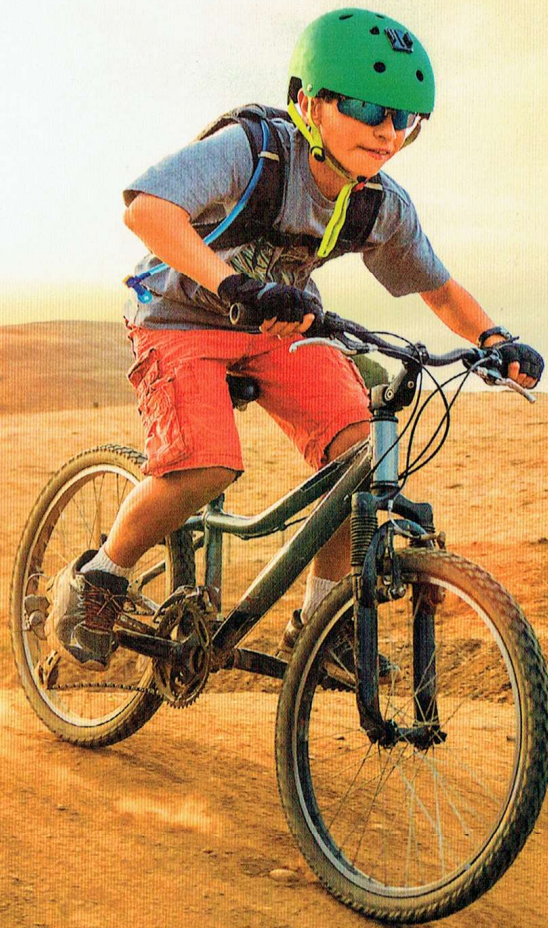


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Reading 2

WITH Writing



Kathryn O'Dell

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Audio Track List

Find the audio tracks in the Teacher's Pack and online.

- Teacher's Website: www.oup.com/elt/teacher/oxfordskillsworld
- Student's Website: www.oup.com/elt/oxfordskillsworld

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Reading 2

WITH Writing



Kathryn O'Dell

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Hi! I'm Olly.



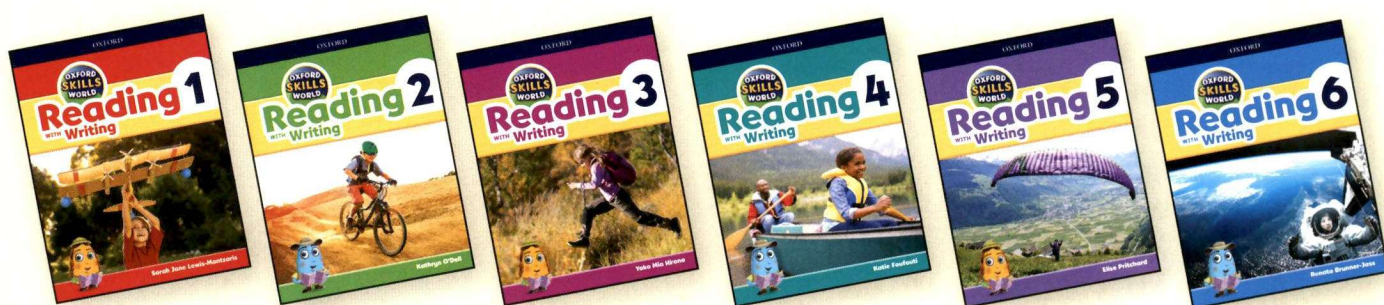
Hi, I'm Molly!



Introduction

Welcome to Oxford Skills World

Oxford Skills World: Reading with Writing is a flexible paired skills course that takes students on a journey toward independent learning, providing them with strategies and support to reach their goals.



For Students

- Student Book / Workbook
- Student's website with downloadable audio and extra resources

www.oup.com/elt/oxfordskillsworld

For Teachers

- Downloadable Teacher's Pack with instructional support, assessment, professional development videos, projects, and writing resources
- Classroom Presentation Tool
- Teacher's website with downloadable audio and extra resources

www.oup.com/elt/teacher/oxfordskillsworld

Be the Leader on Your Skills Adventure!



