

OXFORD
PRIMARY
SKILLS



www.ZabanBook.com

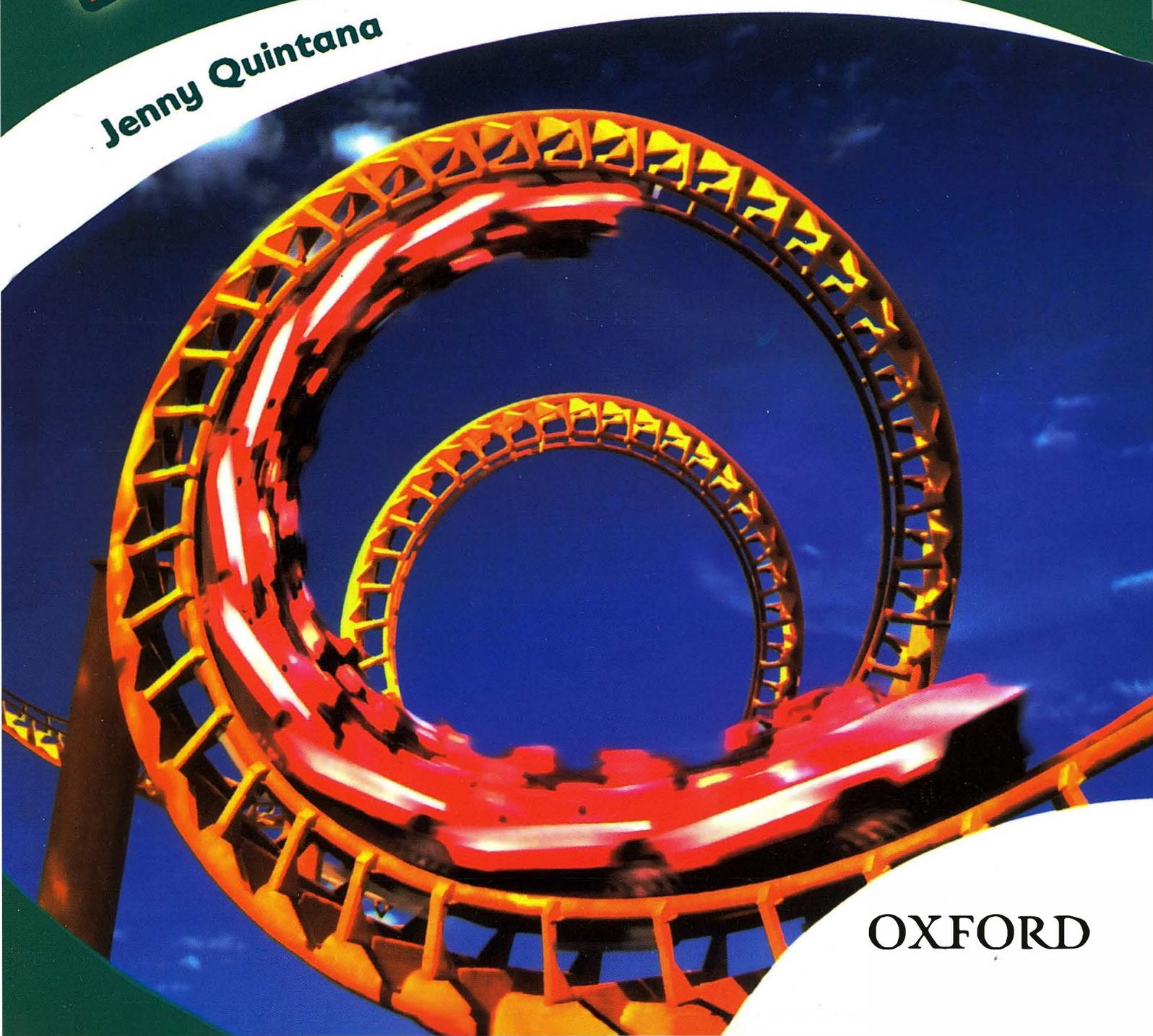
زبان بوک

6

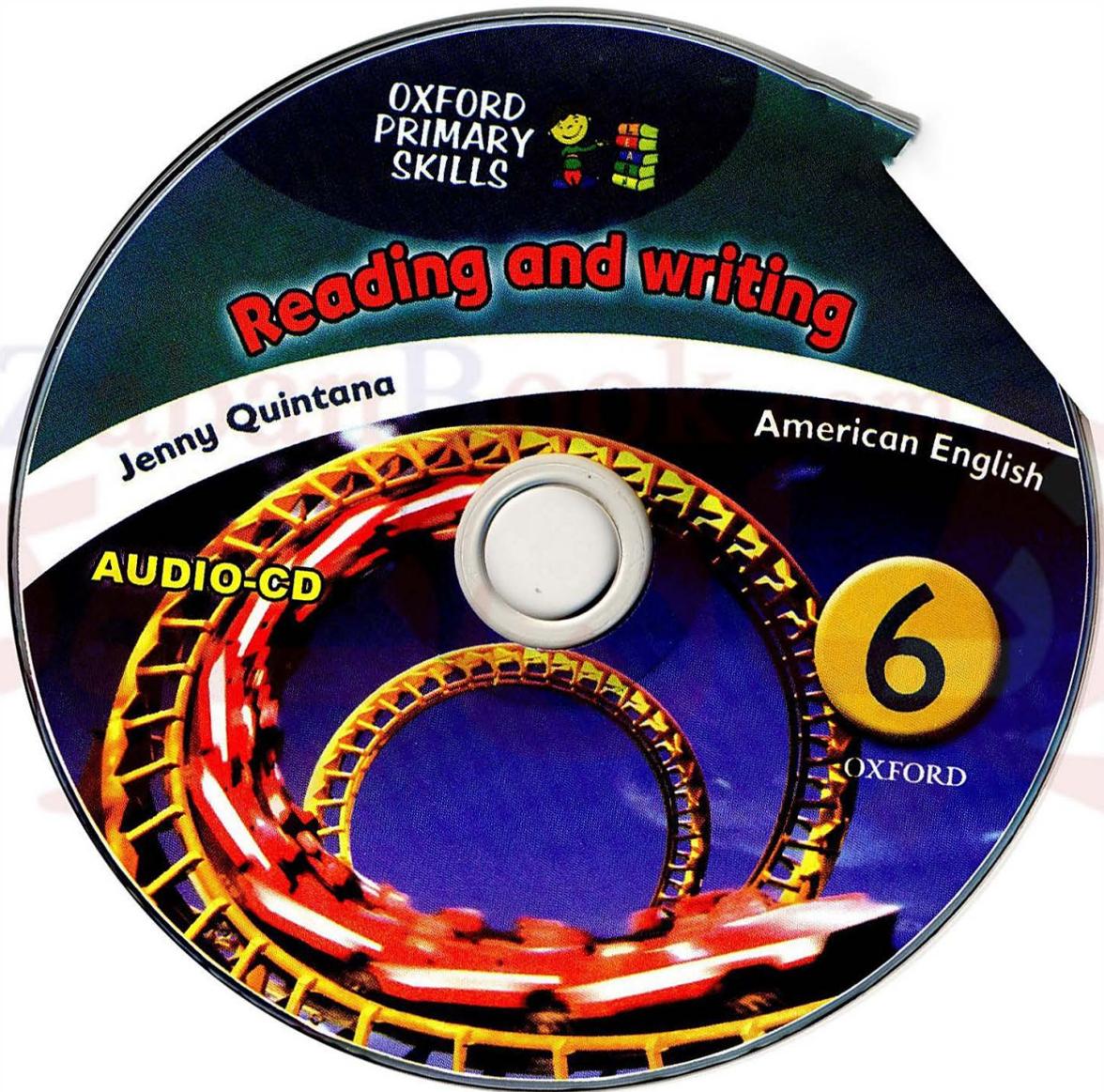
Reading and writing

American English

Jenny Quintana



OXFORD





Reading and writing

Jenny Quintana

Unit	Structures	Vocabulary	Skills
1 Young and talented page 4	<i>I'm good in ... I like ..., I prefer ...</i>	Describing abilities: <i>artistic, athletic, musical, etc.</i>	All about me (self description) My favorite activities
2 Extreme nature page 8	Time clauses and conditionals: <i>When ..., If ...</i>	Extremes of weather: <i>hurricane, volcano, tornado, etc.</i>	Hurricanes (factual article) Tornadoes
3 Ancient civilizations page 12	Past simple	Materials: <i>bronze, silk, stone, etc.</i>	The Vikings (school project) My area 1,000 years ago
4 Endangered species page 16	Comparatives: <i>taller, smaller, heavier</i>	Describing animals: <i>beak, scales, shell, fur, etc.</i>	The great white shark (factual article) Komodo dragon
5 Food inventions page 20	The passive (present simple)	Processing food: <i>canning, drying, freezing, etc.</i>	Canning food (description of a process) The process of making chocolate
6 A second life page 24	The passive (past simple)	Buildings: <i>gallery, train station, ruins, etc.</i>	Union Terminal (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>	Movies: <i>character, scene, special effects, etc.</i>	Night at the Museum (film review) My favorite movie
8 Once upon a time page 32	Past simple for narratives	Adjectives and adverbs in narratives: <i>ambitious, impatient, suddenly, etc.</i>	The Handsome Buck (traditional story) A story from my country
9 Rescued! page 36	Second conditional: <i>If we had ..., I would have If it were ..., it would be ...</i>	Dramatic rescues: <i>brave, dramatic, paramedic, etc.</i>	Brave Teens Save Swimmer (newspaper report) A newspaper report
10 Languages page 40	Informal greetings and phrases for emails	Languages and nationalities: <i>Hindi, Indian, Urdu, etc.</i>	Hello Dae, ... (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>Advisory, classes, recess, etc.</i>	A typical school day (description of a routine) My school day
