



# Oxford DISCOVER

## Writing and Spelling

2



Tamzin Thompson

OXFORD

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UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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First published in 2014

2018 2017 2016 2015 2014

10 9 8 7 6 5 4 3 2

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ISBN: 978 0 19 427864 5

Printed in China

This book is printed on paper from certified and well-managed sources

**ACKNOWLEDGEMENTS**

*Cover Photo:* Craig van der Lende/Getty Images

*Cover Illustration:* Michael Slack

*Illustrations by:* Bill Bolton/Advocate pp.8, 9 (water cycle), 16, 17, 28, 32; Judy Brown pp.6, 9 (girl with umbrella), 10, 18, 22, 30

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# Scope and Sequence

## Writing

UNIT	WORDS TO KNOW	WRITING FOCUS	WRITING OUTPUT	PLANNING TOOLS
<b>1</b> How do animals help people? Page 4	desert thick hair protect feet sand hump save dry transport	Main Idea and Details	Report	Main Idea and Details Chart
<b>2</b> Where does rain come from? Page 8	shines collects evaporates liquid gas cool droplets clouds rivers ocean	Cause and Effect	Process Text	Flow Chart
<b>3</b> How are clothes different now than in the past? Page 12	invent jeans formal material teenagers adults popular casual comfortable styles	Sequencing	Report	Timeline
<b>4</b> What happens next? Page 16	reflection bone juicy shady relax pond tasty grab fall silly	Plot	Story	Notes
<b>5</b> How can we be happy? Page 20	lonely join club team interests hobbies smile helpful invite find out	Problem and Solution	Advice Poster	Main Idea and Details Chart
<b>6</b> How do cities change? Page 24	capital city area ugly buildings dust pollution stream remove modern paths	Compare and Contrast <i>Ten years ago</i> , this area was polluted. There <i>were</i> old buildings <i>then</i> .	Report	T Chart
<b>7</b> What's your favorite place? Page 28	beach look smell sound taste feel lovely delicious shells smooth rough	Setting	Descriptive Paragraph	Matrix
<b>8</b> How do things move? Page 32	carnival ride wheel seats cables support frame engine center sides turns	Describing an Object Using Spatial Organization <i>Inside</i> the large wheel there is a smaller wheel.	Descriptive Paragraph with Diagram	Main Idea and Details Chart
<b>9</b> Is it a good work of art? Page 36	sculpture artist shiny silver bronze reflect strange curved work of art metal	Fact and Opinion <i>I think</i> it's very modern.	Opinion Text	Wh-Chart



# Spelling Master Class

UNIT	SPELLING FOCUS / STRATEGY
<b>1</b> Page 40	Look, Say, Cover, Write, and Check
<b>2</b> Page 41	<i>f ph gh</i> <i>father elephant laugh</i>
<b>3</b> Page 42	<i>ir ur er</i> <i>bird nurse farmer</i>
<b>4</b> Page 43	Past Simple Endings: verb + <i>ed</i> <i>walked breathed stopped</i>
<b>5</b> Page 44	<i>air are ear</i> <i>chair care bear</i>
<b>6</b> Page 45	<i>c k ck</i> <i>calm kettle truck</i>
<b>7</b> Page 46	<i>ou ow oi oy</i> <i>mouse cow boy noise</i>
<b>8</b> Page 47	Comparative and Superlative Endings: <i>-er -ier</i> and <i>-est -iest</i> <i>smarter greedier shorter shortest</i> <i>funnier funniest</i>
<b>9</b> Page 48	<i>or oor oar</i> <i>horns door board</i>

## 1

## How do animals help people?

## Words to know

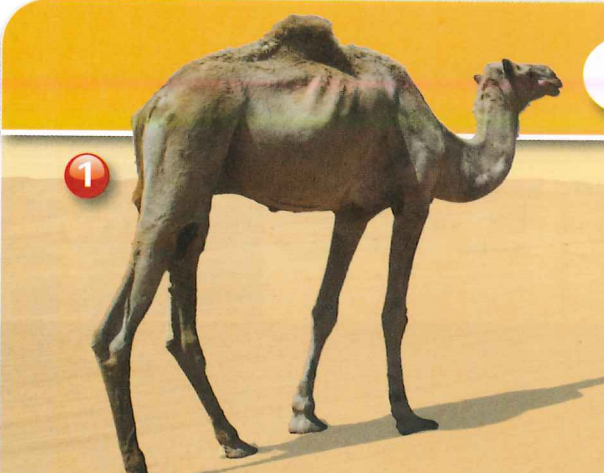
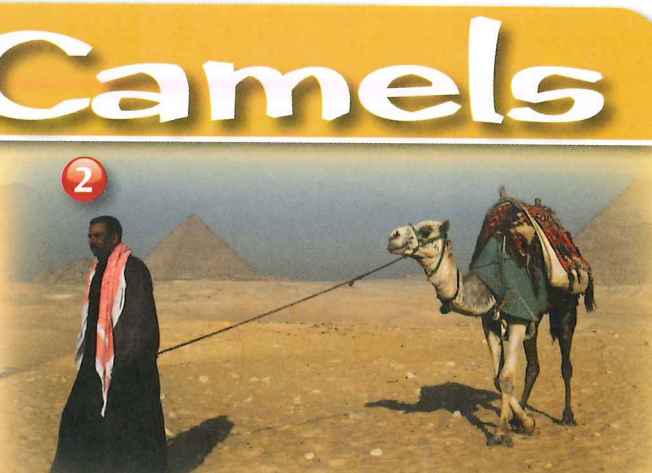
desert    thick    hair    protect    feet  
sand    hump    save    dry    transport

## Read

**A** Look at the text below. Which paragraph is about...

- a  how camels help people?    b  what camels look like?

