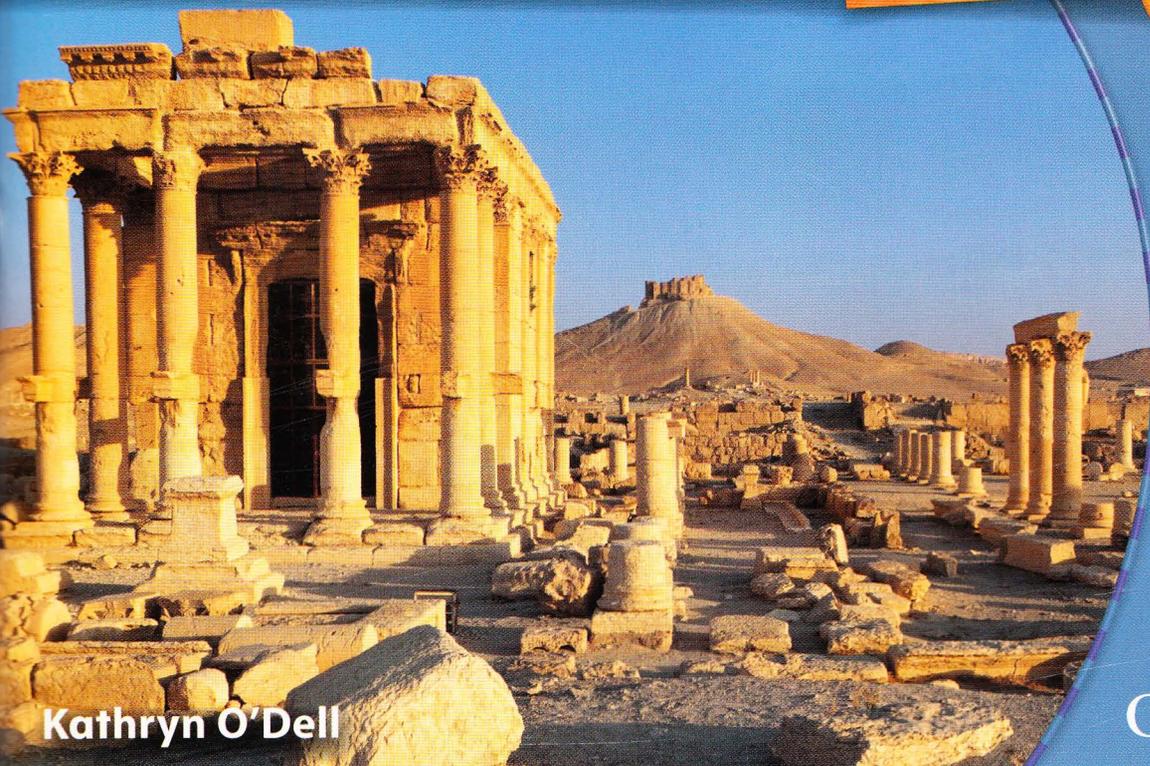




Oxford Discover Writing and Spelling

3



Kathryn O'Dell

OXFORD

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Scope and Sequence

Writing

UNIT	WORDS TO KNOW	WRITING FOCUS	WRITING OUTPUT	PLANNING TOOLS
1 What stories do people tell? Page 4	skip ahead cliff balance stream scream turn around boa constrictor shout jump safe get away	Direct speech	Story	Dialog chart
2 What's it like to visit a new place? Page 10	urban suburb downtown incredible rural area country fishing sweater wallet blanket	Parts of an email	Friendly email	Wh- chart
3 What do people write poems about? Page 16	observe hop kangaroo lion snail ring clueless escape ladybug leaf butterfly party shape	Simile	Shape poem	Notes
4 Should places be open all the time? Page 22	time 24/7 planet light bulb second minute hour sea turtle video game bright	Parts of a blog	Blog	Opinion chart
5 How can we save the world? Page 28	power plant suddenly electricity waste windmill trouble secret mask suit turn into super mirror	Plot: problem and solution	Adventure story	Problem and solution chart
6 Why do people make music? Page 34	traditional amazing rock band guitar release album award popular	Parts of a news article	News article	KWL chart Timeline
7 What makes people want to buy new inventions? Page 40	video game player boots print post eyeglasses pet chew gum frame useful	Persuasive writing	Advertisement	Notes
8 What can we make from plants? Page 46	ingredients butter flour zest lemon strawberry jam oven grease cake pan beat stir spread	Adverbs of sequence	Recipe	Sequence chart
9 What do people explore today? Page 52	explore explorer born grow up deep journey healthy whale diver seafloor depth	Topic sentences and concluding sentences	Biography	KWL chart Timeline

Spelling Master Class

UNIT	SPELLING FOCUS / STRATEGY
1 Page 58	Using a dictionary
2 Page 58	-y adjective endings <i>starry icy rainy</i>
3 Page 59	-le and -al endings <i>beetle oval</i>
4 Page 59	-tion and -sion endings <i>rotation suggestion discussion decision</i>
5 Page 60	Words inside other words <i>vegetable</i>
6 Page 60	-ing adjective endings <i>challenging relaxing</i>
7 Page 61	Suffix -ful <i>thoughtful</i>
8 Page 61	Irregular plurals <i>leaves potatoes moose mice</i>
9 Page 62	Draw the word

1

What stories do people tell?

Words to know

skip ahead cliff balance stream scream
turn around boa constrictor shout jump safe get away

Read

- A** Campfire stories are stories people tell when they are sitting around a campfire outside. What kind of story do you think would make a good campfire story?



- B** Read the campfire story.

Julia and the Boa Constrictor

Julia and Marcos are walking with their parents. It is sunny, and they are having fun. Julia is skipping. She is ahead of everyone.

"Come on, Marcos," she says. "Skipping is exciting!"

"No," says Marcos. "Skipping is boring!"

Julia skips by a stream. She skips up and up. Suddenly, she is on top of a large cliff. She starts to lose her balance.

"Help," she screams. "Help me!"

"Turn around and come back," says Dad.

Julia turns around, but she sees a boa constrictor in front of her! It's large and it's hissing at her! "Hiss!"

"What can I do?" she asks.

"Skip!" shouts Marcos.

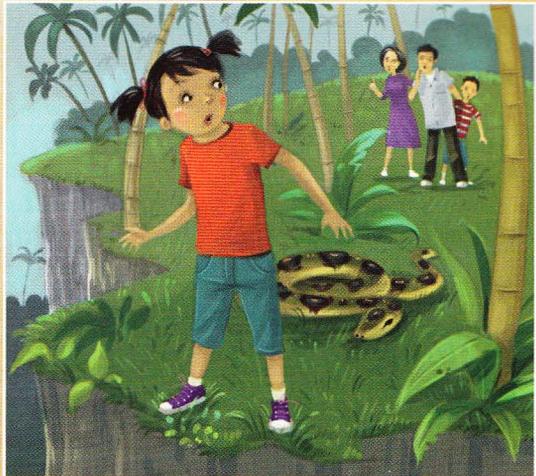
"Jump!" shouts Mom.

Julia skips, then she jumps over the boa constrictor. She is safe!

"I'm going to walk the rest of the way!" she says.

"You can walk later," says Marcos.

"Right now, we need to get away from this boa constrictor. Run!"



Understand

C Which of these words describe the story? Circle.

exciting boring interesting frightening tiring

D Two frightening things happen to Julia. What are they?

E Many campfire stories are scary. Why do you think this is?

F A campfire story has a logical order. Number the events in the correct order.

- Julia sees a boa constrictor.
- Julia and Marcos are walking with their parents.
- Julia jumps over the boa constrictor.
- Julia is on a cliff.
- Julia and her family run away from the boa constrictor.
- Julia skips ahead of her family.



G Campfire stories use dialog (what people say) to make them exciting and scary. What did the people say? Write the answers.

1 What does Marcos say to make you think he and Julia don't always get along?

2 What does Julia say when she is on the cliff?

3 What does Dad tell Julia to do when she is on the cliff?

4 What does Julia ask when she sees the boa constrictor?

5 What do Marcos and Mom say to Julia after she sees the boa constrictor?

6 What does Marcos tell the family to do at the end of the story?

Think

H Look at the ideas for a campfire story. Which one did the author choose for the story in B? Check.

- boa constrictor gets out of a zoo*
- boy and a girl go for a walk, get lost*
- girl and boy get a pet boa constrictor*
- girl goes walking, sees a boa constrictor*

Now think of different ideas for your campfire story. Write.

I Think of different characters that could be in the story. Write.

J Think of scary events that could happen in your story. Write.

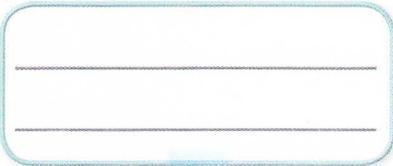
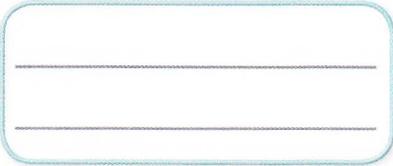
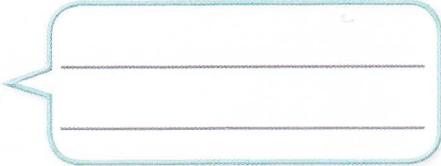
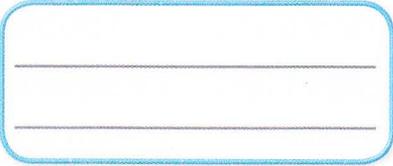
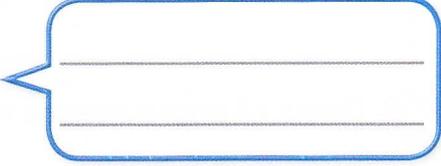
Organize and Plan

K Look at your ideas in **H**. Choose and describe an idea for your story. Write.

