OXFORD PRIMARY SKILLS

3

Reading and writing

Helen Casey

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Unit	Structures	Vocabulary	Skills
1 Summer school page 4	She likes (doing gymnastics). She doesn't like (playing tennis).	camp cook outside do pottery kayak play table tennis trampoline	📖: School prospectus ✎: Capital letters Letter
2 Our things page 8	Can we (borrow your laptop)? He's got (an Mp3 player).	alarm clock calculator helmet laptop suitcase umbrella	📖: Cartoon story ✎: Punctuation Description
3 A safe place page 12	He is (taking photos). They are (cutting down the trees).	cut down jungle orang-utan ranger rhino visitors	📖: Information leaflet ✎: Present participles Holiday diary
4 Life in space page 16	He (gets up early). They (live in space for months).	astronaut float planet sleeping bag space station telescope	📖: Magazine feature ✎: Word order Schedule
5 At the museum page 20	They always (want to come again). I sometimes (go swimming) on (Thursday).	amazing boring comfortable dark exciting scary	📖: Advertisement ✎: Time expressions Activity diary
6 Australia page 24	the biggest (city) the highest (mountain) the longest (river)	city coast desert emu island koala	📖: Fact file ✎: Proper nouns Country profile
7 Let's play 'Boatman'! page 28	You must (run). You mustn't (walk).	across at the side of beside in front of in the middle of past	📖: Rules of a game ✎: Linkers 1 How to play a game
8 New York in 1900 page 32	They had (cookers). They didn't have (TVs). There were (candles).	candle carriage cooker electric light microwave underground train	📖: Magazine article ✎: Linkers 2 Historical description
9 The Aztecs page 36	They didn't (write words). They used (pictures).	beads feathers hunt plant sew tools	📖: Reference book ✎: Organizing information School project
10 Let's help the hospital page 40	We're going to (collect money). I'm going to (take a sleeping bag).	anorak campsite tent torch walking boots water bottle	📖: Information leaflet ✎: Format of letters Holiday letter
More words page 44		Five extra words for each unit	

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Teaching notes

The *Oxford Primary Skills* series is designed to be used alongside a coursebook to develop reading and writing skills, and uses a balance of familiar and new language in different contexts.

Each level of *Reading and writing* is made up of ten units that are designed to be used in order. The texts progress in length and the skills practised progress in difficulty through the book. The units follow a grammar and vocabulary syllabus designed to be consistent with what the children are learning in their language lessons.

Reading

There are a variety of reading text types through the course to expose children to different types of English in use. Children will be motivated by their ability to read and understand 'real' text types such as websites and magazine articles that have been graded to their level. Children develop the skills of reading and listening for gist and detail, both of which are essential for complete communicative competence.

Some of the text types they will encounter are, amongst others:
stories, magazine articles, advertisements, leaflets, websites, projects, reference book articles.

Writing

In the Writing section of each unit, the children practise punctuation, syntax and text structuring, and are given the opportunity to write different types of text closely following a model text that will support them in structuring their writing. Their writing confidence will develop as they find they have written, amongst others:
letters, descriptions, instructions, projects, diary entries, website profiles.

More words

At the back of the book is an optional section of vocabulary extension exercises that can be used to augment the number of words the children learn in each unit from six to eleven. The extra words are consistent with the topic of the unit and can be used by children to complete the activities in the Writing task at the end of each unit.

It is to be stressed that these words are optional and it is perfectly possible to complete the course without using this additional section.

Tour of a unit

Each unit is topic-based and the topics are consistent with areas the children will be covering in their English language coursebooks and in other subject areas. The units are structured to offer the children support in developing their reading and writing skills. Every unit follows the same structure:

Reading and Comprehension

pages 1 and 2 of each unit

The six new words are introduced in picture form at the top of the first page. Use the pictures to teach the words which will form the basis for the Vocabulary work in the unit and will also appear in the Reading text.

The Reading text follows the new words. There is also a recorded version of this text on the Teacher's CD.

When you start to teach a new text, approach it in three stages: *pre-reading*, *reading for gist*, and *reading for detail*. Explain that children do not have to understand every word to do this. By focusing on the language they do understand, it is possible to guess or use logic to work out the meaning of the rest.

Pre-reading. This stage is about looking for clues to help the children piece together the meaning of the text. This includes looking at the pictures and text style to guess what type of text it is and what it is likely to be about. Ask the children to give suggestions about what they think the text will say before they start to read.

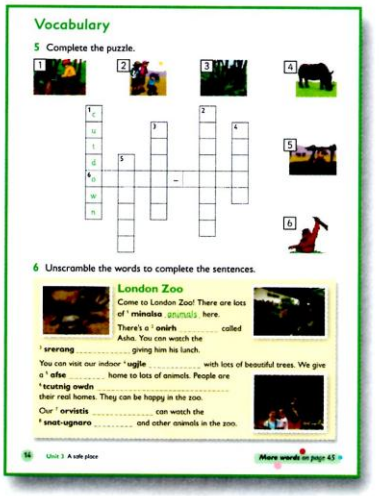
Reading for gist. Play the recording twice while the children follow the text in their books. They do not need to be able to read every word independently, just carefully enough to understand the gist. Ask some simple comprehension questions to ensure they have understood the general points.

Reading for detail. This stage will take place as you go onto the Comprehension page. Go through the first comprehension activity with the class so that the children know what information to look for in the text. Give them time to read the text again to find the answers. Have a class feedback session. Then let the children answer the questions on their own or do the following two exercises together as a class if you prefer.

Vocabulary

page 3 of each unit

The vocabulary exercises give the children the opportunity to practise the new words learnt earlier in the unit. The vocabulary items are practised in the context of simple, graded language structures and alongside other vocabulary items that they are likely to recognize from their coursebook.


Vocabulary

5 Complete the puzzle.

6 Unscramble the words to complete the sentences.

London Zoo

Come to London Zoo! There are lots of ¹minalso animals here.

There's a ² onirh called Asha. You can watch the ³ srerang giving him his lunch.

You can visit our indoor ⁴ ugile with lots of beautiful trees. We give a ⁵ afse home to lots of animals. People are ⁶ tcutnig owdn their real homes. They can be happy in the zoo.

Our ⁷ orsitis can watch the ⁸ snat-ugnaro and other animals in the zoo.

14 Unit 3 A safe place

More words on page 45 >

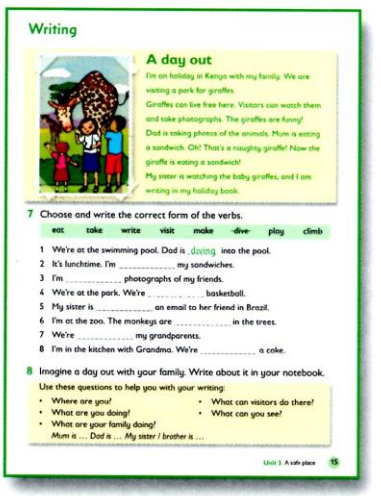
Where appropriate, the third exercise on this page gives the children the chance to personalize the language they have been using in a statement about themselves.

At the bottom of the third page of the unit, you will see directions to the *More words* section for that unit. For those wishing to further extend the children's vocabulary, this is the stage in the unit where these new words should be taught and practised. This allows the children the option to use them in their writing task on the final page of the unit.

Writing

page 4 of each unit

The Writing page begins with a model text that the children should read. Apply the same approach as for the Reading text.


Writing

A day out

I'm on holiday in Kenya with my family. We are visiting a park for giraffes.

Giraffes can live free here. Visitors can watch them and take photographs. The giraffes are funny!

Dad is taking photos of the animals. Mum is eating a sandwich. Oh! That's a naughty giraffe! Now the giraffe is eating a sandwich!

My sister is watching the baby giraffes, and I am writing in my holiday book.

7 Choose and write the correct form of the verbs.

eat take write visit make dive play climb

1 We're at the swimming pool. Dad is diving into the pool.
2 It's lunchtime. I'm ..... my sandwiches.
3 I'm ..... photographs of my friends.
4 We're at the park. We're ..... basketball.
5 My sister is ..... an email to her friend in Brazil.
6 I'm at the zoo. The monkeys are ..... in the trees.
7 We're ..... my grandparents.
8 I'm in the kitchen with Grandma. We're ..... a cake.

