## 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.

Children starting Reading and writing 1 should already be familiar with the alphabet and with letter formation and should have covered some reading and writing in their preschool English 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, posters, leaflets, websites, factfiles, reports.

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 about themselves 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: emails, descriptions, interviews, lists, 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 five to nine. The extra words are consistent with the topic of the unit and can be used by those children who 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 five 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, but be able to read 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, word order in questions, use of contracted forms, recognizing nouns, adjectives and verbs.

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

The Writing tasks are very well-supported with prompts and gaps 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.

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

Dad: What's this? Is it a bag?
Emily: Yes, it is. Open the bag, Dad. Look! It's a pencil case.

Dad: Is it a book?
Emily: No, it isn't. This is a glue stick. And this is a paintbox.

Dad: Open the door, Emily.
Emily: OK! Thanks, Dad!
Comprehension

2 Write the letters.
   1 This is a glue stick.
   2 Open the door, Emily.
   3 This is a folder.
   4 Open the bag, Dad.

3 Write Emily or Dad.
   1 Is it a bag? Dad
   2 What’s this? ____________
   3 This is a folder. ____________
   4 This is a glue stick. ____________

4 Read and write Yes, it is. or No, it isn’t.
   1 Is this a bag? Yes, it is. ____________
   2 Is it a book? ____________
   3 Is this a rubber? ____________
Vocabulary

5 Read and ✔️ or ✗.

1. It’s a pencil. ✗
2. It’s a paintbox. □
3. It’s a folder. □
4. It’s a pencil case. □
5. It’s a glue stick. □
6. It’s a notebook. □

6 Choose and write.

paintbox  glue stick  bag  pencil case
folder    notebook  pencil

3. __________________

2. __________________

1. folder

3. __________________

4. __________________

5. __________________

6. __________________

7. __________________
Writing

SCHOOL THINGS

bag         folder
pencil case  notebook
paintbox     rubber
pencil       ruler
pen          glue stick

7 Circle the school things. Write the list.

1 pen pencil notebook          pen pencil notebook
2 folder bag rubber
3 ruler pencil case paintbox
4 glue stick pen folder
5 bag notebook pencil

8 Write a shopping list for your school things.

SCHOOL THINGS
These are toys from the Bradtown Toy Museum.

These are puppets. This is a puppet theatre.

This is a car. This is a train. The train is green. The car is red.

Look! This is a plane. These are boats. The plane is yellow.

This is a board game. It’s very old.

This is a doll’s house. It’s pink.
Comprehension

2 Read and circle.

1 This is a boat / plane.

2 These are dolls / puppets.

3 This is a doll’s house / board game.

4 This is a doll’s house / train.

5 These are boats / planes.

3 Read and ✓ or x.

1 The train is green. ✓

2 The plane is blue. □

3 The car is red. □

4 The doll’s house is pink. □

4 Write the answers.

1 What colour is the car? It’s red.

2 What colour is the doll’s house?

3 What colour is the plane?

4 What colour is the train?
Vocabulary

5 Write the letters.
1 This is a puppet. [a]
2 These are planes. [b]
3 This is a doll’s house. [c]
4 These are boats. [d]

6 Complete the sentences.

boat  plane  puzzle
puppet  board-game  car

1 Look! It’s a board game.
2 The _________ is red.
3 This is a _________.
4 The _________ is blue.
5 It’s a _________.
6 This is a _________.

7 Write about you.
What’s your favourite toy? It’s a _____________________.

More words on page 44
Hi Emma,
I’m your new email penfriend. My name’s Katie. I’m 6.
My favourite toy is my doll’s house. It’s pink.
What’s your favourite toy?
Write soon.
Love, Katie

8 Write the words in order.
1 Katie. name’s My
2 is car. This my
3 boat blue. My is
4 my These trains. are

My name’s Katie.

9 Draw or stick a picture of your favourite toy. Write an email to your penfriend.

Hi ____________________,
I’m your new email penfriend.
My name’s ____________________.
My favourite toy is ____________________.
Write soon.
Love, ____________________
Reading

1 Read and listen.

Josh Fedrick is from the UK. He's fourteen and he's a dancer. He's an actor, too. Josh is in the musical *Billy Elliot*.

