

OXFORD
PRIMARY
SKILLS



2

Reading and writing

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OXFORD



Reading and Writing

Helen Casey

Unit	Structures	Vocabulary	Skills
1 Star school page 4	This is the (library). Those are (computers).	assembly hall computer room library canteen music room	: School prospectus : Word order Email
2 We're scouts! page 8	I can (skate). He can (catch a fish).	scouts badges catch a fish sail cook	: Magazine article : Capital letters Personal profile
3 A healthy lunch page 12	Have you got (fruit) in your lunch box? I've got (a chicken sandwich).	fruit vegetables apricot cucumber broccoli	: Information poster : Capital letters and full stops Lunch plan
4 Free time page 16	On Saturday I (do karate) with (my brother).	choir ice hockey stories karate chart	: School project : Verbs Describing your weekend
5 Surprise! page 20	He likes (sweets). He doesn't like (clowns).	games candles clown face paints party bags	: Cartoon story : Short forms Describing a party
6 Captain Linda page 24	Where does she work? She (goes to work) at (eight o'clock).	captain fishing boat sailor cook sleep	: Interview : Word order Description
7 The four seasons page 28	In (spring) it's rainy.	seasons autumn spring summer winter	: Factfiles : Adjectives Describing your country's climate
8 Let's dress up! page 32	I want a (scarf). I'm wearing a (hat).	dressing-up box crown princess pirate cowboy	: Cartoon story : -ing forms Email
9 Making ice cream page 36	She's adding the (sugar) and the (fruit). I'm eating the ice cream.	chop mix machine add sugar	: Photo diary : Joining sentences with <i>and</i> Recipe
10 Our green day page 40	The water was dirty. There was lots of rubbish.	river clean dirty pick up muddy	: Report : <i>was, wasn't, were, weren't</i> Describing a special day
More words page 44		Four extra words for each unit	

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 2* 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 these 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

3 A healthy lunch

fruit, vegetables, apricot, cucumber, broccoli

Reading

1 Read and listen.

Look in your lunch box. What have you got? Have you got fruit? Have you got vegetables? It's always good to eat fruit and vegetables.

Healthy food

Eat something from each group every day.

carrots, apples, apricots, bananas, grapes, bread, rice, fish, chicken, egg, cheese, water, juice and milk.

Unhealthy food

You can eat these things, but don't eat them every day.

Yes, burgers, pizza, ice cream.

Comprehension

2 Are these foods healthy (✓) or unhealthy (X)?

1 I've got an apple. Has he got a healthy lunch? Yes, he has.

2 I've got a burger, fries and a milkshake. Has she got a healthy lunch?

3 I've got fish with rice, grapes and cucumber. Has she got a healthy lunch?

4 I've got pizza and ice cream. Has he got a healthy lunch?

Fruit	Vegetables	Drinks
apples		

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

Vocabulary

5 Complete the puzzle. What's the secret word?

6 Whose lunch? Write the names.

Sarah's got an apple.
She hasn't got a sandwich.

Vera's got a sandwich.
Her lunch box is blue.

Johnny hasn't got a sandwich.
He's got vegetables on his pizzas.

Matt's got some vegetables.
He hasn't got any fruit.

Unit 3 A healthy lunch More words on page 45

Writing

My healthy lunch plan

Monday		- What have you got for lunch on Monday? On Monday I've got a chicken sandwich I've got some broccoli and a banana I've got juice to drink.
Tuesday		- What have you got for lunch on Tuesday? On Tuesday I've got a fish sandwich I've got some salad and an sprout I've got water to drink.
Wednesday		

7 Write the sentences with capital letters and full stops.

1 I've got a chicken sandwich on monday.
I've got a chicken sandwich on Monday.

2 on tuesday she's got an apple

3 she's got water to drink on wednesday

4 he's got some broccoli on monday

8 Write about the lunch plan for Wednesday.

- What
(sandwich) _____
(fruit) _____
(vegetable) _____
(drink) _____

Unit 3 A healthy lunch 15

1

Star school



assembly hall



computer room



canteen



library



music room

Reading

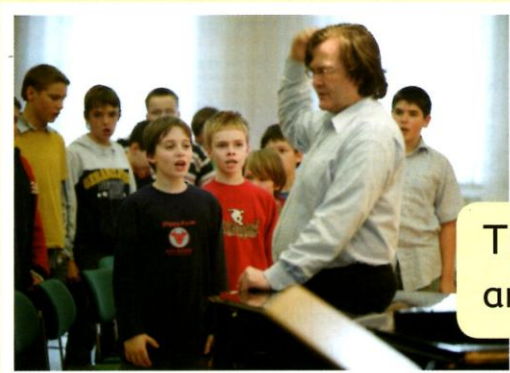
1  Read and listen.



The Studio School is a special school for actors and singers.

The assembly hall is big. There are lots of chairs. Look at those children. They're actors.

This is the canteen. There are lots of tables. It's lunchtime.



That's the music room. Those pupils are singers.

The school has got a computer room. It's a classroom. There are lots of computers. There's a library. There are lots of books in the library.

Comprehension

2 Read and tick (✓) or cross (✗).

- 1 The Studio School is a school for pilots and farmers.
- 2 There are lots of chairs in the assembly hall.
- 3 There are lots of computers in the canteen.
- 4 There's a music room and a library.
- 5 Pupils sing in the library.

✗

3 Write *That's* or *Those are*. Write the letter.

- 1 Those are the computers in the computer room.
- 2 _____ the canteen. It's lunchtime.
- 3 _____ the music room.
- 4 _____ books in the library.
- 5 _____ the assembly hall. We've got assembly.

c



4 Where am I? Write the rooms.

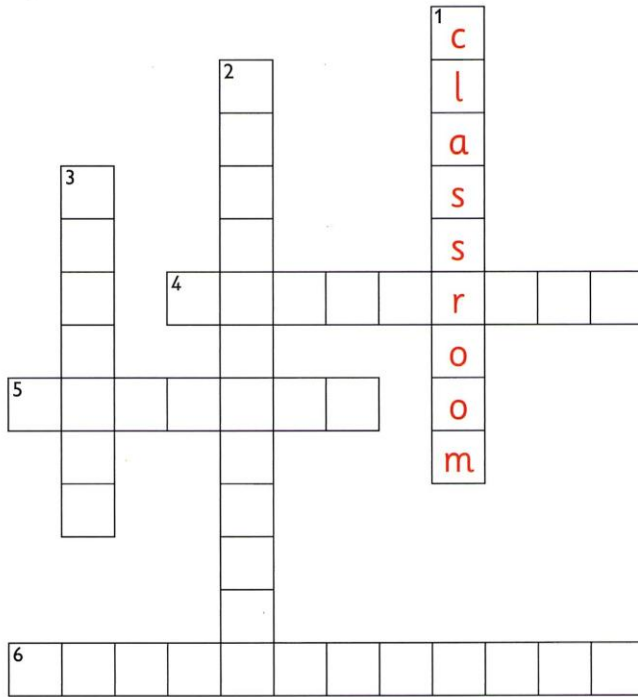
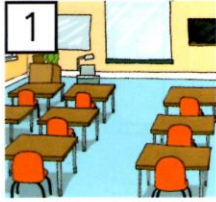
- 1 I can see lots of chairs.
- 2 I can eat lunch here.
- 3 There are lots of computers.
- 4 There are lots of books.
- 5 I can hear music.

