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PRIMARY
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Reading and writing

American English

Tamzin Thompson



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Unit	Structures	Vocabulary	Skills
1 Use your imagination page 4	Imperatives Sequencing words: <i>First ..., Next ...</i>	Making things: <i>imagination, carve, sculpture, etc.</i>	<i>How to make a mask (instructions)</i> Instructions
2 Working with animals page 8	Modals: <i>need to ..., can't ..., have to ...</i>	Describing jobs: <i>train (v), recognize, hope, etc.</i>	<i>I would like to be a vet (description of a job)</i> <i>A job I would like to have</i>
3 Extreme weather page 12	Comparative and superlative of adjectives Order of adjectives	Describing weather conditions: <i>thermometer, rainfall, temperature, etc.</i>	<i>Cherrapunji (description of a place)</i> <i>A description of Valdez</i>
4 Unusual houses page 16	<i>have: It has only one room.</i> Adjectives: <i>extremely, pretty, really, not very</i>	Unusual places: <i>upside down, tourist attraction, unlike, etc.</i>	<i>An interesting house (description of a house)</i> <i>An unusual building</i>
5 Life in the future page 20	<i>will / won't / think / imagine for predictions:</i> <i>There will be ..., I think ...</i>	Inventions and technology: <i>3D, network, wireless, etc.</i>	<i>A day in my life in 2025 (prediction)</i> <i>Everyday life in the future</i>
6 Smart creatures page 24	<i>can</i> infinitive of purpose	Animals: <i>nest, creature, crow, etc.</i>	<i>Meet the octopus (paragraphs with topic sentences)</i> <i>Blue whales</i>
7 A helping hand page 28	Making suggestions: <i>Why not ..., Perhaps you could ...</i>	People in need: <i>famine, poverty, disaster, etc.</i>	<i>Girls raise money for hurricane victims (news report)</i> <i>A news report</i>
8 Sweet and tasty page 32	First conditional: <i>Chocolate will give you energy if you are tired.</i>	Recipes and cooking: <i>bitter, tasty, melt, etc.</i>	<i>Party cupcakes (recipe)</i> <i>A recipe</i>
9 Space travel page 36	Wh- questions	Space exploration: <i>development, cosmonaut, spacecraft, etc.</i>	<i>Space Quiz (questions and answers)</i> <i>Questions for a quiz</i>
10 It's time for a story page 40	Past simple Adjectives in stories	Verbs in stories: <i>bury, slip, greet, etc.</i>	<i>A Lucky Day (story)</i> <i>A story</i>
11 And the winner is ... page 44	Present passive Syllables and rhyming words	Contests: <i>award, ceremony, compete, etc.</i>	<i>The Winner (poem)</i> <i>A poem</i>
12 Remarkable women page 48	Time linkers: <i>When ..., By the time ..., Finally ...</i>	Stories from the past: <i>remarkable, fiction, peace, etc.</i>	<i>Helen Keller (life story)</i> <i>A life story</i>
More words page 52		Six extra words for each unit	



Teaching notes

The *Oxford Primary Skills* series is designed to be used alongside your main coursebook to further develop reading and writing skills. The series uses a balance of familiar and new language in a range of contexts.

Levels 5 and 6 are made up of twelve teaching units, to be used in order. The texts progress in difficulty from unit to unit, introducing new vocabulary and structures and developing writing skills. The grammar and vocabulary syllabus is designed to be consistent with what the children are learning in their main coursebook.

Reading

The series introduces children to different types of written English, using a variety of texts. Children will be motivated when they find that they can read and understand 'real' text types such as newspaper reports, recipes or traditional tales – all written in language appropriate to their stage of learning. Through doing various types of comprehension activities, children will develop the skills of reading and listening for gist and detail, which are essential for all-around communicative competence. Finally, by doing vocabulary exercises and becoming competent dictionary users, children will develop skills that will enable them to approach new words and texts with confidence.