L Look at your ideas in **I**. Make a list of the characters in your story.

M Think of a title for your story. Write.

N Look at your ideas in **J**. Think about the scary events that could happen in your story. What do the characters say? Complete the chart.

Scary event	Character	What he / she says
		
		
		
		
		

Writing focus

Use the correct punctuation and quotation marks when you write dialog.

"Help," she screams. "Help me!"

"Turn around and come back," says Marcos.

"What can I do?" she asks.

You can use these verbs for dialog:

say shout scream ask

Look at your ideas in **N**. Write what the people say as dialog.

_____ says, "_____."

2

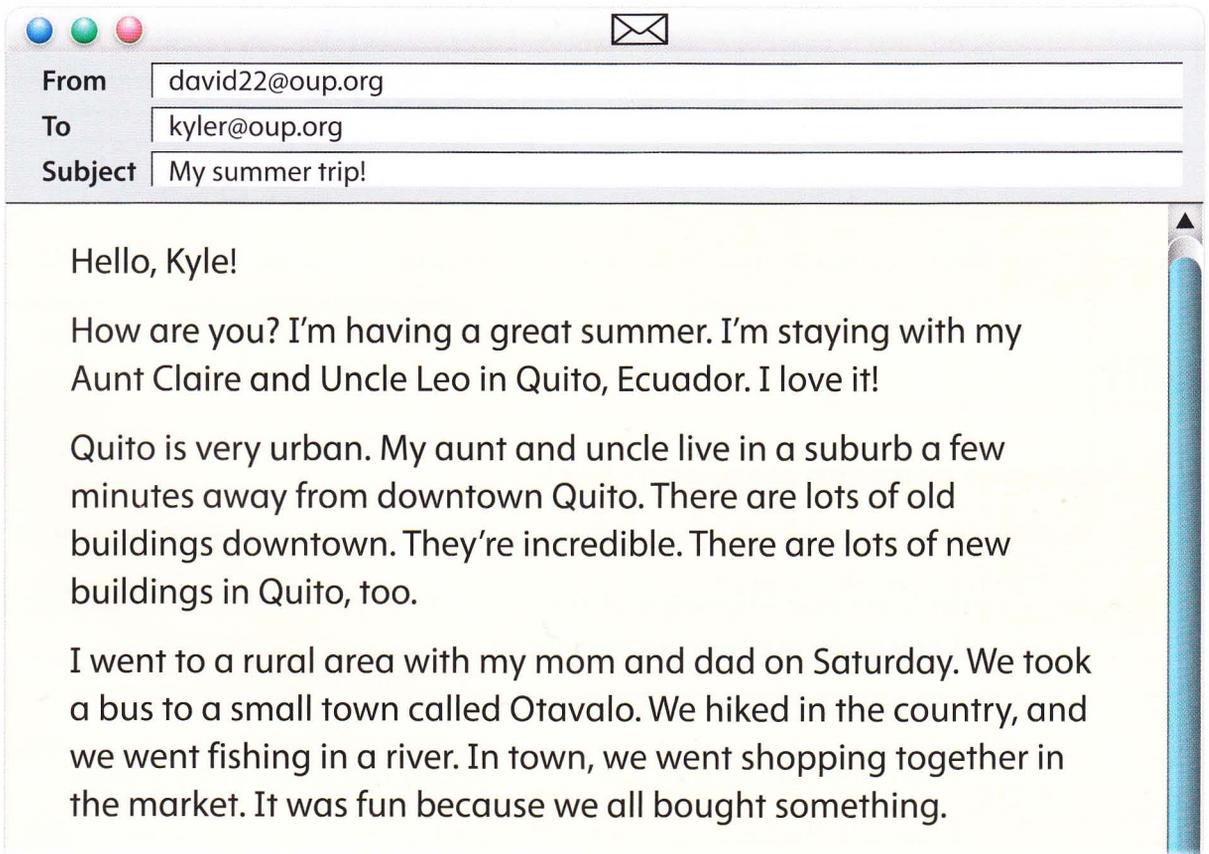
What's it like to visit a new place?

Words to know

urban suburb downtown incredible rural area
country fishing sweater wallet blanket

Read

- A** A friendly email is an email you write to someone you know well. You often tell the person about something you did. Who would you write a friendly email to?
- B** Read the email.



From david22@oup.org

To kyler@oup.org

Subject My summer trip!

Hello, Kyle!

How are you? I'm having a great summer. I'm staying with my Aunt Claire and Uncle Leo in Quito, Ecuador. I love it!

Quito is very urban. My aunt and uncle live in a suburb a few minutes away from downtown Quito. There are lots of old buildings downtown. They're incredible. There are lots of new buildings in Quito, too.

I went to a rural area with my mom and dad on Saturday. We took a bus to a small town called Otavalo. We hiked in the country, and we went fishing in a river. In town, we went shopping together in the market. It was fun because we all bought something.

Mom bought a sweater, Dad bought a wallet, and I got a blanket!
What have you been doing? Did you do anything fun last weekend?
Write to me soon!

Your friend,

David



Understand

C Answer the questions.

- 1 Who is the email from? _____
- 2 Who is the email to? _____
- 3 Who does he stay with? _____
- 4 Who does he go with? _____

D What questions does David ask his friend?

E What two things do the photos show?

F Match.

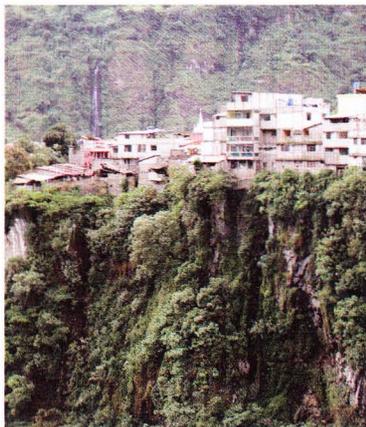
- | | | |
|-------------------------------------|---|--------------------|
| 1 Quito | • | • a rural |
| 2 his aunt and uncle's neighborhood | • | • b sweater |
| 3 Otavalo | • | • c urban |
| 4 what David buys | • | • d a wallet |
| 5 what his mom buys | • | • e in the suburbs |
| 6 what his dad buys | • | • f a blanket |

G David writes about a trip in Ecuador. Complete the chart.

Where did he go? _____ to Otavalo	When did he go? _____
Who did he go with? _____	How did he get there? _____
What did he do? _____	Why was it fun? _____

H Here are three more places David went in Ecuador. Do the photos show an urban area, a rural area, or the suburbs? Write.

1 _____



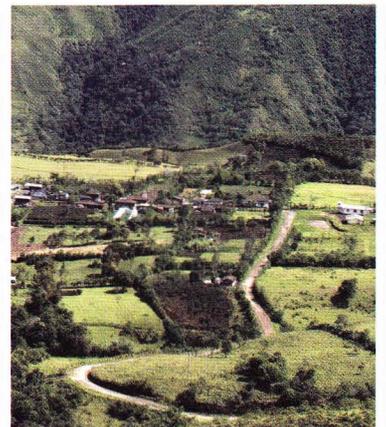
We visited my cousins in Baños.

2 _____



We spent a weekend in Guayaquil.

3 _____



We went hiking in Esperanza.

Think

I Think about people you could write a friendly email to. Make a list.

J Think about interesting activities that you did last week. Write.

Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

K **Writing focus**

A friendly email usually has these parts:

A subject line

Subject: My summer trip!

A greeting

Hello, Kyle! Hi, David! Dear Aunt Claire and Uncle Leo,

A closing

Your friend, Take care, Love,

Organize and Plan

- L** Look at your ideas in **J** and **K**. Choose who you will write to. Then choose one activity you did last week that you'd like to tell your person. Lastly, write a greeting and subject line for your email.

Subject: _____

Greeting: _____

- M** Complete the chart for the activity you want to write about.

Where did you go? _____ _____ _____	When did you go? _____ _____ _____
Who did you go with? _____ _____ _____	How did you get there? _____ _____ _____
What did you do? _____ _____ _____ _____	Why was it fun? _____ _____ _____ _____

- N** What questions do you want to ask your person? Write.

3

What do people write poems about?

Words to know

observe hop kangaroo lion snail ring clueless
 escape ladybug leaf butterfly party shape

