Marshall Cavendish Education

Cambridge Assessment International Education

Endorsed for learner support

Cambridge Primary Mathematics

Activity Book

2nd Edition

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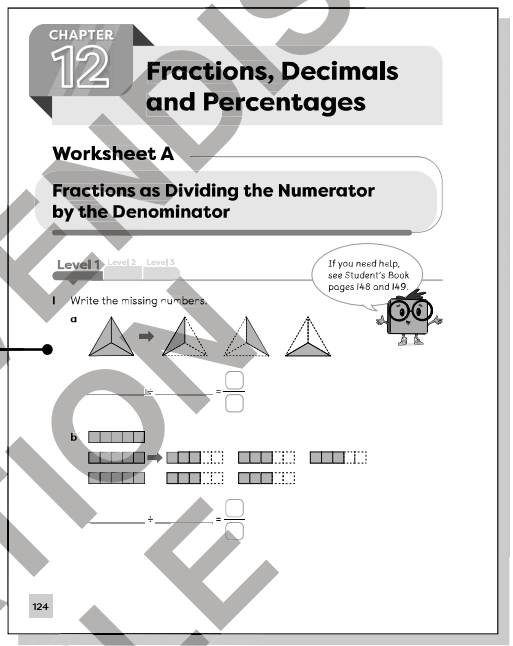
How to Use This Book

This book is designed to help you understand mathematical concepts through meaningful learning experiences that are joyful and simple.

The Activity Book has the following features:

Worksheet

Gain mastery of concepts and skills through questions in this book. There are three levels of questions: The Level 1 questions require you to recall the basic mathematical concepts while the Level 2 questions require you to apply mathematical principles to different situations. The Level 3 questions introduce non-routine, real-life problems that require you to think critically or creatively.


CHAPTER 12 Fractions, Decimals and Percentages

Worksheet A

Fractions as Dividing the Numerator by the Denominator

Level 1 Level 2 Level 3

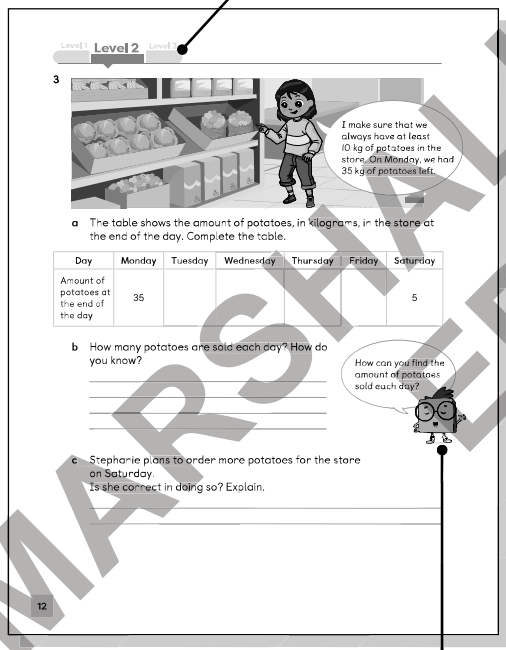
If you need help, see Student's Book pages 148 and 149.

1 Write the missing numbers.

a

b

124


Level 1 Level 2 Level 3

3

I make sure that we always have at least 10 kg of potatoes in the store. On Monday, we had 35 kg of potatoes left.

a The table shows the amount of potatoes, in kilograms, in the store at the end of the day. Complete the table.

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Amount of potatoes at the end of the day	35					5

b How many potatoes are sold each day? How do you know?

How can you find the amount of potatoes sold each day?

c Stephanie plans to order more potatoes for the store on Saturday.
Is she correct in doing so? Explain.

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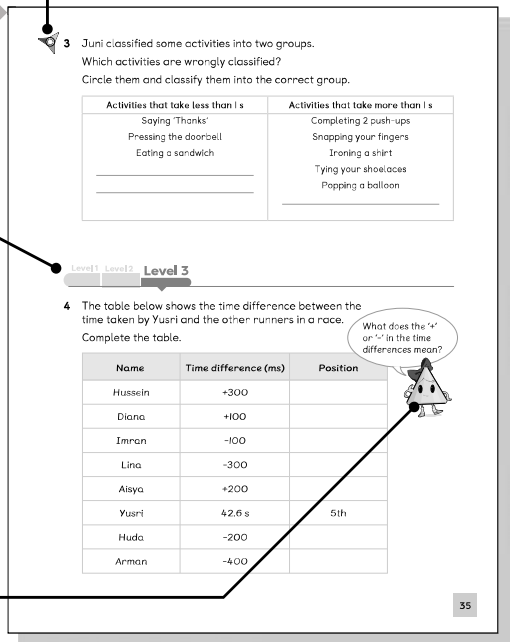
Encourage you to practise Thinking and Working Mathematically.