Writing

In the *Writing* section of each unit, children practice and revise writing sub-skills such as topic sentences and time linkers. They will also learn how to improve their writing by using language appropriate to the context. Children are given a variety of writing tasks, which will develop their ability to use the language more flexibly. Their writing confidence will develop as they produce a wide range of texts, including instructions, questions for a quiz and a poem.

More words

The *More words* section at the back of the book presents supplementary vocabulary which children can use in their writing tasks. Some of these words will be new while others are presented as revision. 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

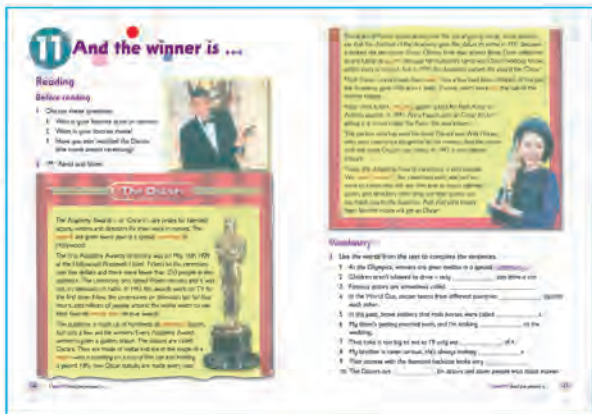
The twelve units cover topics that children are likely to meet in their main English coursebook or in other school subjects. Each unit follows the same structure:

Reading

Before reading

Each unit begins with whole class discussion questions. These questions are designed to focus children on the unit topic. They help children to draw on their own understanding of the topic and to make predictions about the content of the text.

It may be useful to pre-teach a few words in the text which could cause special problems, but do not try to solve every difficulty beforehand. Guessing the meaning of unknown words is an important part of developing reading skills.



11 And the winner is ...

Reading
Before reading

1. Choose three questions.
2. Discuss them in pairs.
3. Write a question for each other.
4. Read the text and answer the questions.
5. Write a question for each other.

Read and listen

The Academy Award for Best Actor was given to Mr. John Ford in 1939. He was the first American to win the award. He was also the first American to win the award. He was also the first American to win the award.

Vocabulary

1. Use the word from the text to complete the sentences.
2. At the Olympics, winners are given medals in a special ceremony.
3. Children are often asked to draw a picture of their favourite animal.
4. Famous actors are sometimes called stars.
5. At the end of the year, many teachers give different prizes to their pupils.
6. In the past, some actors that had been very famous were called stars.
7. The British people often watch the football on the television.
8. The actor is very famous and he is very rich.
9. My brother is a very famous actor and he is very rich.
10. The actress who played the role of the queen was very famous.

Read and listen

Each text is recorded on the Teacher's CD. Play the recording as children follow in their books. Listening to reading text and reading silently will develop children's ability to read for gist. It is not important for them to understand every word at this point. Reading without interruption is encouraged as a means to gain a general understanding of the text. After reading and listening, ask a few simple comprehension questions to ensure children understand the gist.

Vocabulary

In the vocabulary exercise that follows the *Reading* section, children choose highlighted words from the text to complete the sentences or match to the definitions. Presenting new vocabulary in context, and encouraging children to look up the definitions in their dictionaries, develops children's confidence and competence as independent readers.

Reading comprehension

The exercises in this section will allow you to monitor children's understanding of the text, both in general and in detail. Make sure that children understand the tasks. Answer one or two of the questions with the class if you feel this is necessary, then let the children finish the exercises on their own. The exercises could also be given as homework, giving children the opportunity to re-read the text at their own speed – an ideal way to build on their work in class.

The last exercise on the *Reading comprehension* page is intended to promote classroom discussion and introduce related topics. Encourage children to express their own ideas and opinions. They could also discuss the questions at home with their families in their own language, then report their findings back to the class in English.

Writing


The *Writing* page begins with a short text which children can use as a model for their own writing. Children should read the text through, focusing on gaining a general understanding. Again you can ask a few simple questions just to check comprehension. These texts do not present new or difficult vocabulary as they are designed to focus on writing sub-skills rather than vocabulary development.