Read

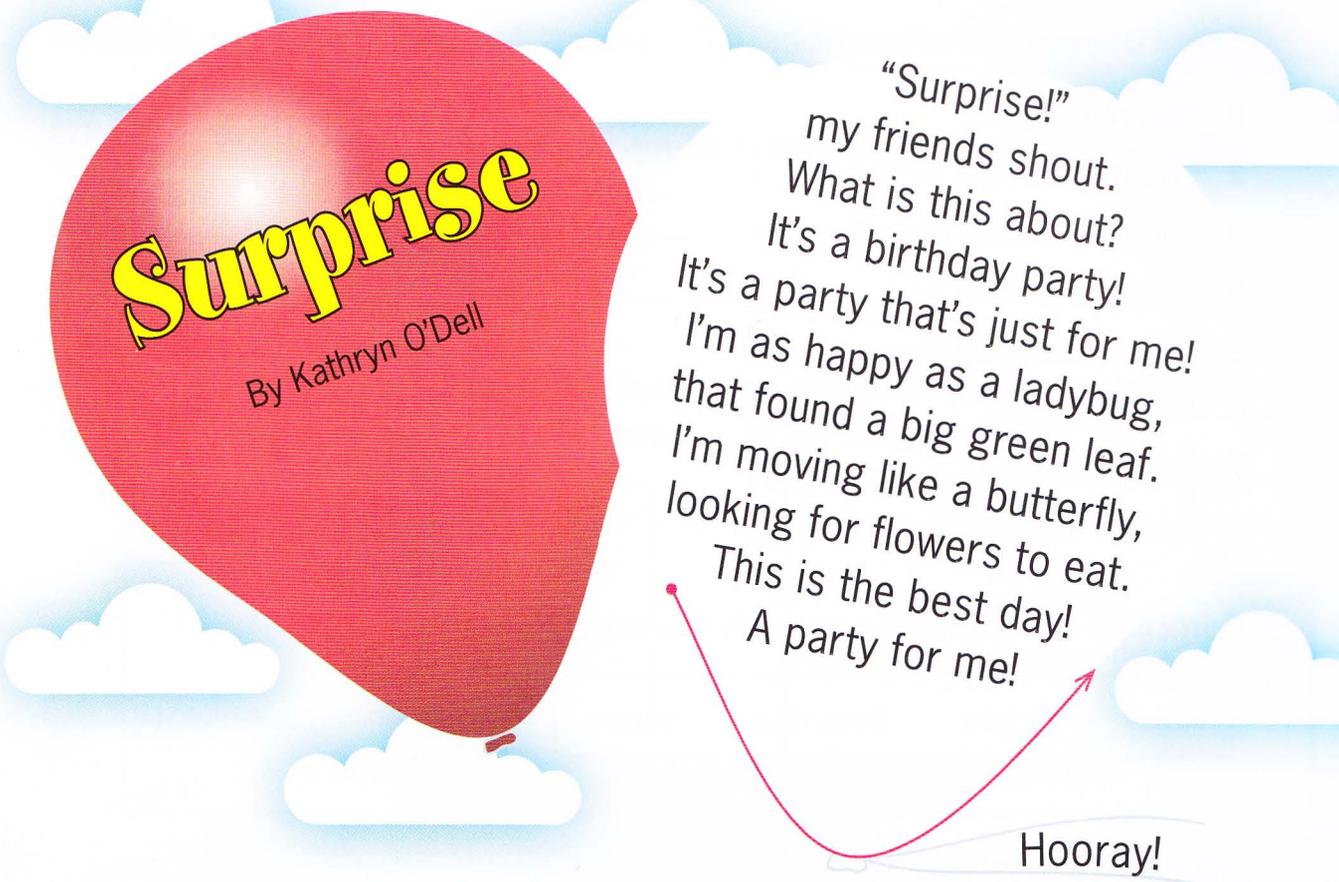
- A** In a shape poem, the words make the shape of the poem's topic. Draw a line around the poems below. What shape does each poem make?
- B** Read the poems.

FIRST DAY

By Kaadiana Barnes

It's my first day at school.
 This place is like a zoo.
 I observe the students acting
 like animals.
 Some kids are hopping like
 kangaroos.
 They are as loud as lions.
 But I am walking as slow as
 a snail.

I'm as quiet as a mouse.
 The bell rings, and it's time
 to go to class.
 I look around to find my room.
 I'm looking clueless.
 I have to be here. I can't escape.
 A student smiles and says,
 "Here is our class."
 And I know we will be friends.



Surprise

By Kathryn O'Dell

"Surprise!"
my friends shout.
What is this about?
It's a birthday party!
It's a party that's just for me!
I'm as happy as a ladybug,
that found a big green leaf.
I'm moving like a butterfly,
looking for flowers to eat.
This is the best day!
A party for me!

Hooray!

Understand

C What special occasion is each poem about? Write.

1 *First Day*

2 *Surprise*

D Which poem rhymes – *First Day* or *Surprise*?

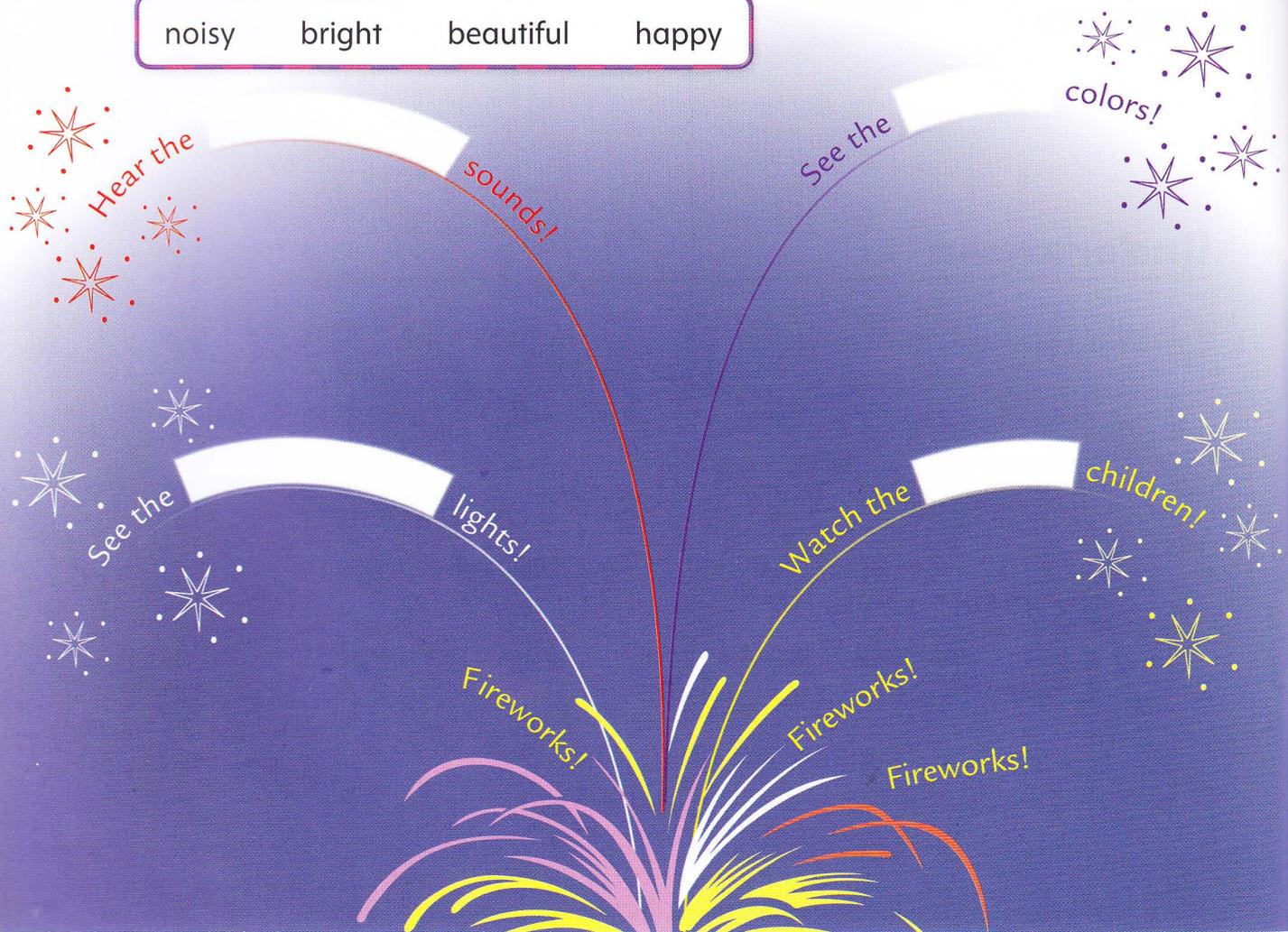
E Which poem do you like better? Why?

F There are many comparisons in the poems. Match to make sentences.

- | | | |
|--------------------------------|---|------------------|
| 1 This place is like | ● | ● a kangaroos. |
| 2 The students are acting like | ● | ● b a snail. |
| 3 The kids are hopping like | ● | ● c a butterfly. |
| 4 They are as loud as | ● | ● d a ladybug. |
| 5 I am walking as slow as | ● | ● e animals. |
| 6 I'm as quiet as | ● | ● f lions. |
| 7 I'm as happy as | ● | ● g a mouse. |
| 8 I'm moving like | ● | ● h a zoo. |

G Complete this shape poem with the adjectives in the box.

noisy bright beautiful happy



Think

H Think of special occasions you could write a poem about. Make a list.

I Look at the objects that go with the first day of school and birthday parties. Which shape did the writers use for their poems? Circle.

First Day – First day of school
a desk
a pencil
a book
a backpack

Surprise – A birthday party
a balloon
a present
a cake
a candle

J Look at your ideas in **H**. What objects are found at these special occasions? Make a list.



Organize and Plan

K Look at your ideas in **H**. Choose an occasion for your poem.

L What do you want to describe in your poem? Make a list.

M What adjectives can you use to describe the things in your poem?

N **Writing focus**

A simile compares two things with *as* or *like*.

They are **as** loud **as** lions. This place is **like** a zoo. I'm moving **like** a butterfly.

Look at the poems in **B**. Write two more similes with *as* and *like*.

O Make similes about your special occasion.