12 A nature paradise page 48	Using questions to get people's interest: <i>Do you wish you were ... Do you dream of ... If ...</i>	Extreme adjectives: <i>unforgettable, spectacular, luxurious, etc.</i>	Welcome to Sydney! (vacation brochure) A vacation brochure
More words page 52		Six extra words for each unit	

1

Young and talented

Reading

Before reading

- Discuss these questions.
 - Which of these activities are you best at: sport, art, music or cooking?
 - Do you know people with special talents? What can they do?
- 01 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 kids 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 into contests 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 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 **USA** Talent **cooking**

'I started cooking when my aunt sent me a cookbook on my birthday. I was only ten. At first I made cakes, but now I love making complicated recipes for my family. I recently won the Young Chef of the Year **contest**. My **prize** is a visit to a New York restaurant's kitchen 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 a special skill. I have two older brothers and they are both very **athletic**, but I've never been good in 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 talent contests 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 the world one day.'



Asif, Kati, Josh and Sang-mi are just like ordinary kids, 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.

- 1 I play chess with my mom. I've never played in a tournament.
- 2 At the Olympics, the best athletes win gold _____.
- 3 That poem was excellent. It won first _____ in the poetry contest.
- 4 When they won the World Cup, the team held up the gold _____.
- 5 My sister is _____ in Math. She never uses a calculator.
- 6 I'm not in the drama club. I don't like to _____ in front of people.
- 7 My cousin swims, plays tennis and runs. He's very _____.