Connie Talbot is eight. She's from the UK. She's a singer. Connie's CD is great.

Adora Svitak is from the US. She's a writer and a teacher. She's eleven. Adora's books are very good.

James Hurst is fifteen. He's a great footballer. He's in Portsmouth Football Club.
Comprehension

2 Write the letters.
  1 He’s fourteen and he’s a dancer. c
  2 She’s a writer.
  3 He’s an actor, too.
  4 She’s a singer.
  5 He’s a footballer.

3 Choose and write the names.

   Josh   Connie   James   Adora

  1 Adora_______ is a writer.
  2 _____________ is a footballer.
  3 _____________ is in the musical Billy Elliot.
  4 _____________ is eight.

4 Read and write Yes, he / she is. or No, he / she isn’t.
  1 Is Josh a dancer? Yes, he is.
  2 Is Adora a footballer? _________________________
  3 Is Josh an actor? ______________________________
  4 Is James a writer? ______________________________
  5 Is Connie a singer? ______________________________
5 Read and circle.

1 Is she a singer? Yes, she is. / No, she isn’t.

2 Is he a dancer? Yes, he is. / No, he isn’t.

3 Is she a footballer? Yes, she is. / No, she isn’t.

4 Is he an actor? Yes, he is. / No, he isn’t.

5 Is he a writer? Yes, he is. / No, he isn’t.

6 Choose and write.

doctor  dancer  pilot  policeman  footballer  singer

1 **singer**

2

3

4

5

6
Writing

Tom Walters

About me:
Hi! My name’s Tom. I’m 7. I’m from the UK.

My hero is Fernando Torres. He’s a footballer. He’s 25. He’s from Spain. He’s great!

7 Write the sentences with capital letters and full stops.
1 my name’s helen My name’s Helen.
2 i’m from italy
3 my hero is orlando bloom
4 i’m from the uk
5 she’s from brazil

8 Draw or stick a picture of you and a picture of your hero. Write about you and your hero.

About me:
Hi! My name’s ____________________________.

I’m ____________________________.

I’m from ____________________________.

My hero is ____________________________.

__________________________.

__________________________.
4 In the garden

garden  grass  flower  bee  pond

Reading

1 Read and listen.

Jim: Dad’s in the garden. He’s under the tree.

Emily: The bee isn’t on Dad’s hat now. It’s on his nose!

Jim: Oh no! Look at the bee! It’s on Dad’s hat!

Jim: Dad isn’t under the tree now. He’s in the flowers.

Jim: The bee is on Dad’s hat.
Emily: Where’s Dad?
Jim: He’s in the pond.
Comprehension

2 Write the letters.
   1 Dad’s under the tree.
   2 The bee is on Dad’s nose.
   3 Dad’s in the pond.
   4 The bee is on Dad’s hat.

3 Put the sentences in the correct order.
   a Dad’s in the flowers.
   b Dad’s under the tree.
   c Dad’s in the pond.
   d The bee is on Dad’s nose.

4 Read and write the answers.

1 Where’s Dad? He’s ________ the ________.

2 Where’s the bee? It’s ________ Dad’s ________.

3 Where’s Dad? He’s ________ the ________.

4 Where’s the bee? It’s ________ Dad’s ________.

5 Where’s Dad? He’s ________ the ________.
Vocabulary

5 Read and circle.

1. Look at the garden / grass.
2. It's a frisbee / flower.
3. Look at the swing / slide.
4. The grass / tree is green.
5. This is a bee / tree.

6 Complete the sentences.

- tree
- flower
- slide
- grass
- tree

1. Dad is under the __tree__.
2. Mum is on the ____________.
3. My brother is on the ____________.
4. The bee is on the ____________.
5. The frisbee is in the ____________.

7 Look at Exercise 6. Ask and answer.

Where's the bee? It's on the flower.
8 Write the words in order.
1 the flower is The bee on 
2 in is the garden Dad 
3 is The frisbee the tree in 
4 on is the swing She 
5 the pool is Mum in 
6 is the tree under He 

The bee is on the flower.

9 Draw the items in the picture. Write about the garden.

This is my garden.
Mum is ____________________.
Dad is ____________________.
The bee is ____________________.
The ball is ____________________.
The frisbee is ____________________.
5 Ready for work

Reading

1. Read and listen.

This is John. He's a farmer. Look! This is his shirt and these are his trousers. His trousers are brown. His boots are green.