_____ is as _____ as _____ .

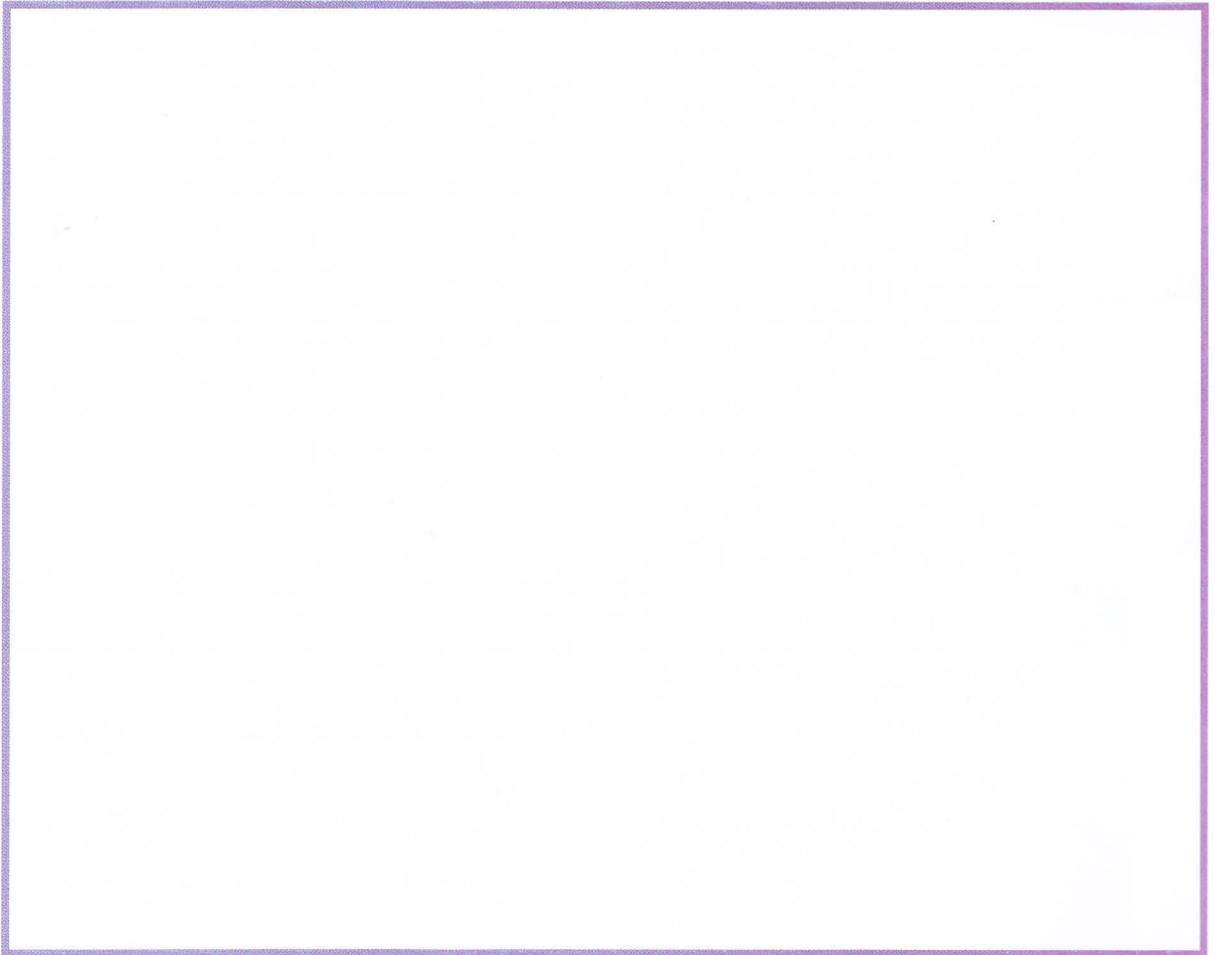
_____ are as _____ as _____ .

_____ is like _____ .

P Look at your ideas in **K**. What shape could you use for your poem? Why?

Write

-  Now write your shape poem. Use your work in activities  –  to help you.



Edit

-  Read your shape poem and check.

	In my shape poem:	
<input type="checkbox"/>	I can write my poem in a shape.	
<input type="checkbox"/>	I can use adjectives.	
<input type="checkbox"/>	I can use similes.	

4

Should places be open all the time?

Words to know

time 24/7 planet light bulb minute hour
 sea turtle video game second bright

Read

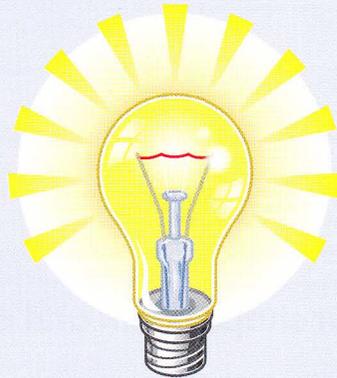
- A** A blog is a website where people share opinions and information. Do you read any blogs?
- B** Read the blog.

www.tinasblog/itsaboutime

Tina's Blog – It's About Time!

OUR 24/7 WORLD

Life on our planet was different in the past. People got up when the sun came up, and went to bed when the sun went down. This changed in the 1800s with the invention of the light bulb.



Today we can have light 24/7 – 24 hours a day, seven days a week – because of the light bulb. Some stores are open every minute of the day and night!

This isn't always good. Many people work too much because of light. They stay up late and don't get enough sleep. Light can also be dangerous for animals. For example, sea turtles lay eggs on dark beaches. If there are bright lights near beaches, they don't know what to do.

Do you think it is good to have light 24/7?

Jack24: I couldn't live without light! I play my video games every second I can!

EvaDG: Too much light can be dangerous!

AhmedT: I think stores should close when the sun goes down. We don't need things to be open all the time.

Tina's Blog Tina's Blog Tina's Blog

Understand

C Answer the questions. Write.

1 What is the title of the blog page?

2 What is the title of the blog post?

D What is the main idea of Tina's blog? Check.

- People get up when the sun comes up.
- We can have light all day and night because of the light bulb.
- Stores should not stay open all night.
- Light on beaches is dangerous for many animals.

E Which statements are true about Tina's blog? Check.

- Tina gives information about something.
- She tells people how to do something.
- She gives her opinion about something.
- She asks for readers' opinions.
- She tells people what they should think.

F Do the people think having light 24/7 is good or bad? Write.

1 Tina _____

3 Eva _____

2 Jack _____

4 Ahmed _____

G What do you think? Is it good to have light 24/7? Write a short response to Tina's blog.



Think

H Choose one of the topics for a blog post. Then write why you think it is a good idea or a bad idea.

Stores open 24/7

Restaurants open 24/7

Offices open 24/7

Topic _____

Reasons it is a good idea

Reasons it is a bad idea

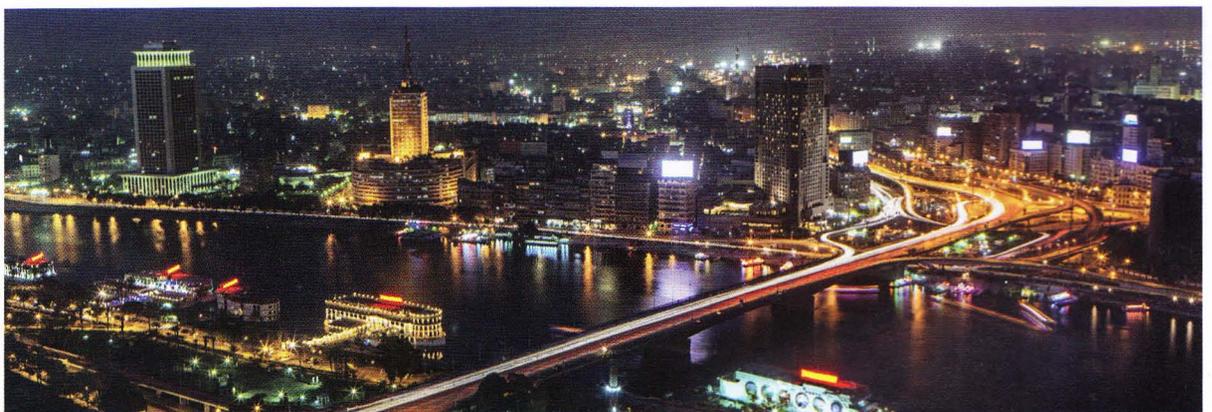
I Writing focus

A blog post often has these parts:

- An interesting title
- Information and your opinion about one topic
- An interesting photo that goes with the topic
- A question to the readers

Look at your ideas in **H**. Choose the topic and your opinion. Circle.

Stores / Restaurants / Offices being open all the time is **bad / good**.



Organize and Plan

J Look at your ideas in **H** and **I**. Complete the diagram for your blog.

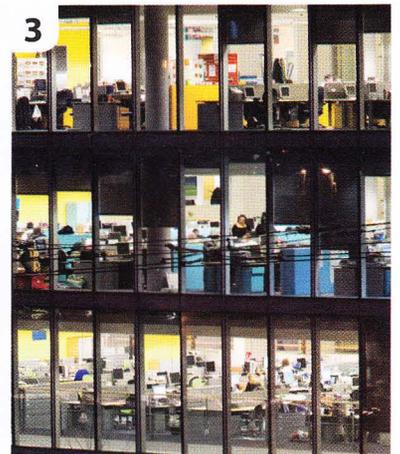
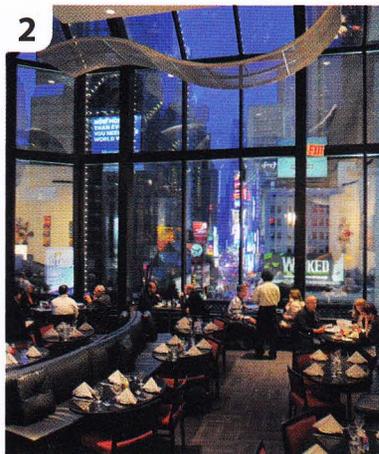
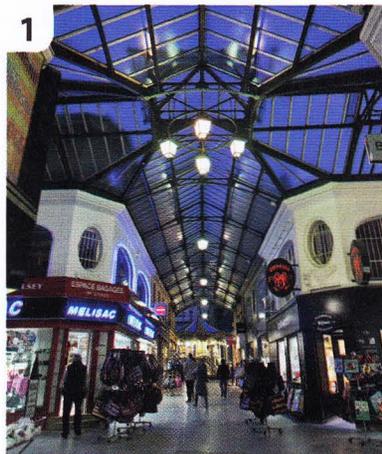
<p>Reasons it is a good/bad idea</p> <hr/>	<p>Topic</p> <hr/> <hr/> <hr/>	<p>My opinion</p> <hr/>
--	--------------------------------	---

K Look at your work in **J**. Answer the questions.

1 What is a good title for your blog?

2 What question can you ask your readers?

L Which photo works best for your blog? Check.



