

**OXFORD
PRIMARY
SKILLS**



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Reading and writing

American English

Helen Casey



OXFORD



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Unit	Structures	Vocabulary	Skills
1 The Studio School page 4	This is the (library). Those are (computers).	auditorium computer room library cafeteria 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	Do you have (fruit) in your lunch box? I have (a chicken sandwich).	fruit vegetables apricot cucumber broccoli	☐: Information poster ➤: Capital letters and periods ✉: Lunch plan
4 Free time page 16	On Saturday I (do taekwondo) with (my brother).	choir ice hockey stories taekwondo chart	☐: School project ➤: Verbs ✉: Describing your weekend
5 Surprise! page 20	He likes (candy). 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 fall spring summer winter	☐: Factfiles ➤: Adjectives ✉: Describing your country's climate
8 A costume party! page 32	I want a (scarf). I'm wearing a (hat).	costume box crown princess pirate cowboy	☐: Cartoon story ➤: -ing forms ✉: Email
9 A field trip page 36	She's adding the (sugar) and the (fruit). I'm eating the ice cream.	chop mix machine add sugar	☐: Photo journal ➤: Joining sentences with <i>and</i> ✉: Recipe
10 Earth Day page 40	The water was dirty. There was lots of trash.	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 practiced 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 is a variety of reading texts 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. They will 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 include:

stories, magazine articles, posters, leaflets, websites, factfiles, reports.

Writing

In the Writing section of each unit, the children practice 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, among other things: emails, descriptions, interviews, lists, diary entries and 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.

Unit overview

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

Five new words are introduced in picture form at the top of the first page. Use the pictures to teach these 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.



The image shows a sample page from the coursebook. On the left, there is a section titled '3 A healthy lunch' with a 'Reading' task. It includes a list of words: 'Lemon', 'Banana', 'Carrot', 'Cucumber', 'Tomato', 'Apple'. Below this is a 'Comprehension' section with a table for matching words to descriptions. The table has columns for 'Word', 'Description', and 'Answer'. The words listed are 'Lemon', 'Banana', 'Carrot', 'Cucumber', and 'Tomato'. The descriptions are: 'It is a fruit that is yellow and sour.', 'It is a fruit that is yellow and sweet.', 'It is a vegetable that is orange and crunchy.', 'It is a vegetable that is green and crunchy.', and 'It is a fruit that is red and sweet.' The answers are: Lemon (yellow and sour), Banana (yellow and sweet), Carrot (orange and crunchy), Cucumber (green and crunchy), and Tomato (red and sweet).

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 can 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 they should 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 on to 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 practice the new words learned earlier in the unit. The vocabulary items are practiced 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 page, 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 practiced. 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.

The children 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.

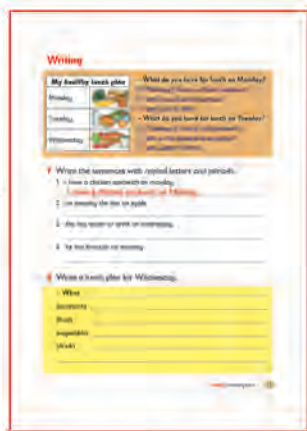
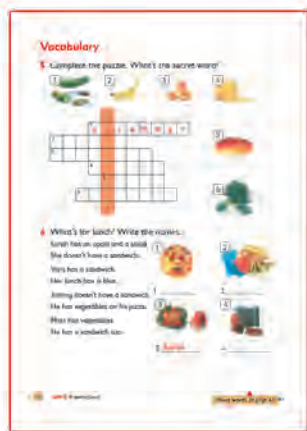
Then move on to the exercise following the text. This focuses on a writing skill that will help them to complete the final writing task of the unit. These exercises focus on, among other things:

punctuation, use of capital letters, word order in questions, use of contracted forms, recognizing nouns, adjectives and verbs.

Do feedback as a class before the children 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 that precedes, 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

The Studio School



auditorium


 computer
room


cafeteria



library



music room

Reading

1 Read and listen.

Come to Studio School!

The Studio School is a special school for actors and singers. The auditorium is big. There are lots of chairs. Look at those children. They're actors.



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



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



The school has 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 (X).

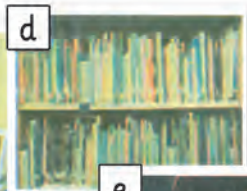
- 1 The Studio School is a school for pilots and farmers.
- 2 There are lots of chairs in the auditorium.
- 3 There are lots of computers in the cafeteria.
- 4 There's a music room and a library.
- 5 Students sing in the library.

X

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

- 1 Those are the computers in the computer room.
- 2 _____ the cafeteria. It's lunchtime.
- 3 _____ the music room.
- 4 _____ books in the library.
- 5 _____ the auditorium. We're actors.

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.


auditorium


Vocabulary


5 Complete the puzzle.


1 

2 **c l a s s r o o m**

3 

4 

5 

6 

6 Look at the picture and complete the sentences.

auditorium library computers cafeteria music room



- There are lots of books in the library.
- The singers are in the _____.
- There are _____ in the computer room.
- That's the _____. We have lunch there.
- 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 auditorium.
There's a music room and a computer room.
There isn't a cafeteria 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 cafeteria. a _____
- 4 is This music the room. _____
- 5 are lots of There students. _____

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

<p>Dear Anna,</p> <p>This is my school.</p> <p>There's _____</p> <p>_____</p> <p>There are _____</p> <p>_____</p> <p>There isn't _____</p> <p>_____</p> <p>Love from _____</p>	<div style="border: 1px dashed black; height: 200px;"></div>
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Reading and writing

Oxford Primary Skills is a supplementary series to develop reading and writing skills in the primary classroom. It can be used alongside **Family and Friends 1-6** and **Grammar Friends 1-6**. It includes:

- Reading and Writing Book levels 1-6
- Audio CDs with recordings of the reading passages
- Website with answer key and notes for teachers
www.oup.com/elt

Each level features:

- **Clear unit structure**, with vocabulary work and step-by-step reading and writing tasks
- Broad range of text types, with a particular focus on **cross-curricular topics**
- **Thorough development of reading skills**, including pre-reading tasks, reading for gist and reading for detail
- **Graded writing tasks** with a clear outcome
- **More words** section extends vocabulary in the unit

For students preparing for the Cambridge ESOL Young Learner's exams:

Starters: *Oxford Primary Skills 1 & 2*

Movers: *Oxford Primary Skills 3 & 4*

Flyers: *Oxford Primary Skills 5 & 6*

