

OXFORD
PRIMARY
SKILLS



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3

Reading and writing

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Unit	Structures	Vocabulary	Skills
1 Summer school page 4	She likes (doing gymnastics). She doesn't like (playing tennis).	camp cook outside do pottery kayak play table tennis trampoline	: School prospectus : Capital letters Letter
2 Our things page 8	Can we borrow (your laptop)? He's got (an Mp3 player).	alarm clock calculator helmet laptop suitcase umbrella	: Cartoon story : Punctuation Description
3 A safe place page 12	He is (taking photos). They are (cutting down the trees).	cut down jungle orang-utan ranger rhino visitors	: Information leaflet : Present participles Holiday diary
4 Life in space page 16	He (gets up early). They (live in space for months).	astronaut float planet sleeping bag space station telescope	: Magazine feature : Word order Schedule
5 At the museum page 20	They always (want to come again). I sometimes (go swimming) on (Thursday).	amazing boring comfortable dark exciting scary	: Advertisement : Time expressions Activity diary
6 Australia page 24	the biggest (city) the highest (mountain) the longest (river)	city coast desert emu island koala	: Fact file : Proper nouns Country profile
7 Let's play 'Boatman'! page 28	You must (run). You mustn't (walk).	across at the side of beside in front of in the middle of past	: Rules of a game : Linkers 1 How to play a game
8 New York in 1900 page 32	They had (cookers). They didn't have (TVs). There were (candles).	candle carriage cooker electric light microwave underground train	: Magazine article : Linkers 2 Historical description
9 The Aztecs page 36	They didn't (write words). They (used pictures).	beads feathers hunt plant sew tools	: Reference book : Organizing information School project
10 Let's help the hospital page 40	We're going to (collect money). I'm going to (take a sleeping bag).	anorak campsite tent torch walking boots water bottle	: Information leaflet : Format of letters Holiday letter
More words page 44		Five 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.

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, advertisements, leaflets, websites, projects, reference book articles.

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 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:

letters, descriptions, instructions, projects, 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 six to eleven. The extra words are consistent with the topic of the unit and can be used by children to 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.

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 six 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.



3 A safe place

Reading

1 Read and listen.

Write the text in your notebook and the teacher will check it.

Look at the pictures and the text. Write the words in your notebook. Use the pictures to help you.

1. A **scary** place is a place that makes you feel afraid.

2. A **scary** place is a place that makes you feel afraid.

3. A **scary** place is a place that makes you feel afraid.

4. A **scary** place is a place that makes you feel afraid.

5. A **scary** place is a place that makes you feel afraid.

6. A **scary** place is a place that makes you feel afraid.

7. A **scary** place is a place that makes you feel afraid.

8. A **scary** place is a place that makes you feel afraid.

9. A **scary** place is a place that makes you feel afraid.

10. A **scary** place is a place that makes you feel afraid.

Comprehension

1 Read and listen (A) or (B) or (C).

1. Answer the questions in your notebook.

2. Write the words in your notebook.

3. Write the words in your notebook.

4. Write the words in your notebook.

5. Write the words in your notebook.

6. Write the words in your notebook.

7. Write the words in your notebook.

8. Write the words in your notebook.

9. Write the words in your notebook.

10. Write the words in your notebook.

Choose and write

1. Write the words in your notebook.

2. Write the words in your notebook.

3. Write the words in your notebook.

4. Write the words in your notebook.

5. Write the words in your notebook.

6. Write the words in your notebook.

7. Write the words in your notebook.

8. Write the words in your notebook.

9. Write the words in your notebook.

10. Write the words in your notebook.

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 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, just 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.

Vocabulary

1 Complete the puzzle.

2 Match the words to complete the sentences.

3 Write a sentence about yourself using the words.

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, time expressions, present participles, proper nouns, linkers and word order.

Do feedback as a class before they move on to the writing task.

The Writing tasks are very well-supported with question prompts 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 in their notebook.

For more extensive teaching notes and answer key, refer to www.oup.com/elt/teachersclub/young-learners

Writing

1 Choose the correct form of the verb.

2 Write a short story about your family.

1

Summer school



kayak



do pottery



trampoline


 play table
 tennis


camp



cook outside

Reading

1 01 Read and listen.

INTERNATIONAL SUMMER SCHOOL

Welcome to the International Summer School! There are children from all over the world here. They camp and cook outside. In the daytime, they do lots of activities.



This is Luis. He's nine years old. He's from Brazil. He likes kayaking and playing basketball. He doesn't like painting. He likes doing pottery.

And this is Alice. She's eight years old. She's from the USA. She likes doing gymnastics and trampolining! She doesn't like playing tennis but she likes playing table tennis.



Vadim and his sister Rada are at the summer camp. They are from Russia. This is a photo of them in their tent.

Vadim is ten years old. He likes camping with his sister and his friends. He doesn't like playing football. He likes kayaking and he likes cooking outside.

Rada is nine years old. She likes camping too. She also likes doing pottery and playing table tennis. She doesn't like cooking outside.