Hi! We're Olly and Molly, your skills adventure guides. We help you reach your goals by introducing new reading and writing strategies, asking helpful questions, and giving friendly reminders. Most importantly, we cheer you on every step of the way! Let's go!



Quick Guide

Inside Each Topic

Topic Opener

Theme-based topics provide high-interest content relevant to students' lives.

My Goals introduces students to the objectives of each unit in the topic.*



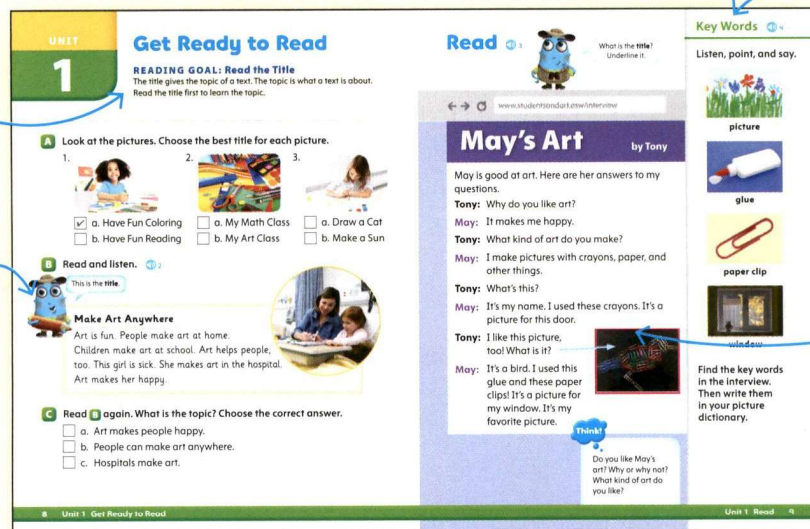
Fun characters, Olly and Molly, encourage 21st century skills like critical thinking, collaboration, and communication.

Students answer questions to activate prior knowledge and think critically.

Get Ready to Read • Read

Reading Goals are strategies students can apply to any text.

Olly and Molly guide students as they learn and apply new reading strategies.



Students learn new vocabulary for each text and complete the picture dictionary at the back of the book.

Students apply strategies to high-interest fiction and nonfiction texts, think critically about what they read, and make connections to their own lives.

*Each topic contains two thematically related units.

Quick Guide

Understand

Students increase their comprehension of the text by applying reading strategies to what they have read.

Students complete activities to strengthen their understanding of the unit's vocabulary.

Understand

A Read *May's Art* again. Look at the title. Choose the topic of the text.

☐ a. The topic is art.
☐ b. The topic is birds.

B Choose the correct answer.

1. Art makes May happy / sad.
2. May is good / bad at art.
3. May likes / doesn't like art.

C Complete the sentences.

glue paper clips window picture

1. May makes a picture.
2. She uses to make the bird.
3. She puts the paper clips on the paper with _____.
4. She puts the picture on her _____.

D Work with a partner. Read and (✓).

	This	These
1. crayons		✓
2. door		
3. glue		
4. paper clips		

E Look at **D**. Write. Use *this* or *these*.

1. These are crayons.
2. _____
3. _____
4. _____

MY READING GOALS

☐ I can read the interview. ☐ I can read the title and use it to find the topic.

10 Unit 1 Understand Unit 1 Understand 11

Students demonstrate comprehension of the unit's text, vocabulary, and grammar.

At the end of each unit, students assess the progress they have made toward achieving their goals.

Reading Check

With helpful reminders from Olly and Molly, students apply the **Reading Goals** from both units to a new text.

UNITS 1 and 2 **Reading Check**

A Read and listen.

How to Make Yarn Art

Step 1: Get ready
What's this? It's yarn art. You can make yarn art. You need a paper plate, a pencil, glue, crayons, yarn, and a paper clip.

Step 2: Make
Draw a picture on your plate. Draw an animal with your pencil. Put yarn on your animal with glue. Color your plate with crayons. Write your name.

Step 3: Hang
Put a paper clip at the top of the plate. Hang your picture on the wall or in the window.

B Look at the title. What is the topic of the text? Choose ✓ or ✗.

1. Making art with crayons ☒ ☐
2. Making art with yarn ☒ ☐
3. Drawing animals ☒ ☐

C Look at the headings. What do they show? Choose ✓ or ✗.

