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PRIMARY
SKILLS



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6

Reading and writing

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Unit	Structures	Vocabulary	Skills
1 Young and talented page 4	<i>I'm good at ...</i> <i>I like ..., I prefer ...</i>	Describing abilities: <i>artistic, athletic, musical, etc.</i>	<ul style="list-style-type: none"> All about Me (self description) My favourite activities
2 Extreme nature page 8	Time clauses and conditionals: <i>When ..., If ...</i>	Extremes of weather: <i>hurricane, volcano, tornado, etc.</i>	<ul style="list-style-type: none"> Hurricanes (factual article) Tornadoes
3 Ancient civilizations page 12	Past simple	Materials: <i>bronze, silk, stone, etc.</i>	<ul style="list-style-type: none"> The Vikings (school project) My area 1,000 years ago
4 Endangered animals page 16	Comparatives: <i>taller, smaller, heavier</i>	Describing animals: <i>beak, scales, shell, fur, etc.</i>	<ul style="list-style-type: none"> The great white shark (factual article) Crocodiles
5 Food inventions page 20	The passive (present simple)	Processing food: <i>canning, drying, freezing, etc.</i>	<ul style="list-style-type: none"> Canning food (description of a process) The process of making chocolate
6 Old and new page 24	The passive (past simple, present perfect)	Buildings: <i>gallery, power station, etc.</i>	<ul style="list-style-type: none"> The Tate Modern (advert for a museum) An advert for a museum or gallery
7 Moving pictures page 28	Defining relative clauses: <i>a man who ..., a family that ...</i>	Films: <i>character, scene, special effects, etc.</i>	<ul style="list-style-type: none"> Night at the Museum (film review) My favourite film
8 Once upon a time page 32	Past simple for narratives	Adjectives and adverbs in narratives: <i>ambitious, impatient, suddenly, etc.</i>	<ul style="list-style-type: none"> The handsome stag (traditional story) A story from my country
9 Rescued! page 36	Third conditional: <i>If you had ... I would have,</i> <i>If they hadn't ... we wouldn't have ...</i>	Dramatic rescues: <i>brave, dramatic, paramedic, etc.</i>	<ul style="list-style-type: none"> Brave Teens Save Swimmer (newspaper report) A newspaper report
10 Languages page 40	Informal greetings and phrases for emails	Languages and nationalities: <i>Egyptian, Indian, Urdu, etc.</i>	<ul style="list-style-type: none"> Hello Sharifa, ... (email from a friend) A reply email
11 Study skills page 44	Imperatives: <i>Write ..., Use ..., Ask ..., etc.</i> Linking words: <i>although, however</i>	School words: <i>assembly, break time, registration, etc.</i>	<ul style="list-style-type: none"> A British school day (description of a routine) My school day
12 It's holiday time! page 48	Using questions to get people's interest: <i>Do you wish you were ...</i> <i>Do you dream of ... If ...</i>	Extreme adjectives: <i>unforgettable, spectacular, luxurious, etc.</i>	<ul style="list-style-type: none"> Welcome to Sydney! (holiday brochure) A holiday brochure
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 advertisements, newspaper reports 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 paragraphing and sequencing. 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 research reports, a film review and a holiday brochure.

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.

The screenshot shows a page from the coursebook. At the top, it says '12 It's holiday time!'. Below this is a 'Reading' section with a 'Before reading' sub-section. The 'Before reading' section contains three numbered questions: 1. 'Have you ever been on holiday away from home? Where did you go? What did you do?' 2. 'What kind of things do you like to do when you are on holiday?' 3. 'What do you like to do when you are on holiday?' Below the questions is a picture of a beach with a sun umbrella and a person walking. To the right of the beach picture is a 'Shopping list' section with a list of items: '1. Beach ball', '2. Beach umbrella', '3. Beach chair', '4. Beach bag', '5. Beach towel', '6. Beach hat', '7. Beach shoes', '8. Beach bag', '9. Beach bag', '10. Beach bag', '11. Beach bag', '12. Beach bag'. Below the shopping list is a 'Vocabulary' section with a list of words: '1. beach ball', '2. beach umbrella', '3. beach chair', '4. beach bag', '5. beach towel', '6. beach hat', '7. beach shoes', '8. beach bag', '9. beach bag', '10. beach bag', '11. beach bag', '12. beach bag'. The page also features a small advertisement for 'It's holiday time!' with a picture of a beach and a person walking.

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 the 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

Reading Comprehension

1. Match the two parts of the sentences.

1. Ali likes to play football.	a. He likes to play.
2. He likes to play football.	b. He likes to play.
3. He likes to play football.	c. He likes to play.
4. He likes to play football.	d. He likes to play.
5. He likes to play football.	e. He likes to play.

2. Match the words with the pictures.

3. Answer the questions.

Writing

1. Read the text and answer the questions.


2. Write a short text about a boy who likes to play football.

3. Use the writing tips to help you.

1 Young and talented

Reading

Before reading

- 1 Discuss these questions.
 - 1 Which of these activities are you best at: sport, art, music or cooking?
 - 2 Do you know people with special talents? What can they do?
- 2  Read and listen.

Super Kids!

There are young, talented people everywhere. There are five-year-olds who can play the violin. There are ten-year-old opera singers who **perform** in famous concert halls. There are thirteen-year-old gymnasts in the Olympics, and many more children like this all over the world.

What are these **gifted** children like? Let's meet some of them.

