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

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.

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
Reading

1. 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 likes doing pottery and playing table tennis. She doesn’t like cooking outside.
Comprehension

2 Complete the sentences.
1 Alice is from the USA.
2 She is _______________ years old.
3 Vadim is from _______________.
4 He is _______________.
5 _______________ is from Russia too.
6 She is _______________.
7 Rada is Vadim’s _______________.
8 Luis _______________.
9 He _______________.

3 Write likes or doesn’t like.
1 Luis doesn’t like painting.
2 Vadim _______________ camping.
3 Alice _______________ playing tennis.
4 Alice _______________ doing gymnastics.
5 Luis _______________ kayaking.
6 Vadim _______________ playing football.
7 Rada _______________ doing pottery.

4 Write Yes, he / she does. or No, he / she doesn’t.
1 Does Alice like trampolining? Yes, she does.
2 Does Vadim like cooking outside? ____________________________
3 Does Luis like painting? ____________________________
4 Does Alice like playing table tennis? ____________________________
5 Does Luis like doing pottery? ____________________________
6 Does Vadim like camping? ____________________________
7 Does Rada like cooking outside? ____________________________
Vocabulary

5 Read and write the letters.

1 He’s painting.  h  5 He’s camping.
2 They’re kayaking.   6 They’re cooking outside.
3 She’s doing pottery.  7 They’re playing basketball.
4 They’re playing table tennis.  8 He’s trampolining.

6 Look and write.

1 Nina likes playing basketball and ________________________.
2 Frank likes ________________________ and ________________________.
3 Nina doesn’t like ________________________ or ________________________.
4 Frank doesn’t like ________________________ or ________________________.
5 Nina and Frank like ________________________.

7 Write about you. What do you like doing?

________________________________________
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 ...
- I'm from ...
- I like ...
- From ...

- My name is ...
- My birthday ...
- I don't like ...
Reading

1 (02) Read and listen.

Twins: Hi, Zoë. Can we borrow your alarm clock? And your torch?
Zoë: Yes, you can. But be careful with them. Here they are.

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?

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.

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 spaceship / 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 ________________.
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

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?
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 …
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? a Yes, there are rhinos and bears.
2 Is the jungle safe and clean? b In the jungle.
3 Where can orang-utans live free? c Yes, it is.
4 Is Sepilok Park safe and beautiful? d They can watch the orang-utans.
5 Are there other animals in the park? e No, it isn’t.
6 What can visitors do at the park? 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 tcutng 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.
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.

<table>
<thead>
<tr>
<th>eat</th>
<th>take</th>
<th>write</th>
<th>visit</th>
<th>make</th>
<th>dive</th>
<th>play</th>
<th>climb</th>
</tr>
</thead>
</table>

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

1 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:

1:00 Egypt quiz — you can win exciting prizes
1:30 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.

The Big Night starts at **half past six**.

The quiz is at

Dinner is at

Art is at

Story time is at

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

It's exciting.

It's ________.

It's ________.

It's __________.

6 Match.

1 I don't like films about monsters. but my mum loves it.
2 I sometimes sit in the library. It's too dark at night.
3 Shopping is boring. There are comfortable sofas there.
4 The new playground is amazing. They're scary.
5 I don't like camping. We can learn interesting things there.
6 I love the museum. It's got lots of swings.

7 Choose and circle.

The London Eye is 135 metres high, but it's very safe
so it isn't 1 dark / scary.
In the day you can see 2 boring / amazing views of London.
You can learn 3 interesting / dark facts about the history of London.
At night it's 4 sunny / exciting!
When it's 5 dark / funny, you can see lights everywhere.
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 ________ 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 ...
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’.

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!

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

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.

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 Kosciuszko
   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 [Image of an emu]  2 [Image of desert]  3 [Image of river]

emu  [Image of emu]  mulk

4 [Image of city]  5 [Image of island]  6 [Image of koala]

askoala seltnel tramdyo styerjv

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.

<table>
<thead>
<tr>
<th>city</th>
<th>coast</th>
<th>desert</th>
<th>emu</th>
<th>island</th>
<th>koala</th>
</tr>
</thead>
</table>

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
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.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Proper noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>country</td>
<td>Egypt</td>
</tr>
<tr>
<td>city</td>
<td>Lake Baikal</td>
</tr>
<tr>
<td>mountain</td>
<td></td>
</tr>
<tr>
<td>river</td>
<td>Pacific Ocean</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>playing</th>
<th>running</th>
<th>trampolining</th>
<th>reading a</th>
<th>shouting</th>
<th>doing</th>
<th>gymnastics</th>
</tr>
</thead>
<tbody>
<tr>
<td>basketball</td>
<td></td>
<td></td>
<td>comic</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

1 past
2 in the middle of
3 across
4 at the side of
5 in front of
6 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.
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?
- Use You must … or You mustn’t …
- Where do you play it?
- Who do you play it with?
- When do you play it?
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 underground trains. There weren't any planes and there wasn't an airport. There were big boats that came to New York from Europe.
Comprehension

2 Tick (✔) the things that New York had in 1900.

a. [Image of airplane]
   ✔

b. [Image of horse and carriage]

 c. [Image of light bulb]
   ✔

d. [Image of television]

 e. [Image of telephone]

 f. [Image of horse and carriage]

 g. [Image of microwave]

 h. [Image of bus]

3 Read and (✔) or (✗).

1 New York was a very big city in 1900. ✔
2 Some people had electric lights in their houses. ✗
3 There was a big airport. ✗
4 People had computers and TVs in their houses. ✗
5 Lots of people had horses and carriages. ✗
6 There were buses and taxis. ✗

4 Write There was / were or There wasn’t / weren’t.

1 There were _________ theatres in New York in 1900.
2 _________ telephones in the houses.
3 _________ an airport.
4 _________ any cinemas in New York.
5 _________ underground trains.
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
4
5

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
2 _____________. There weren’t any 3 ____________; people
had 4 _____________. There were some 5 ____________.

