

Photocopiable Resources

Macmillan Children's Readers Worksheets and Teacher's Notes

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Answer Key

Teacher's Notes

Paul Mason

Name: _____

Class: _____

Life in the Desert Worksheet 2

1 True or false? Circle the correct answer.

- | | | | |
|---|--|------------------------------------|-------------------------|
| 1 | Scorpions like to make holes. | <input checked="" type="radio"/> T | <input type="radio"/> F |
| 2 | The Mongols of the Gobi Desert live in tents called yurts. | <input type="radio"/> T | <input type="radio"/> F |
| 3 | The fat-tailed gerbil has a hump. | <input type="radio"/> T | <input type="radio"/> F |
| 4 | The Atacama Desert is in Africa. | <input type="radio"/> T | <input type="radio"/> F |
| 5 | There are not many plants in the desert. | <input type="radio"/> T | <input type="radio"/> F |
| 6 | Deserts lose more water than they get in rain. | <input type="radio"/> T | <input type="radio"/> F |
| 7 | A camel's thick coat protects it from the sun. | <input type="radio"/> T | <input type="radio"/> F |

2 Who says what? Match.

1 I don't want to listen to other people.

2 What are we going to do?

3 Maybe you should choose a different camel.

4 An oasis! This time I'm sure.

5 Husband, you should listen to the camel.



3 Read and match.

- 1 A desert is an area of very dry land
- 2 Hot deserts have very high temperatures
- 3 In hot deserts, the ground is often
- 4 Antarctica
- 5 Some of the sand dunes in the Sahara
- 6 A camel can travel up to 160 kilometres

are 150 metres tall!
is a cold desert.
without drinking water!
rock, gravel or sand.
in the day.
that does not have many plants.

Name: _____

Class: _____

Life in the Desert Worksheet 3

1 Find and circle.



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

2 Write the words in the correct column.

~~desert~~ stretch travel survive sand touch
cheap snake hot stubborn tent tough

Nouns

desert

Verbs

Adjectives

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3 Complete the sentences with the words in the box.

~~camel~~ fat-tailed gerbil sidewinder cactus

- 1 One of the things that helps a camel to survive in the desert is its hump.
- 2 As it moves, only two parts of the _____'s body touch the hot sand at the same time.
- 3 The thick stem of the _____ plant stores water.
- 4 The _____ has a short, thick tail that stores fat and water.

PHOTOCOPIABLE

Name: _____

Class: _____

Life in the Desert Worksheet 4

1 Ask and answer the questions in pairs.

- 1 What is your favourite desert animal in this book?
- 2 Where is the Sahara Desert?
- 3 Why is the camel called the 'ship of the desert'?
- 4 What can you tell me about Hassan from the story?
- 5 What does 'stubborn' mean?
- 6 Who saved Hassan and Aisha?



2 Find out about a different desert animal. What helps this animal survive in the desert? Write and draw a picture of the animal.

Answer Key

Life in the Desert

Worksheet 1

1 Draw an oasis. Label your oasis with the words in the box.

Pupils' own answers.

2 Complete the crossword. Find the mystery word.

1 sand, 2 merchant, 3 oasis, 4 wife, 5 water bag, 6 tent Mystery word: desert

Worksheet 2

1 True or false? Circle the correct answer.

1 T, 2 T, 3 F, 4 F, 5 T, 6 T, 7 T

2 Who says what? Match.

1 b, 2 c, 3 a, 4 b, 5 c

3 Read and match.

1 A desert is an area of very dry land that does not have many plants.

2 Hot deserts have very high temperatures in the day.

3 In hot deserts, the ground is often rock, gravel or sand.

4 Antarctica is a cold desert.

5 Some of the sand dunes in the Sahara are 150 metres tall!

6 A camel can travel up to 160 kilometres without drinking water!

Worksheet 3

1 Find and circle.

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

2 Write the words in the correct column.

Nouns **Verbs** **Adjectives**

desert travel tough

snake survive cheap

sand touch hot

tent stretch stubborn

3 Complete the sentences with the words in the box.

1 camel, 2 sidewinder, 3 cactus, 4 fat-tailed gerbil

Worksheet 4

1 Ask and answer the questions in pairs.

Possible answers:

1 The scorpion is my favourite desert animal. I like their pincers.

2 In North Africa.

3 Because it can travel up to 160 kilometres without needing water. It is a very useful animal to use to travel across the desert.