Name Asif Malik **Age** 12 **Country** India **Talent** painting



'Nobody in my family is **artistic**, so they were surprised when I started painting seriously. I was only four years old. At first I painted trees and flowers. Now I paint portraits of my family and friends. I enter competitions and I sometimes have exhibitions. I've already sold some of my paintings. I have a website and all my paintings are on it. I'm going to go to an art school in Paris when I'm older.'

Name Kati Varga **Age** 11 **Country** Hungary **Talent** chess

'My father taught me to play chess when I was five years old. I **took part** in my first competition when I was eight years old. I was so excited when I won a **trophy**! Today, I have more than a hundred trophies and **medals** in my room. Next year, I'm going to take part in a **tournament** in Russia. One day, I'd like to be the best in the world. I know I'm on my way!'



Name Josh Brown **Age** 14 **Country** Britain **Talent** cooking

'I started cooking when my aunt sent me a cookery book on my birthday. I was only ten. At first I made cakes, but now I love making complicated meals for my family. I recently won a **competition** for the Young Chef of the Year. My **prize** is a visit to an expensive London restaurant next week. I'm spending the day there with a famous chef. He's going to teach me some delicious dishes. One day, I'm going to open my own restaurant.'



Name Lee Sang-mi **Age** 10 **Country** South Korea **Talent** piano

'Everyone in my family has got a special skill. I have two older brothers and they are both very **athletic**, but I've never been good at sport. My mother is very **musical**, and plays the piano beautifully. One day I was listening to her and suddenly I knew I wanted to try. I loved it! I started lessons at the music institute when I was six, and soon I was performing and winning competitions all over the country. Next month, I'm going to travel to Japan to play in a huge concert hall. I'd like to tour around the world one day.'



Asif, Kati, Josh and Sang-mi are just like ordinary children, but with one **extraordinary** difference – a special talent. And they're all on their way to great success!

Vocabulary

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

- I play chess with my mum. I've never played in a tournament.
- At the Olympics, the best athletes win gold _____.
- That poem was excellent. It won first _____ in the poetry contest.
- When they won the World Cup, the team held up the gold _____.
- My sister is _____ at Maths. She never uses a calculator.
- I'm not in the drama club. I don't like to _____ in front of people.
- My cousin swims, plays tennis and runs. He's very _____.
- I'm not very _____. I can't draw very well.
- At the 2008 Olympics, 204 countries _____.
- My brother plays the guitar and sings. He's quite _____.
- I've practised, but I'm still nervous about the _____.
- My mum is an _____ cook, better than anyone I know.

Reading comprehension

4 Answer the questions. Write *Asif*, *Kati*, *Josh* or *Sang-mi*.

- 1 Who plans to travel to a competition? Kati
- 2 Who started learning their skill when they received a present? _____
- 3 Who has a talented parent? _____
- 4 Who learnt their skill from a parent? _____
- 5 Who plans to study in a different country? _____
- 6 Who started learning their skill when they were six? _____
- 7 Who has a room full of prizes? _____
- 8 Who uses the Internet? _____
- 9 Who gets money for their skill? _____
- 10 Who is meeting a famous person? _____
- 11 Who is going to perform in another country? _____
- 12 Who has a talented family? _____

5 Write *True* or *False*.

- 1 Asif's family is also good at art. False
- 2 He paints pictures of people. _____
- 3 He lives in Paris at the moment. _____
- 4 Kati learnt to play chess when she was eight. _____
- 5 She has won many prizes. _____
- 6 She is going to Russia soon. _____
- 7 Josh likes cooking for other people. _____
- 8 He already works in a restaurant. _____
- 9 He hasn't won any prizes. _____
- 10 Sang-mi's brothers are also talented pianists. _____
- 11 She is playing in Japan soon. _____
- 12 She has played all over South Korea. _____

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

- 1 What do all of the children have in common?
- 2 Do you think these children are happy? Why or why not?
- 3 Would you like to be gifted like these children? Which of these talents would you most like to have?
- 4 Are there any famous talented children in your country?

Writing

More words: Personalities, page 52



All about me

I'm quite good at Maths and Science, but I'm a very active person, too. I like doing all kinds of sports, like football and tennis, but my favourite sport is rugby. I prefer team sports to individual sports like running or swimming because I'm a sociable person as well. I enjoy being with my friends in a team. My best friends are on my rugby team.

I started playing rugby when I was seven years old. My dad bought me a rugby ball for my birthday and I practised every day. Now I'm on my school team and I love it. We practise on Mondays and Thursdays. We always have a good time because all my team mates and my coach are cheerful and funny.

When you finish your writing, always **check for mistakes**. Look for:

a incorrect spelling **b** incorrect tenses **c** incorrect punctuation

7 There are mistakes in each sentence below. Rewrite them correctly.

- 1 I like running I like swimming too. I like running. I like swimming, too.
- 2 I'm quiet good at Art and Music.
- 3 I'm very good at football tennis and basketball.
- 4 My mother teaches me the piano when I was four.
- 5 I love dancing its my favourite activity.
- 6 I'm practise every day after school.

8 Write about you and your favourite activities. Answer these questions to give you ideas. Use some of the new vocabulary to describe yourself.

paragraph 1

What kind of person are you? What activities are you good at?

What is your favourite activity?

paragraph 2

When did you start doing this activity? Did you take lessons or did you learn by yourself? How often do you do it now? Why do you enjoy doing it?

9 When you finish, check for mistakes in your work.



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.