3 Juni classified some activities into two groups.
Which activities are wrongly classified?
Circle them and classify them into the correct group.

Activities that take less than 1 s	Activities that take more than 1 s
Saying 'Thanks'	Completing 2 push-ups
Pressing the doorbell	Snapping your fingers
Eating a sandwich	Ironing a shirt
	Tying your shoelaces
	Popping a balloon

Level 1 Level 2 Level 3

4 The table below shows the time difference between the time taken by Yusri and the other runners in a race.
Complete the table.

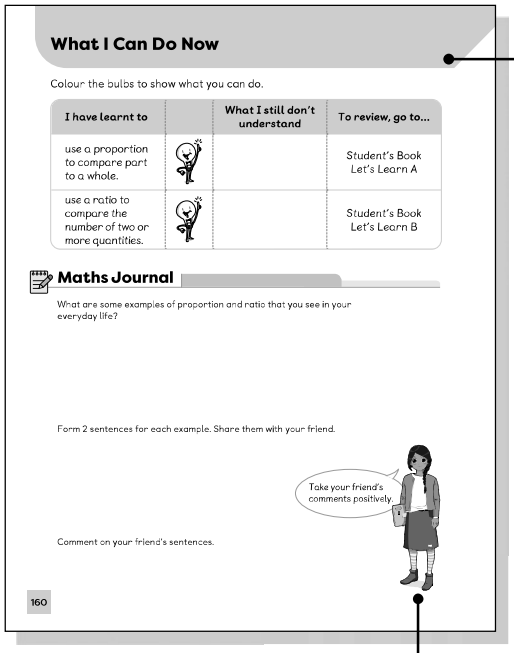
What does the '+' or '−' in the time differences mean?

Name	Time difference (ms)	Position
Hussein	+300	
Diana	+100	
Imran	-100	
Lina	-300	
Aisya	+200	
Yusri	42.6 s	5th
Huda	-200	
Arman	-400	

35

Provide tips to help you understand concepts better and solve problems.

Deepen your learning with these questions.



What I Can Do Now

Colour the bulbs to show what you can do.

I have learnt to		What I still don't understand	To review, go to...
use a proportion to compare part to a whole.			Student's Book Let's Learn A
use a ratio to compare the number of two or more quantities.			Student's Book Let's Learn B

Maths Journal

What are some examples of proportion and ratio that you see in your everyday life?

Form 2 sentences for each example. Share them with your friend.

Take your friend's comments positively.

Comment on your friend's sentences.

160

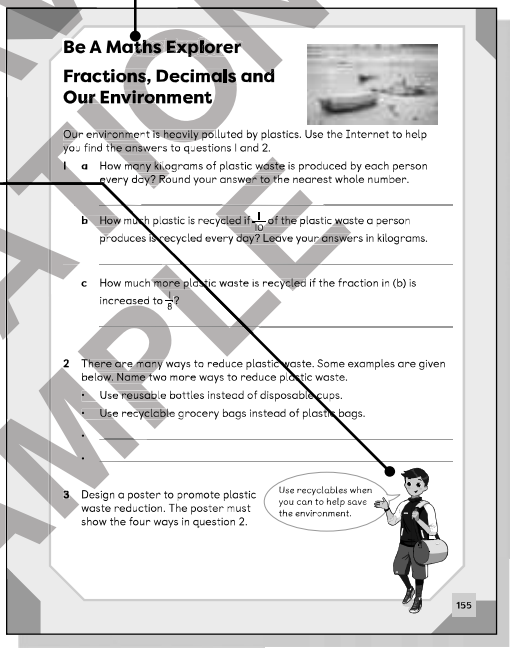
What I Can Do Now

Use the rating table and the journal to help you reflect on and evaluate your understanding so you can identify any gaps and work towards filling them.

Be a Maths Explorer

Use the Internet to find out more about the origins and applications of key concepts in mathematics that is also found in other subjects. This activity also reinforces 21st century skills such as collaboration, teamwork and interdisciplinary thinking.

Learn more about Social and Emotional skills with two mascots, Lana and Leo. They appear at relevant points to interact with you, teaching you how to better understand your feelings and express yourself with different groups of people.



Be A Maths Explorer

Fractions, Decimals and Our Environment

Our environment is heavily polluted by plastics. Use the Internet to help you find the answers to questions 1 and 2.

1 a How many kilograms of plastic waste is produced by each person every day? Round your answer to the nearest whole number.

b How much plastic is recycled if $\frac{1}{10}$ of the plastic waste a person produces is recycled every day? Leave your answers in kilograms.

c How much more plastic waste is recycled if the fraction in (b) is increased to $\frac{1}{8}$?

2 There are many ways to reduce plastic waste. Some examples are given below. Name two more ways to reduce plastic waste.