4 He is a spice merchant. He is a stubborn man. He doesn't want to listen to anyone.

5 It means that you don't want to listen to anyone else. You don't change.

6 The camel. The Bedouin.

2 Find out about a different desert animal. Write and draw a picture of the animal.

Pupils' own answers.

Teacher's Notes (1 of 2)

Life in the Desert

Subject links

Life in the Desert has two main curriculum links: Science: the natural world and Geography: locations. Literacy: metaphor.

Science:

Natural world:

Habitats and biomes found on Earth and the life that is found there.

Adaptations: How do animals and plants adapt to their habitats?

Geography:

The locations of the various deserts. The spread of nomadic peoples – the Bedouin and the Mongols.

Literacy:

The idea of metaphor.

The factual section

Contents page

Ask the pupils where they might look if they wanted to find out what is inside a book. Discuss the purpose of contents pages. Play a game where you call out a topic and the pupils have to turn to the correct page. For example, ask: *On which page might I find something about gerbils?*

Bilingual Dictionary

Examine the bilingual dictionary at the back of the book. Encourage the pupils to look up words and add the translation to the dictionary throughout their reading to help clarify any unknown words. Discuss the word classes of adjectives, verbs, adverbs and nouns. Discuss how they might go about finding definitions for the dictionary words.

Using the photographs

Prior to reading the book, have the pupils take time to look at the photographs in the factual section.

Do they recognize some of the animals or places? What do they already know about deserts? What questions do they have about the photographs? What do they find interesting? Record the pupils' prior knowledge and questions for later use.

Using the facts

After an initial reading of the factual section, have pupils reread, looking for information to put under two main headings:

Desert: words or phrases that describe a desert habitat (e.g. *does not have many plants*)

Desert life: words or phrases that describe how plants and animals are suited for life in the desert (e.g. *thick coat*)

Use these word banks as a springboard into a discussion on habitats and how species are suited to their surroundings. What other examples of adaptations can the pupils think of?

Look at the section on people of the desert.

Ask: *What are the difficulties of life in the desert? What would it be like to grow up in this environment? What are the things that would be important? How is it different to your life?*

Use a map and the Internet to find out where the Bedouin or Mongols are located. Are they found in just one country?

Teacher's Notes (2 of 2)

Using a map, pinpoint the areas of desert in the world. Can the pupils find the Sahara, the Atacama, the Gobi, Antarctica?

Project work

Refer to the word banks and previous discussion on species that have adapted to their habitats.

Using Worksheet 4, have the pupils follow their own lines of inquiry – researching another desert animal of their choice. Can they find out what makes that species suited to life in the desert? Have each student report back to the class.

Alternatively, have the pupils research a desert of their choice.

The story section

Title page

Look at the illustration on the title page. Have the pupils predict what the story might be about. Discuss the word *stubborn*. Find the word in the Bilingual Dictionary. Come up with a definition as a class.

Look at the title. As the story seems to be set in the desert, what could the word *ship* refer to? (It is mentioned in the factual section.) How can a ship be stubborn?

Discuss the idea of *metaphor*. (It is a comparison where one thing is said to be another, e.g. *The moon's a balloon. The road was a ribbon.*)

If no ideas are forthcoming, have the pupils keep it in mind as they read and return to the discussion at the end.

After reading

When all the pupils have had a chance to read the story, discuss any words that still need clarifying. Are there any questions about the story?

Play script

Break the class into groups. Have them write a play script using the story. Suggest the parts of narrator, the merchant, the camel, Hassan and Aisha. Discuss how the pupils can use the story to write their lines.

Give the pupils time to rehearse their play and perform it for the class.

Using the Activities and Worksheets

Prior to beginning the Activities and Worksheets, read through each together, checking understanding of the task.

Encourage the pupils to reread the text when answering the questions. Remind them to use the contents page to help them find the information they need. Remind the pupils to use the Bilingual Dictionary to help clarify any unknown words.