assembly hall

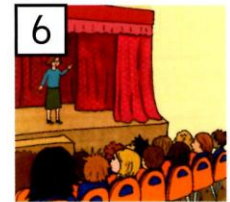
Vocabulary

5 Complete the puzzle.

Down

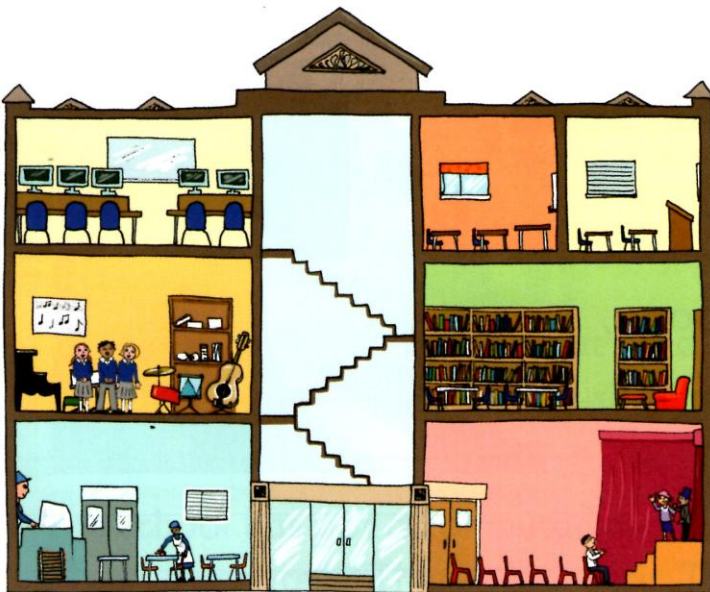


Across



6 Look at the picture and complete the sentences.

assembly hall library computers canteen music room



- 1 There are lots of books in the library.
- 2 The singers are in the _____.
- 3 There are _____ in the computer room.
- 4 That's the _____. There are lots of tables.
- 5 The actors are in the _____.

Writing

Dear Penfriend,

This is my school. My school isn't big.
There are six classrooms. There's a big assembly
hall. There's a music room and a computer room.
There isn't a canteen and there isn't a library.

Write soon!

Love from Anna



7 Write the words in the correct order.

1 is This classroom. my

This is my classroom.

2 a room. computer There's

3 isn't There canteen. a

4 is This music the room.

5 are lots of There pupils.

8 Write an email about your school. Draw or stick a picture.

Dear Anna,

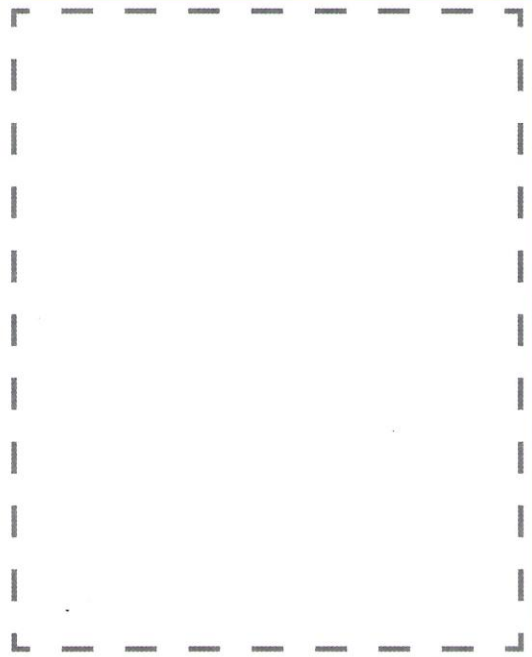
This is my school.

There's _____

There are _____

There isn't _____

Love from _____



2

We're scouts!



scouts



badges



catch a fish



sail



cook

Reading

1 Read and listen.

I'm Jake and this is my brother Harry. We're scouts. Scouts learn new things. Then we get badges. The badges are on our shirts.

These are Harry's badges.



He can sail.



He can ski.



He can climb.



And these are my badges. I can't skate or sail, but look what I can do!

I can swim.



I can cook.



I can catch a fish.



I haven't got these badges. I can't fly and I can't ride a horse.



Comprehension

2 Are these Jake's or Harry's badges? Write *Jake's* or *Harry's*.



Harry's











3 Complete the table.

	✓						
	✗						

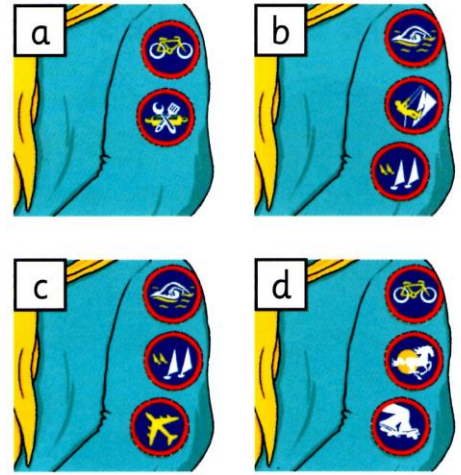
4 Answer the questions with *Yes, he can.* or *No, he can't.*

- 1 Can Jake climb? No, he can't.
- 2 Can Jake cook? _____
- 3 Can Harry sail? _____
- 4 Can Jake ride a horse? _____
- 5 Can Harry climb? _____
- 6 Can Jake sail? _____
- 7 Can Jake catch a fish? _____







Vocabulary

5 Match. Write the letter.

- 1 He can swim and climb and sail.
He can't fly.
- 2 He can ride a bike but he can't
ride a horse. He can cook.
- 3 He can ride a bike and he can
ride a horse. He can skate, too.
- 4 He can swim and sail but he
can't climb. He can fly.



6 Correct the words.

- 1 ilas  sail
- 2 ismw  _____
- 3 tchac a shif  _____
- 4 drie a hrose  _____
- 5 iclbn  _____
- 6 koco  _____

7. Write about you. What can you do?

I can _____

I can't _____

Writing

Meet a new scout!

Let's say hello to a new scout. His name is Nick.
Look what Nick can do!

He can swim.



He can ride a horse.



He can't sail, but he can learn!



8 Write the sentences with capital letters.

1 his name is nick.

His name is Nick.

2 can nick swim?

3 look what i can do!

4 can nick ride a horse?

5 can nick sail?

9 Write about you. Draw your badges.

Meet a new scout!