1. What you will need for each step ☒ ☐
2. The steps to make art ☒ ☐
3. Animals to make ☒ ☐

D Choose the correct answer.

1. What do you need? **glue** pens
2. What do you color the plate with? **colored pencils** crayons
3. When do you make the picture? **Step 1** Step 2
4. What do you draw on the plate? **a place** an animal
5. What do you put at the top of the plate? **a paper clip** yarn
6. Where can you hang the plate? **on the wall** on the door

E Complete the sentences. You will not use every word.

glue paper clip window picture
calendar clock yarn pencil sharpener

1. Make a _____ picture _____ of an animal on a paper plate.
2. Put _____ on the animal.
3. Put _____ on the yarn.
4. After you color the picture, put a _____ at the top.
5. Hang the picture in a _____.
6. The pencil doesn't write. She needs a _____.

16 Units 1 and 2 Reading Check Units 1 and 2 Reading Check 17

Students complete activities to boost comprehension and vocabulary application.

Get Ready to Write • Write

Writing Goals
prepare students to write in different genres.

Writing Tips
provide guidance on grammar, punctuation, and mechanics and help students write fluently and accurately.

UNITS
1 and 2

Get Ready to Write
WRITING GOAL: Write a Conversation
 A conversation is a talk with two or more people.
 Conversations have questions and answers.

A Read the conversation. Underline the names.

Writing Tip
Names show who is speaking in a conversation. Names start with capital letters.

Sue: Why do you like art?
Ben: It makes me happy.
Sue: What kind of art do you make?
Ben: I make pictures with yarn.

B Look at **3**. What does Ben say? Complete the diagram.

Ben's Art

How he feels

What he makes

1. happy

2.

C Think about your own art. Describe it. Complete the diagram.

Your Art

How you feel

What you make

D Now write a conversation. Use your words from **3**. Choose new words and a name, too. Then draw your favorite art project.

Sue: Why do you like art?
: It makes me
Sue: What kind of art do you make?
:

Now write a conversation about another art project you made.

MY WRITING GOAL
☐ I can write a conversation.

Scaffolded writing passages help students accomplish their writing goals.

Students use graphic organizers to comprehend model writing texts and to organize their thoughts for their own writing.

Workbook

Workbook pages at the end of the book provide more opportunities for students to apply their **Reading Goals** and boost comprehension.

WORKBOOK
UNIT 2
Read
READING GOAL: Read the Headings

Remember!
Headings show different parts of a story.

A Can you find the headings? Underline them.

The Friendship Doll

10:00
Today is Saturday. I want to make an art project. I want to make a picture. My pencil breaks. I use my pencil sharpener. My pencil breaks again.

10:05
I use yarn for my art project. I make a doll. My friend Betty comes to my house. I show her my project.

Betty: Hi, Lucy. That's a cute doll. What's her name?
Lucy: Hi, Betty. This is my doll, Mary. How are you?
Betty: I'm happy.
Lucy: Me too! Let's play!

3:20
Betty sees the clock.
Betty: It's late! I have to go! Goodbye!
Lucy: Bye! See you next time!

B Read the story. Then choose Yes or No.

1. Does Lucy draw a picture?	Yes <input type="checkbox"/> No <input type="checkbox"/>
2. Does Lucy use yarn?	Yes <input type="checkbox"/> No <input type="checkbox"/>
3. Does Betty like the doll?	Yes <input type="checkbox"/> No <input type="checkbox"/>
4. Is Betty sad?	Yes <input type="checkbox"/> No <input type="checkbox"/>
5. Do the headings show different times?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Unit 2 Workbook 43

Additional activities provide extra opportunities for vocabulary comprehension and usage.

Students apply the topic's **Writing Tip** to ensure proper usage in their own writing.

C Complete the sentences.

calendar clock pencil sharpener yarn

1. This is yarn.

2. This is my calendar.

3. I have a pencil sharpener.

4. That is a calendar.

D Complete the sentences.

1. Jane: What time is it?
Paul: I don't know. Look at the clock.

2. Jim: What day is it?
Grace: I don't know. Look at the calendar.

3. Jill: I need yarn for an art project.
Alex: Here you are.

Write
Circle the names in the conversation below.
Daisy: What's that?
John: It's a calendar.