This is Andy. He's a footballer. These are his shorts. They're red. His T-shirt is blue and white. Look at his gloves. They're white.

This is Sarah. She's a teacher. This is her suit. It's black. Her shirt is white.
Comprehension

2 Write the numbers.
   1 Look at his gloves.
   2 These are his boots.
   3 His T-shirt is blue and white.
   4 This is her suit.

3 Read the factfiles. Correct the sentences.
   1 Andy’s gloves are red.     Andy’s gloves are white.
   2 Sarah’s suit is blue.
   3 John’s boots are brown.
   4 Sarah’s shirt is yellow.

4 Read and write the answers.
   1 Are these Andy’s boots? No, they aren’t.
   2 Is this John’s shirt?
   3 Are these Andy’s gloves?
   4 Is this Sarah’s suit?
   5 Are these Sarah’s trousers?
### Vocabulary

5 Read and circle.
1. Her **dress** / coat is pink.
2. Her **boots** / gloves are yellow.
3. His coat / **hat** is black.
4. His shirt / suit is blue.
5. His boots / **shorts** are blue.
6. His trousers / gloves are red.

6 Choose and write.

<table>
<thead>
<tr>
<th>gloves</th>
<th>jumper</th>
<th>shirt</th>
<th>suit</th>
<th>shorts</th>
<th>skirt</th>
<th>trousers</th>
<th>socks</th>
</tr>
</thead>
</table>

1. ![Image] These are his **trousers**

2. ![Image] This is her 

3. ![Image] These are his 

4. ![Image] These are her 

5. ![Image] This is his 

6. ![Image] These are her 

7. ![Image] This is his 

8. ![Image] This is her 

*More words on page 46*
My Dad by Katie Taylor

This is my dad. He’s ready for work.

My dad is a doctor. This is his coat.

It’s white. His trousers are grey.

His shirt is blue. These are his shoes. They’re black.

7 Write the sentences using short forms.

1  He is ready for work.  He’s ready for work.

2  It is white.

3  She is a teacher.

4  They are her boots.

5  I am a farmer.

8 Draw or stick a picture of your mum or dad ready for work. Write.

My by

This is .

My is a .

This is .

This is .
Reading

1. Read and listen.

My home is a windmill.

- What’s in the windmill?
- The windmill is big, with six rooms.
- Where are the bedrooms?
- The three big bedrooms are upstairs. The bathroom, lounge and kitchen are downstairs.

My home is a houseboat.

- What’s in the houseboat?
- The houseboat is little, with two little rooms – a lounge and a bedroom. The sofas in the lounge are beds, too.
- Where is the kitchen?
- The kitchen is in the lounge.
Comprehension

2  Read and ✓.

<table>
<thead>
<tr>
<th>two rooms</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>three bedrooms</td>
<td></td>
</tr>
<tr>
<td>big</td>
<td></td>
</tr>
<tr>
<td>little</td>
<td></td>
</tr>
<tr>
<td>six rooms</td>
<td></td>
</tr>
</tbody>
</table>

3 Write windmill or houseboat.

1. The kitchen in the **houseboat** is in the lounge.
2. The bedrooms in the ____________ are upstairs.
3. The ____________ is big.
4. The ____________ is little.
5. The rooms in the ____________ are little.
6. The sofas in the ____________ are beds, too.

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

1. Are the sofas in the houseboat in the lounge?  **Yes, they are.**
2. Are the bedrooms in the windmill downstairs?  ________________
3. Are the rooms in the houseboat big?  ________________
4. Are the bedrooms in the windmill big?  ________________
Vocabulary

5 Read and circle.

1 This is a **bedroom / bathroom**.

2 It’s a **windmill / caravan**.

3 It’s a **kitchen / bathroom**.

4 This is a **caravan / houseboat**.

5 It’s a **caravan / house**.

6 Complete the sentences.

<table>
<thead>
<tr>
<th>dining room</th>
<th>bathroom</th>
<th>lounge</th>
</tr>
</thead>
<tbody>
<tr>
<td>kitchen</td>
<td><strong>bedroom</strong></td>
<td>hall</td>
</tr>
</tbody>
</table>

1 The bed is in the **bedroom**.
2 The __________ is upstairs.
3 The boy is in the __________.
4 The sofa is in the __________.
5 The stairs are in the __________.
6 The __________ is downstairs.