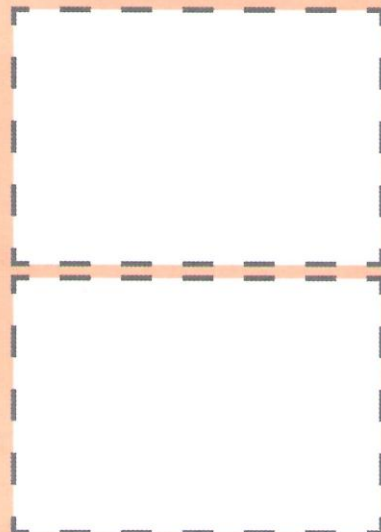
I'm a new scout. My name is _____

Look _____

✓ I can _____

✓ _____

x _____



3

A healthy lunch



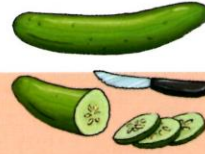
fruit



vegetables



apricot



cucumber



broccoli

Reading

1 Read and listen.

Look in your lunch box. What have you got? Have you got fruit? Have you got vegetables? It's always good to eat fruit and vegetables.

Healthy food

Eat something from each group every day.



carrots
salad broccoli
cucumber

apples
apricots bananas
grapes



bread
rice

fish
chicken eggs
cheese



Healthy drinks are water, juice and milk.

Unhealthy food

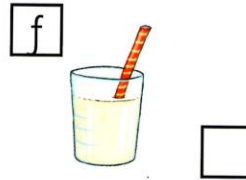
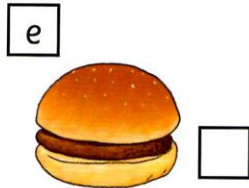
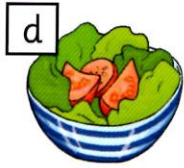
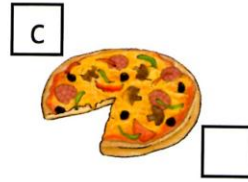
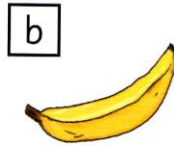
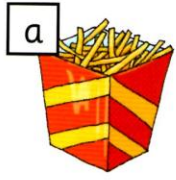
You can eat these things, but don't eat them every day.

fries
burgers pizza
ice cream



Comprehension

2 Are these foods healthy (✓) or unhealthy (✗)?



3 Write the food and drink in the table.

apples broccoli cucumber water grapes
apricots milk salad juice

Fruit	Vegetables	Drinks
apples		

4 Read and answer with *Yes, he/she has.* or *No, he/she hasn't.*

1

I've got an apple, a salad and a cheese sandwich.

Has he got a healthy lunch?

Yes, he has.

2

I've got a burger, fries and a milkshake.

Has she got a healthy lunch?

3

I've got fish with rice, grapes and cucumber.

Has she got a healthy lunch?

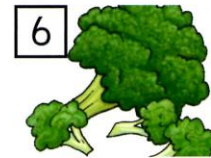
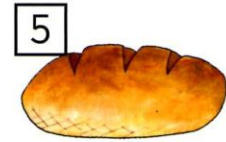
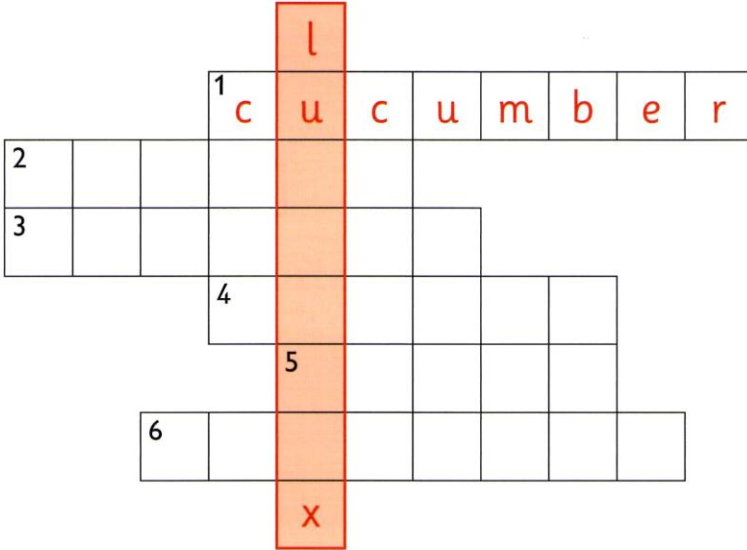
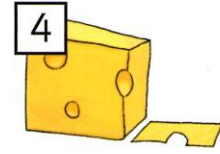
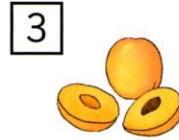
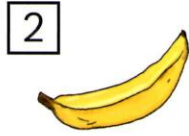
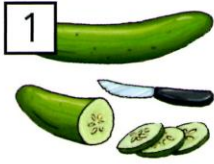
4

I've got pizza and ice cream.

Has he got a healthy lunch?

Vocabulary

5 Complete the puzzle. What's the secret word?



6 Whose lunch? Write the names.

Sarah's got an apple.
She hasn't got a sandwich.

Vera's got a sandwich.
Her lunch box is blue.

Johnny hasn't got a sandwich.
He's got vegetables on
his pizza.

Matt's got some vegetables.
He hasn't got any fruit.



1 Johnny




2 _____



3 _____

4 _____

Writing

My healthy lunch plan	
Monday	
Tuesday	
Wednesday	

– What have you got for lunch on Monday?

On Monday I've got a chicken sandwich.

I've got some broccoli and a banana.

I've got juice to drink.

– What have you got for lunch on Tuesday?

On Tuesday I've got a fish sandwich.

I've got some salad and an apricot.

I've got water to drink.

7 Write the sentences with capital letters and full stops.

1 i've got a chicken sandwich on monday

I've got a chicken sandwich on Monday.