Below each text are writing tips in preparation for the task that will conclude the unit. They cover a variety of writing points: lexis, syntax, idiom and structure. Tell the children that you want them to make use of these tips in their own writing. Use the exercise which follows the writing tips for practice and reinforcement. Children should complete this exercise on their own, but do feedback as a class before they move on to the writing task.

Read the instructions for the final writing activity with the children, to be sure that everyone understands what they have to do. Less confident writers can stay close to the model text, copying its structure substituting vocabulary while others may be able to write more independently. Children who are progressing well with their writing may be encouraged to use the optional *More words* section at the back of the book, which provides additional vocabulary that can be used in the writing task.

For more extensive teaching notes and answer key, go to www.oup.com/elt/teachersclub/young_learners

Reading comprehension



1. Choose the correct word to complete the sentences.
 - a. This house is covered with beautiful plants.
 - the light way up
 - the right way up
 - the left way up
 - the bottom way up
 - b. The house is very old and has many windows.
 - the light way up
 - the right way up
 - the left way up
 - the bottom way up
 - c. The house is very old and has many windows.
 - the light way up
 - the right way up
 - the left way up
 - the bottom way up
 - d. The house is very old and has many windows.
 - the light way up
 - the right way up
 - the left way up
 - the bottom way up
2. Choose the correct word to complete the sentences.
 - a. The house is very old and has many windows.
 - the light way up
 - the right way up
 - the left way up
 - the bottom way up
 - b. The house is very old and has many windows.
 - the light way up
 - the right way up
 - the left way up
 - the bottom way up
 - c. The house is very old and has many windows.
 - the light way up
 - the right way up
 - the left way up
 - the bottom way up
 - d. The house is very old and has many windows.
 - the light way up
 - the right way up
 - the left way up
 - the bottom way up

Writing



Write a short story about a house. Use the words in the box to help you. You can use the words in any order. You can also use your own words. Write about 100 words.

Write a short story about a house. Use the words in the box to help you. You can use the words in any order. You can also use your own words. Write about 100 words.

Write a short story about a house. Use the words in the box to help you. You can use the words in any order. You can also use your own words. Write about 100 words.

1

Use your imagination

Reading

Before reading

1 Look at the photos and discuss these questions.

- 1 Have you ever seen works of art like these?
Where?
- 2 What do you think they are made of?
- 3 How do you think they are made?

2  Read and listen.

Amazing sculptures



"You can make anything out of ice," says Ian Foster. Ian is an ice **sculptor**. He **carves** animals, buildings and trees – all out of ice. The biggest ice sculpture he ever made was an entire castle.

Each sculpture begins with a piece of paper, a pencil and Ian's **imagination**. He makes drawings of the sculpture and imagines it from the front and back and from every side. Once he is happy with his idea, he starts to work with his tools on a big **block** of ice.

Ian's studio is very cold. "I have to wear a thick coat and a fur hat to work, even when it's hot outside. The temperature in the

studio is always close to freezing. Otherwise the sculpture would melt. It's like working in a big fridge."

Ian makes most of the sculptures for special **occasions**: weddings, town festivals or big **company** parties. He takes the sculptures to the parties in refrigerated vans. When they are out of the cool vans and on display, the sculptures begin to slowly **melt**. However, the biggest ones will last for many hours before they turn into water.

Does Ian feel sad when his sculptures melt? "Not really," he says, "because I'm already thinking about the next sculpture."

Melting ice is not a problem for Mike Evans. He is a sand sculptor.

Mike started making sand sculptures 24 years ago, and for the last 16 years sand sculpture has been his **full-time** job. He works with a team of sculptors. They travel all over the world to make sand art for festivals, shows, museums, zoos, shopping centers and big companies.

The team has made hundreds of sculptures, from small statues to a huge palace for a hundred people to have dinner inside. They never make the same sculpture twice. The team has won lots of prizes for their art. They also teach people how to make sand sculptures.



1 To make a sand sculpture, you need a wooden **frame**. First, fill the frame with sand, then use water to wet the sand. **Press** the sand down into the frame until the sand is hard.