8 Imagine a day out with your family. Write about it in your notebook.

Use these questions to help you with your writing:

- Where are you?
- What are you doing?
- What are your family doing?
- What can visitors do there?
- What can you see?

Mum is ... Dad is ... My sister / brother is ...

Unit 3 A safe place 15

Look for clues in the picture and the style of the text for what type of text it might be and what they think they might be asked to write.

Read the text together as a class to see if they were right with their predictions.

Then move on to the exercise following the text. This focuses on a writing skill that will help them to complete the final writing task of the unit. Some examples of these are, amongst others:
punctuation, use of capital letters, time expressions, present participles, proper nouns, linkers and word order.

Do feedback as a class before they move on to the writing task.

The Writing tasks are very well-supported with question prompts so the children are not pushed beyond their level of competence. They are based very closely on the model text above, and the children should be encouraged to refer back to the text you have read together to complete the final exercise of the unit in their notebook.

For more extensive teaching notes and answer key, refer to www.oup.com/elt/teachersclub/young-learners

1 Summer school

kayak

do pottery

trampoline

play table tennis

camp

cook outside

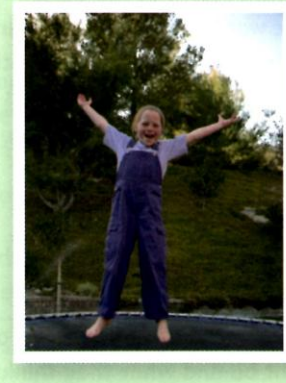
Reading

1 01 Read and listen.

INTERNATIONAL SUMMER SCHOOL

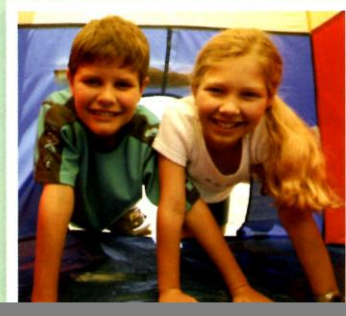
Welcome to the International Summer School! There are children from all over the world here. They camp and cook outside. In the daytime, they do lots of activities.

This is Luis. He's nine years old. He's from Brazil. He likes kayaking and playing basketball. He doesn't like painting. He likes doing pottery.



And this is Alice. She's eight years old. She's from the USA. She likes doing gymnastics and trampolining! She doesn't like playing tennis but she likes playing table tennis.

Vadim and his sister Rada are at the summer camp. They are from Russia. This is a photo of them in their tent.



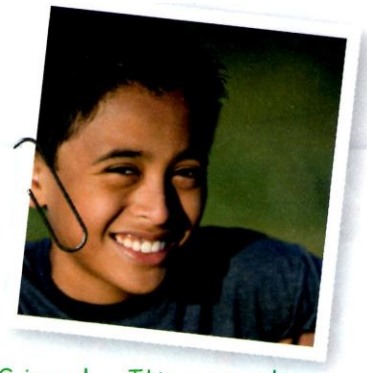
Vadim is ten years old. He likes camping with his sister and his friends. He doesn't like playing football. He likes kayaking and he likes cooking outside.

Rada is nine years old. She likes camping too. She also

Vocabulary

5 Read and write the letters.

Writing



Dear Penfriend,

My name is Edward. I'm from Sydney, in Australia.

My birthday is in March and I'm eight.

I'm at the International Summer School with my friends. It's great!

I like art, I like painting and I love doing pottery.

I like sport, too. I like playing basketball and table tennis.

I don't like camping, but I love cooking outside.

Where are you from? How old are you? When's your birthday?

What do you like doing? Please write soon and answer my questions.

From

Edward

8 Circle the mistakes with capital letters. Correct the sentences.

1 my name is jerry and i'm from the usa.
My name is Jerry and I'm from the USA.

2 my friend's birthday is in april. _____

3 he's seven and he's from egypt. _____

4 i'm from russia and my name is anna. _____

5 my birthday is in december and i'm nine. _____

9 Write a letter to Edward in your notebook. Answer his questions.

Use these words and phrases:

- *Dear …*
- *My name is …*
- *I'm from …*
- *My birthday …*
- *I like …*
- *I don't like …*
- *From …*

2 Our things

alarm clock

umbrella

suitcase

helmet

laptop

calculator

Reading

1 02 Read and listen.

1

Twins: Hi, Zoë. Can we borrow your alarm clock? And your torch?

Zoë: Yes, you can. But be careful with them. Here they are.

2

Twins: Hi, Dad! Have you got a suitcase? And an umbrella and a helmet?

Dad: Yes, I have. Here they are.

Twins: Please can we borrow them, Dad?

3

Twins: Hi, Mum! Can we borrow your laptop please?

Mum: No, you can't. I'm working. You can borrow this calculator.

Twins: Great! Thanks, Mum!

Mum: Here it is. Be careful with it.

4

Dad: What are they doing with our things?

Mum: They're in the living room.

All: Twins! What are you doing?

Twins: Come and look at our space ship!

Dad: So that's what you're doing with our things!

Comprehension

2 Choose and circle.

1 The twins (*can*) / *can't* borrow Zoë's alarm clock.

2 Dad *has* / *hasn't* got an umbrella.

3 Mum is *cooking* / *working*.

4 The twins can borrow the *calculator* / *laptop*.

5 The twins are in the *living room* / *dining room*.

6 They've got a *space ship* / *school project*.

3 Write *Yes, they have.* or *No, they haven't.*

1 Have the twins got an alarm clock?
Yes, they have.

2 Have they got a camera?
_____

3 Have they got an umbrella?
_____

4 Have they got a laptop?
_____

5 Have they got a calculator?
_____

6 Have they got a suitcase?
_____

4 Complete the sentences.

1 Zoë gives the twins a torch and an _____.

2 Dad gives the twins a _____, an _____ and a _____.

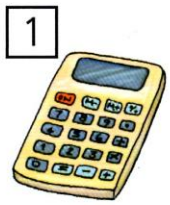
3 Mum doesn't give the twins a _____.

4 Mum gives the twins a _____.

5 The twins make a _____.

Vocabulary

5 Write about you. Use *I've got / I haven't got.*



1 I've got a calculator.
2 _____
3 _____
4 _____
5 _____
6 _____

6 Look and write.

camera	CD player	helmet	laptop
~~Mp3 player~~	suitcase	umbrella	watch

Eric **Jane** **Rob** **Rosie**

1 What has Eric got? He's got an Mp3 player and _____
2 What has Jane got? _____
3 What has Rob got? _____
4 What has Rosie got? _____

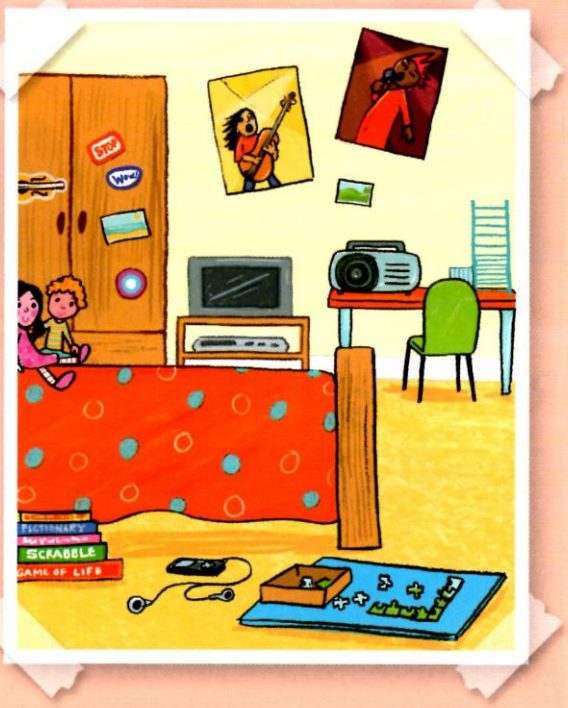
More words *on page 44*

Writing

My Dream Room

by Sally

This is my dream room.
I love music. There are music posters, stickers and postcards on the wall.
I've got lots of CDs, a CD player and an Mp3 player.
And look! I can watch films. I've got a TV and a DVD player.
There are lots of toys in my room. There are dolls, puzzles and board games.
I can play in my room all day!



