

b it is time for school

c she brushes her teeth and puts on her uniform

d madison has her breakfast

e silly madison

f today is saturday

g there is no school on saturday

f she goes back to bed and falls asleep

Lesson 5: Round up

1 Draw lines to match the words that go together.

ride
take
clean
do
watch
read
have
put on

a book
a bike
TV
a shower
clothes
breakfast
homework
your teeth

2 Spell the words. Put the letters in the correct order.

a lochos

school

b kalw

c kasrabeft

d umm

e rwoehomk

f tisser

3 Write about your daily routine.

I wake up at

Part 1B Homes

Lesson 1: Listening and reading

- 1 Read and listen to 'My home' again.
Draw lines to match the names and children to their homes.

Bryson Jenny Joshua Hansa



- 2 Write the missing words.

- a My name is Bryson. I live in an _____.
- b I'm Jenny. I live on a _____.
- c My name is _____. I live in a house.
- d I'm _____. I live on a farm.

3 Read the story with your teacher.



Andy and Karl live with their mum and dad in a house on Brown Street. It has a living room where they watch TV. The house has one bathroom. They wash, shower and brush their teeth in the bathroom.

There are two bedrooms. Mum and dad sleep in one bedroom and Andy and Karl sleep in the other bedroom. Andy and his mum spend a lot of time in the kitchen because they like to cook. Karl does not like cooking.

4 Answer the questions.

- a What is the name of the street where Andy and Karl live?

The street they live on is called Brown Street.

- b Who do they live with?
-

- c Where do they watch TV?
-

5 Read the story again. Correct the errors.

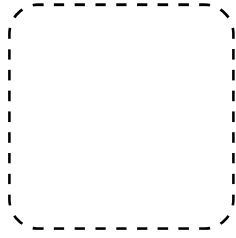
- a They watch TV in the bedroom.
-

- b Karl brushes his teeth in the kitchen.
-

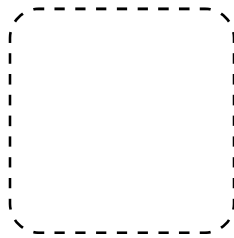
- c Karl loves to cook.
-

Lesson 2: Listening and vocabulary

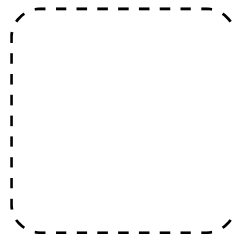
1 Read. Use your stickers.



refrigerator



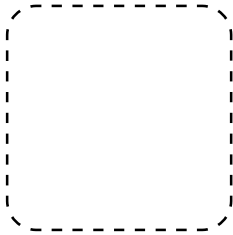
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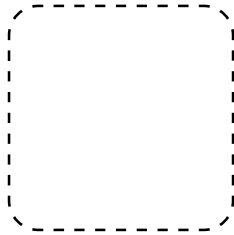
sofa



wardrobe



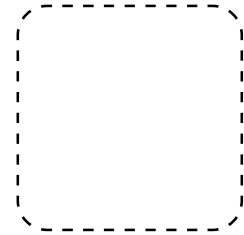
bed



TV



microwave



shower

2 Write the name of the object.

a We use it to keep food cold.

b We sit on it.

c We use it to clean ourselves.

d We use it to make food warm.

e We sleep in it.

f We watch this.

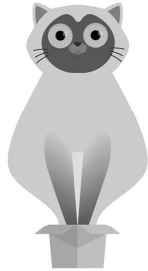
g We keep our clothes in this.

h It gives off light.

Lesson 3: Use of English

1 Where is the cat? Write the missing words.

in in front of behind on between under



a The cat is in the box.



b The cat is on the box.



c The cat is behind the box.



d The cat is in front of the box.



e The cat is under the box.



f The cat is between the boxes.

2 Make sentences using the words in the box.

inside next to outside

a
b
c

Lesson 4: Writing

1 Use apostrophes to make these words shorter.

- a cannot _____ b do not _____
c will not _____ d is not _____

2 Complete the sentences. Use the long form of the word.

isn't won't don't can't

- a Please help me with my Maths. I _____ do this sum.
b _____ go near the cooker. It is hot.
c My mum _____ at home.
d I _____ be at school today. I am sick.

3 Add a comma to each sentence.

- a The house has two bedrooms a garage and a garden.
b In the bedroom there is a bed a mirror and a wardrobe.
c My bedroom is small but I love it.
d It's late so I'm going to bed.

4 Write the missing words. Use *and*, *but* or *so*.

- a We don't have a big garden, _____ I still like to play in it.
b Let's finish our work, _____ we can go and play.
c We have a dining room _____ a living room.

Lesson 5: Round up

1 Circle the correct word.

- a Jack sleeps in his **kitchen** / **bedroom**.
- b Jill cleans her teeth in the **shower** / **bathroom**.
- c We watch TV in the **garden** / **living room**.
- d The cooker is in the **dining room** / **kitchen**.

2 Write the missing word.

outside between inside on next to

- a The lamp is _____ the table.
- b Come _____. It's raining.
- c My bathroom is _____ the two bedrooms.
- d The living room is _____ the dining room.
- e Go _____ to play.

3 Write the missing words. Use *and*, *but* or *so*.

- a Madison _____ her sister watch TV.
- b Madison's sister is younger, _____ she is taller than Madison.
- c Madison makes breakfast for her sister, _____ she doesn't go to school hungry.