Remember!
Names start with capital letters.

Unit 2 Workbook

Art Smart



MY GOALS

UNIT 1

- Read the interview
May's Art
- Read the title

UNIT 2

- Read the story
Peter's Art Project
- Read the headings

WRITE

- Write a conversation



A

Look at the picture. What do you see?

1. What are the children doing?
2. Do you like their art?
Why or why not?



FUN FACT

You can write about 45,000 words with one pencil!

B Read the Fun Fact. Then answer the questions.

1. How many words can you write with one pencil?
2. How many pencils do you have?



Think, Pair, Share
What art do you make?

Get Ready to Read

READING GOAL: Read the Title

The title gives the topic of a text. The topic is what a text is about.
Read the title first to learn the topic.

A Look at the pictures. Choose the best title for each picture.

1.



- ☒ a. Have Fun Coloring
☐ b. Have Fun Reading

2.



- ☐ a. My Math Class
☐ b. My Art Class

3.



- ☐ a. Draw a Cat
☐ b. Make a Sun

B Read and listen. 2



This is the **title**.

Make Art Anywhere

Art is fun. People make art at home.
Children make art at school. Art helps people,
too. This girl is sick. She makes art in the hospital.
Art makes her happy.



C Read B again. What is the topic? Choose the correct answer.

- ☐ a. Art makes people happy.
☐ b. People can make art anywhere.
☐ c. Hospitals make art.

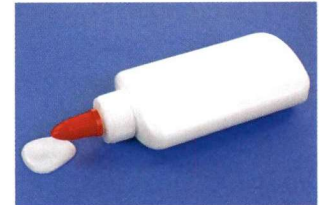


What is the **title**?
Underline it.

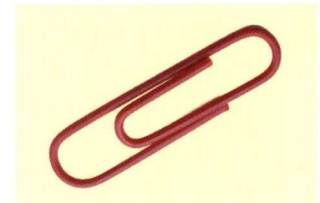
Listen, point, and say.



picture



glue



paper clip



window

Find the key words
in the interview.
Then write them
in your picture
dictionary.



www.studentsandart.osw/interview

May's Art

by Tony

May is good at art. Here are her answers to my questions.

Tony: Why do you like art?

May: It makes me happy.

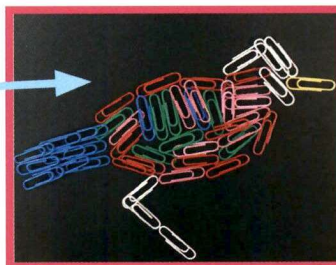
Tony: What kind of art do you make?

May: I make pictures with crayons, paper, and other things.

Tony: What's this?

May: It's my name. I used these crayons. It's a picture for this door.

Tony: I like this picture, too! What is it?



May: It's a bird. I used this glue and these paper clips! It's a picture for my window. It's my favorite picture.

Think!

Do you like May's art? Why or why not?
What kind of art do you like?

Understand

- A** Read *May's Art* again. Look at the title. Choose the topic of the text.

- ☐ a. The topic is art.
☐ b. The topic is birds.

Remember!
The **title** gives the topic of the text.



- B** Choose the correct answer.

1. Art makes May **happy** / **sad**.
2. May is **good** / **bad** at art.
3. May **likes** / **doesn't like** art.

- C** Complete the sentences.

glue paper clips window picture



May makes a
_____ picture.



She uses _____
to make the bird.