Write

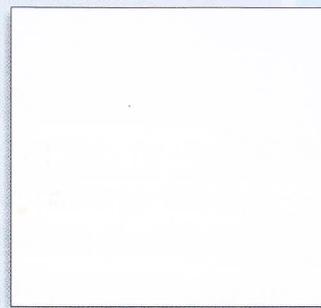
M Now write your blog. Use your work in activities **J** – **L** to help you. Draw or stick a picture.

Title

_____’s blog

Information

2
3
4



My opinion

Question for reader

6

2
3
4

Edit

N Read your blog and check.

	In my blog:	
<input type="checkbox"/>	I can write a title.	★ ★
<input type="checkbox"/>	I can write my opinion about my topic and give reasons.	★
<input type="checkbox"/>	I can write a question to the readers.	

5

How can we save the world?

Words to know

power plant suddenly electricity waste windmill trouble
secret mask suit turn into super mirror

Read

- A** Adventure stories are exciting and the characters are often in danger. What adventure stories do you know?
- B** Read the adventure story.

CAPTAIN ELECTRICITY and the Power Plant

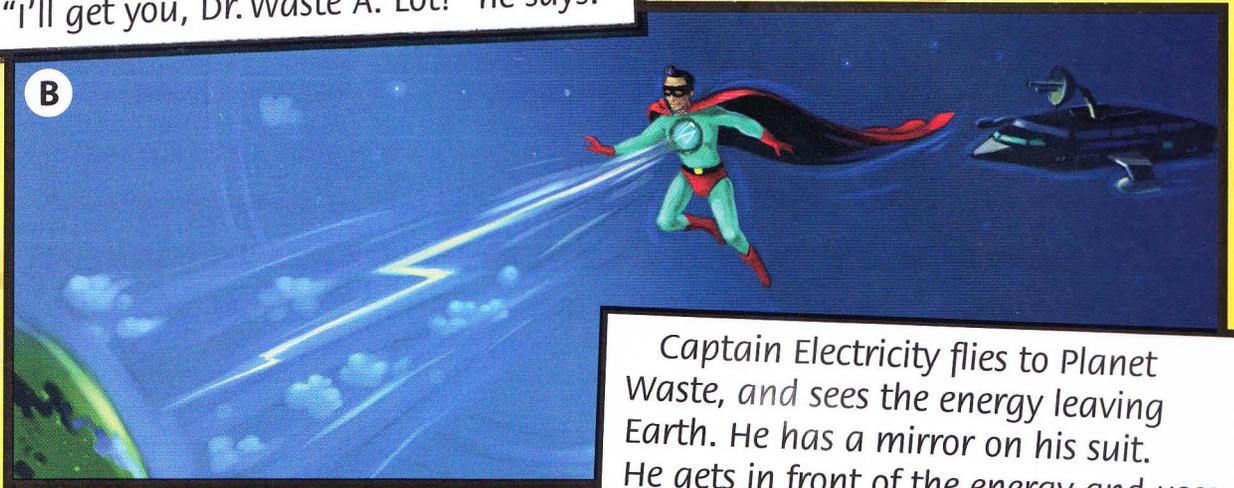
Dr. Eric C. Tee is working at a power plant in a rural area. Suddenly, the power goes out. Dr. Tee calls home, and his daughter says the windmills have stopped working. He looks outside and the sky is black.

The world is in trouble! Dr. Waste A. Lot is taking the world's energy from power plants to Planet Waste, and he is stealing the wind and sun!



Dr. Tee quickly goes to his secret room. He puts on a mask and his super suit. He turns into Captain Electricity! "I'll get you, Dr. Waste A. Lot!" he says.

B



Captain Electricity flies to Planet Waste, and sees the energy leaving Earth. He has a mirror on his suit. He gets in front of the energy and uses the mirror to send it back to Earth. Captain Electricity saves the world!

Understand

C Read the sentences. Write *Captain Electricity* or *Dr. Waste A. Lot*.

- 1 Who works at a power plant? _____
- 2 Who is taking the world's energy? _____
- 3 Who lives on Earth? _____
- 4 Who lives on Planet Waste? _____
- 5 Who saves the world? _____

D What is the problem in the story? Check.

- No one knows Dr. Eric C. Tee is Captain Electricity.
- Dr. Tee's daughter can't get to the power plant.
- Dr. Waste A. Lot is stealing the world's energy.
- Captain Electricity saves the world.

E Why do you think it's important to have a problem in an adventure story? Write.

F How does Captain Electricity solve the problem in this story? Write.

G Dr. Waste A. Lot takes energy from Earth. Captain Electricity gives the energy back. Here are some ways people waste and save energy in the real world. Write *W* for waste and *S* for save.

- 1 ____ turn lights off when not using them
- 2 ____ wash dishes by hand, not in a dishwasher
- 3 ____ run water when brushing teeth
- 4 ____ take a car instead of walking
- 5 ____ take a bicycle instead of a car
- 6 ____ carpool with friends in a car to events
- 7 ____ keep your computer on all night
- 8 ____ dry clothes in the sun, not in a dryer



Think

H Writing focus

An adventure story often has a problem and a solution.

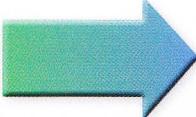
Problem: Dr. Waste A. Lot is stealing the world's energy.

Solution: Captain Electricity uses a mirror to send the energy back to Earth.

Look at the pictures in the story in **B**. Which one shows the problem? Which one shows the solution? Write the letters.

Problem: ____ Solution: ____

I Think of problems and solutions you could have in your adventure story. Write.

Problem: _____ _____		Solution: _____ _____
Problem: _____ _____		Solution: _____ _____
Problem: _____ _____		Solution: _____ _____

J Think of characters and settings you could have in your adventure story. Write your ideas.

Settings

Characters

Organize and Plan

K Look at your work in **I** and **J**. Choose your best ideas and complete the chart for your adventure story.

Setting	<hr/> <hr/>
Characters	<hr/> <hr/>
Problem	<hr/> <hr/>
Solution	<hr/> <hr/>

L Think about your characters. Describe them.

Name	Description
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

M Now look at your problem and solution more closely. Write.

1 What is the problem?

2 Who causes the problem?

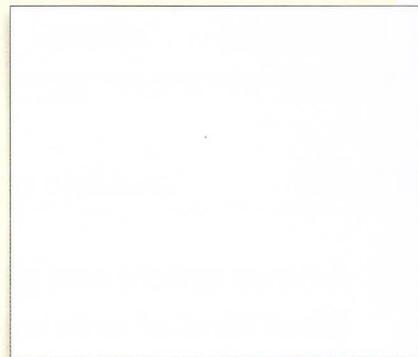
3 Who solves the problem?

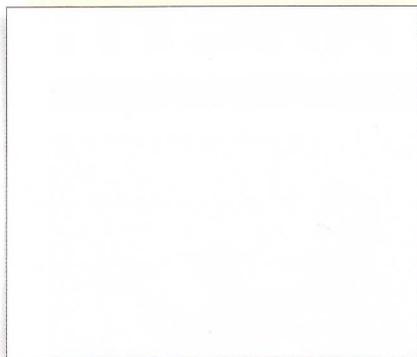
4 How does he / she solve the problem?

Write

N Now write your adventure story. Use your work in activities **K** – **M** to help you. Draw pictures that show the problem and solution.

Title _____





Edit

O Read your adventure story and check.

	In my adventure story:	
<input type="checkbox"/>	I can write about a problem and a solution to the problem.	
<input type="checkbox"/>	I can use interesting characters.	

6

Why do people make music?

Words to know

traditional amazing rock band guitar
 release album award popular

Read

- A** A news article can give people information – facts and opinions. What kind of articles do you enjoy reading?
- B** Read the news article.

THE NOT-ITS ARE IT!

BY JULIA KAY



The Not-Its is not a traditional band, and it is more than a band for children. It is an amazing rock band for children!

There are five people in *The Not-Its*. Tom Baisden, Danny Adamson, and Jennie Helman play guitars. Michael Welke

plays the drums and Sarah Shannon sings. They were friends in Seattle and in different bands. They all had children. They talked about how kids like rock music, but there weren't any rock bands for kids. So, in 2008, they started one!

The band released their first album, *We Are The Not-Its!* in 2009. It won a Fids and Kamily music award for one of the best children's music albums in 2009. A year later, they released *Time Out to Rock*. In 2011, they released *Tag, You're It!* In 2013, they released *KidQuake!*

The band is very popular with parents and children!

Understand

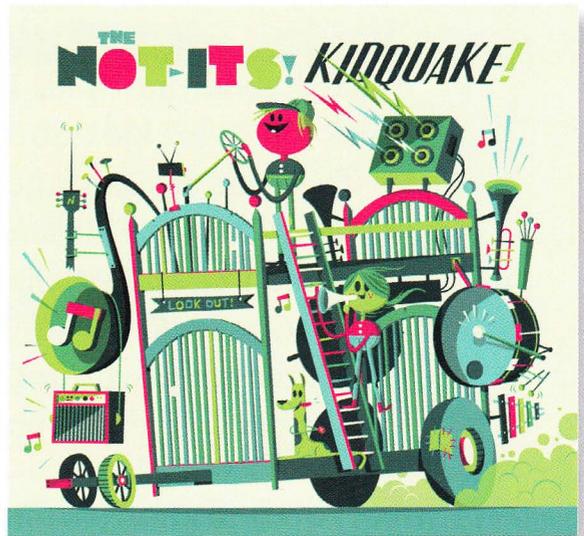
C Complete the chart.

Who?	What?	When?
_____	<u>They started a rock</u>	_____
_____	<u>band for kids called</u>	
_____	<u><i>The Not-Its.</i></u>	
_____	_____	
_____	_____	
Where?	Why?	
_____	_____	

D What kind of music do you listen to? Why do you like it? Write.

E Number the events in the correct order.

