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PRIMARY
SKILLS



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4

Reading and writing

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Unit	Structures	Vocabulary	Skills
1 Eating round the world page 4	We use chopsticks and we sometimes use spoons. Look! I'm using chopsticks.	fry steam chopsticks serving dish reach napkin	Magazine feature Punctuation review A special meal in my country
2 Making music page 8	Mozart travelled around Europe. As a young boy, Pavarotti listened to singers on the radio.	piano flute orchestra composer conductor opera	Biographical article Linking expressions Short biography
3 My favourite sport page 12	Football is more exciting than basketball. I like volleyball because it's exciting.	pitch goalpost goalkeeper kit fans hoop	Playscript Adjectives and adverbs My favourite sport
4 Future inventions page 16	There will be escalators and glass lifts. Will the museum be small? No, it won't.	escalator lift walkway audio guide laboratory display	Plans for a new museum <i>be like / look like</i> My future invention
5 Happy holidays page 20	How many decks are there on the ship? There's a swimming pool and there's a climbing wall.	deck shopping mall ice rink whirlpool climbing wall gym	Holiday brochure Structures for describing My dream hotel
6 Watching wildlife page 24	The mothers go to the sea to find food for their chicks. Chameleons are unusual animals because ...	cameraman lay eggs balance hatch chick feed	Magazine article <i>un-</i> prefix An animal and its characteristics
7 Survival tips page 28	Have you ever been in the jungle? It's very important to travel with a friend.	hill insect repellent branch boil insects happy thoughts	Survival handbook Structures for advising Travel advice
8 Growing things page 32	You should plant vegetables in a sunny place. You shouldn't plant the seeds close together.	soil seed bulbs rake dig pots	Gardening advice <i>because</i> and <i>so</i> Advice on growing sunflowers
9 Heroes page 36	Jake, who lives next door to us, is ... We've known him since we moved to this street.	dive drag trapped escape rescue put out	News stories Relative clauses My hero
10 Story time page 40	Anna and Jack were staying at their Grandpa's house. When Grandpa went shopping, Jack had an idea.	shed broken mend drawer polish shiny	Fiction Punctuation of dialogue A story with dialogue
More words page 44		Five extra words for each unit	

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, but 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 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 exercise/s together as a class if you prefer.

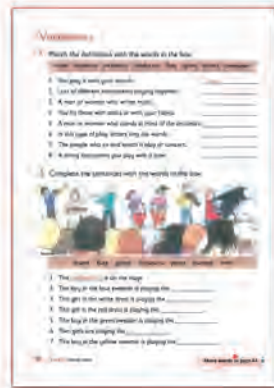
Vocabulary

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 or from the context of the reading text.

On the Vocabulary pages in this level, the children are introduced to the concept of word definition. This lays the basis for later development of the skills of dictionary use as they progress as language learners.

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.



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.

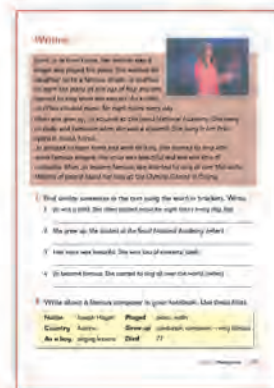
Then move on to the exercise following the text. This focuses on a writing skill that will help them to complete the final writing task of the unit. Some examples of these are, amongst others:

punctuation, linking expressions, giving advice, relative clauses, recognizing adjectives and adverbs.

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

The writing tasks are very well-supported with useful words and phrases given in the yellow boxes 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 notebooks.

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



1

Eating round the world



Reading

1 01 Read and listen.

Eating in China

Hi. I'm Lin, I'm eleven and I'm from China. Chinese food is really delicious. We eat a lot of

rice, noodles, vegetables and meat. We fry or steam a lot of our food. It is very healthy.

In China, people don't usually eat with knives and forks. Instead we use chopsticks and we sometimes use spoons.

We usually eat from big serving dishes. We put them in the middle of the table, but we sometimes serve portions of rice in small bowls. In China, we don't think it's rude to reach across the table to take food from serving dishes.

We do think it is rude to take the last piece of food from a serving dish for yourself. We offer it to another person instead. That is very polite.

When your bowl is empty, someone gives you more food. When you are full, you put your hand over your bowl or leave some food in your bowl. We don't put our chopsticks on top of our bowls. We put them on the table next to us when we finish eating. We don't use napkins, but we usually clean our hands with hot towels at the end of the meal.

Do you like Chinese food? Is it very different from food in your country?