7 Look at Exercise 6. Ask and answer.

Where is the bed? It’s in the bedroom.
Writing

- What is your holiday home?
- A caravan.
- Is it big?
- No, it's little.
- How many rooms have you got?
- Three - a bedroom, a lounge and a bathroom. The kitchen is in the lounge.
- Where are the beds?
- 2 in the bedroom, 2 sofas in the lounge.

This is Billy's caravan.

8 Write Where is or Where are.

1 Where are the bedrooms?
2 __________ your house?
3 __________ the beds?
4 __________ the lounge?
5 __________ the caravans?
6 __________ the windmill?

9 Write questions for an interview about Lisa's holiday home.

- A houseboat

- No, it's little.

- Three - a bedroom, a lounge and a bathroom. The kitchen is in the lounge.

- 3 in the bedroom, 1 sofa in the lounge.

This is Lisa's houseboat.
Reading

1. Read and listen.

The Ostrich
The ostrich is a big bird. It's got long legs and it's got a long neck. It's got a big body and it's got a short tail.

The Peacock
The peacock has got a blue neck and a yellow beak. It's got a very long tail.

The Kiwi
The kiwi has got short legs and a long beak. The kiwi is a funny bird because it hasn't got wings and it hasn't got a tail.
Comprehension

2 Label the pictures.

1

2

3

3 Write ostrich, peacock or kiwi.

1 The _ostrich_ has got a long neck.

2 The __________ has got a blue neck.

3 The __________ has got a long beak.

4 The __________ has got a long tail.

5 The __________ hasn’t got wings.

4 Read and write Yes, it has. or No, it hasn’t.

1 Has the ostrich got a short neck? _No, it hasn’t._

2 Has the peacock got a blue beak? ________________

3 Has the kiwi got a long beak? ________________

4 Has the ostrich got long legs? ________________

5 Has the peacock got a short tail? ________________

6 Has the kiwi got a tail? ________________
Vocabulary

5 Write the letters.

1 wing
2 body
3 feathers
4 neck
5 tail
6 beak
7 head
8 legs

6 Complete the puzzle and find the mystery word.

BODY

<table>
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</tbody>
</table>

More words on page 47
Writing

A Funny Bird by Katie Turner
This is the Zongo bird. It’s very funny. It’s got little wings and it’s got a long beak. It’s got short legs. It’s got red, blue and yellow feathers.

7 Put the words in the correct boxes.

short long
head big
tall beak
feather tail
little wing
neck funny

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Adjectives</th>
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</thead>
<tbody>
<tr>
<td>head</td>
<td>short</td>
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</table>

8 Draw a picture of a funny bird. Write about your bird.

A Funny Bird
by ________________________

This is the ________________________.
It’s got ________________________

__________________________
At the café

Reading

1. Read and listen.

Jim: This café is great. Look at the big ice creams. And the pizzas.
Mum: I don't like pizza.

Jim: Do you like chips?
Mum: No, I don't. I don't like burgers and I don't like chips. They aren't healthy.

Jim: Do you like salad?
Mum: Yes, I do. Salad is healthy.

Mum: A salad for me, please.
Jim: A salad for me, too ... And a burger and chips, please! I'm hungry!
2 Write the letters.
1 I like pizza.
2 Do you like burgers?
3 Look at the big ice creams.
4 Do you like chips?
5 Do you like salad?

3 Write Mum or Jim.
1 I like salad. Mum
2 I like burgers.
3 I don’t like chips.
4 I don’t like burgers.
5 I like chips.
6 I like pizza.