2 on tuesday she's got an apple

3 she's got water to drink on wednesday

4 he's got some broccoli on monday

8 Write about the lunch plan for Wednesday.

– What _____

(sandwich) _____

(fruit) _____

(vegetable) _____

(drink) _____

4

Free time



choir



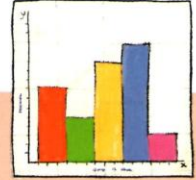
ice hockey



stories



karate

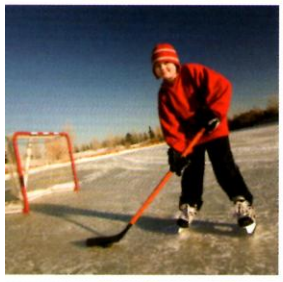


chart

Reading

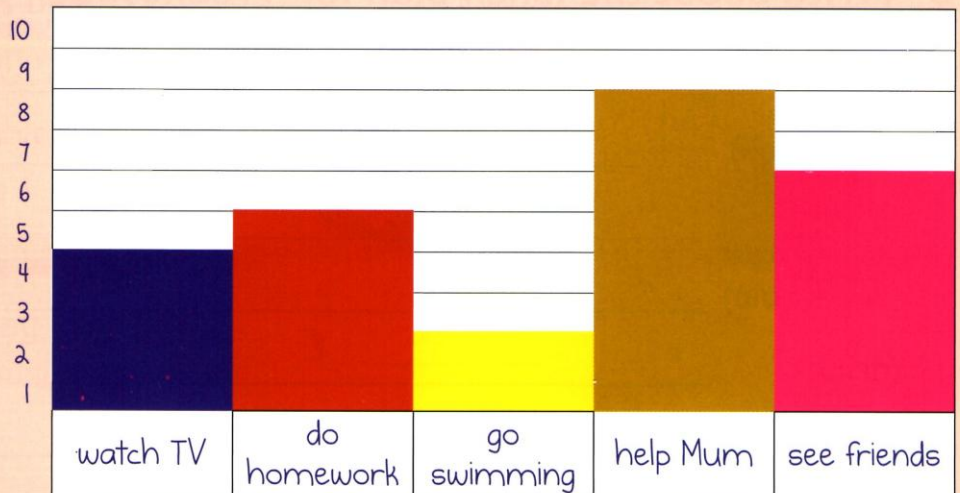
1 Read and listen.

I'm Lisa. I go to the Studio School. I love music. Every Saturday I sing in a choir. Lots of my friends are singers. I like English. I don't watch TV on Sunday. I write stories.



I'm Declan. I like sport. On Saturday I play ice hockey with my friends. All my friends like ice hockey. Every Wednesday I do karate with my brother. Karate is great. I love it.

Studio School pupils are very busy. What do they do on Saturday? Look at the chart.



Comprehension

2 Read and write Declan or Lisa.

1 I sing on Saturdays.

Lisa

2 I do a sport with my brother.

3 I do a sport on Wednesday.

4 I don't watch TV every day.

5 I love karate.

6 I like English.

3 Circle.



1 I sing / don't sing on Saturday.

2 I love / don't love music.

3 I write / don't write stories.

4 I watch / don't watch TV on Sunday.



1 I like / don't like sport.

2 I play / don't play ice hockey with my friends.

3 I do / don't do karate with my sister.

4 I love / don't love karate.

4 Look at the chart. How many pupils say this?

1 I go swimming on Saturday.

2 I watch TV every Saturday.

3 I help my mum.

4 I see my friends.





5 I do my homework.

Vocabulary

5 Read and complete the chart.

What do you do after school?

I sing in a choir.		four
I play ice hockey.		three
I write stories.		one
I do karate.		five







6				
5				
4				
3				
2				
1				
				

6 Look and write.

sing in a choir
play ice hockey

help Dad
do karate

play with friends
~~write stories~~

- 1  After school I write stories.
- 2 
- 3 
- 4 
- 5 
- 6 

7 Write about you.

After school _____

Writing



More about ... Veronica

I'm Veronica, and this is my week:

On Monday after school I go swimming.

On Wednesday I have a music lesson.

Every Saturday I do karate.

On Sunday I visit my aunt Elena.

I like karate. It's my favourite!

I don't like music.

8 Choose and write.

go ~~watch~~ play visit help write

1 I watch TV every Saturday.

4 I _____ swimming.

2 I _____ my mum in the garden.

5 I _____ my aunt and uncle.

3 I _____ football in the park.

6 I _____ stories after school.

9 Write about your weekend. Draw a picture.

More about

I'm

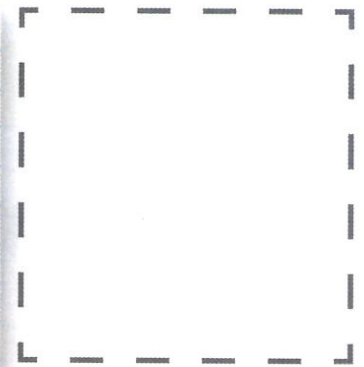
and this is my weekend:

On

On

I like

I don't like



5 Surprise!



games



candles



clown



face paints



party bags

Reading

1  Read and listen.



Mum: It's Joe's birthday tomorrow. Let's have a surprise party.

Eliza: Let's have games!

Adam: And sweets. He likes sweets.



Mum: We need a cake. Does Joe like chocolate?

Adam: No, but he likes candles.

Dad: Here are the party bags.



Adam: Can we have a clown?

Eliza: No, Joe doesn't like clowns, but he likes face paints.

Dad: Have we got balloons? Joe likes balloons.



All: SURPRISE!

Adam: Oh no! Joe doesn't like surprises.





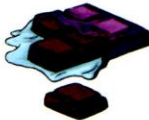



Dad: OK, everybody's here ...

Comprehension

2 Write the words. Tick (✓) the things Joe likes.

face paints sweets chocolate candles clowns balloons

1		<u>balloons</u>	<input checked="" type="checkbox"/>	4		_____	<input type="checkbox"/>
2		_____	<input type="checkbox"/>	5		_____	<input type="checkbox"/>
3		_____	<input type="checkbox"/>	6		_____	<input type="checkbox"/>

3 Answer the questions with *Yes, he does.* or *No, he doesn't.*

- 1 Does Joe like games? Yes, he does.
- 2 Does Joe like candles? _____
- 3 Does he like chocolate? _____
- 4 Does he like clowns? _____
- 5 Does he like face paints? _____
- 6 Does he like surprises? _____

4 Correct the sentences.

- 1 Joe doesn't like games. Joe likes games.
- 2 Joe doesn't like candles. _____
- 3 He likes chocolate. _____
- 4 He likes clowns. _____
- 5 He doesn't like face paints. _____
- 6 Joe likes surprises. _____

Vocabulary

5 Correct the words.



locnw

clown



segma



ytrap abg



cefa ipatns



lsedacn



llabnoos



wtsees



ekac

6 Look and write *likes* or *doesn't like*.



1 Maisie likes balloons but she doesn't like clowns.

2 Maisie _____ chocolate cake and she _____ sweets.

3 She _____ face paints but she _____ party bags.

4 She _____ games but she _____ candles!

7 Write about you.

I _____ and _____

I _____ and _____

Writing

Name **Jacob**

Hobby **football**

Do you like ...

games

prizes

chocolate

cake

face paints

party bags

sweets



Hi, I'm Jacob and my dream party is a football party.

I like games, and I like prizes.

I don't like chocolate. This cake isn't a chocolate cake. It's a football cake!

I like face paints. These are football face paints.

Look! The party bags have got football sweets.

8 Write the sentences with short forms.

- 1 He does not like chocolate. He doesn't like chocolate.
- 2 I do not like clowns. _____
- 3 This party is not a football party. _____
- 4 It is a music party. _____
- 5 They are football sweets. _____

9 Write about your dream party.

Hi, I'm _____. My dream party is a _____ party!

😊 I _____

☹ I _____

The party bags have got _____

6

Captain Linda



captain



fishing boat



sailor



cook



sleep

Reading

1  Read and listen.

- **Linda, what's your job?**
- I'm a captain on a boat.
- **Is it a holiday boat?**
- No, it's a fishing boat.
- **How many sailors have you got?**
- I've got four sailors and a cook.
- **Where does the cook work?**
- In the kitchen. There's a kitchen on the boat.
- **Do you have lunch on the boat?**
- Yes, we have breakfast, lunch and dinner on the boat.