She puts the paper clips
on the paper with _____

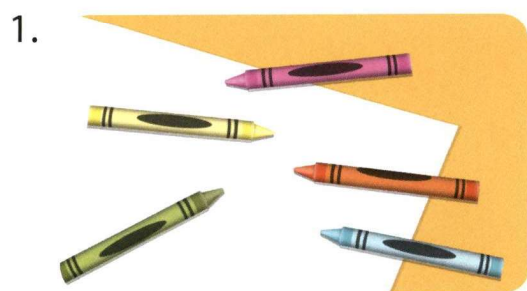


She puts the picture
on her _____

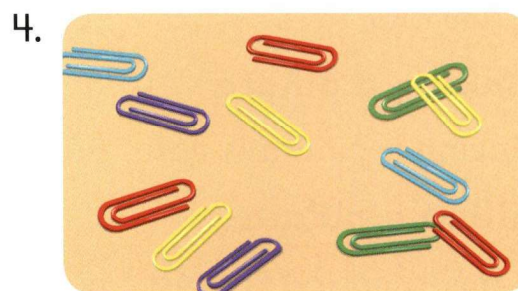
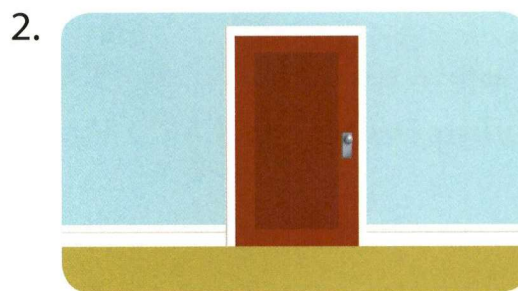
D Work with a partner. Read and (✓) .

	This	These
1. crayons		✓
2. door		
3. glue		
4. paper clips		

E Look at **D**. Write. Use *this* or *these*.



These are crayons.



MY READING GOALS

☐

I can read the interview.

☐

I can read the title and use it to find the topic.



Get Ready to Read

READING GOAL: Read the Headings

Headings show different parts of a text. Headings tell what each part is about. Read the headings first to learn about the different parts of the text.

- A** Look at the pictures and headings. What happens first?
Order the headings.



Giving Dad a card



Making a card



Buying paper

- B** Read and listen.  5

These are **headings**.



The Piñata Party

by Ana Ortiz

Making a piñata

Making a piñata is easy. I use paper, glue, and paint.

Filling a piñata

Is this candy? Yes, it is! I put candy in my piñata.

Breaking a piñata

At my party, my friends hit my piñata. Then I break it!



- C** Read **B** again. What happens first? Number the sentences.

Ana fills the piñata with candy.

☐

Ana breaks the piñata.

☐

Ana makes a piñata.

☐ 1



Find the **headings**. What do you think the parts of the story are about?

Listen, point, and say.



calendar



pencil sharpener



clock



yarn

Find the key words in the story. Then write them in your picture dictionary.

Peter's Art Project

Monday morning

This is Peter. He looks at the calendar. He needs a picture for art class on Tuesday.

Monday afternoon

Peter uses a pencil sharpener. He's ready. What can he draw?

Monday evening

Peter doesn't know what to draw. He looks at the clock. Tick-tock. Tick-tock. It's late.

Monday night

Peter still doesn't know what to draw. He sees a bird by the window. The bird sings! Peter has an idea. He draws the bird. He puts yarn on his picture. He's very happy.

Think!

What does Peter draw for art class? Why?

Understand

Remember!

Headings tell us about the parts of the story.

A Read *Peter's Art Project* again. Choose Yes or No.

- The parts of the story are about what happens on Monday.
- The story happens in one day.
- Peter draws a picture before dinner.

Yes	No
Yes	No
Yes	No



B Choose the correct answer.

- When is Peter's art class?

☐ a. Monday

☒ b. Tuesday

- Where is Peter?

☐ a. at school

☐ b. at home

- What does Peter use for his picture?

☐ a. a pencil and yarn

☐ b. a crayon and a paper clip

- What does Peter draw?

☐ a. a bird

☐ b. a window

C Complete the sentences with key words. Then match.

- This is a pencil sharpener for pencils.
- This is a _____. It's Monday.
- That is a _____. It's late.
- That is a ball of _____

a.



1

b.