2 Then remove the frame and start to carve the sand sculpture. Start at the top of the sculpture. You can use gardening tools, a stick and an ordinary knife to carve the sand.

Vocabulary

3 Use the words from the text to complete the sentences.

- 1 Artists use their **imagination** to make beautiful things.
- 2 A _____ is an artist who carves things.
- 3 An ice sculptor _____ amazing things out of ice.
- 4 Ice sculptors start their sculptures with a big _____ of ice.
- 5 To make a big sand sculpture, you need a wooden _____.
- 6 You have to _____ the green button to turn on the computer.
- 7 If you leave ice cream in a warm room, it will _____.
- 8 Big _____ usually have their offices in large cities.
- 9 Birthdays, weddings and holidays are all special _____.
- 10 My mom works in an office three days a week. She doesn't want a _____ job.

Reading comprehension

4 Write True or False.

- 1 Ian Foster makes sculptures out of ice.
- 2 He wears a T-shirt in his studio because it's hot.
- 3 His sculptures begin to melt when they go on display.
- 4 Ian is very sad when his sculptures melt.
- 5 Mike Evans started making sand sculptures last year.
- 6 His team makes sand sculptures all over the world.
- 7 They make the same sculptures all the time.
- 8 You don't need special tools to make a sand sculpture.

True

5 Circle the correct words to make true sentences.

- 1 Ian Foster can make animals out of *paper* / ice.
- 2 He does lots of *drawings* / *paintings* before he makes a sculpture.
- 3 It is always very *warm* / *cold* in Ian's studio.
- 4 He makes some sculptures for parties in big *shops* / *companies*.
- 5 Mike Evans makes *sculptures* / *pictures* out of sand.
- 6 He's made sand sculptures for 24 / 16 years.
- 7 His team has won prizes *twice* / *lots of times*.
- 8 If you make a sand sculpture, use a *frame* / *gardening tools* to carve the sand.

6 Write short answers.

- 1 Does Ian Foster make ice sculptures of animals?
- 2 Has he ever made a castle out of ice?
- 3 Do ice sculptures last many days?
- 4 Is sand sculpture Mike Evans' hobby?
- 5 Does Mike work with other sculptors?
- 6 Do we know how many sculptors work with Mike?
- 7 Can you use an ordinary knife to make a sand sculpture?
- 8 Do you need to make the sand wet when you make a sand sculpture?

Yes, he does.

7 Discuss these questions with a partner or with your class.

- 1 Would you like to be an ice sculptor? Why or why not?
- 2 Imagine you are going to make a sculpture. What would you make?
- 3 What do you like making? What tools do you use?

Writing

More words: Giving instructions, page 52

How to make a mask

You need ...

a balloon old newspaper paste paint paintbrush scissors



- 1 First, blow up a balloon, then tie the top. Put the balloon on a glass while you work on it.
- 2 Next, cut the newspaper into long strips. Then put the pieces of newspaper in the paste.
- 3 Cover half of the balloon with wet strips of newspaper. When you have added one layer of newspaper, use cardboard to make a nose and ears. Then cover the mask with more layers of newspaper.
- 4 When your mask is dry, pop the balloon. Use scissors to cut holes in the mask for your eyes and mouth. Finally, paint your mask.

When you write instructions ...

- Give a **list** of what you need.
- Use **imperatives** to tell people what to do:
blow up / tie / put / cut
- Use **sequencing words** for each step:
first / next / then / finally
- Use **to** when you explain what we do with something:
Use scissors to cut holes in the mask.
- Use **with** when you suggest what to use:
Cover the balloon with strips of newspaper.

8 Complete the sentences. Use *to* or *with*.

- 1 Find some old newspaper to cover the table.
- 2 Fill a glass _____ water.
- 3 You can use the water _____ wet your paintbrush.
- 4 Use your paintbrush _____ paint the card.
- 5 You can decorate the card _____ stickers or pictures.

9 Write instructions for making a picture frame, a hat or a fan, or write about something you have made in the past.



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*