7 Write the punctuation marks. [.] [,]

1 I've got a computer, a DVD player and a TV.
2 I collect badges stickers and shells
3 I love reading writing and watching TV
4 My room is yellow red and orange
5 I read comics books and emails

8 Imagine your dream room. Draw and write about it in your notebook.

Use these word and phrases:

- *This is my....*
- *There are lots of ...*
- *And look! I can ...*
- *In my dream room there are ...*
- *I've got ...*
- *I love ...*

3 A safe place

jungle

cut down

orang-utan

ranger

visitors

rhino

Reading

1 03 Read and listen.

What do you know about jungles and the animals that live there?

Lots of different animals live in jungles. Jungles are beautiful, but people are making the jungles polluted and dangerous. They are cutting down the trees. The animals are not safe. They need help.

This is Sepilok Park in Malaysia. It's a big park for orang-utans. They are safe here. There are lots of big, tall trees. People can't cut these trees down. Eighty orang-utans are living free in this park.

Look! Can you see the orang-utans in this picture? They are climbing and playing! They're funny! The rangers give them food. These orang-utans are eating watermelon. Visitors can go to the park to see the orang-utans. They watch them and take photographs.

There are other animals here too. Rhinos and bears are not safe in the jungle. They are living free in Sepilok Park, too. It's a safe and beautiful place. Come and visit!

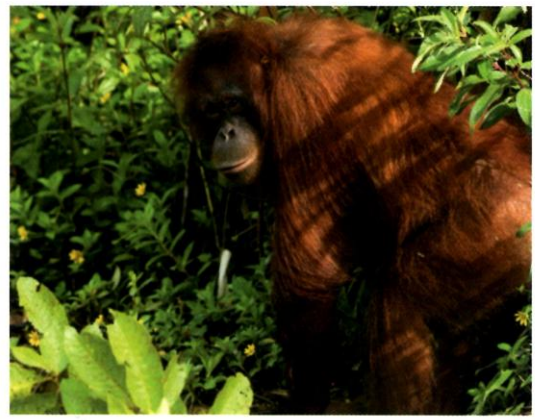
Comprehension

2 Read and tick (✔) or cross (✘).

1 Animals are safe in the jungle. ✘
2 Animals are safe in the park. ☐
3 There are one hundred orang-utans living in the park. ☐
4 The rangers give them toys. ☐
5 Visitors can look at the orang-utans. ☐
6 There are bears and rhinos at Sepilok Park. ☐

3 Choose and write.

live	beautiful	free	~~jungle~~
visitors	dangerous	safe	trees



Orang-utans live in the [1] jungle . The jungle is [2] _____ but it isn't safe for the animals. People are cutting down the [3] _____ and the jungle is [4] _____ and polluted. Sepilok Park is a [5] _____ place for orang-utans. They can live [6] _____ in the park. Rhinos and bears [7] _____ in the park too. [8] _____ go to the park to see the animals.

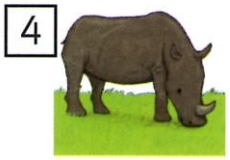
4 Match the questions and the answers.

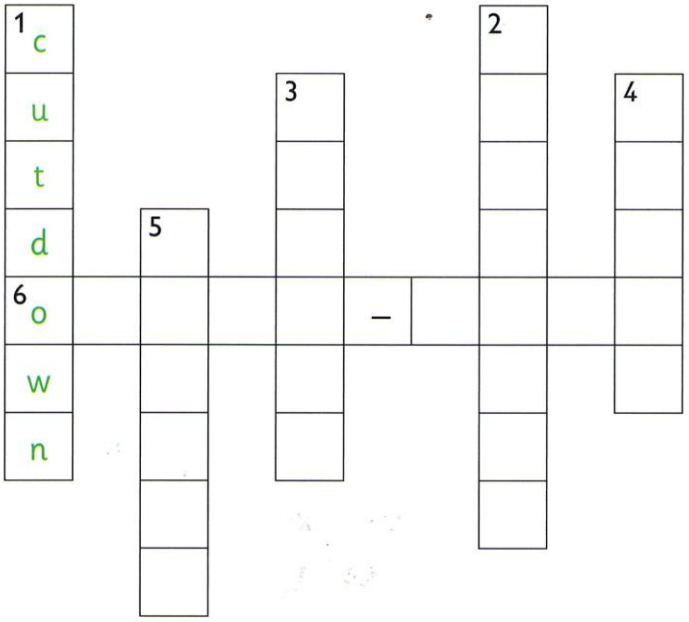
1 Where do lots of animals live? — b
2 Is the jungle safe and clean?
3 Where can orang-utans live free?
4 Is Sepilok Park safe and beautiful?
5 Are there other animals in the park?
6 What can visitors do at the park?

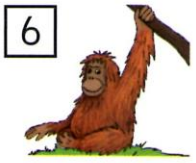
a Yes, there are rhinos and bears.
b In the jungle.
c Yes, it is.
d They can watch the orang-utans.
e No, it isn't.
f In Sepilok Park.

Vocabulary

5 Complete the puzzle.







6 Unscramble the words to complete the sentences.

London Zoo

Come to London Zoo! There are lots of [1] **minalsa** animals here.

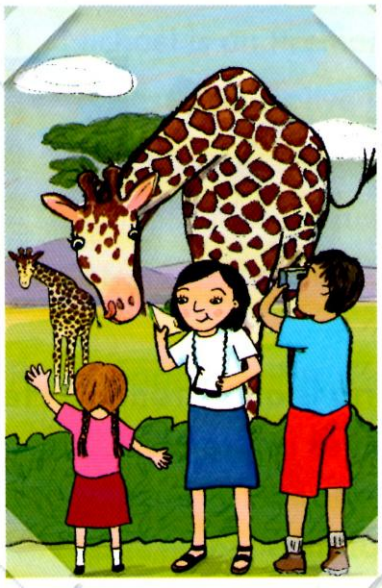
There's a [2] **onirh** _____ called Asha. You can watch the [3] **srerang** _____ giving him his lunch.

You can visit our indoor [4] **ugjlen** _____ with lots of beautiful trees. We give a [5] **afse** _____ home to lots of animals. People are [6] **tcutnig owdn** _____ their real homes. They can be happy in the zoo.

Our [7] **orvistis** _____ can watch the [8] **snat-ugnaro** _____ and other animals in the zoo.

More words *on page 45*

Writing



A day out

I'm on holiday in Kenya with my family. We are visiting a park for giraffes.

Giraffes can live free here. Visitors can watch them and take photographs. The giraffes are funny!

Dad is taking photos of the animals. Mum is eating a sandwich. Oh! That's a naughty giraffe! Now the giraffe is eating a sandwich!

My sister is watching the baby giraffes, and I am writing in my holiday book.

7 Choose and write the correct form of the verbs.

eat take write visit make ~~dive~~ play climb

1 We're at the swimming pool. Dad is diving into the pool.
2 It's lunchtime. I'm _____ my sandwiches.
3 I'm _____ photographs of my friends.
4 We're at the park. We're _____ basketball.
5 My sister is _____ an email to her friend in Brazil.
6 I'm at the zoo. The monkeys are _____ in the trees.
7 We're _____ my grandparents.
8 I'm in the kitchen with Grandma. We're _____ a cake.

8 Imagine a day out with your family. Write about it in your notebook.

Use these questions to help you with your writing:

- Where are you?
- What are you doing?
- What are your family doing?
  Mum is … Dad is … My sister / brother is …
- What can visitors do there?
- What can you see?

4 Life in space

astronaut

planet

sleeping bag

float

telescope

space station

Reading

1 04 Read and listen.

Michael Lopez-Alegría is an astronaut. He is from Spain but he lives in the USA. He works with other astronauts to learn about the planets. The astronauts live in space for months. They work and sleep on their space station.