- ___ They released *Tag, You're It!*
- ___ They released *We Are the Not-Its!*
- ___ Tom, Danny, Jennie, Michael, and Sarah were in different bands.
- ___ They won a Fids and Kamily music award.
- ___ They talked about how there weren't any rock bands for kids.
- ___ They released *KidQuake!*
- ___ They started a rock band called *The Not-Its.*
- ___ They released *Time Out to Rock.*



F How did the band pick the names for their albums? Look at these possible reasons. Match.

- | | | |
|------------------------------|-----------------------|---|
| 1 <i>KidQuake!</i> | <input type="radio"/> | a In games, kids often say, "I'm not It!" |
| 2 <i>Time Out to Rock!</i> | <input type="radio"/> | b Kids should take time to listen and dance to music. |
| 3 <i>Tag, You're It!</i> | <input type="radio"/> | c Earthquakes move a lot and so do children. |
| 4 <i>We Are the Not-Its!</i> | <input type="radio"/> | d In a game called <i>Tag</i> , the person who is "it" chases other kids. |

G Why do you think the band is popular with parents and children? Write.

H Do you think you would like *The Not-Its*? Why?

Think

- I** Make a list of your favorite bands and singers. What kind of music do they play?



Band or Singer	Type of Music

- J** Choose one of the bands or singers in **I** to write a news article about. What do you know about the band? What do you want to know? Write.

Band / Singer: _____

K What I know	W What I want to know	L What I learned

- K** Use books, magazines, or the Internet to find out about your band or singer. Write the answers in the “L” column in **J**.

Organize and Plan

L Writing focus

A news article has these parts:

- 1 **Headline:** The title of the article.
- 2 **Byline:** The name of the writer.
- 3 **Lead:** The first paragraph. The lead starts with something interesting, so people want to keep reading. It gives the most important facts.
- 4 **The Story:** It gives more facts and details.

Look at the news article in **B** and the Writing Focus.
Find each part of the article 1–4.

M Think of a headline for your article. Can you make it interesting?

N What information can you put in your lead? Make a list.

O Look at your ideas in **J**. Write a timeline of things your band or singer has done.

When?	What?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Write

P Now write your news article about your band or singer. Use your work in activities **J** – **O** to help you. Draw or stick a picture.

Headline

Byline

Lead

The Story

Edit

Q Read your news article and check.

In my news article:

I can write a headline and a byline.

I can write a lead that is interesting.

I can write more details in the correct time order.



7

What makes people want to buy new inventions?

Words to know

video game player boots print post eyeglasses
 pet chew gum frame useful

Read

- A** An advertisement, or ad, can make people want to buy things. Read the ads. Which items do you want to have?

You need the fastest video game player!



We sell the most popular eyeglasses!



Your pet has to have these boots!



- B** Read the ad.

It's easy to print photos with

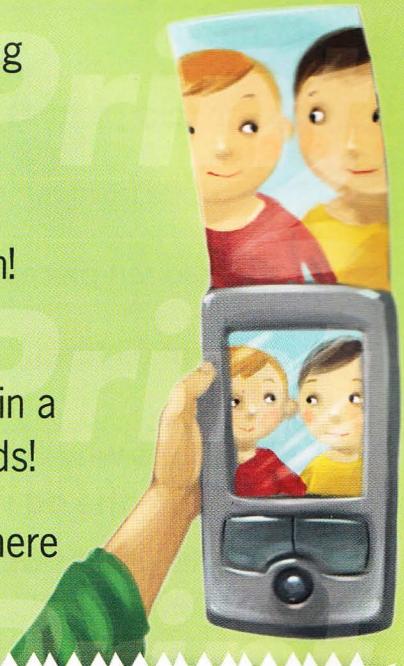
PhonePrint!

- Do you take photos with your phone?
- Do you take photos that you never print?
- Now you can take and print photos from your phone!

The *PhonePrint* phone has an amazing camera. You can take photos and post them online, just like other phones. But you can print photos right from the phone, too! It's easier than chewing gum!

The phone holds ten pieces of paper. Just take your photo, print it, and put it in a frame! Or you can print photos for friends!

This is the most useful camera phone there is. You have to have it today!



Buy one now and get 50 free pieces of photo paper.

Understand

C What is the ad for? Circle.

- 1 a phone that takes photos 2 a printer that takes photos
3 a camera phone that prints photos

D What questions are in the ad? Write and then answer.

E Ads often ask questions. They want the reader to answer "yes." Why do you think ads use these kinds of questions?

F Read the ad again. What features does the PhonePrint have? Check.

- | | |
|---|---|
| <input type="checkbox"/> You can take pictures with it. | <input type="checkbox"/> It can print 50 pictures at a time. |
| <input type="checkbox"/> It can make frames. | <input type="checkbox"/> You can post pictures online from the phone. |
| <input type="checkbox"/> It can hold ten pieces of paper. | <input type="checkbox"/> It is free. |
| <input type="checkbox"/> It can print pictures. | |

G Ads tell readers why they should buy something. Match the sentences from the ad with their purpose.

- | | | | |
|---|---|---|--|
| 1 Do you take photos with your phone? | • | • | a This shows the phone works like other phones. |
| 2 You can take pictures and post them online, just like other phones. | • | • | b This shows the phone is easy to use. It uses humor to make the reader laugh. |
| 3 But you can print photos right from the phone, too! | • | • | c This makes you feel like it is a good idea to buy it, because you get something extra without paying for it. |
| 4 It's easier than chewing gum! | • | • | d This shows something the phone does that other phones don't do. |
| 5 This is the most useful camera phone there is. | • | • | e Most people take photos with their phones. This shows how PhonePrint is useful. |
| 6 You have to have it today! | • | • | f This suggests you really need the phone. |
| 7 Buy one now and get 50 free pieces of photo paper. | • | • | g This says that the PhonePrint is the best camera you can buy. |

H Would you buy the PhonePrint? Why or why not?

Think

I Make a list of different things you could invent.

 <p>For home or school</p>  <hr/> <hr/> <hr/>	 <p>For fun</p>  <hr/> <hr/> <hr/>
 <p>For pets</p>  <hr/> <hr/> <hr/>	<p>Other</p> <hr/> <hr/> <hr/>

J Choose one of your inventions in **I**. What different things could it do? Make a list of its features.

K In the ad for the PhonePrint, they offer to give free paper when a person buys it. What could you offer for free with your invention? Write as many ideas as you can.

Organize and Plan

- L** What questions could you ask in your ad that will make someone say, "Yes, I need that"?

M Writing focus

People use persuasive language in ads to make readers want to buy something.

Use verbs with the subject "you" to show people that they need something.

You need... You have to have... You should buy...

Use adjectives that make the product seem great.

amazing wonderful new

Use comparative and superlative adjectives to make the product seem better than others.

It's easier than... It's the fastest... It's the most useful...

Look at the ad in **B**. What persuasive language does it use?

- N** Look at your ideas in **J**. Rewrite your best ideas using persuasive language.

- O** Look at your ideas in **K**. Choose one item to offer for free.

Write

- P** Now write an ad about your invention. Use your work in activities **I** – **O** to help you. Draw or stick a picture.



Edit

- Q** Read your ad and check.

In my ad:		
<input type="checkbox"/>	I can write about an invention and its features.	★
<input type="checkbox"/>	I can ask the reader questions.	★
<input type="checkbox"/>	I can use persuasive language.	★

8

What can we make from plants?

Words to know

ingredients butter flour zest lemon strawberry jam
oven grease cake pan beat stir spread

Read

- A** A recipe is a procedural text. It tells the reader how to do something in the correct order. What other procedural texts can you think of?
- B** Read the recipe.

Victoria Sponge Cake

Ingredients

225g butter
225g flour
225g sugar
4 large eggs
zest of 1 lemon
150g strawberry jam



Instructions

First, preheat the oven to 180° C / 350° F.

Then grease the sides and bottom of two cake pans.

Next, put the butter and sugar in a bowl and beat them together.

Then, add the eggs into the bowl one at a time. Beat in each egg before you add the next one. Stir in the flour and the lemon zest.

Next, pour the cake mixture into the two pans.

Put the pans in the oven and bake for 25 minutes until the cakes are a little brown on top.

Take the cakes out of the oven and let them cool a little. Then take the cakes out of the pans and let them cool completely.

Last, spread the jam on one cake and put the other cake on top, like a sandwich.

Suggestions

Use orange zest instead of lemon zest.

Put sugar on top of the cake.

Serve with fruit.

Understand

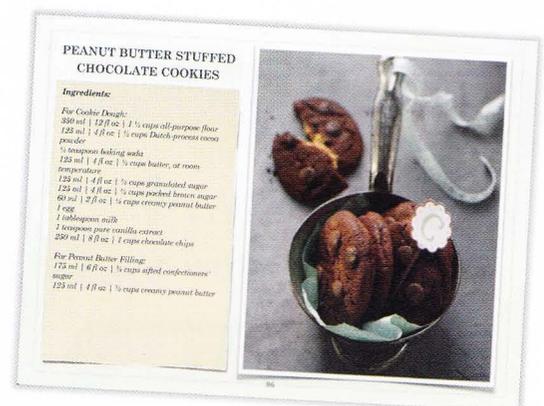
C Which of these ingredients do you think come from plants? Circle.

sugar butter flour eggs strawberries lemons

D What is the first thing that the recipe tells the reader to do? Why do you think this is first?

E Why do you think it is useful to include a picture in a recipe?

F When would you eat a cake like this?



G A recipe answers questions for the reader. Match the question to the section of the recipe that answers it.

- | | | |
|--------------------------|---|-------------------------|
| 1 What do I do? | • | • a Suggestions |
| 2 What else can I do? | • | • b Ingredients |
| 3 What things do I need? | • | • c Instructions |

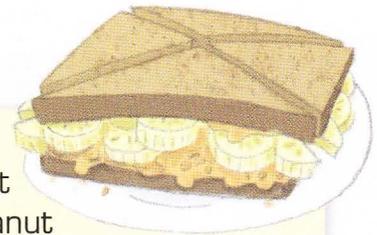
H Look at these sentences from the three sections of the recipe. How are they different? Write what you notice.

