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# Reading and writing

Tamzin Thompson



OXFORD



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Unit	Structures	Vocabulary	Skills
<b>1 Use your imagination</b> page 4	Imperatives Sequencing words: <i>First ... , Next ...</i>	Making things: <i>imagination, carve, sculpture, etc.</i>	 <i>How to make a mask</i> (instructions)  Instructions
<b>2 Working with animals</b> page 8	Modals: <i>need to ... , mustn't ... , have to ...</i>	Describing jobs: <i>train (v), recognize, hope, etc.</i>	 <i>I would like to be a vet</i> (description of a job)  A job I would like to have
<b>3 Extreme weather</b> page 12	Comparative and superlative of adjectives Order of adjectives	Describing weather conditions: <i>thermometer, sunfall, temperature, etc.</i>	 <i>Cherrapunji</i> (description of a place)  A description of Valdez
<b>4 Unusual houses</b> page 16	<i>have got: It's only got one room.</i> Adjectives: <i>extremely, very, quite, not very</i>	Unusual places: <i>upside down, tourist attraction, unlike, etc.</i>	 <i>An interesting house</i> (description of a house)  An unusual building
<b>5 Life in the future</b> page 20	<i>will / won't / think / imagine</i> for predictions: <i>There will be ... , I think ...</i>	Inventions and technology: <i>3D, network, wire, etc.</i>	 <i>A day in my life in 2020</i> (prediction)  Everyday life in the future
<b>6 Clever creatures</b> page 24	<i>can</i> infinitive of purpose	Animals: <i>nest, creature, crow, etc.</i>	 <i>Meet the octopus</i> (paragraphs with topic sentences)  Blue whales
<b>7 A helping hand</b> 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 hospital</i> (news report)  A news report
<b>8 Sweet and tasty</b> 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>Colourful cupcakes</i> (recipe)  A recipe
<b>9 Journeys into space</b> page 36	Wh- questions	Space exploration: <i>development, cosmonaut, spacecraft, etc.</i>	 <i>Space Quiz</i> (questions and answers)  Questions for a quiz
<b>10 It's time for a story</b> page 40	Past simple Adjectives in stories	Verbs in stories: <i>bury, slip, greet, etc.</i>	 <i>A Lucky Day</i> (story)  A story
<b>11 Winners</b> page 44	The passive Syllables and rhyming words	Competitions: <i>award, ceremony, compete, etc.</i>	 <i>The Winner</i> (poem)  A poem
<b>12 Remarkable women</b> page 48	Time linkers: <i>When ... , By the time ... , Finally ...</i>	Stories from the past: <i>remarkable, fiction, peace, etc.</i>	 <i>Helen Keller</i> (life story)  A life story
<b>More words</b> 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-round 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 practise and revise writing subskills 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; 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.

## Tour of a unit

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 open 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 from this 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 sense of unknown words is an important part of developing reading skills.



## Read and listen

Each text is recorded on the Teacher's CD. Play the recording as children follow in their books. Listening to the 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 important if they are 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 the *Reading comprehension* section will allow you to monitor children's understanding of the text, both in general and in detail. Make sure that children understand the task. Answer one or two of the questions with the class if you feel this is necessary, then let the children finish the exercise 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 these exercises 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 while substituting vocabulary; other children 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](http://www.oup.com/elt/teachersclub/young_learners)

# 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.

"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."

Most of the sculptures are made for special **occasions**: weddings, town festivals or parties in big **companies**. The sculptures are taken to the party in refrigerated vans. Once they are taken out of the van and put on show, they begin to **melt**. However, the biggest sculptures will last for many hours before they turn into water.

Does Ian feel sad when his sculptures melt?  
"Not really," he says, "because I am 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 centres 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 out of stone.
- 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 must \_\_\_\_\_ 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 festivals are all special \_\_\_\_\_.
- 10 My mum 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. True
- 2 He wears a T-shirt at work because it's hot. \_\_\_\_\_
- 3 His sculptures begin to melt when they are put on show. \_\_\_\_\_
- 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. \_\_\_\_\_

### 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 Some of his sculptures are made for parties in big *shops* / *companies*.
- 5 Mike Evans makes *sculptures* / *pictures* out of sand.
- 6 He's been making sand sculptures for *24* / *16* years.
- 7 The 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? Yes, he does.
- 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? \_\_\_\_\_

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

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

# Writing

More words: Giving instructions, page 52

## How to make a mask

You need ...

a balloon old newspapers paste paint paintbrush scissors



- 1 First, blow up a balloon, then tie the top. Put the balloon on a cup 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 the 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 has dried, pop the balloon. Use scissors to cut holes in the mask for your eyes and mouth. Finally, paint your mask.

When you write instructions for making something ...

- 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 cup \_\_\_\_\_ 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 something, for example, a picture frame, a hat or a fan, or write about something you have made in the past.



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*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.

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OXFORD ENGLISH  
ISBN 978-0-19-467407-2



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