- **What do you do in the evening?**
- I read and then I sleep. I'm very tired.
- **When do you go home?**
- I don't go home. I sleep on the boat.
- **How long do you stay on the boat?**
- For 30 days, then I go home.

Comprehension

2 Circle.

- 1 Linda is a captain / pilot.
- 2 She works on a plane / boat.
- 3 She goes swimming / fishing.
- 4 She's got four sailors / farmers to help her.
- 5 There's a classroom / kitchen on the boat.

3 Choose and write.

boat cook captain home
sailors breakfast kitchen dinner

Linda is the ¹ captain on a fishing boat. She has got four ² _____ and a ³ _____ on her boat. The cook works in a small ⁴ _____. Linda and her sailors have ⁵ _____, lunch and ⁶ _____ on the boat. Linda doesn't go ⁷ _____. She sleeps on the ⁸ _____!



4 Match the questions and the answers. Write the letters.

- 1 What does Linda do? f
 - 2 Does she work in an airport?
 - 3 Where does she work?
 - 4 Where does she sleep?
 - 5 Is she a pilot?
 - 6 How many sailors has she got?
- a No, she isn't.
 - b She's got four sailors.
 - c She works on a boat.
 - d She sleeps on the boat.
 - e No, she doesn't.
 - f She's a captain.

Vocabulary

5 Look and tick (✓) or cross (✗).

- 1 The fishing boat is blue.
- 2 There is a sailor in the water.
- 3 The captain is in the water.
- 4 The sailors sleep on the boat.
- 5 The cook is in the kitchen.



6 Choose and write.

captain fishing boat catch sailor
~~cook~~ fishing kitchen sailors



I'm the ¹ cook.
 I work in the ² _____.
 I cook for the ³ _____.



I'm the ⁴ _____.
 This is my ⁵ _____ boat.



I'm a ⁶ _____.
 I work on a ⁷ _____.
 I ⁸ _____ fish.

Writing

My Mum

My Mum works on a plane. She's a pilot.
She goes to work at nine o'clock. Then
she flies to Spain.

She has lunch at twelve o'clock – she has lunch in Spain!
Then she flies home again.

She goes home at six o'clock. She feels tired.

She has dinner at seven o'clock. She goes to bed at ten o'clock.



7 Write the words in the correct order.

- 1 has at He dinner o'clock. seven He has dinner at seven o'clock.
- 2 She to work goes morning. in the _____
- 3 lunch has He one o'clock. at _____
- 4 home goes evening. in the He _____
- 5 up gets o'clock. He at six _____

8 Write about someone in your family.

My _____

My _____ works _____

(get up) _____

(lunch) _____

(home/feels) _____

(dinner/bed) _____

7

The four seasons



spring



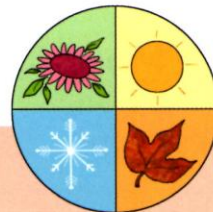
summer



autumn



winter



seasons

Reading

1  Read and listen.

Four seasons in Britain

Spring

In spring the weather changes. One day it's rainy, then it's sunny and warm. There are lots of flowers and the trees are green.



Summer

Summer in Britain is often sunny. Put on your sun hats! It isn't hot every day, sometimes it's rainy.



Autumn

In autumn the trees are orange and brown. It's often rainy and windy. Take your umbrella!



Winter

Winter is cold. It's rainy and it's windy. Sometimes it's snowy. Put on your coat and play outside. Let's make a snowman!



Comprehension





2 Write the seasons.




- 1 The trees are green. It's warm and sunny. It's spring.
- 2 The trees are brown and orange. It's cold and windy. _____
- 3 It's hot. Put on your sun hat. _____
- 4 It's cold. Look! It's snowing. _____



3 Answer the questions with *Yes, it is.* or *No, it isn't.*

- 1 Is it sunny and warm in autumn? No, it isn't.
- 2 Is it cold in winter? _____
- 3 Is it sunny and warm in spring? _____
- 4 Is it hot and sunny every day in summer? _____
- 5 It's summer. Is it snowing? _____
- 6 It's autumn. Is it wet and windy? _____

4 Write the weather words.

In Britain, spring starts  1 cold and  2 _____ and gets  3 _____ and  4 _____.

Summer is often  5 _____ and  6 _____ but sometimes it's  7 _____.

In autumn it's often  8 _____ and it's  9 _____.

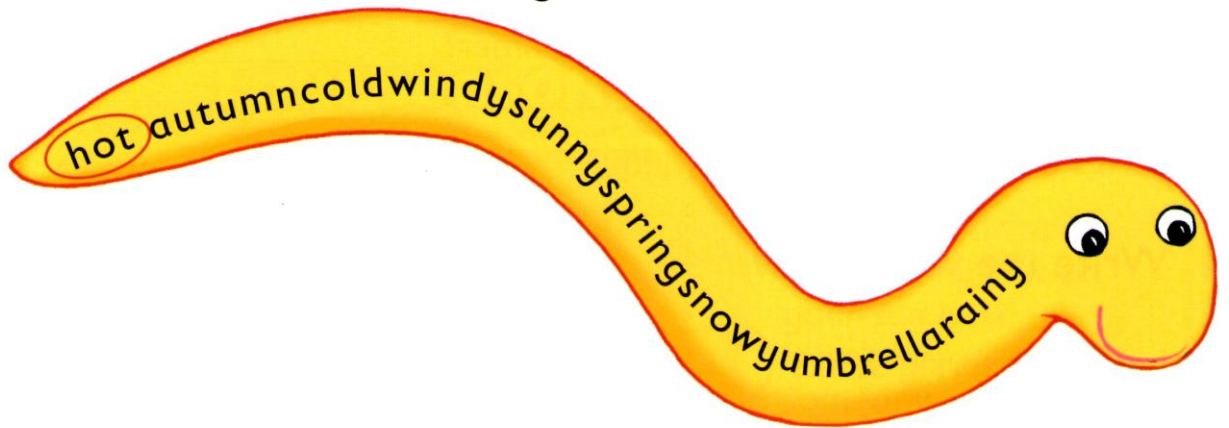
Winter is  10 _____ and sometimes it's  11 _____.

Vocabulary

5 Write the seasons.



6 Find nine words in the word snake. Complete the table. You can use some words again.



_____	summer	_____	winter
warm	<u>hot</u>	brown trees	snowman

Which weather word goes with all the seasons in Britain? _____

7 What's the weather like today?

It's _____

Writing



In Thailand, there are three seasons.

There is the hot season. It's very hot and sunny.

Then there is the rainy season. It is very hot and wet. The rainy season is long.