- Use reusable bottles instead of disposable cups.
- Use recyclable grocery bags instead of plastic bags.
-
-

3 Design a poster to promote plastic waste reduction. The poster must show the four ways in question 2.

Use recyclables when you can to help save the environment.

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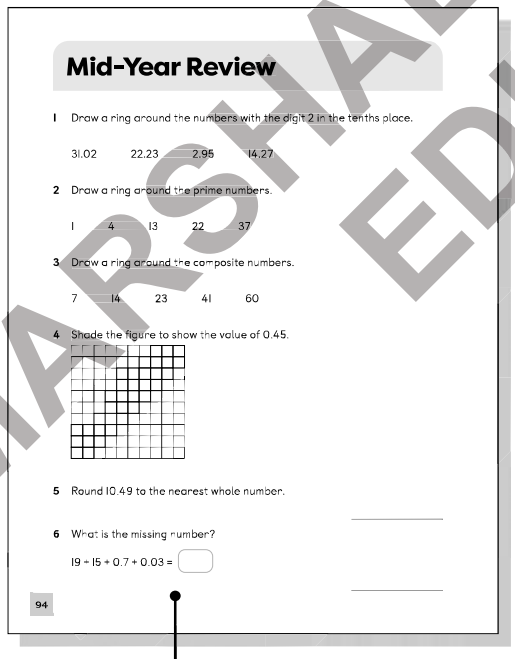


Mid-Year Review

1 Draw a ring around the numbers with the digit 2 in the tenths place.

31.02 22.23 2.95 14.27

2 Draw a ring around the prime numbers.

1 4 13 22 37

3 Draw a ring around the composite numbers.

7 14 23 41 60

4 Shade the figure to show the value of 0.45.

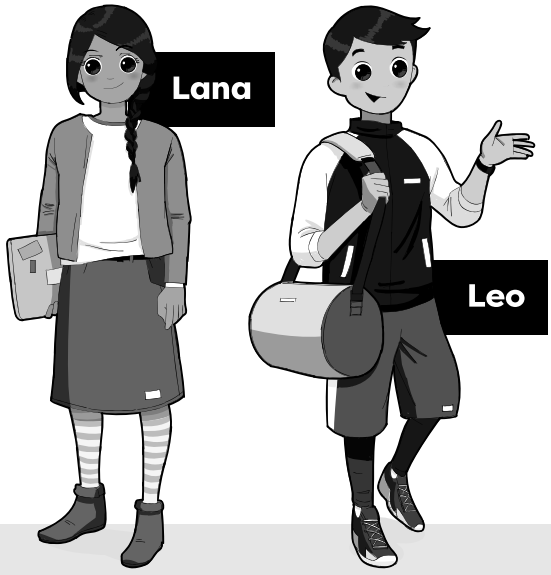
5 Round 10.49 to the nearest whole number.

6 What is the missing number?

19 + 15 + 0.7 + 0.03 = ☐

94

Check your progress with the Mid-Year and End-of-Year reviews.



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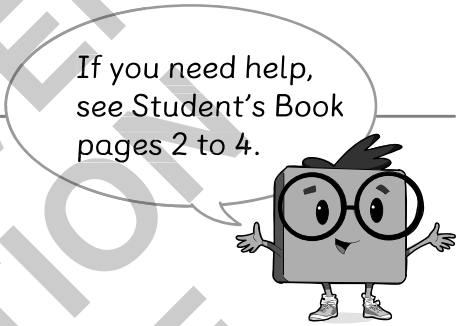
CHAPTER 1

Special Numbers

Worksheet A

Prime and Composite Numbers

Level 1 Level 2 Level 3



1 Fill in the blanks.

a 25 = 1 × 25

= _____ × _____

The factors of 25 are _____.

25 is a _____ number.

25 has _____ factors.

b 31 = _____ × _____

The factors of 31 are _____.

31 is a _____ number.

31 has _____ factors.

c What is the same and what is different between the numbers 25 and 31?

_____

_____

d 52 = _____ × _____

= _____ × _____

= _____ × _____

The factors of 52 are _____.

52 is a _____ number with _____ factors.

e 71 = _____ × _____

The factors of 71 are _____.

71 is a _____ number with _____ factors.

2 List the factors of the numbers.

Then determine if the numbers are prime or composite numbers.

a The factors of 37 are _____.

37 has _____ factors. 37 is a _____ number.

b The factors of 51 are _____.

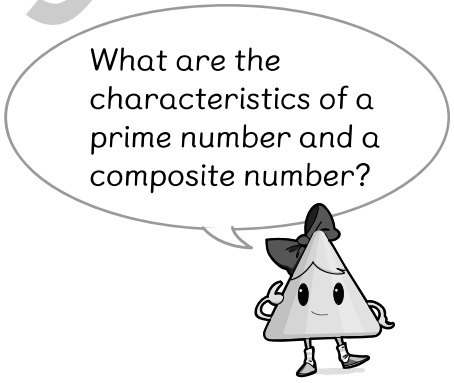
51 has _____ factors. 51 is a _____ number.