The alarm clock rings early and the astronauts get up. They get dressed and they have breakfast. Eating in space is funny. Everything floats around! After breakfast they brush their teeth and start work.

Michael's job is looking at the planets with a telescope. He can learn a lot about space. He is busy all day.

After work, the astronauts write emails or they exercise. Then they have dinner and watch DVDs. Finally, they go to bed. They sleep in sleeping bags. It is difficult to sleep because you can't lie down!

Some days the astronauts go outside the space station. They call this spacewalking. They wear special suits when they do a spacewalk.

Comprehension

2 Correct one word in each sentence.

1 Michael is an ~~fireman~~. astronaut

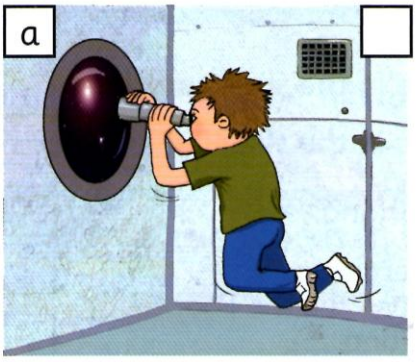
2 The astronauts live in Spain for months. _____

3 They learn about the animals. _____

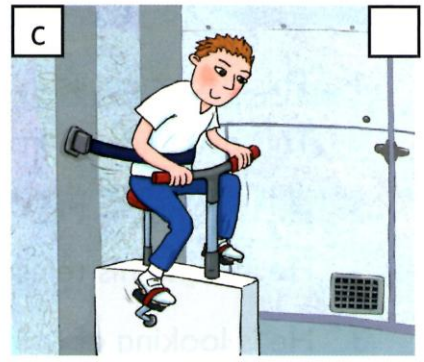
4 Eating in space is dangerous. _____

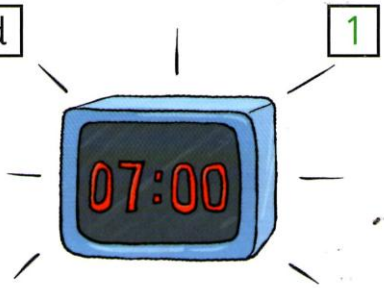
5 The astronauts write stories after work. _____

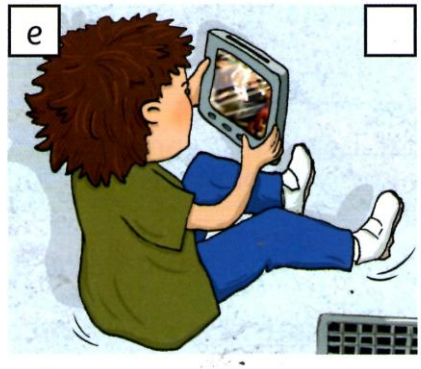
3 Read page 16. Put the pictures in order.

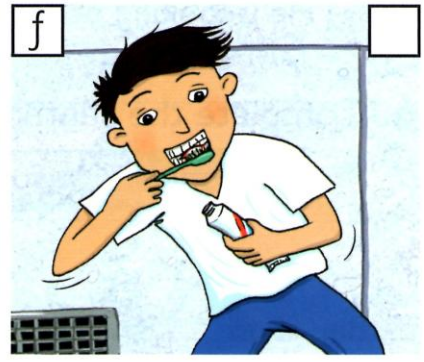
a  ☐

b ☐

c  ☐

d  1

e  ☐

f  ☐

4 Match the two parts of the sentences.

1	Michael works	a	planets with a telescope.
2	The astronauts learn	b	when their alarm clock rings.
3	They get up	c	about the planets.
4	After breakfast they	d	after work.
5	Michael looks at the	e	on a space station.
6	They write emails	f	brush their teeth.

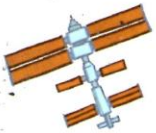
Vocabulary

5 Read and tick (✔) the correct sentence.

1	This astronaut is in space.	✔	4	They are in the space station.	
	This astronaut is in the USA.			They are in the sleeping bag.	
2	He is using his Mp3 player.		5	He is working.	
	He is using his telescope.			He is exercising.	
3	He is looking at some dolphins.		6	She is eating.	
	He is looking at some planets.			She is floating.	

6 Complete the sentences.

space station ~~astronaut~~ planets space telescope

Ben is an 1 astronaut . He works on a  2 _____.

He goes to work and he stays in 3 _____ for two months.

His job is learning about the 4 _____.

He looks at them with his 5 _____.

More words on page 45

Writing

My hero

My hero is Lewis Hamilton. He's from Britain. He's a racing driver. Let's imagine his day.

Lewis Hamilton gets up early in the morning. He gets dressed and has breakfast. He eats cereal and fruit for breakfast. He goes to the gym every day. Then he has a shower and goes to work. In the morning, he drives his car. He drives very fast!

In the afternoon, he looks after his car. He works with a team to make his car faster.

In the evening, he has dinner. He eats pasta and broccoli for dinner. He watches TV then he goes to bed.

7 Write the words in the correct order.

1 half past / My hero / seven. / at / gets up

My hero gets up at half past seven.

2 his teeth. / and brushes / he has / First, / a shower

3 he gets / brushes / Next, / his hair. / dressed and

4 pictures. / In the / he paints / afternoon,

5 and / every day. / He dances / sings

8 Imagine your hero's day. Write about it in your notebook.

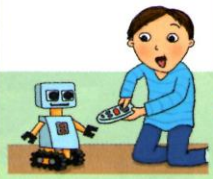
Use these words and phrases:

- *My hero's name is …*
- *He's from* or *She's from …*
- *He's a* or *She's a …*
- *In the morning, …*
- *In the afternoon, …*
- *In the evening, …*

5 At the museum

dark

scary


amazing

boring

comfortable

exciting

Reading

1 05 Read and listen.

Do you have sleep-overs and stay at your cousin's house all night? Imagine staying all night in a museum. That's the **Big Night** – it's a sleep-over at the museum.

It's dark in the museum at night. Is it scary? No. Is it boring? No, it's exciting! Come and see.

Welcome to the **Big Night** at the museum! In the day you can visit the museum – and at night you can sleep there!

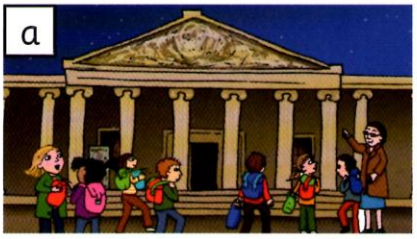
The **Big Night** starts at 6.30 in the evening. Bring a comfortable sleeping bag and a torch. These are the activities:

7:00 Egypt quiz – you can win exciting prizes
7:30 Dinner in the café in the museum – lovely food and great milkshakes!
8:00 Art – make posters about Egypt or make a scary mask
9:00 Amazing stories from Ancient Egypt – very funny and not boring!
10:00 Bedtime – get into your sleeping bags and get comfortable.
08:00 Wake up – time for breakfast
09:00 Gallery visit – watch a film about Ancient Egypt

The **Big Night** finishes at ten o'clock on Sunday morning. Watch out! Children always want to come again!

Comprehension

2 Look and write the times.

a 

The Big Night starts at half past six.

b

The quiz is at _____

c

Dinner is at _____

d

Art is at _____

e

Story time is at _____

f

Bedtime is at _____

3 Read and tick (✔) or cross (✘).

1 The museum isn't scary at night. ✔
2 You can sleep in the museum on the Big Night. ☐
3 There is a maths quiz at seven o'clock. ☐
4 Children have dinner at home. ☐
5 There are beds at the museum. ☐
6 Children want to go to the museum again. ☐

4 Match the questions and the answers.

1	What can you do on the Big Night?	a	At ten o'clock on Sunday.
2	What do children do at eight o'clock?	b	Yes, it is. Bring a torch.
3	Where do children have dinner?	c	You can sleep in the museum.
4	Is the museum dark at night?	d	In the café in the museum.
5	What time do children have breakfast?	e	They make posters and masks.
6	When can children go home?	f	At eight o'clock in the morning.