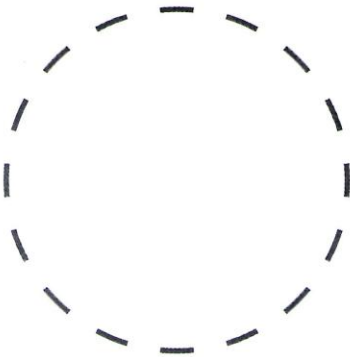
Then there is the cold season. It's windy. The cold season in Thailand isn't very cold!

8 Underline the adjectives.

- 1 Winter is cold and snowy.
- 2 It's sunny and warm in spring.
- 3 Summer is hot and sunny.
- 4 Autumn is wet, windy and rainy.
- 5 It's cold and wet in winter.
- 6 Sometimes it's rainy.

9 Draw the seasons in your country.

Write about the seasons.



In _____, there are

seasons.

There is

It's

Then

It's

Then

8

Let's dress up!



dressing-up
box



crown



princess




pirate



cowboy

Reading

1  Read and listen.



Dad: Kids! What are you doing?

Eliza: We're choosing clothes from the dressing-up box.

Joe: Don't look! It's a surprise.



Adam: I want a hat.

Eliza: I want a dress and a crown.

Joe: I want some boots.



Adam: We're putting on our clothes.

Joe: I'm wearing a scarf.

Eliza: I'm wearing pretty shoes.



Joe: I'm a cowboy.

Eliza: I'm a princess.

Adam: I'm a pirate.

Dad: And what's that?

Adam: It's Jamie. He's a cowboy too!



Comprehension

2 Read and tick (✓) or cross (✗).

- 1 Mum is watching TV.
- 2 Dad is making lunch.
- 3 The kids are choosing clothes.
- 4 Eliza wants a scarf.
- 5 Joe is wearing a cowboy hat.
- 6 The baby is sleeping.

3 Complete the sentences.

writing ~~reading~~ hat choosing pirate



Dad is reading.



Mum is _____ an email.



They are _____ clothes.



Joe is wearing a _____ and a scarf.



Adam is a _____.







4 Answer the questions with Yes, he/she is. or No, he/she isn't.

- 1 Is Eliza a nurse? No, she isn't.
- 2 Is Joe a cowboy? _____
- 3 Is Dad a pirate? _____
- 4 Is Eliza a princess? _____
- 5 Is Jamie a cowboy? _____

Vocabulary







5 Write the words.

lion pirate princess cowboy farmer nurse

1  I'm a princess.
2  I'm a _____.
3  I'm a _____.
4  I'm a _____.
5  I'm a _____.
6  I'm a _____.

6 Look and write.

boots shoes scarf princess dress pirate
hat cowboy nurse farmer dressing-up box

1  2  3  4  5  

- 1 I'm a princess. I'm wearing a dress.
2 I'm a p_____. I'm wearing a h_____.
3 I'm a c_____. I'm wearing a s_____.
4 I'm a f_____. I'm wearing b_____.
5 I'm a n_____. I'm wearing black s_____.

Where's the baby? He's in the _____!

7 Write about you. What are you wearing?

I'm _____

Writing

Dear Penfriend,

This is a picture of me at my sister's wedding. I'm wearing a green dress.

My brother is wearing a shirt and tie. He's eating cake.

I'm dancing with my dad.

Mum isn't dancing. She's talking to my sister.

Write soon!

Love from Anna



8 Write the sentences with *-ing* forms.

1 I / wear / jeans

I am wearing jeans.

2 My dad / eat / a sandwich

3 She / sing / a song

4 He / play / football

5 We / watch / the band

9 Write about a family party. Draw or stick a picture.

Dear Anna,

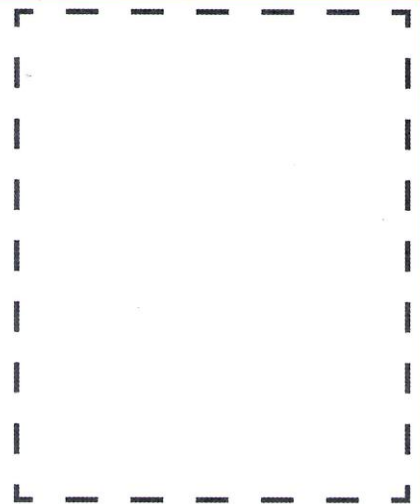
This is a picture of me at _____

I'm wearing _____

My _____

He/She _____

I'm _____



9

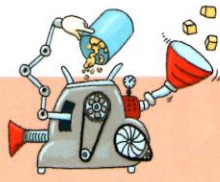
Making ice cream



chop



mix



machine



add



sugar

Reading

1 Read and listen.

We're visiting a farm. There are cows, sheep and goats on the farm. The cows are in the field. They're eating grass.



This is the farmer, Mr James. He's looking after the cows. He gets milk every day from his cows. We can make cheese, yogurt and ice cream from milk.

This is Mrs James, the farmer's wife. She's making ice cream. She's chopping some fruit. She's mixing the milk with a machine. She's adding sugar and fruit. Now the ice cream is ready. It's cold.



And this is me!
I'm eating the ice cream! Yum!

Comprehension

2 Circle.

- 1 The cows are in the field / playground.
- 2 They are eating *cheese* / grass.
- 3 The farmer gets *juice* / milk from his cows.
- 4 We can make *yogurt* / jam from milk.
- 5 The farmer's wife is making *ice cream* / cheese.

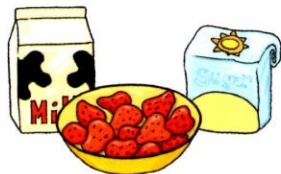
3 Complete the sentences.



- 1 There are cows, sheep and goats on the farm.



- 2 We can make _____, _____ and ice cream from milk.



- 3 There is milk, _____ and _____ in Mrs James's ice cream.

4 Match the questions and the answers.

- 1 What are we doing? — a You're eating ice cream.
- 2 What are the cows doing? — b She's making ice cream.
- 3 What is the farmer doing? — c We're visiting a farm.
- 4 What is the farmer's wife doing? — d They're eating grass.
- 5 What am I doing? — e He's looking after the cows.

Vocabulary

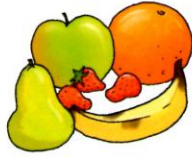
5 Write the words and find them in the puzzle.



grass



m	i	l	k	f	d	m	i
n	a	j	e	n	b	g	c
i	m	a	c	h	i	n	e
n	r	e	o	s	f	e	c
b	s	b	a	r	r	t	r
b	u	i	e	s	u	l	e
j	g	a	n	e	i	t	a
d	a	c	o	r	t	c	m
g	r	a	s	s	t	e	l



6 Write the actions.

eat the ice cream
mix the milk

add the fruit
add sugar

~~chop the fruit~~



1 chop the fruit



2



3



4



5

Writing

My milkshake recipe

I'm making a banana and strawberry milkshake.