Level 1 **Level 2** Level 3

3 **a** Colour all the prime numbers in the box. What number do you see?

_____

36	35	6	16	95	54	50
48	11	24	20	2	43	40
21	19	99	29	39	38	42
33	61	72	71	41	30	64
72	47	57	53	52	37	34
1	89	85	27	17	15	14
10	88	44	45	75	25	48



b Is the number in (a) a prime number or a composite number? Explain.

_____

4 **a** Dave has 28 chairs.

He arranges them in equal rows.

What are some ways he can arrange them?

b Dave adds I more chair. He wants to arrange all the chairs in equal rows. How would he do that?

5 I am a composite number smaller than 20.

I have 6 factors. I am divisible by 4. What number am I?

6 **a** Describe how students in a class can display their 25 drawings.

b A student says the drawings can be arranged in 2 equal rows.

Explain if he is correct.

Level 1 Level 2 **Level 3**

7 Mabel has a 2-digit number beginning with 9.

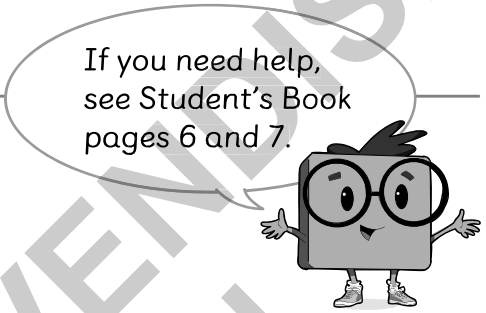
She writes the number as a product of a pair of its factors. One of the factors is a prime number and the other is a composite number.
The difference between the two factors is 2.

Find the 2-digit number.

Worksheet B

Tests of Divisibility

Level 1 Level 2 Level 3



1 Is the number divisible by 4?

Fill in the blanks.

a In 432, the last two digits are _____ .

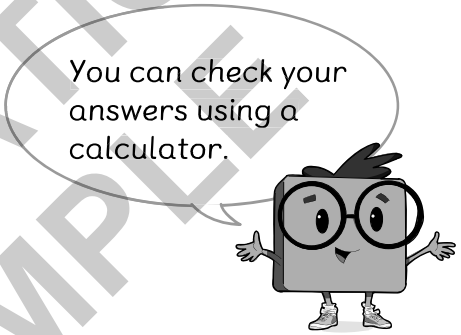
_____ ÷ 4 = _____

432 _____ divisible by 4.

b In 3984, the last two digits are _____ .

_____ ÷ 4 = _____

3984 _____ divisible by 4.



2 Is the number divisible by 8?

Fill in the blanks.

a In 8432, the last three digits are _____.

_____ ÷ 8 = _____

432 _____ divisible by 8.

b In 13 984, the last three digits are _____.

_____ ÷ 8 = _____

13 984 _____ divisible by 8.

Look at **a** and **b**. What can you conclude about the divisibility of the numbers in **b**?

3 Explain your answers to these questions.

a Is 12 818 divisible by 4?

b Is 35 648 divisible by 8?

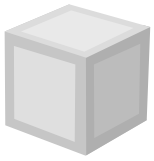
Level 1 **Level 2** Level 3

4 Sort the numbers. Complete the table.

176 512 1592 9324

Numbers divisible by 4	Numbers divisible by 8

5 **a** Jackie shares 244 blocks equally among 3 friends and herself.



Are there any blocks left?

b Devan wants to share 1244 beads equally among 7 friends and himself.

He says there are no beads left after that. Is he correct? Explain.

6 A factory has 57 946 strawberries. The workers pack them into bags of 8 strawberries each.

Any remaining strawberries are packed into cartons.

a The factory supervisor says his workers will not be packing strawberries in cartons.

Is he correct? Explain.

b The factory supervisor says that all the strawberries can also be packed into snack packs of 4 strawberries each. Will there be any cartons containing strawberries?

How do you know?

What I Can Do Now

Colour the bulbs to show what you can do.

I have learnt to		What I still don't understand	To review, go to...
tell the difference between prime and composite numbers.			Student's Book Let's Learn A
understand the test of divisibility.			Student's Book Let's Learn B

Maths Journal

Write a riddle using these words:
prime number, composite number, divisible by 4 and 8
For example:
A number is a composite number. It is divisible by 4 and 8.
What is the number?

Solve it. Then exchange your riddles with your partner.
Did both of you get the same answer? Did both of you do it the same way?

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- ✓ Has passed Cambridge International's rigorous quality-assurance process
- ✓ Developed by subject experts
- ✓ For Cambridge schools worldwide

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ISBN 978-981-4971-19-5

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