Vocabulary

5 Choose and write.

amazing boring comfortable dark ~~exciting~~ scary

Writing

What I do after school

by Sam North

At our school we can do lots of things after school.
We've got lots of clubs.
On Monday there is Football Club at the sports centre and Swimming Club at the swimming pool.
On Tuesday there is Reading Club. That's in the library at four o'clock.
I sometimes go to Music Club on Wednesday, but it isn't my favourite. My favourite is Pottery Club. We only have Pottery Club in winter.
Pottery Club is on Thursday at half past three. It's in the art room.
I love doing pottery! The club finishes at five o'clock but I never want to stop!
I make lots of nice things. I always give them to my mum.

8 Choose and write.

in at on to

1 We can play outside in summer.
2 I go to the library _____ Friday after school.
3 Cooking Club starts _____ two o'clock.
4 I always go _____ Football Club on Saturdays.
5 The Theatre Club do a play _____ spring.
6 I sometimes have a swimming lesson _____ Thursday.
7 _____ night you can sleep in the museum.

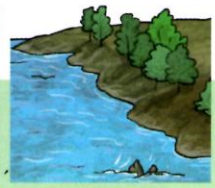
9 Write in your notebook about your activities after school.

Use these words and phrases:

- *It's on …*
- *I sometimes …*
- *I always …*
- *My favourite activity is …*
- *It's at …*
- *I never …*

6 Australia

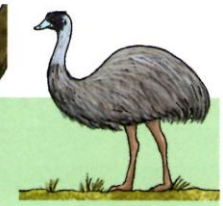
island


coast

city

desert

koala


emu

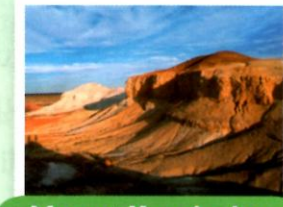
Reading

1 06 Read and listen.

Australia is the biggest island in the world. A lot of people in Australia live by the coast. They like surfing and going to the beach. Australians speak English. They sometimes call their country 'Oz'.

Sydney Harbour Bridge

The biggest city in Australia is Sydney. There's a big bridge in Sydney. It's called Sydney Harbour Bridge. You can climb it. Look at the picture; this is what you can see from the top!


Mount Kosciusko

There are lots of mountains in Australia. The highest mountain in Australia is Mount Kosciuszko. You can ski there in winter.

Great Barrier Reef

The Great Barrier Reef is in the sea off the coast of Australia. It's very big. You can see it from space!

There are lots of deserts in Australia. Australians call the desert 'the outback'. It's a very dry country. The Great Victoria Desert is the biggest desert in Australia.

Kangaroo

Australia has got lots of special animals. Kangaroos can jump three metres! Koalas live in trees and eat the leaves. The emu is a very big bird. It runs very fast but it can't fly. There are crocodiles and snakes, too. They're dangerous.

Comprehension

2 Choose and circle.

1 A lot of people in Australia live by the *coast* / *desert*.

2 Australia is the biggest *island* / *country* in the world.

3 The highest *waterfall* / *mountain* in Australia is Mount Kosciuszko.

4 The biggest *lake* / *desert* in Australia is the Great Victoria.

5 Koalas and *tigers* / *kangaroos* are Australian animals.

6 Sydney is Australia's *biggest* / *smallest* city.

3 Correct the sentences.

1 Crocodiles and kangaroos are dangerous animals.

Crocodiles and snakes are dangerous animals.

2 Australia is the biggest country in the world.

_____

3 The widest mountain in Australia is Mount Kosciuszko.

_____

4 The Great Victoria is a big ocean.

_____

5 There is a big waterfall in Sydney.

_____

4 Answer the questions.

1 What's the highest mountain in Australia? Mount Kosciusko

2 What do Australians like doing? _____

3 What's the biggest city in Australia? _____

4 Which Australian animals are dangerous? _____

5 What is the Great Victoria? _____

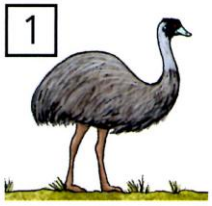
6 How high can kangaroos jump? _____

7 What do Australians sometimes call their country? _____

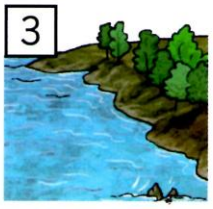
8 Can you see the Great Barrier Reef from space? _____

Vocabulary

5 Find and circle. Write.

1 

2

3 

emu _____ _____

4

5

6

_____ _____ _____

a	s	t	c	i	t	y
c	d	o	n	s	t	a
o	e	m	u	l	k	e
a	s	k	o	a	l	a
s	e	l	t	n	e	l
t	r	a	m	d	y	o
s	t	y	e	r	j	v

6 Circle the odd-one-out.

1	desert	emu	lake	mountain	coast
2	koala	kangaroo	island	emu	crocodile
3	river	building	bridge	city	house
4	island	mountain	crocodile	coast	desert
5	Sydney	Africa	Australia	America	Europe

7 Choose and write.

city coast desert emu ~~island~~ koala

1 An island is in the middle of the ocean.
2 Beaches are on the _____.
3 It is very dry in the _____.
4 The _____ is Australia's biggest bird.
5 A _____ can climb trees.
6 There are lots of shops and cafés in a _____.

More words *on page 46*

Writing

The USA

by Jenny

The USA is a big country. There are lots of cities. In the cities there are lots of tall buildings. The tallest building in the USA is the Sears Tower in Chicago. Chicago isn't the biggest city in the USA. The biggest city is New York.

The USA has got lots of lakes and rivers and mountains. The biggest lake in the USA is Lake Superior. The longest river is the Mississippi. The highest mountain is Mount McKinley, in Alaska.

8 Complete the table. Write the proper nouns with capital letters.

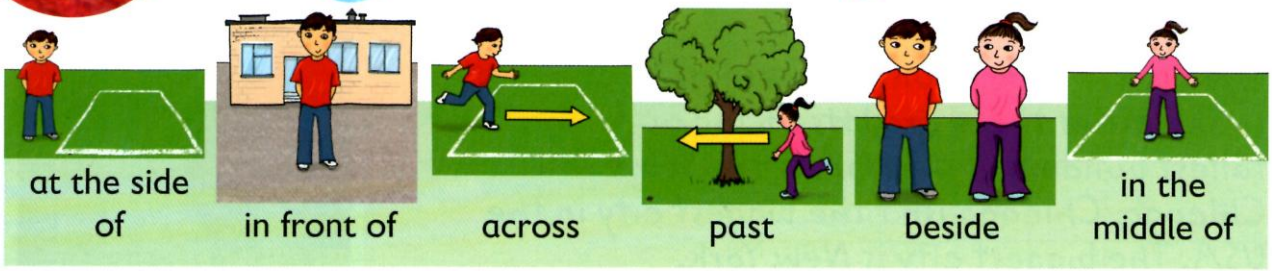
egypt lake mount everest new york ocean the nile

Noun	Proper noun
country	Egypt
city	
	Lake Baikal
mountain	
river	
	Pacific Ocean

9 Complete the fact file about your country. Write sentences about your country in your notebook.

Country	
Biggest city	
Tallest building	
Biggest lake	
Longest river	
Highest mountain	

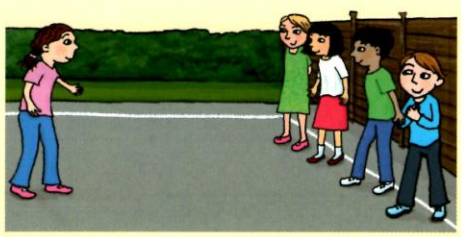
7 Let's play 'Boatman'!



Reading

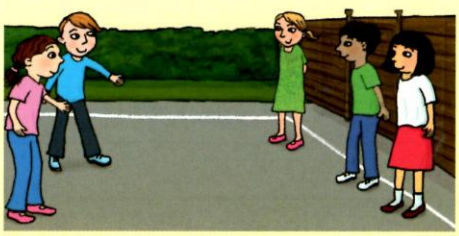
1 07 Read and listen.