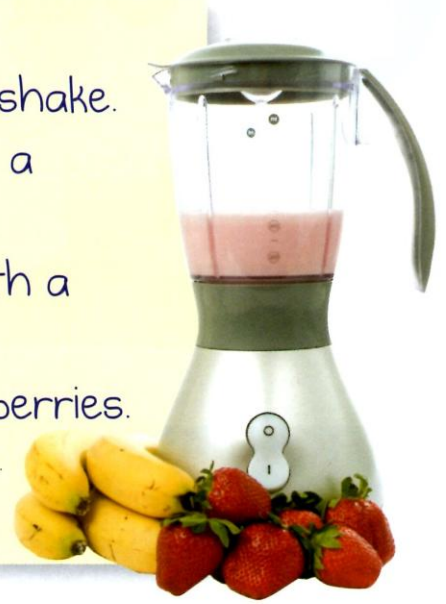
I've got some milk and some ice cream in a glass.

Now I'm mixing the milk and ice cream with a machine.

I'm adding some banana and some strawberries.

Now I'm mixing it all.

Now I'm drinking my milkshake! Yum!



7 Write the sentences with *and*.

1 I've got some eggs. I've got some milk.

I've got some eggs and some milk.

2 I'm mixing the yogurt. I'm mixing the fruit.

3 My cake has got figs. My cake has got jam.

4 I'm adding eggs. I'm adding milk.

8 Write a recipe for your favourite cake.

I'm making a _____

(eggs, sugar, bowl) I've got _____

(mix) _____

(add) _____

(cook) _____

(eat) Now I _____

10

Our green day



river



clean



dirty



pick up



muddy

Reading

1 Read and listen.

Saturday was River Day. There were lots of people at the river.

In the morning the river was dirty. The water was dirty. There was lots of rubbish on the grass and in the trees.



Class 2B's first job was picking up rubbish on the grass. There were lots of children. It was fun! Class 2B's second job was picking up rubbish in the river. It was very muddy.

In the evening, the grass was tidy. There wasn't any rubbish. The river was clean. Everything was clean – but class 2B wasn't!



Comprehension

2 Match. Write the letter.

- 1 The river was dirty.
- 2 There was rubbish in the trees.
- 3 There were lots of children.
- 4 It was very muddy.
- 5 The grass was tidy.
- 6 The river was clean.



3 Write was or wasn't.

- 1 River Day wasn't on Sunday.
- 2 In the morning the river _____ dirty.
- 3 There _____ rubbish in the trees.
- 4 In the evening there _____ rubbish on the grass.
- 5 In the evening everything _____ clean.

4 Put the sentences in the correct order.

- The river and the grass were clean and tidy.
- Class 2B's second job was picking up the rubbish in the river.
- There was lots of rubbish on the grass.
- 1 The river was dirty.
- Class 2B was very dirty!
- Class 2B's first job was picking up the rubbish on the grass.

Vocabulary

5 Read and write *Saturday* or *Sunday*.

Saturday



- 1 The water was muddy.
- 2 There was rubbish on the grass.
- 3 The river was clean.
- 4 There was a bike in the river.
- 5 There was a man picking up rubbish.
- 6 There was a family having lunch.

Sunday



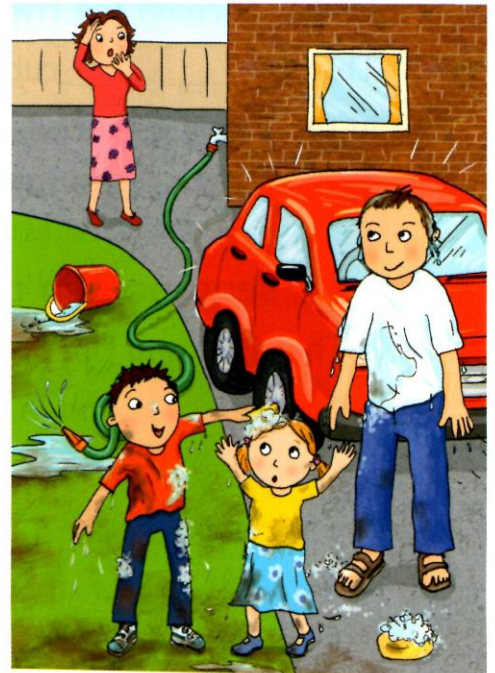
Saturday

6 Look at the picture and complete the sentences.

clean untidy dirty **muddy** wet

On Saturday afternoon ...

- 1 The garden was muddy.
- 2 The children were _____.
- 3 Dad was _____.
- 4 It was _____ in front of the house.
- 5 The car was _____!



Writing

Sports Day

The 30th of June was our school sports day.

It was hot and sunny.

Everyone was on the sports field.

There were lots of people at school. Mum and Dad were there.

There were lots of games for the children! It was fun!



7 Write *was*, *wasn't*, *were* or *weren't*.

- 1 Yesterday was our school art day.
- 2 There lots of pictures in the art room.
- 3 It rainy and wet. It sunny.
- 4 There lots of children from other schools.
- 5 I in the art room all day.

8 Write about a special day at your school.

(When?) _____

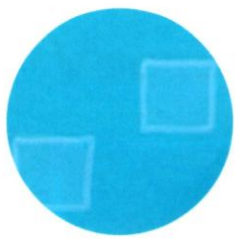
(Weather?) _____

(Where?) _____

(People?) _____

(Activities?) _____

(Fun!) _____



More words

1 Star school



gym



swimming pool



office



corridor

Read and tick (✓) or cross (✗).



That's the corridor.



That's the office.



That's the gym.



That's the swimming pool.



That's the office.

2 We're scouts!



paint



play an instrument



waterski



speak English

Complete the sentences. Match.

1 He can _____

2 She can _____

3 She can _____

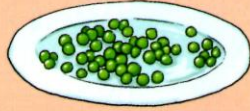
4 She can _____



3 A healthy lunch



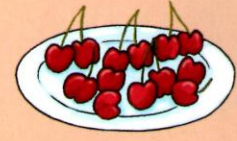
lettuce



peas

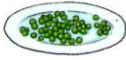





strawberries



cherries

Circle.

-  I've got *peas* / *lettuce* for lunch.
-  He's got *cherries* / *strawberries* for lunch.
-  She's got *apples* / *cherries* for lunch.
-  I've got *lettuce* / *tomatoes* for lunch.

4 Free time



play in an orchestra



play computer games



take photos



go walking

Correct the sentences.

-  On Saturdays I play computer games.

-  On Saturdays I go walking with my friend.

-  On Mondays I take photos.

-  On Mondays I play in an orchestra.

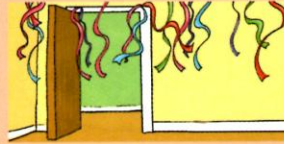
5 Surprise!



bouncy castle



friends



streamers



crackers

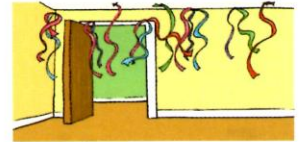
Correct the words. Match.