1 4 large eggs

2 Pour the cake mixture into the pans.

3 You can use orange zest instead of lemon zest.

I Carla is describing how she makes her favorite sandwich. Read and then rewrite as a recipe.



I spread butter on two pieces of brown bread. I spread peanut butter on one piece of bread. I cut up a banana into slices. I put the slices on the peanut butter. I put the other piece of bread on top. I cut the sandwich into triangles. Sometimes I cut it into squares. Also, I sometimes use white bread.

Carla's peanut butter and banana sandwich

Ingredients:

2 pieces of brown bread, _____

Instructions:

First, spread butter on two pieces of brown bread.

Suggestions:

You can also cut the sandwich into squares.

Use complete sentences and refer to the reader as "you."

Make a list.

Use complete sentences and the imperative.

Think

J What food do you like to make? Write.

K Think about the foods in **J**. Ask yourself these questions.

- 1 Do you know all of the ingredients that you need to make this food?
- 2 Do you know what to do, and the right order to do it?
- 3 Do you think you can teach someone how to make this food?

If you aren't sure, do you think you could find the answer?

L Write the title of your recipe in the box below. Add the ingredients.

M Writing focus

Adverbs of sequence help you order instructions.

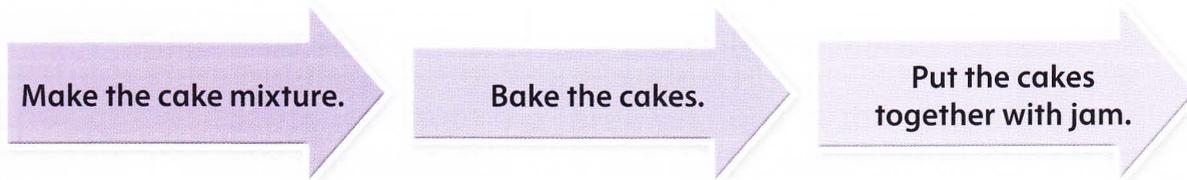
First Next Then Last

What is the first instruction in your recipe? Circle and write.

First, / Next, _____

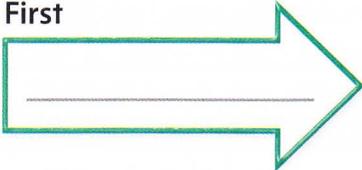
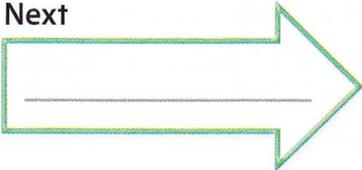
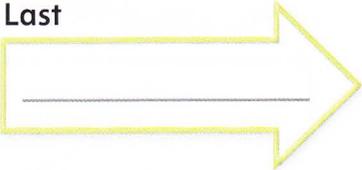
Organize and Plan

N When you write instructions, it helps to group them into stages. There are three stages to making the cake in the recipe in **B**.

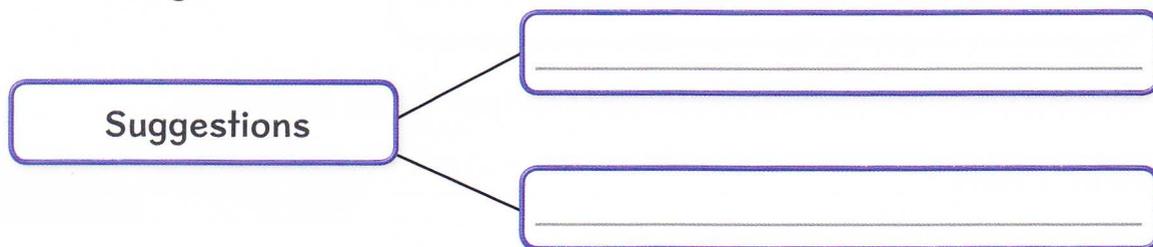


Make a list of all the instructions you need to put in your recipe.

Now, group the instructions into stages. Make sure to write your stages and instructions in the correct order.

First	Next	Last
		
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

O Write any suggestions that you want to include in your recipe in the diagram.



9

What do people explore today?

Words to know

explore explorer born grow up deep journey
healthy whale diver seafloor depth

Read

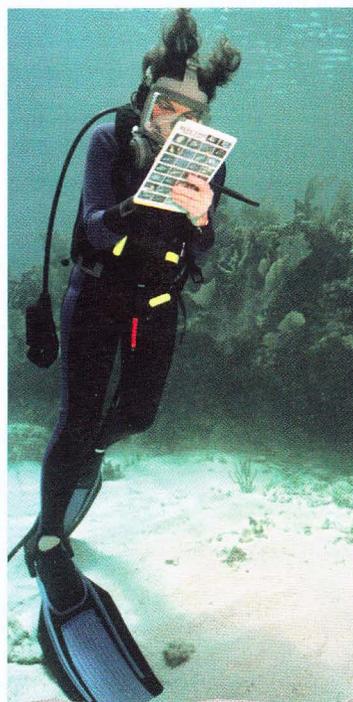
- A** A biography tells a true story about someone's life. Who would you like to read a biography about?
- B** Read the biography.

SYLVIA EARLE:

Exploring the Ocean

Dr. Sylvia Earle is an important explorer, and she helps the world's oceans. She goes on deep-sea journeys, and she studies plants and animals in the ocean.

Earle was born on August 30 1935, in New Jersey, in the US. She grew up on a farm. When she was 12, her family moved to Florida. They lived by the Gulf of Mexico, and Earle became interested in the ocean. In 1956, she finished college and became an oceanographer.



In 1977, she followed whales near Hawaii, Australia, and Alaska. In 1979, she walked on the seafloor at a record-breaking depth. She started Deep Ocean companies in 1980. The companies make machines that explore the ocean. In 1990, she started a new job: reporting on the planet's oceans. Today, she works at the National Geographic Society.

Sylvia Earle explores the oceans and helps ocean life. She is amazing!

Understand

C The biography about Sylvia Earle has four paragraphs. Match the paragraphs to the type of information.

- | | | |
|-------------------------------|---|--|
| 1 Paragraph 1: Introduction | • | • a Information about Earle's home, family, and childhood |
| 2 Paragraph 2: Body paragraph | • | • b Repeats who the biography is about |
| 3 Paragraph 3: Body paragraph | • | • c The main idea – states who the biography is about |
| 4 Paragraph 4: Conclusion | • | • d Information about Earle's job and her accomplishments |

D Read each sentence below. Which paragraph could you add each sentence to, 2 or 3?

- _____ Earle liked to learn about plants and animals in the woods near her farm.
- _____ Earle's parents loved nature, and they were always kind to animals.
- _____ In 1980, Earle wrote a book about walking on the seafloor.
- _____ On one deep-sea journey, Earle explored the ocean by the Galapagos Islands.
- _____ In 1966, Earle got a Ph.D. from Duke University and became Dr. Earle.
- _____ Earle's parents told her not to be afraid of new things.

E Write Sylvia Earle's life events and accomplishments from the biography on the timeline.

1935 _____

1948 _____

1956 _____

1977 _____

1979 _____

1980 _____

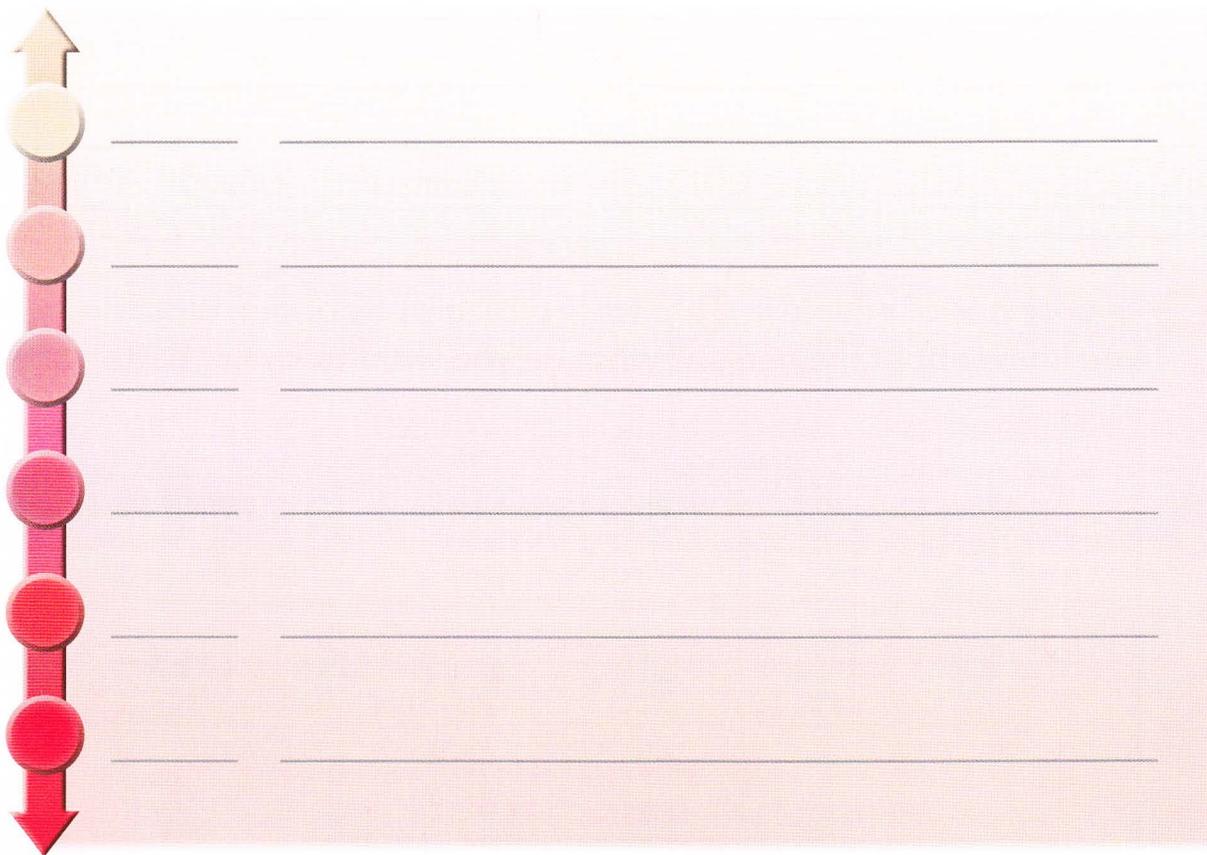
1990 _____

Today _____

F What important events and accomplishments would you include on a timeline about your life?