Do you play games with your friends at school? Where do you play? In the UK, children play games outside in the playground. A traditional playground game is 'Boatman'. This is how to play it.



One child is the Boatman. The others must stand at the side of the playground. They must ask, 'Boatman, can we go across the river?'
The Boatman says, 'You can go across the river if you're wearing green.' (The Boatman can choose the colour.)

If you're wearing green, you can walk across the playground. The Boatman can't catch you. If you aren't wearing green, you mustn't walk – you must run really quickly past the Boatman. He must try to catch you.

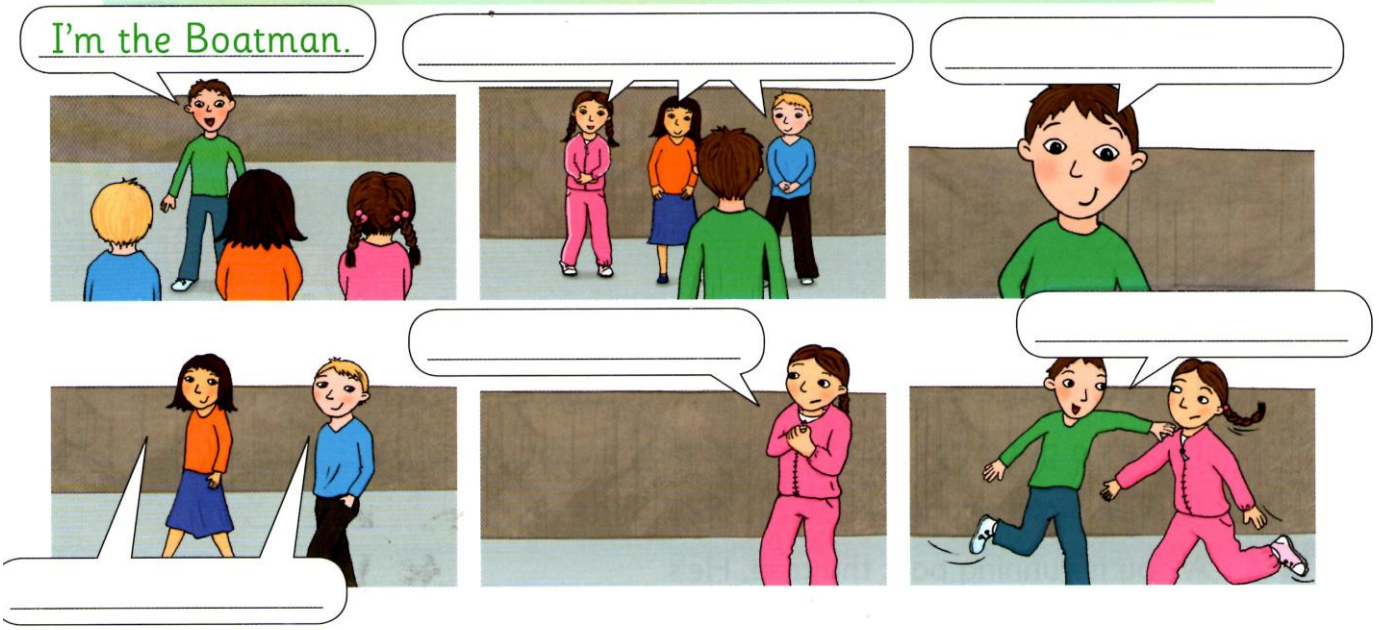


If the Boatman catches you, you must stay beside him in the middle of the playground and help him catch the others. Then the others must ask again, 'Boatman, can we go across the river?' Now the Boatman must choose a different colour: 'You can go across the river if you're wearing blue.' …

Comprehension

2 Choose and write.

We can walk.	Now you must help me.	Can we go across the river?
I must run.	~~I'm the Boatman.~~	You can go across, if you're wearing blue.



3 Correct one word in each sentence.

1 The Boatman stands ~~behind~~ the other children. in front of

2 The children say, 'Boatman, can we go across the lake?' _____

3 The Boatman chooses a number. _____

4 Some of the children can sit down. _____

5 The Boatman tries to find the children. _____

4 Write *must* or *mustn't*.

1 The Boatman must stand in front of the children.

2 The Boatman _____ choose a colour.

3 If you aren't wearing the colour you _____ walk, you _____ run!

4 The Boatman _____ try to catch you.

5 If he catches you, you _____ stay and help him.

Vocabulary

5 Choose and write.

~~playing basketball~~	running	trampolining	reading a comic	shouting	doing gymnastics

1 Three boys are at the side of the playground. They're playing basketball.

2 There's a girl in the middle of the playground. She's _____.

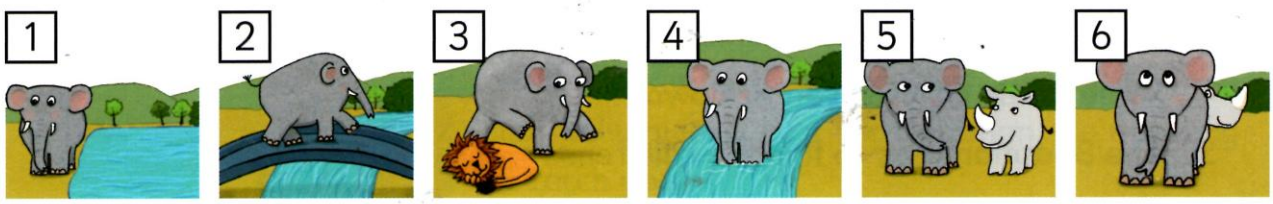
3 There's a girl sitting beside the tree. She's _____.

4 A boy is running past the tree. He's _____.

5 Two boys are _____ in front of the teacher.

6 There's a line of girls _____ across the playground.

6 Where's the elephant? Look and write.



past
in the middle of
across
~~at the side of~~
in front of
beside

1 It's at the side of _____ the lake.

2 It's going _____ the river.

3 It's walking _____ the lion.

4 It's _____ the river.

5 It's _____ the rhino.

6 It's _____ the rhino.

More words *on page 47*

Writing

My favourite games
by Alex

I love games. At school we play in the playground. I always play with my friends. We play football and basketball. We don't play volleyball or baseball.

My favourite game is called Boatman. It's fun. You must catch your friends. You must run very fast. I love running and playing.
At home I play with my brother. We don't play Boatman. You can't play with two people. We play tennis in the garden. In the evening we play computer games and table tennis.

7 Write *and* or *or*.

1 We don't play in the road _or_ in the park.
2 I like playing chess _____ other board games.
3 My favourite games are tennis _____ volleyball.
4 I don't play with dolls _____ toy cars.
5 I love running _____ catching my friends.
6 I play in my room with my brother _____ sister.

8 Write in your notebook about your favourite game.

Use these questions to help you with your writing:

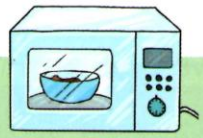
- What's your favourite game?
- How do you play it?
- Where do you play it?
- Who do you play it with?
- When do you play it?

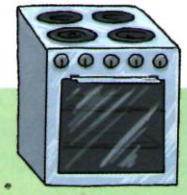
Use *You must …* or *You mustn't …*

8 New York in 1900

electric light

candle


microwave


cooker

carriage

underground train

Reading

1 08 Read and listen.

What was New York like in 1900? It was very different to New York today. Let's see!

In 1900 New York was a very big city. There were more than three million people. It was the biggest city in the USA. In New York today there are lots of very tall buildings, called skyscrapers. In 1900, there weren't any very tall skyscrapers, but there were some big buildings. There was the Statue of Liberty in New York harbour. You can still see the Statue of Liberty in New York today.

The biggest houses had electric lights, but lots of houses and flats had candles. Some people had phones, but there weren't any computers so people didn't have email. There weren't any microwaves. People had big cookers.