- 8 I'm not very _____. I can't draw very well.
- 9 At the 2008 Olympics, 204 countries _____.
- 10 My brother plays the guitar and sings. He's quite _____.
- 11 I've practiced, but I'm still nervous about the talent _____.
- 12 My mom 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 tournament? Kati
- 2 Who started learning their skill when they received a present? _____
- 3 Who has a talented parent? _____
- 4 Who learned 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 in art. False
- 2 He paints pictures of people. _____
- 3 He lives in Paris at the moment. _____
- 4 Kati learned to play chess when she was eight. _____
- 5 She has won many trophies. _____
- 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 the four kids have in common?
- 2 Do you think these kids are happy? Why or why not?
- 3 Would you like to be gifted like them? Whose talents would you most like to have?
- 4 Are there any famous talented kids in your country? Who?

RESCUE DOG SAVES WOMAN'S LIFE

A woman is recovering in the hospital today after a **dramatic** rescue by the Mountain Rescue Team.

Becky Thomas was walking with her friend Tara in the mountains in Scotland when she fell and injured her leg. She could still stand, so they started walking down from the **peak**. They walked slowly, and soon it was dark. A storm was coming. They didn't have flashlights, so they called the Mountain Rescue Team.

Two men and a dog, Rosie, went up the mountain to find them. They searched the mountain for the injured



woman in the dark and the pouring rain. They could not find her. They called her cell phone, but there was no signal.

Suddenly, the dog heard something through the storm. Rosie ran off and disappeared into the **mist**. In a minute she was back, barking.

Rosie led the rescuers to the women. They had lost their way in the mist. Becky's ankle was badly hurt and she couldn't walk any more. The rescuers called in a helicopter and Becky was carried to safety. The rescue took four hours, but today Becky is safe and getting better!