4 Read and complete the answers.
1 Are Jim and his mum in a café? Yes, they are.
2 Are the ice creams big? they
3 Are chips healthy? they
4 Is salad healthy? it
5 Are burgers healthy? they
6 Is Jim hungry? he
Vocabulary

5 Read and ✔ or ✗.

1  It’s a pizza. ✗  4  These are carrots.  

2  These are chips.  5  This is an apple.  

3  It’s a burger.  6  It’s a salad.  

6 Complete the sentences.

<table>
<thead>
<tr>
<th>pizza</th>
<th>salad</th>
<th>apples</th>
<th>chips</th>
<th>burgers</th>
<th>biscuits</th>
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<tr>
<td>Tom</td>
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<td>Molly</td>
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<td>Billy</td>
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</table>

Hi, I’m Tom. I like 1 burgers. I don’t like 2 __________.  
Hello. I’m Molly. I like 3 __________. I don’t like 4 __________.  
My name’s Billy. I like 5 __________. I don’t like 6 __________.  

7 Write about you.
What do you like?  
I like __________. I don’t like __________.
Hi Katie,
Thanks for your email.
I like healthy food. I like salad and I like apples and bananas, too. I don’t like carrots and I don’t like fish. I like pizza.
What do you like? Do you like healthy food?
Write soon.
Love,
Anna

8 Write the sentences using short forms.

1 I do not like apples.
2 Burgers are not healthy.
3 Ice cream is not my favourite food.
4 You do not like chips.
5 Bananas are not red.
6 Pizza is not healthy.

9 Write an email to your penfriend. Write about what you like / don’t like.

Hi ______________,
Thanks for your email.
I like ______________________.
I don’t like ______________________.
What do you like? Do you like ______________________?
Write soon.
Love,
_________________
There are cool rooms for children in this hotel.

This is a pirate room. There are paintings of boats on the walls. There are two beds in the room. The beds are boats. There’s a toybox and there are lots of toys.

There’s a wardrobe in the room. There are chairs and there is a table. There are bunk beds, too. There’s a TV and there’s a DVD player.
Comprehension

2 Read and write the letters.

1 There are lots of toys.
2 The beds are boats.
3 There’s a computer.
4 There are paintings of boats on the walls.

3 Read and ✔️ or ✗.

1 There are three beds in the room. ✗
2 There’s a wardrobe in the room. ✔️
3 There are chairs. ✔️
4 There are lots of toys. ✔️
5 There’s a computer. ✔️
6 There’s a TV and a DVD player. ✔️

4 Read and complete the sentences.

<table>
<thead>
<tr>
<th>beds</th>
<th>bunk beds</th>
<th>TV</th>
<th>boats</th>
<th>toybox</th>
</tr>
</thead>
</table>

1 There are paintings of **boats** on the walls.
2 The ___________ are boats.
3 There are ___________ in the room.
4 There’s a ___________ and there’s a DVD player.
5 There’s a ___________ and there are lots of toys.
Vocabulary

5 Read and circle.

1 This is a chair / table.
2 It's a pillow / painting.
3 This is a toybox / wardrobe.
4 This is a cupboard / toybox.
5 These are bunk beds / toys.
6 This is a lamp / painting.
7 It's a TV / DVD player.

6 Choose and write.

bunk beds wardrobe window table
painting DVD player toybox

1 painting

2

3

4

5

6

7

7 Write about your room.

My room is great. There's a ___________________________.

There are ___________________________.

More words on page 48
This is a great room for children. There are two beds in the room. There's a TV and there's a DVD player. There are toys in the room, too!

8 Write 's or are.

1. There's a TV in the room.
2. There are two bean bags in the room.
3. There is a big wardrobe in the room.
4. There are three chairs in the room.
5. There is a DVD player in the room.
6. There are two beds in the room.

9 Write about the hotel room. Write about what there is/are.

There are __________________________________________________________________________.
There's a __________________________________________________________________________.
There's a __________________________________________________________________________.
There's a __________________________________________________________________________.
Reading

1 Read and listen.

A dolphin can swim and it can jump. It can hear with its ears and it can hear with its mouth, too!
A dolphin plays lots of games.

This is a bat. It’s got wings and it can fly. The bat sleeps in the day and it flies at night. It can see at night. It can hear very well, too.