1 I like (e a r s m t r e s).

2 He doesn't like (r s c k e r a c).

3 There's a (o y b c u a s c t l n e).

4 Here are my (i e r n d s f).



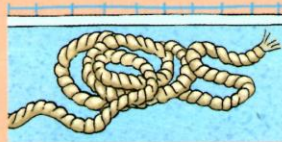
6 Captain Linda



cabin



fishing net



rope



sea

Circle four things and write.

1 cabincaptainropefishingboat

2 fishingnetsailorcookrope

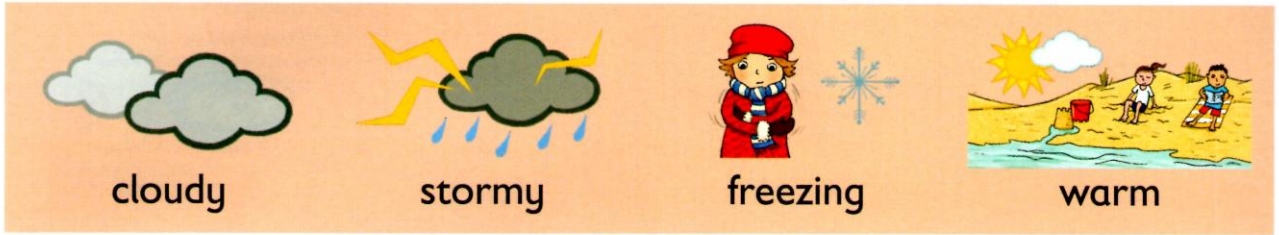
3 searopesailorfishingnet

4 captainsailornetrope

5 seacabinnetsailor

cabin

7 The four seasons

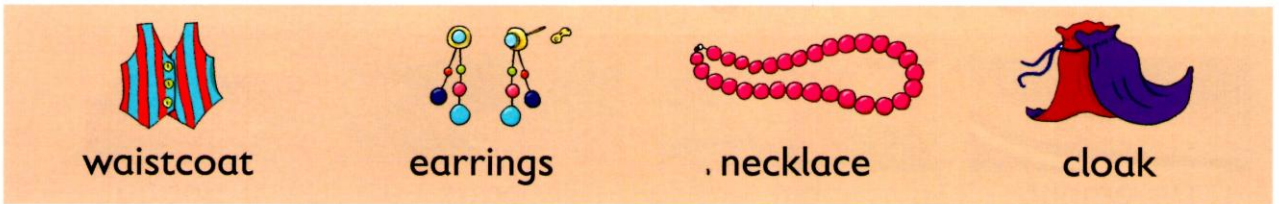


Correct the sentences.

- 1 Today the weather is cloudy. _____
- 2 It is warm in winter. _____
- 3 In spring it's often stormy. _____
- 4 Today the weather is freezing. _____



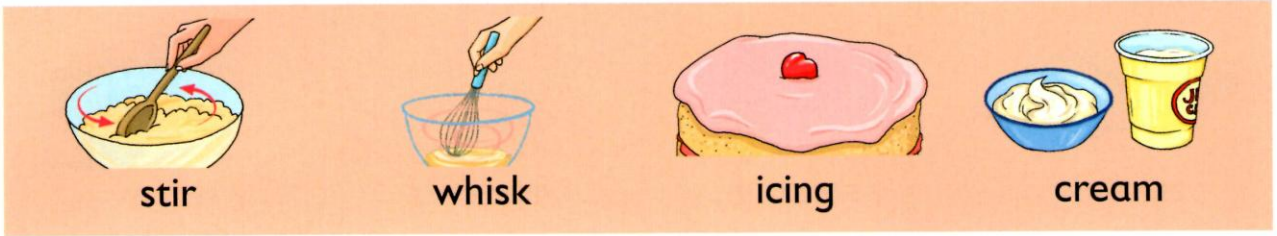
8 Let's dress up!



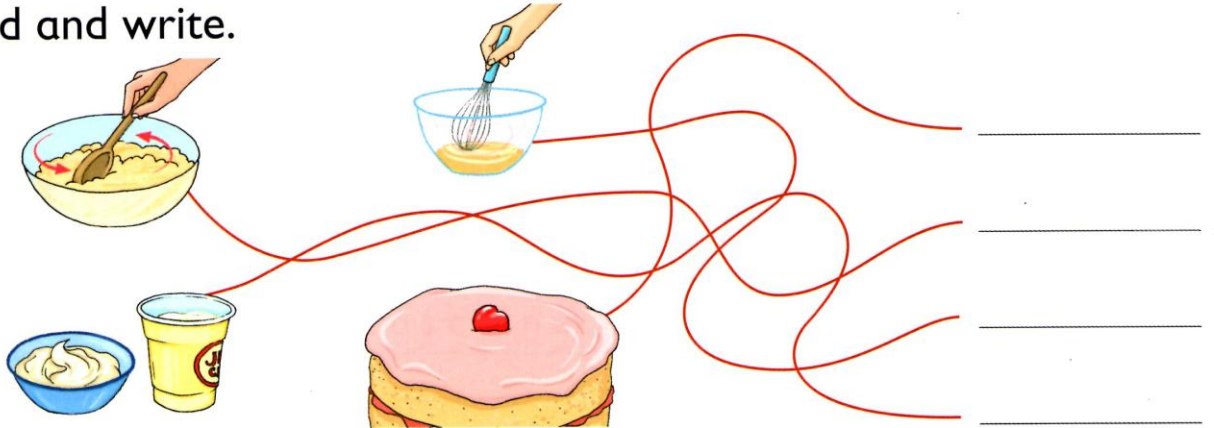
Circle.

- 1  I want a *necklace* / *waistcoat*.
- 2  I'm wearing a *cloak* / *waistcoat*.
- 3  These are my *shoes* / *earrings*.
- 4  She's wearing a *cloak* / *crown*.
- 5  This is my *jacket* / *cloak*.

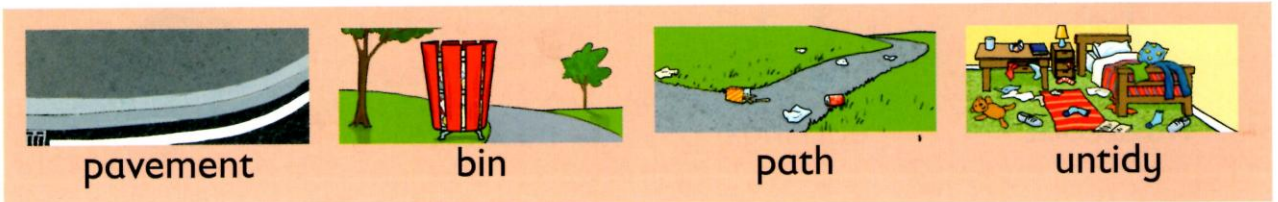
9 Making ice cream








Find and write.



10 Our green day



Circle.

-  There was rubbish on the *pavement* / *path*.
-  My bedroom was *clean* / *untidy*.
-  The pavement was *clean* / *dirty*.
-  There was rubbish in the *bin* / *river*.
-  There was a *bin* / *pavement* under the tree.

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