Comprehension

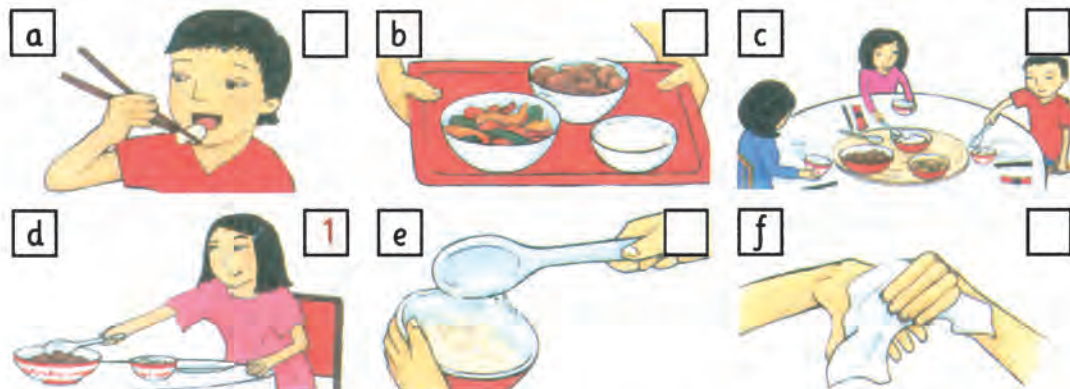
2 Read and tick (✓) or cross (✗).

- 1 Her name is Lin and she's from China.
- 2 Lin thinks Chinese food is delicious.
- 3 People in China always eat with knives and forks.
- 4 Chinese people fry or steam a lot of their food.
- 5 It's rude to take the last piece of food from a serving dish.
- 6 People usually use napkins in China.

✓

3 Match. Write the number.

- 1 It isn't rude to reach across the table in China.
- 2 In China, people eat with chopsticks.
- 3 People always serve rice in small bowls in China.
- 4 Chinese people use hot towels at the end of a meal.
- 5 In China, people eat from serving dishes.
- 6 Chinese people eat rice, vegetables and meat.



4 Read and write Yes, they do. or No, they don't.

- 1 Do people in China usually use knives and forks? No, they don't.
- 2 Do people in China eat a lot of rice and vegetables? _____
- 3 Do people in China eat from serving dishes? _____
- 4 Do people in China use napkins at the end of a meal? _____

Vocabulary

5 Complete the sentences with the words in the box.

waiter menu ~~chopsticks~~ fry napkin reach
serving dish steam empty polite

- 1 Chinese people usually eat with chopsticks.
- 2 We usually eat from a _____ in the middle of the table.
- 3 I like to _____ vegetables because it's healthy.
- 4 In China, it isn't rude to _____ across the table.
- 5 British people use a _____ at the end of a meal.
- 6 Chinese people _____ a lot of their food.
- 7 The _____ is the person who brings food in a restaurant.
- 8 In a restaurant, you look at a _____ to choose your food.
- 9 In China, when your plate is _____, someone will serve you more food.
- 10 It is _____ to offer someone else the last piece of food on a serving dish.

6 Circle.

This is my favourite restaurant. The food here is great. I eat here with my family.

Look! I'm using ¹ chopsticks spoons.

My sister is eating a ² glass / bowl of salad, and my mum is drinking a ³ cup / plate of coffee. There is a big ⁴ knife / serving dish on our table.

There are two customers at the next table. The lady is looking at the ⁵ chopsticks / menu. There is a ⁶ towel / napkin on her table and there is some bread on the table, too. The man is ⁷ steaming / reaching to take some bread.



Writing

Do you eat special food at New Year? I live in Japan. We make special dishes for New Year. We use fish, rice and lots of vegetables. The different dishes mean health and happiness for the New Year – **Yuko, Tokyo**



I'm from Spain. At New Year, we always eat twelve grapes. The grapes are for the twelve months of the year. We eat the grapes because they are sweet, and we want every month in the new year to be sweet, too! – **Maria, Madrid**



In Greece we make a special cake for New Year. We put a coin in the cake. When we cut the cake we all look for the coin. The coin means a happy new year for you and your family – **Yianni, Athens**



Use . at the end of a sentence: My name is Kate.

Use , in lists of three or more things: We eat vegetables, rice and meat.

Use ' in short forms: I'm from the UK.

Use ? at the end of questions: Do you eat special food in your country?

Use **capital letters** at the beginning of a sentence and for names, cities, countries and special days:

Tom loves **New Year** in **France**.

7 Rewrite the sentences with punctuation.

- 1 its new years day tomorrow It's New Year's Day tomorrow.
- 2 im from australia _____
- 3 we usually eat fish vegetables and fruit _____
- 4 does maria live in italy _____
- 5 mike sam and lisa are from the usa _____
- 6 what do you eat on new year's eve _____

8 Write about what you eat at New Year in your notebook.

Use these words and phrases.

• I'm from ... • At New Year, we ... • We sometimes ... • We ... because ...



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.