Part 1C At school

Lesson 1: Listening and reading

1 Read and listen to the 'Our school rules' again. Tick the school rules.

- a Put things back where they belong.
- b Don't listen to others when they speak.
- c Be kind.
- d Always be late.

2 Look at the pictures. Write the school rule.



a _____



b _____



c _____



d _____



e _____




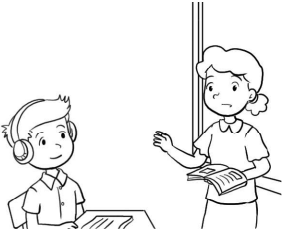

f _____

Lesson 2: Listening and vocabulary



1 These learners are breaking the rules. Put a tick in the correct column to show who or what will be affected by their actions.

When we follow rules, we show we care for people and things.
When we break rules, we show we do not care for people or things.

	Teacher	Classmates	School things
a 			
b 			
c 			

2 How can the learners change their behaviour to show that they care?

- a _____
- b _____
- c _____

Lesson 3: Use of English

1 Underline the imperative verbs.

- a Be careful. It's not good to run in the corridor.
- b Do your homework now.
- c Hand out these forms.
- d Go now.

2 Change these sentences. Use imperatives.

- a Please will you come inside? It's raining.

Come inside. It's raining.

- b Jack, please shut the door.
-

- c Please eat your breakfast.
-

- d Please could you open your books on page 7 and do activity 2.
-

- e May I remind you that you must not run in the corridor.
-

- f I will be very happy if you wash the dishes.
-

Lesson 4: Writing

1 Make a poster about school rules.

You will need

- pictures, photographs, drawings
- pens and crayons

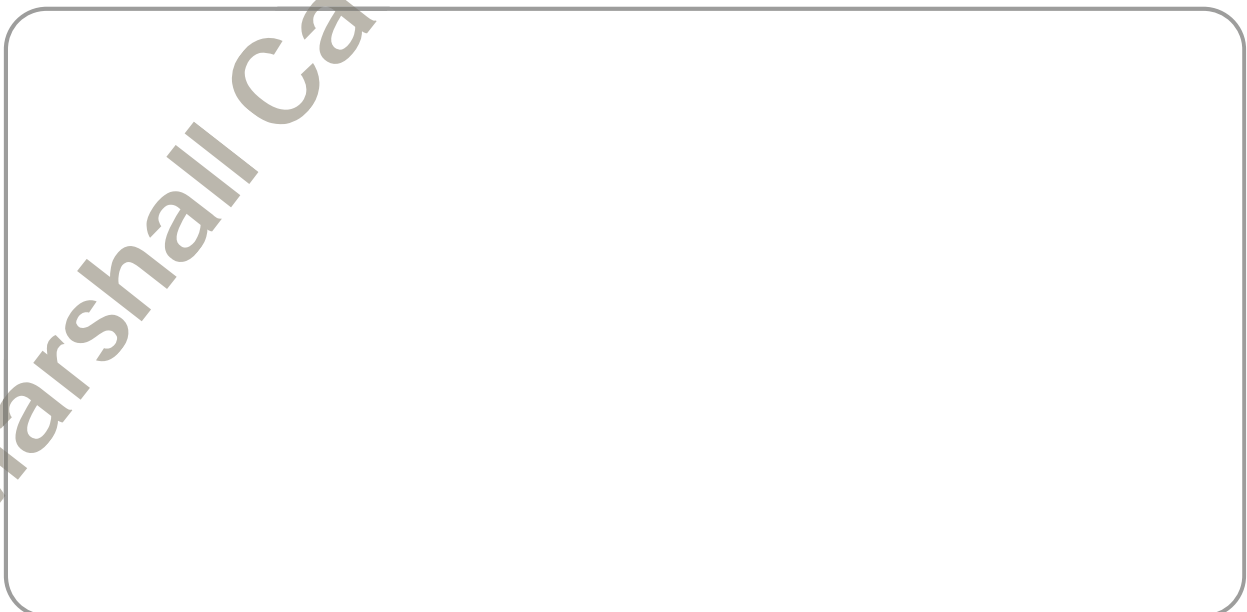
What to do

- 1 Make a list of five school rules you think are important.
- 2 Write the rules using the imperative verb, for example, Stand up!
- 3 Design a poster showing your rules.
- 4 Add pictures or drawings.

Don't forget

- Make the headings big so they are easy to read.
- Keep the headings and other writing short.
- Make your poster look attractive. Use lots of colour.
- Work neatly.

2 Plan your poster below.



Lesson 5: Round up

1 Look at everyone's posters from Lesson 4.
Which is your favourite?

- a My favourite poster is _____'s poster.
b They drew pictures of _____ on their poster.


2 Are these classroom rules true or false?
Circle the answer.

- | | | |
|------------------------------|------|-------|
| a Don't be late for class | true | false |
| b Argue with your partner | true | false |
| c Eat in class | true | false |
| d Listen to the teacher | true | false |
| e Share with your classmates | true | false |
| f Cheat in a test | true | false |


3 Look at question 2. Underline the imperatives.

4 Think about this unit. What did you like?
Colour the stars.

Madison's daily routine 

My home 

Welcome to my house 

The picture of my house 

Our school rules 

Making a poster 