



Puzzles

1. Write the children's names.



Mike



Lynne



Jack



Kim

2. Find these words in the word square.

long

elephants

monkeys

pictures

twins

bags

fat

big

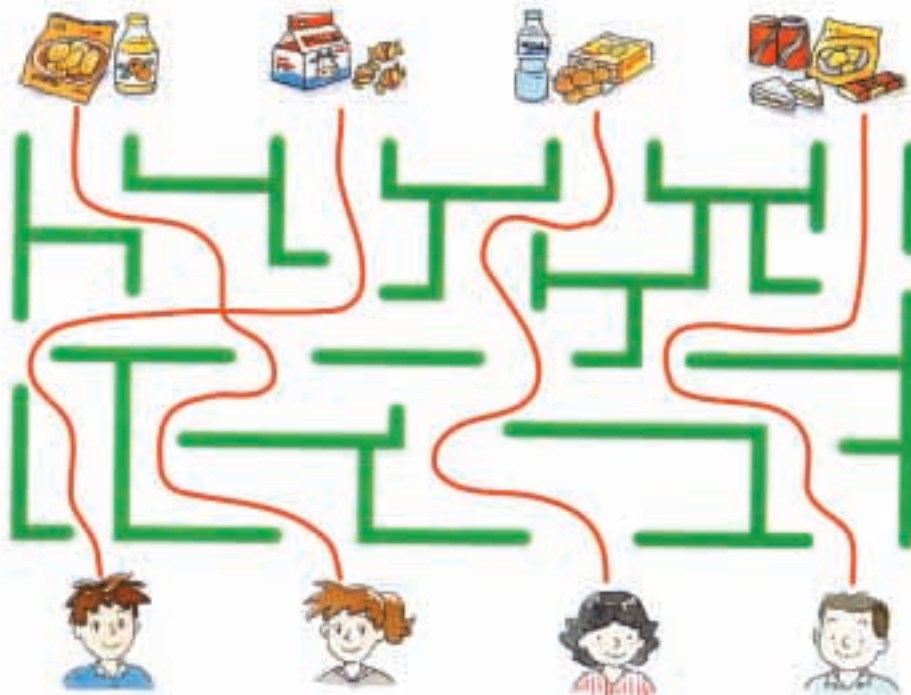
nose

P	I	C	T	U	R	E	S	N
A	P	P	L	E	S	L	I	O
P	A	M	O	N	K	E	Y	S
E	F	A	T	Y	Q	P	X	E
R	L	B	I	G	M	H	U	Z
L	O	N	G	K	B	A	G	S
A	W	R	E	V	X	N	O	T
N	E	A	R	O	P	T	J	W
D	R	T	W	I	N	S	H	E



Puzzles

1. What have the children got? Join the children to their food.



2. Write the right words under the pictures.

Don't push!

Don't eat!

Sit down!



Sit down!

Don't push!

Don't eat!



Puzzles

1. Put the letters in the right order. Write the right words under the pictures.

EGTRI KCCAPOE AECRMA UMGRREHBA

a)



a camera

b)



a hamburger

c)



a peacock

d)



a tiger

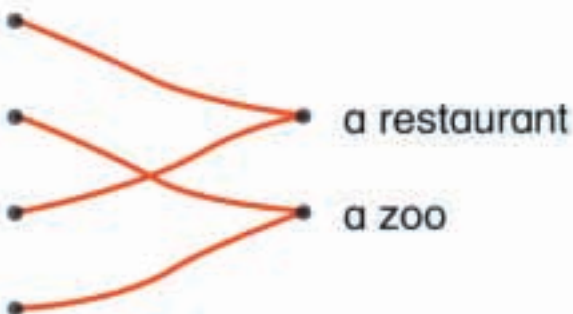
2. Join the words.