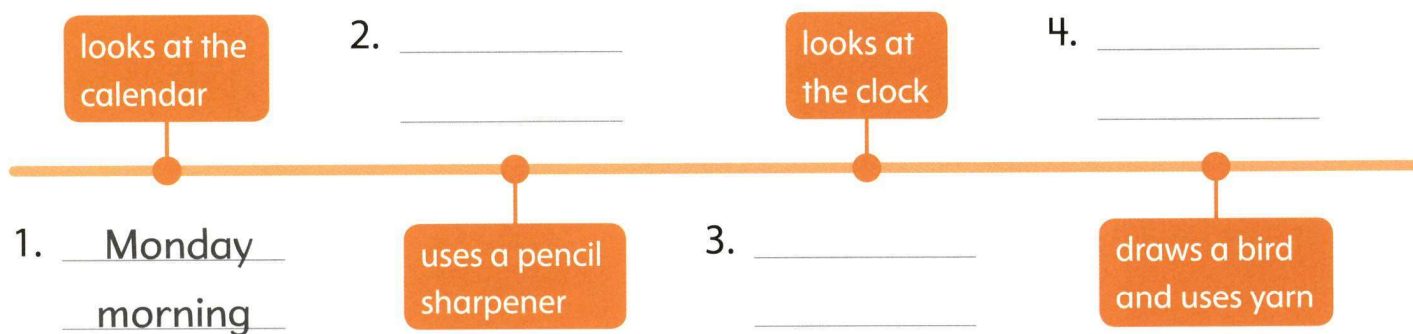
c.



d.



D Read *Peter's Art Project* again. When does Peter do these things?
Work with a partner. Complete the timeline.



E Look at **D**. Write.



Peter looks at a calendar
on Monday morning.



He
on



He on



He
and
on

MY READING GOALS

☐ I can read the story.

☐ I can read the headings and
use them to learn about
the parts of a story.



Reading Check



Remember!

Read the **title**. What's the topic? Read the **headings**. What are the parts of the story?

A Read and listen. 8

How to Make Yarn Art

Step 1: Get ready

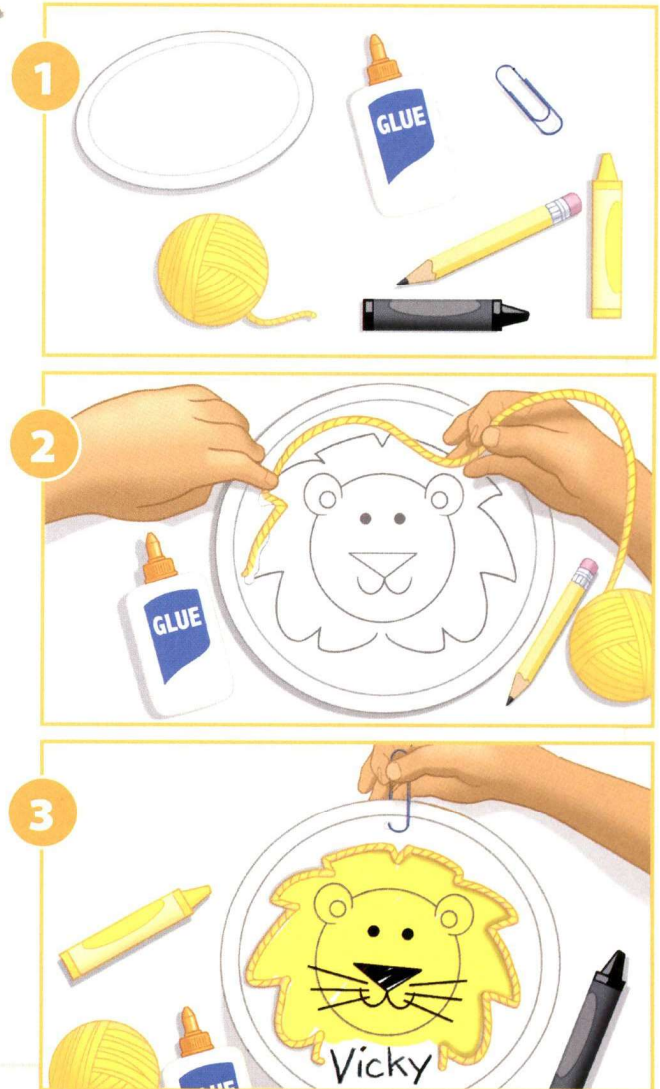
What's this? It's yarn art. You can make yarn art. You need a paper plate, a pencil, glue, crayons, yarn, and a paper clip.

Step 2: Make

Draw a picture on your plate. Draw an animal with your pencil. Put yarn on your animal with glue. Color your plate with crayons. Write your name.

Step 3: Hang

Put a paper clip at the top of the plate. Hang your picture on the wall or in the window.



B Look at the title. What is the topic of the text? Choose ✓ or ✗.

1. Making art with crayons
2. Making art with yarn
3. Drawing animals