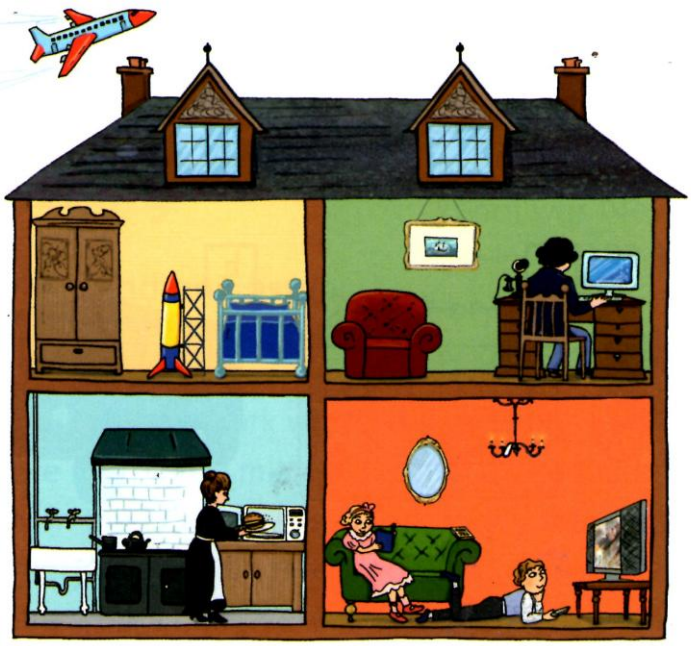
There were lots of theatres in New York, but there weren't any cinemas. People didn't have TVs, but they had books.

Lots of people had horses and carriages, but some people had cars. There were taxis in New York in 1900, and buses and even

Vocabulary

5 Find five mistakes in the picture. Write.

cookers	planes	microwaves	rockets
computers	candles	TVs	~~books~~



In 1900 they had …

1 books

2 _____

3 _____

In 1900 they didn't have …

1 _____

2 _____

3 _____

4 _____

5 _____

6 Complete the sentences.

In 1900 they didn't have 1 microwaves, but they did have

9 The Aztecs

plant

tools

hunt

sew

beads

feathers

Reading

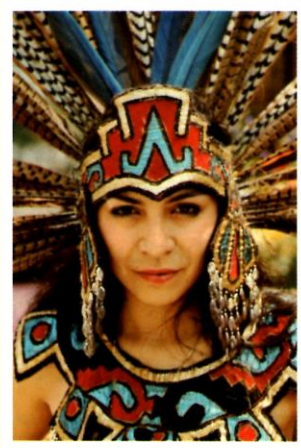
1 09 Read and listen.

The Aztecs lived in Mexico about 700 years ago. Their biggest city was Tenochtitlan. Houses were made of wood. Palaces and temples were made of stone. Around the city the Aztecs had farms and planted fruit and vegetables. They used tools to help them. They hunted and fished, too.

Aztec children learned at home until they were fourteen years old. Then they started school. Boys and girls went to school. At school boys learned to read and write. They didn't write words. They used pictures. The pictures were called hieroglyphics. Girls learned how to cook and sew. They also learned how to look after children.

The Aztecs loved games. They played a ball game on a special sports field. They liked songs and plays too. They had theatres in their city. In the theatres, they watched plays. At festivals they read poems and watched people doing gymnastics and dancing.

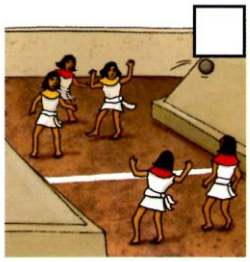
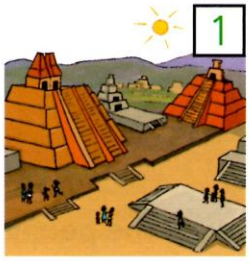
The Aztec women sewed beautiful clothes. They used lots of beads. They had amazing hats with lots of feathers.



Comprehension

2 Match. Number the pictures.

1	The Aztecs had a big city.	a	in farms around the city.
2	They planted vegetables	b	read and write.
3	Aztec writing	c	Its name was Tenochtitlan.
4	The boys learned to	d	on special sports fields.
5	They played ball games	e	used pictures, not words.

3 Read and write *Yes, they did.* or *No, they didn't.*

1 Did the Aztecs fish and hunt? Yes, they did.

2 Did children go to school when they were six? _____

3 Did the Aztecs like playing games? _____

4 Did they have a cinema in their city? _____

5 Did the Aztecs have ugly clothes? _____

6 Did they have beads on their clothes? _____

4 Correct one word in each sentence.

1 The Aztecs lived in Mexico about ~~50~~ years ago. 700

2 They had farms inside the city. _____

3 The men learned to read and write. _____

4 The Aztecs hated songs and plays. _____

5 There were feathers on their shoes. _____

6 Boys learned to cook and sew. _____

7 Children started school when they were ten. _____

Vocabulary

5 Choose and circle.

In this picture, there are two [1] *women / children* and one [2] *dog / man*. The man has got some [3] *tools / pictures*. One woman is buying some [4] *hats / beads*. The other woman is [5] *asking / selling* the beads and the jewellery. The little girl has got some [6] *grass / feathers* in her hand.

In this picture, the people are [7] *playing / working* on the farm. There is a woman, a man and [8] *four / two* children. The woman is [9] *hunting / sewing* clothes. The man is [10] *hunting / planting* animals. The children are planting [11] *beads / vegetables*.

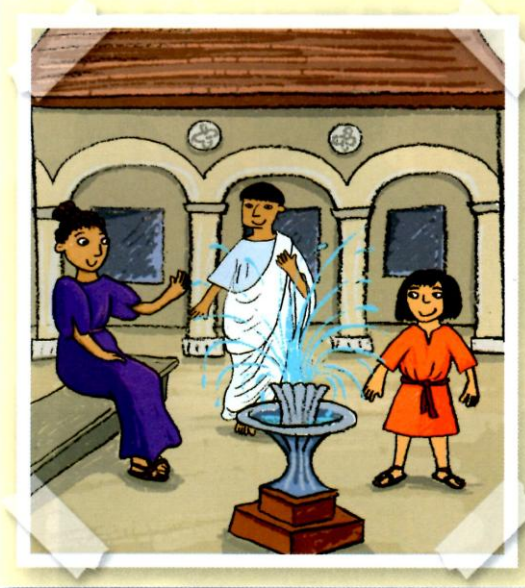
6 Choose and write.

~~lived~~ planted tools sewed feathers hunted pictures amazing

1 The Aztecs lived in Mexico.
2 They _____ vegetables.
3 They _____ animals.
4 They had good _____.
5 They didn't write words, they used _____.
6 Their clothes and hats were _____.
7 They _____ beads onto their clothes.
8 There were lots of _____ on Aztec hats.

More words on page 48

Writing



THE ROMANS by Jenny

Houses

The Ancient Romans had big towns and cities. Lots of Romans lived in flats. They lived with their whole families. Mothers and fathers and children and grandparents lived in the same flat. Some Romans had big houses. The big houses had lots of rooms and a garden with a fountain in the middle. These houses had bathrooms, too. The smaller houses didn't have bathrooms.

7 Read and copy the facts into the topic boxes.

loved music and dancing

boys learned maths and history

girls learned at home

liked sport too

~~girls learned music and art~~

had theatres in towns

played ball games and liked running

boys started school at 7 years old

Houses	School	Free time
towns and cities flats big families big houses – lots of rooms gardens and fountains bathrooms in big houses	girls learned music and art	

8 Continue Jenny's project about the Romans. Write two more paragraphs with these headings: *School* and *Free time*.

Use the words and phrases in exercise 7.

10 Let's help the hospital

campsite

tent

torch

walking boots

anorak

water bottle

Reading

1 10 Read and listen.

Does your class do things to help other children? Do you give toys or money to charity? I am in Class 3D. We're going to help the children's hospital charity. We're going to do a sponsored walk. You can help too. Join our sponsored walk to collect money for the hospital!

Ask your friends and family to sponsor you. That means they must promise to give you some money for every mile of the walk. You give your sponsor money to the children's hospital charity.

Our teachers and some of our parents are going to do the walk too. We're going to walk three miles on Saturday, then we're going to stay at a campsite by the lake, and then walk three miles on Sunday.