Vocabulary

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

- 1 When the bride arrived at the door, she made a dramatic entrance – she looked like a princess!
- 2 You can't use a cell phone in the desert because there is no _____.
- 3 Salad is made of _____ vegetables – they aren't cooked.
- 4 Firefighters, police officers and paramedics are all part of the _____.
- 5 We _____ on our trip to the seaside early so we would arrive by lunchtime.
- 6 We wore hats and stayed under trees so we wouldn't get a _____.
- 7 Runners have to drink water during a race so they don't suffer from _____.
- 8 If you don't have electricity, laptop computers can work on _____.
- 9 As the water in the lake was warm and the morning air was cold, there was a beautiful _____ above the water.
- 10 We _____ our vacation carefully. We knew which hotels we were going to, and which tourist attractions we were going to see.
- 11 The mother _____ her baby from the sun with an umbrella.
- 12 Many try to climb to the _____ of Mount Everest, but only a few succeed.

Reading comprehension

4 Answer the questions. Write *S* (Sea Rescue) or *M* (Mountain Rescue).

In which story ...

- | | | |
|---|---|----------|
| 1 | were the people rescued from the same family? | <u>S</u> |
| 2 | did somebody make a phone call? | — |
| 3 | did somebody send a text message? | — |
| 4 | were they lost for more than one day? | — |
| 5 | did the weather help them? | — |
| 6 | did they set off without taking a flashlight? | — |
| 7 | did they suffer from too much sun and not enough food or water? | — |
| 8 | were they rescued in the evening? | — |

5 Write *True* or *False*.

- | | | |
|---|---|--------------|
| 1 | Ben was sailing to Murray Island when the weather changed. | <u>False</u> |
| 2 | They were lost at sea for more than a week. | — |
| 3 | They ate nothing the whole time so they lost weight. | — |
| 4 | They were rescued by their family. | — |
| 5 | The women were coming down the mountain when they were rescued. | — |
| 6 | They were surprised by the bad weather. | — |
| 7 | It was after dark when the women called for help. | — |
| 8 | It took the whole night to get them down. | — |

6 Match the questions and answers.

- | | | | |
|---|--|---|------------------------|
| 1 | Where did the fishing boat get lost? | a | a storm |
| 2 | Where did the women climb the mountain? | b | Ben, Michael and Becky |
| 3 | What caused Ben and Michael to lose control of the boat? | c | The Coral Sea |
| 4 | What caused Becky and Tara to get lost? | d | Rosie |
| 5 | Who needed medical help after they were rescued? | e | misty weather |
| 6 | Who found Becky and Tara in the dark? | f | Scotland |

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

- Would you rather go deep-sea fishing or climb a mountain? Why? What would you take with you if you went fishing? If you went climbing?
- Do you think real-life news stories like these are interesting? Why or why not?
- What do you think we can learn from these kinds of stories?

10 Languages and nationalities

Write the words in the categories below. Use your dictionary if you like.

The United States South Africa Colombian The United Kingdom
Mexican Taiwan American Mexico Colombia
Spanish South African ~~Taiwanese~~ British English

country	nationality	language
	Taiwanese	

11 School words

Match the words and their definitions using your dictionary if you like.

packed lunch attendance recess auditorium
~~school lunches~~ lockers elective cafeteria

- 1 school lunches food prepared at school for kids to eat at midday.
- 2 _____ when teachers call the kids' names to check they are there
- 3 _____ the place where kids and teachers eat in school
- 4 _____ a time when kids don't have classes
- 5 _____ food prepared at home for kids to eat in school
- 6 _____ the largest room in a school, it is used for important occasions
- 7 _____ metal closets where kids keep their personal things
- 8 _____ a class kids choose to take, like Band or Computer Science

12 Vacation activities

Complete the vacation brochure with the words below.

sightseeing picnic guided tour trek
~~bus trip~~ cruise souvenirs spa

No trip to Egypt would be complete without visiting the Great Pyramids. First, we'll take a bus trip from your hotel to Giza. Once you leave the bus, our trained staff will take you on a _____ of all the important sites. We'll have a _____ for lunch. More adventurous travelers may like to go on a camel _____ in the desert. In the afternoon, we'll do some _____ in the city – the Sultan Hassan mosque, the Egyptian Museum, and the Salah el-Din citadel are some of the highlights. You can look for _____ in the traditional Khan el-Khalili market, before returning to your hotel. You might like to relax in the _____ when you get back. In the evening, we'll go on a fantastic _____ down the Nile in a sailboat – it's an unforgettable experience!



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*