Comprehension

2 Complete the sentences.

- Alice is from the USA.
- She is _____ years old.
- Vadim is from _____.
- He is _____ old.
- _____ is from Russia too.
- She is _____ old.
- Rada is Vadim's _____.
- Luis is from _____.
- He _____ old.



3 Write likes or doesn't like.

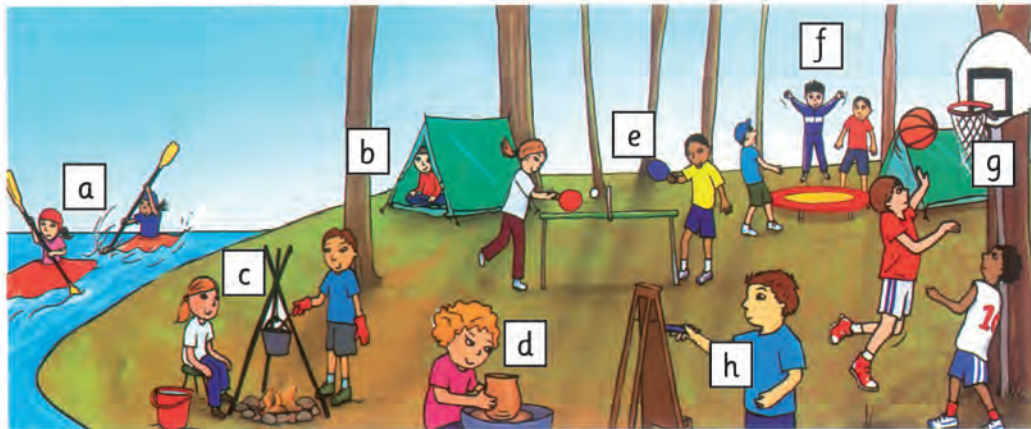
- Luis doesn't like painting.
- Vadim _____ camping.
- Alice _____ playing tennis.
- Alice _____ doing gymnastics.
- Luis _____ kayaking.
- Vadim _____ playing football.
- Rada _____ doing pottery.

4 Write Yes, he / she does. or No, he / she doesn't.

- Does Alice like trampolining? Yes, she does.
- Does Vadim like cooking outside? _____
- Does Luis like painting? _____
- Does Alice like playing table tennis? _____
- Does Luis like doing pottery? _____
- Does Vadim like camping? _____
- Does Rada like cooking outside? _____

Vocabulary

5 Read and write the letters.



- | | | | |
|---------------------------------|--------------------------------|-------------------------------|----------------------|
| 1 He's painting. | <input type="text" value="h"/> | 5 He's camping. | <input type="text"/> |
| 2 They're kayaking. | <input type="text"/> | 6 They're cooking outside. | <input type="text"/> |
| 3 She's doing pottery. | <input type="text"/> | 7 They're playing basketball. | <input type="text"/> |
| 4 They're playing table tennis. | <input type="text"/> | 8 He's trampolining. | <input type="text"/> |

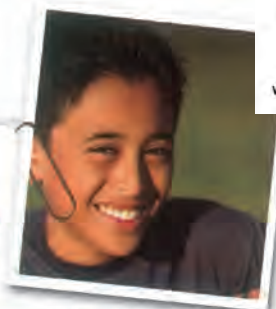
6 Look and write.



- Nina likes playing basketball and _____.
- Frank likes _____ and _____.
- Nina doesn't like _____ or _____.
- Frank doesn't like _____ or _____.
- Nina and Frank like _____.

7 Write about you. What do you like doing?

Writing



Dear Penfriend,

My name is Edward. I'm from Sydney, in Australia.

My birthday is in March and I'm eight.

I'm at the International Summer School with my friends. It's great!

I like art, I like painting and I love doing pottery.

I like sport, too. I like playing basketball and table tennis.

I don't like camping, but I love cooking outside.

Where are you from? How old are you? When's your birthday?

What do you like doing? Please write soon and answer my questions.

From

Edward

8 Which words need capital letters? Correct the sentences.

1 my name is jerry and i'm from the usa.

My name is Jerry and I'm from the USA.

2 my friend's birthday is in april. _____

3 he's seven and he's from egypt. _____

4 i'm from russia and my name is anna. _____

5 my birthday is in december and i'm nine. _____

9 Write a letter to Edward in your notebook. Answer his questions.

Use these words and phrases:

- Dear ...
- I'm from ...
- My birthday ...
- I don't like ...
- My name is ...
- I'm ...
- I like ...
- From ...



Oxford Primary Skills is a six-level supplementary series to develop reading and writing skills in the primary classroom. Each unit is very clearly structured, and includes vocabulary work as well as step-by-step reading and writing tasks.

- A broad range of text types, with a particular focus on real-world topics
- Thorough, systematic development of reading sub-skills
- Graded writing tasks, with a clear outcome
- *More words* section extends the vocabulary areas in the units

The series is accompanied by Audio CDs with recordings of the reading passages, and a website with notes and guidance for teachers.