We're going to sleep in tents, so bring a sleeping bag and a torch. Wear walking boots and bring an anorak. Take sun cream, a water bottle and some chocolate.

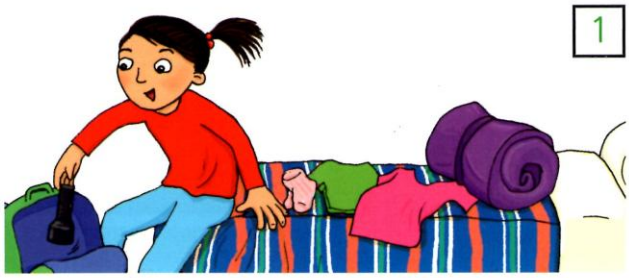
Together we can collect lots of money. We're going to buy toys and books for children in hospital.

Comprehension

2 Put the pictures in order.

After the walk, people are going to give us money.

We're going to give toys and books to the hospital.



I'm going to take a sleeping bag and a torch.

We're going to sleep in tents.

3 Match the questions and the answers.

1	When are Class 3D going to do their walk?	a Some water and chocolate.
2	Can other children go on the walk, too?	b Walking boots and anoraks.
3	Where are the walkers going to stay?	c On Saturday and Sunday.
4	Are they going to go home on Saturday?	d Yes, they can.
5	What clothes must the children take?	e At a campsite.
6	What food and drink must they take?	f No, they aren't.

4 Read and write *Yes, they are.* or *No, they aren't.*

1 Are the children going to do a sponsored walk? Yes, they are.

2 Are they going to walk ten miles on Saturday? _____

3 Are they going to sleep in tents? _____

4 Are they going to take bikes? _____

5 Are they going to collect money? _____

Vocabulary

5 What has Jim got? Complete the list.

a torch an anorak	some sun cream a water bottle	a sleeping bag a tent	~~some chocolate~~ walking boots

Jim has got...	Jim hasn't got...
some chocolate	

6 Complete the sentences.

I'm going to go camping with my friends. We're going to sleep in a

1 tent so I've got a nice warm 2 _____.

I'm going to wear 3 _____ and we're going to walk

around the 4 _____. I must take an 5 _____ and

a 6 _____.

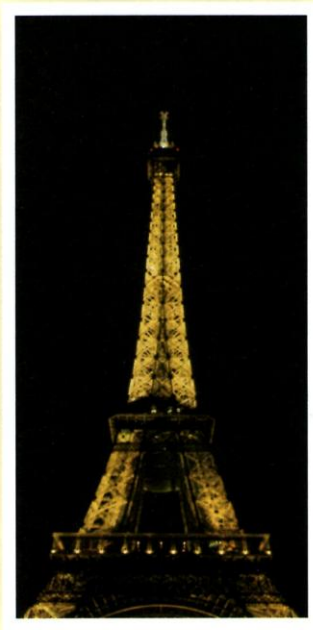
I'm going to take plenty of 7 _____ for when I'm feeling hungry,

and my 8 _____ for when I'm thirsty.

I've got some 9 _____ so I'm ready to go!

More words *on page 48*

Writing



Dear Penfriend,
Thanks for your postcard! I'm on holiday in France.
We arrived in Paris this morning. We're going to do lots of fun things!
Tonight we're going to climb the Eiffel Tower. It's 134 metres high! It's got electric lights on it at night and it's very pretty.
Tomorrow we're going to go on a boat ride on the river. Mum is excited about that.
On Friday morning, we're going to see some paintings in a museum. Then we're going to the biggest swimming pool in Paris!
Bye for now.
Edward

7 Complete the letters.

Thanks for | How | Take care. | write | Dear

Hi Edward,

1 _____ are you? I'm fine.

I'm on holiday in Spain with my family. It's hot. Today I'm going to go snorkelling!

Please 2 _____ soon.

Frank

3 _____ Jenny,

4 _____ your email.

I'm in Egypt with Mum and Dad. Tomorrow we're going to go and see the pyramids. I'm very excited about that.

5 _____

Elisa

8 Imagine you are on holiday. Write a letter to Edward in your notebook.

Use these words and phrases:

- *Hi / Dear …*
- *Thanks for your letter.*
- *Write soon.*
- *Take care.*
- *How are you?*
- *I'm on holiday in …*
- *I'm / We're going to …*

More words

1 Summer school

do jigsaws

make cakes

play frisbee

make models

collect stamps

Write.

1 Frank / ☺ / jigsaws. _____

2 Nina / ☹ / cakes. _____

3 Frank / ☹ / stamps. _____

4 Nina / ☺ / frisbee. _____

5 Frank / ☺ / models. _____

6 Nina / ☹ / jigsaws. _____

2 Our things

purse

keys

lock

lamp

mirror

Match and write.

t ___ ___ ___ ___

l ___ c ___

___ u ___ ___ ___

k ___ ___ ___

___ ___ r r ___ ___

___ ___ ___ p

3 A safe place

binoculars

gorilla

hippo

chimpanzee

jeep

Read and tick (✔) or cross (✘).

1 That's a jeep. ☐

2 That's a hippo. ☐

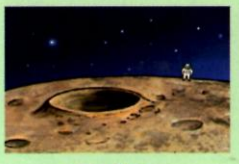
3 That's a gorilla. ☐

4 Those are binoculars. ☐

5 That's an orang-utan. ☐

6 That's a chimpanzee. ☐

4 Life in space


crater

satellite

land

take off

space suit

Choose and circle.

1 Astronauts wear *satellites* / *space suits*.

2 Look! The space ship is *landing* / *watching* on a new planet.

3 There are lots of *craters* / *space* on the planet.

4 Look at that plane! It's *taking off* / *getting up*.

5 Sometimes you can see the *sun* / *satellites* at night.

5 At the museum

lonely

sleepy

grumpy

busy

uncomfortable

Choose and circle.

1 She can't watch TV. She's *dark* / *busy*.
2 She's *scary* / *lonely*. All her friends are on holiday.
3 He doesn't like that chair. It's *uncomfortable* / *comfortable*.
4 He doesn't like doing jigsaws. He's *exciting* / *grumpy*.
5 She likes that chair. It's very *comfortable* / *uncomfortable*.
6 You're *sleepy* / *busy* now. Go to bed.
7 My new computer is *amazing* / *lonely*.
8 I'm tired. I feel *busy* / *grumpy*.

6 Australia

cliff

valley

volcano

cave

canal

Circle four words and write.

1 cavecliffvalleycanal _____
2 volcanocliffdesertvalley _____
3 islandcavevolcanocanal _____
4 cavecliffvalleycoast _____
5 canaldesertcitycave _____
6 desertcliffislandvalley _____

7 Let's play 'Boatman'!

skip

hop

crawl

swing

hide

Answer *Yes, he / she is.* or *No, he / she isn't.*

1 Is he hopping? _____

2 Is she skipping? _____

3 Is he crawling? _____

4 Is he crawling? _____

5 Is she swinging? _____

6 Is he hiding? _____

8 New York in 1900

street light

tram

dishwasher

hoover

kettle

Match and write.

__ __ t t __ __

d __ __ __ w __ __ __ __ __

h __ __ __ __ __

s t __ __ __ __ l __ __ __ __

t __ __ __

9 The Aztecs

rings

bracelet

necklace

bowl

vase

Read and tick (✔) or cross (✘).

1 That's a vase. ☐

2 That's a necklace. ☐

3 Those are bracelets. ☐

4 That's a bowl. ☐

5 That's a ring. ☐

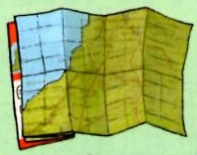
6 Those are rings. ☐

10 Let's help the hospital

path

fence

signpost


map

flask

Choose and circle.

1 There is a *boots* / *fence* at the side of our playground.

2 I can't read the words on that *signpost* / *water*.

3 I've got some hot chocolate in my *book* / *flask*.

4 Where are we? Let's look at the *map* / *clock*.

5 Does this *map* / *path* go to the campsite? – Yes, it does.

6 There isn't a path. We must climb over the *fence* / *map*.

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