a) a hot dog

b) a tiger

c) an ice-cream

d) a monkey





Questions

- Page 1 a) What is the teacher's name? **Miss Young.**
b) Who are the twins? **Mike and Lynne.**
- Page 2 a) Who is on a chair? **Jack.**
b) Miss Young says, 'It is ten o'clock. Stand up, children.'
- Page 3 a) The children **follow/pick up** their bags.
b) An elephant is **big/small** and **thin/fat**. It has a **long/short** nose.
- Page 5 a) Where are the children? **In the playground.**
b) Has Kim got a bottle of orange juice? **No.**
c) What has Mike got? **He has got some milk and some sweets.**
- Page 6 a) How many tins of Coke has Jack got? **Two.**
b) Is Jack very hungry? **Yes, he is.**
- Page 7 *True or false?*
a) Miss Young says, 'Don't sit down, children.' **False.**
b) Miss Young says, 'Don't eat, Jack.' **True.**
c) Lynne says, 'Don't push, Jack.' **False.**
- Page 9 a) The children get **on/off** the school bus.
b) Where are they? **They are at the zoo.**
c) Miss Young says, 'Walk ! Don't run!'

- Page 10 a) The elephants are big and grey.
 b) The giraffes have long necks.
 c) The giraffes are tall.
- Page 11 a) Who likes the monkeys? *Kim and Jack.*
 b) Can the children feed the monkeys? *No.*
 c) Miss Young says, 'Look at the sign.'
- Page 13 a) What colour are the tigers? *They are black and yellow.*
 b) The tigers have **small**/**big** teeth.
 c) Is Lynne afraid? *Yes, she is.*
- Page 14 a) What animal can Mike and Lynne see? *They can see some peacocks.*
 b) Are the animals beautiful? *Yes, they are.*
 c) Who has a camera? *Mike.*
- Page 15 a) Where are the children? *At a restaurant in the zoo.*
 b) Who has a hot dog? *Lynne.*
 c) Who has an ice-cream? *Jack.*
- Page 17 a) Is Jack in the restaurant? *No, he is not.*
 b) Can the children see Jack? *Yes, they can.*
 c) Where is Jack? *He is in the pool.*
- Page 18 *True or false?*
 a) Jack is wet. *True.*
 b) Jack is happy. *False.*
 c) The children are laughing. *True.*

Teacher's Notes

Oxford Storyland Readers (OSRs) can help your students' language learning by:

- reinforcing the new structures and vocabulary they are learning in their textbooks
- helping them to develop and extend a range of reading sub-skills
- encouraging their enjoyment of reading

OSRs are carefully graded at 12 levels, according to a language syllabus and structure list. At the correct level, students can enjoy the whole story without encountering unfamiliar structures. New vocabulary is explained by context, illustrations, and on-the-page picture dictionary-style glosses.

How to use OSRs

1. Pre-reading

- Introduce the context of the story (an outing, a party, a magic place), and invite students to discuss it, in their first language if appropriate.
- Ask students to look at the cover picture and speculate about the characters and scene it shows.
- Instruct students to look through the inside illustrations and say what they think happens in the story.
- Ask them to look at the picture glosses which appear on pages with new vocabulary. Can they guess what the story is about from these new words?

2. While-reading

- Students need not interrupt their reading by going to a separate glossary or dictionary. They can learn the meaning of new words from the context, the illustrations and the picture glosses.
- Every four pages there is a page of puzzles. These fun, simple tasks reinforce new vocabulary, practise structures already

used in the story, and encourage students to predict what will happen next.

3. Post-reading

- At the end of the reader, there are questions about each page of the story. The questions check students' global and specific comprehension. They also encourage the development of reading skills such as skimming and scanning, as students search for information in the text, and provide further language practice of new structures or vocabulary.
- You can extend the reading into further activities according to the age and ability of your students. You might ask them to draw or describe their favourite character, design a poster about a character in the story, or design a book jacket or T-shirt showing a character or situation from the story.

New structures used in

At the Zoo

What have you got?

I/They have got...

They have...

What do you like?

can jump, can climb (modal can of ability)

some (determiner)

their (possessive adjective)

greedy, afraid, strong (predicative adjectives)

a packet/bottle/bar/tin of... (quantifiers)

pick up, get on, get off (phrasal verbs)

Be quiet! Follow me! Pick up the rubbish!

Line up! Walk! Walk with me! Smile! Give

me... Do not push/eat/run! Do not feed...

(imperatives)

a monkey, children, crisps, sandwiches,

peacocks, a restaurant, a hot dog, an egg

sandwich, a pool, seals (countable nouns)

water, orange juice, milk, chocolate

(uncountable nouns)

necks, ears, a nose (parts of the body)

New vocabulary is explained through the on-the-page picture glosses.