There were 6 ____________ in the cities, but there weren’t any
7 _____________. Some houses had 8 ____________, but
there were lots of 9 _____________.

Unit 8 New York in 1900

More words on page 47
**Writing**

<table>
<thead>
<tr>
<th>cinema</th>
<th>theatre</th>
<th>airport</th>
<th>bikes</th>
<th>computers</th>
<th>email</th>
<th>books</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
</tr>
</tbody>
</table>

**My Grandpa’s Village**

This is Valebury in 1948. There wasn’t a cinema or a theatre in the village. It was too small.

There weren’t many cars, but people had bikes. There wasn’t an airport and there weren’t any planes.

People didn’t have computers or email, but there were telephones in some houses. Many houses had electric lights, but people also had candles.

People had cookers in their kitchens, but they didn’t have microwaves. Most people didn’t have TVs, but they had lots of books.

My grandpa had lots of friends in Valebury. It was a nice village.

---

7 Write and, or or but.

1. People didn’t have electric lights or telephones in their houses.
2. In 1900 there was a library a school in my town.
3. There was a train station, there wasn’t an airport.
4. This town didn’t have a swimming pool a shopping centre.
5. There was a river, there wasn’t a bridge across it.
6. There were lots of big buildings busy roads.

8 Find a picture of your town in the past. Look and (✓) or (✗).

Write about it in your notebook.

- horses
- buses
- cars
- café
- theatre
- school
- swimming pool
- electric lights

Use these words and phrases:

- *This is (name) in (year).*
- *There wasn’t …*
- *People had …*
- *Some houses had …*
- *There weren’t any …*
- *They didn’t have …*
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.  
2 They planted vegetables  
3 Aztec writing  
4 The boys learned to  
5 They played ball games  
   1 in farms around the city.  
   b read and write.  
   c Its name was Tenochtitlan.  
   d on special sports fields.  
   e used pictures, not words.

3 Read and write Yes, they did. or No, they didn’t.
1 Did the Aztecs fish and hunt?  
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?  
   Yes, they did.  
   ____________________  
   ____________________  
   ____________________  
   ____________________  
   ____________________  
   ____________________

4 Correct one word in each sentence.
1 The Aztecs lived in Mexico about 50 years ago.  
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.  
   700  
   ____________________  
   ____________________  
   ____________________  
   ____________________  
   ____________________  
   ____________________

Unit 9 The Aztecs
5 Choose and circle.

In this picture, there are two (women) children and one dog / man. The man has got some tools / pictures. One woman is buying some hats / beads. The other woman is asking / selling the beads and the jewellery. The little girl has got some grass / feathers in her hand.

In this picture, the people are playing / working on the farm. There is a woman, a man and four / two children. The woman is hunting / sewing clothes. The man is hunting / planting animals. The children are planting beads / vegetables.

6 Choose and write.

<table>
<thead>
<tr>
<th>lived</th>
<th>planted</th>
<th>tools</th>
<th>sewed</th>
<th>feathers</th>
<th>hunted</th>
<th>pictures</th>
<th>amazing</th>
</tr>
</thead>
</table>

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.
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

<table>
<thead>
<tr>
<th>Houses</th>
<th>School</th>
<th>Free time</th>
</tr>
</thead>
<tbody>
<tr>
<td>towns and cities</td>
<td>girls learned music and art</td>
<td></td>
</tr>
<tr>
<td>flats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>big families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>big houses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- lots of rooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gardens and fountains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bathrooms in big houses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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?
2 Can other children go on the walk, too?
3 Where are the walkers going to stay?
4 Are they going to go home on Saturday?
5 What clothes must the children take?
6 What food and drink must they take?

a Some water and chocolate.
b Walking boots and anoraks.
c On Saturday and Sunday.
d Yes, they can.
e At a campsite.
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!
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.

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 _____________ 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.

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

Write.

1 Frank / 😊 / jigsaws.
2 Nina / 😏 / cakes.
3 Frank / 😊 / stamps.
4 Nina / 😏 / frisbee.
5 Frank / 😊 / models.
6 Nina / 😏 / jigsaws.

2 Our things

Match and write.

t _______
l ___ c___
__ u ___ ___
k ___ __
___ r r ___
___ __ p
3 A safe place

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

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

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

Circle four words and write.
1. cave cliff valley canal
2. volcano cliff desert valley
3. island cave volcano canal
4. cave cliff valley coast
5. canal desert city cave
6. desert cliff island valley
7 Let’s play ‘Boatman’!

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

Match and write.

street light  tram  dishwasher  hoover  kettle

Match and write.

___ ___ t t ___

d ___ ___ w ___ ___ ___ ___

h ___ ___ ___

s t ___ ___ l ___ ___

t ___ ___
9 The Aztecs

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

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.
Oxford Primary Skills is a six-level supplementary series to develop reading and writing skills in the primary classroom. Each unit is very clearly structured, and includes vocabulary work as well as step-by-step reading and writing tasks.

- A broad range of text types, with a particular focus on real-world topics
- Thorough, systematic development of reading sub-skills
- Graded writing tasks, with a clear outcome
- More words section extends the vocabulary areas in the units

The series is accompanied by Audio CDs with recordings of the reading passages, and a website with notes and guidance for teachers.