An elephant is a very big animal. It can hear with its ears and it can hear with its nose, too! It can swim and it can run very fast. But it can’t jump!
Comprehension

2 Read and ✔ or ✗.
   1 The bat has got wings. ✔
   2 It flies in the day. ✗
   3 The dolphin can jump. ✗
   4 It doesn’t play games. ✗
   5 The elephant can hear with its mouth. ✗
   6 It is a very big animal. ✗

3 Write bat, dolphin or elephant.
   1 The ______ can hear with its nose. elephant
   2 The ______ plays lots of games. dolphin
   3 The ______ sleeps in the day. elephant
   4 The ______ can run very fast. dolphin
   5 The ______ flies at night. bat
   6 The ______ can hear with its mouth. elephant

4 Read and write Yes, it can. or No, it can’t.
   1 Can the bat see at night? Yes, it can.
   2 Can the dolphin fly?
   3 Can the elephant jump?
   4 Can the bat hear very well?
   5 Can the elephant swim?
   6 Can the dolphin run?
Vocabulary

5 Read and write the letters.
1 It can’t see.  □
2 It can climb. □
3 It can’t hear. □
4 It can fly. □
5 It can swim. □
6 It can’t sleep. □

6 Choose and complete the sentences.
1 walk / swim
   A fish can swim. It can’t _____________.
2 run / see
   A snake can’t _____________. It can _____________.
3 talk / climb
   A monkey can _____________. It can’t _____________.
4 fly / walk
   A zebra can _____________. It can’t _____________.
5 swim / hear
   A giraffe can _____________. It can’t _____________.
6 run / talk
   An elephant can _____________. It can’t _____________.

7 Write about you.
I can ___________________________
I can’t _________________________.

Unit 10 Amazing animals
8 Underline the adjectives and circle the action verbs.

1. The turtle is an **amazing** animal. It can **see** underwater.
2. A snake is very long. It can’t walk and it can’t run.
3. An elephant is a very big animal. It can run very fast.
4. A dolphin is a clever animal. It can swim and it can jump.
5. A bat is a small animal. It can fly.

9 Write about a gorilla.

A gorilla is a very clever animal.

- It can walk.
- It can run.
- It can climb.
- It can jump.
- It can’t swim.
- It can’t talk.

It can ___________________________.

It can ___________________________.

It can ___________________________.

It can’t ___________________________.

It can’t ___________________________.

It can’t ___________________________.

It can’t ___________________________.
1 School things

Read and circle.

1  It's a pencil sharpener. Yes, it is. / No, it isn't.
2  It's a sticker. Yes, it is. / No, it isn't.
3  It's a crayon. Yes, it is. / No, it isn't.
4  It's a pencil case. Yes, it is. / No, it isn't.
5  It's a diary. Yes, it is. / No, it isn't.
6  It's a sticker. Yes, it is. / No, it isn't.

2 Toys

Write and match.

1  This is a (s c o o t e r) ________________.
2  These are (s b i k c r) ________________.
3  This is a (m r a p l l o s d) ________________.
4  This is a (r o t r c a t) ________________.
3 Famous people

Read and circle.

1. He’s a tennis player / drummer.
2. He’s a swimmer / tennis player.
3. She’s a painter / swimmer.
4. He’s a tennis player / painter.

4 In the garden

Follow and write.

skipping rope  sandpit  climbing frame  trampoline
5 Ready for work

Correct the sentences.

1 It’s a red tie.

2 It’s a blue handbag.

3 It’s a black and white jacket.

4 It’s a pink jacket.

6 Holiday homes

Circle four words and write.

1 cottage hotel windmill caravan

2 tent caravan hotel shower

3 windmill cottage bedroom upstairs

4 shower tent hotel caravan
7 Funny birds

Write and match.

1. The ostrich is very (s t a f) ____________.
2. This bird is (n u n y f) ____________.
3. The tortoise is (l o w s) ____________.
4. This bird is (c a r y s) ____________.

8 At the café

crisps  sandwich  pasta  chocolate

Read and circle.

1. My favourite food is carrots / rice.
2. I like crisps / carrots.
3. It’s a burger / sandwich.
4. I don’t like chocolate / ice cream.
5. I like pasta / rice.
9 A cool room

balcony  bean bag  phone  computer

Follow and write.

10 Amazing animals

crawl  dive  throw  catch

Read and circle.

1. It can swim / dive.
2. It can fly / throw.
3. He can walk / crawl.
4. It can fly / walk.
5. It can throw / dive.
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.

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- Thorough, systematic development of reading sub-skills
- Graded writing tasks, with a clear outcome
- More words section extends the vocabulary areas in the units

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