Organize and Plan

- J** Look at your information in **H**. Make a timeline for your person. Write dates and important events and accomplishments.



A vertical timeline graphic consisting of a red arrow pointing both up and down, with seven circular markers along its shaft. To the right of the arrow are seven horizontal lines for writing.

K Writing focus

A topic sentence gives the main idea of a text. It is near the beginning.

Dr. Sylvia Earle is an important explorer, and she helps the world's oceans.

A concluding sentence summarizes a text. It often repeats the main idea using different words. It is near the end.

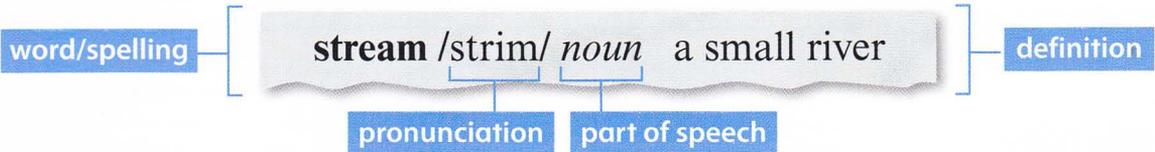
Sylvia Earle explores the oceans and helps ocean life.

Write a topic sentence and a concluding sentence for the biography of your person.

1 Using a dictionary

A Spelling strategy

You can use a dictionary to check your spelling.



B Find and correct four spelling errors in the text.

We went hyking in the rainforest and saw a boa constricter.
It was very scarey. My brother screemed, "Look!"

1 _____

3 _____

2 _____

4 _____

2 -y adjective endings

A Spelling focus

You can add -y to the end of some nouns to make adjectives.

Nouns with one vowel ending with a consonant.

Double the consonant and add -y:

star starry

The noun ends in -e. Drop the -e, and add -y:

ice icy

For many other nouns, just add -y to the end of the word:

rain rainy

B Write the adjectives for these words.

1 fun _____

4 cream _____

2 fish _____

5 fur _____

3 smoke _____

6 bounce _____

3

-le and -al endings**A Spelling focus**

The letters *-le* and *-al* at the end of words have the same sound. You need to remember the correct spelling, or use a dictionary to help you.

B Read the text and write the correct words in the chart.

I was outside at school when a beetle bit me. Ouch! It left a mark on my foot in the shape of an oval. I went to the hospital. The doctor was very gentle. She put some cream on it.

ends with <i>-le</i>		
ends with <i>-al</i>		

C Complete the words with *-le* or *-al*. Use a dictionary if you need help.

1 hand _____

3 journ _____

5 bubb _____

2 festiv _____

4 triang _____

6 princip _____

4

-tion and -sion endings**A Spelling focus**

You can add *-tion* or *-sion* to the end of some verbs to make nouns.

The verb ends with *-te*. Drop the *-e* and add *-ion*: rotate rota**tion**

The verb ends in *t*. Add *-ion*: suggest sugges**tion**

The verb ends in *-ss*. Add *-ion*: discuss discuss**ion**

The verb ends in *-de*. Drop the *-de* and add *-sion*: decide decis**ion**

B Write the nouns for these verbs.

1 televise _____

3 divide _____

2 celebrate _____

4 reflect _____

5

Words inside other words

A Spelling strategy

You can look for short words inside long words to help you with spelling.
vegetable break**fast**

Think of sentences to help you remember.

The vegetable has a table in it. I eat fast at breakfast.

B Circle words inside these words. Then write sentences to help you remember.

- 1 expensive _____
- 2 thermometer _____
- 3 electricity _____

6

-ing adjective endings

A Spelling focus

You can add *-ing* to the end of some verbs to make adjectives.

The verb ends in *-e*. Drop the *-e*, and add *-ing*:

challenge challeng**ing**

For many other verbs, just add *-ing* to the end of the word:

relax relax**ing**

B Complete the text with adjectives. Use the verbs given.

I love my art class. It's always _____ (interest), and it's never _____ (bore)! Sometimes, it can be _____ (tire) because we work on projects for hours. There's only one big problem – the classroom is _____ (freeze)! But I still really like the class.

7 Suffix -ful

A Circle the adjective in each sentence.
What three letters do all of the adjectives end with? _____

- 1 My laptop is very useful.
- 2 I'm careful when I ride my bike.
- 3 My sister is a thoughtful person.
- 4 Some foods can be harmful to pets.

B **Spelling focus**
You can add *-ful* to the end of some nouns and verbs to make adjectives.

C Write the adjective form of these nouns and verbs.

- 1 fear _____
- 2 color _____
- 3 cheer _____
- 4 play _____

8 Irregular plurals

A **Spelling focus**
Some nouns have an irregular plural form.

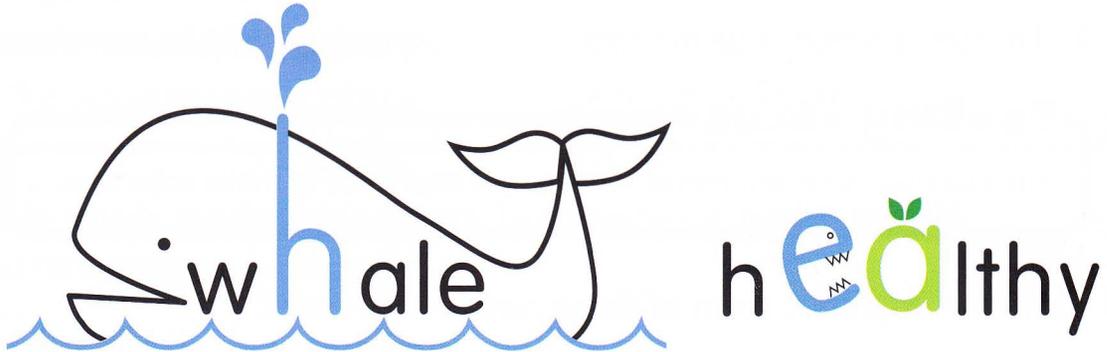
Drop <i>-f</i> , and add <i>-ves</i> :	leaf	leaves
Add <i>-es</i> to the end of the word:	potato	potatoes
The plural is the same as the singular:	moose	moose
For some words, you need to remember the irregular plurals or use a dictionary:	mouse	mice

B Write the plural form for these nouns.

- 1 tomato _____
- 2 shelf _____
- 3 tooth _____
- 4 wolf _____
- 5 foot _____
- 6 fish _____

A Spelling strategy

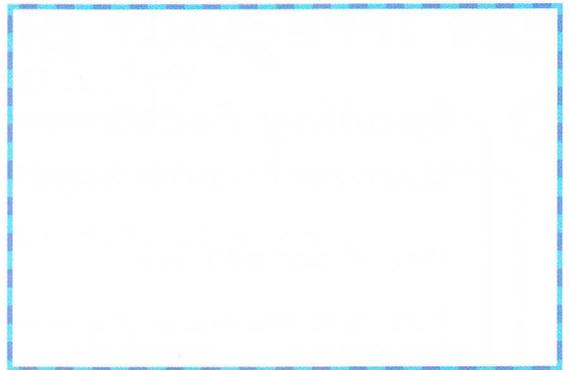
For words that are difficult to spell, make the tricky letter or letters big and draw a picture to help you remember.



B Draw pictures to help you remember the tricky letters in these words.



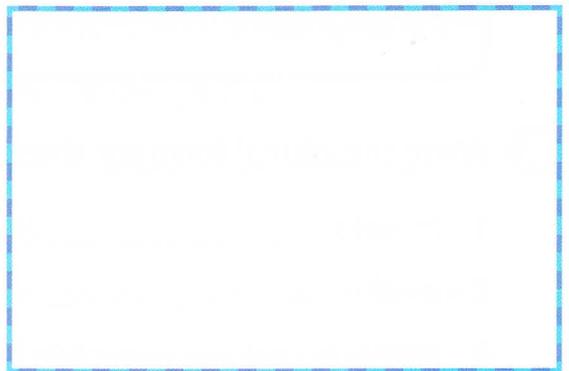
1 li**gh**tning



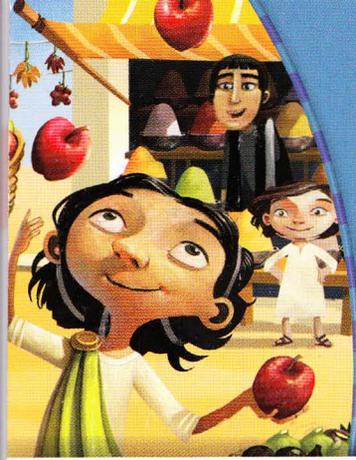
2 dol**ph**in



3 peng**u**in



4 s**W**ordfish



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with great futures

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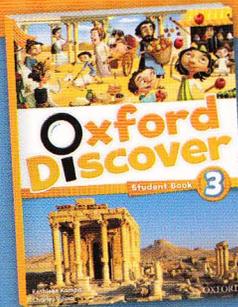
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