**B** Read.

# Camels

Camels are large, interesting animals. They have thick, light brown hair. Their hair protects them from the sun. Their big feet help them walk on the hot sand. Camels have humps on their backs. They save water in their humps, so they can drink in the dry desert.

People use camels for lots of different things. Camels are very strong. They can carry people and things across the desert. People also drink camels' milk and use camels' hair to make clothes. People use camels for transport in Africa, Asia, and Australia.



# Understand

**C** Read and circle the correct answer.

- |   |                                          |      |       |
|---|------------------------------------------|------|-------|
| 1 | Camels have light brown hair.            | True | False |
| 2 | Camels have small feet.                  | True | False |
| 3 | Camels are strong.                       | True | False |
| 4 | People use camels' hair to make clothes. | True | False |
| 5 | Camels live in America.                  | True | False |

**D** Read the text in **B** and complete the chart.

carry things      big feet      drink milk  
 have humps      thick hair      make clothes

Camels	
What camels look like	How people use camels
big feet	

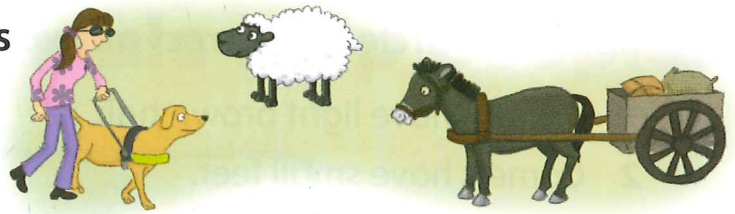
**E** Look at the information in **D**. Complete the sentences.

- 1 Camels are safe in the hot sun because they have thick hair.
- 2 Camels can walk on hot sand because they have \_\_\_\_\_.
- 3 Camels can save water because they have \_\_\_\_\_.
- 4 People use camels to \_\_\_\_\_ across the desert.
- 5 People can \_\_\_\_\_ from camels' hair.
- 6 People can also \_\_\_\_\_ from camels.

**F** Think about the information in **B**. How do camels help people? Why do you think people use camels in the desert?

# Think

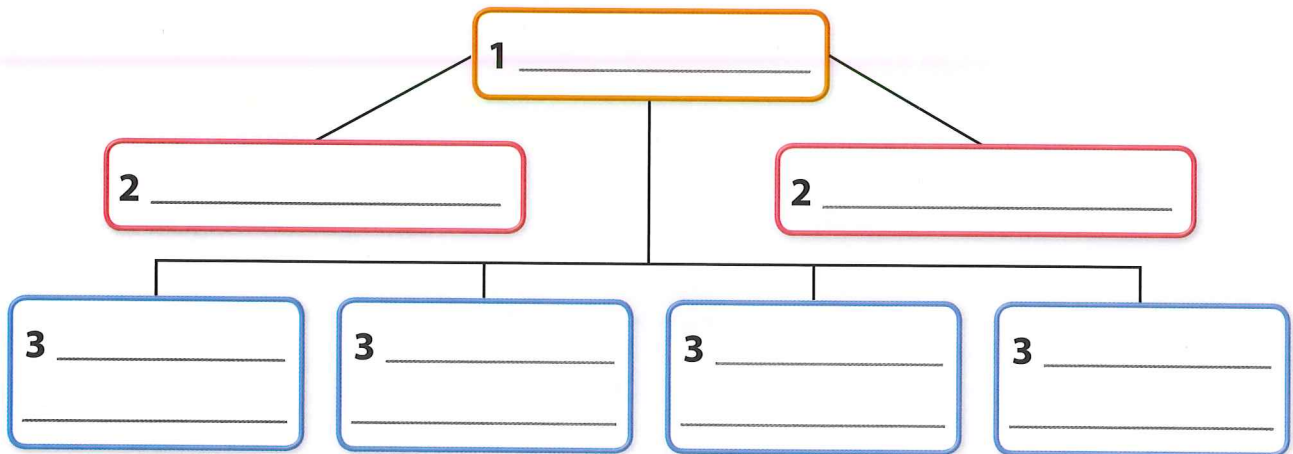
- G** Think about other animals that help people. Make a list of these animals.



# Plan

- H** Choose an animal from **G**. Read the questions and complete the Word Web.

- 1 What is the animal?
- 2 What does the animal look like?
- 3 How does the animal help people?



## **I** Writing focus

When we write a report, we divide our text into paragraphs. In each paragraph, we write the **main idea**.

*Camels are large, interesting animals.*

Then we write **details** about the main idea.

*Their hair protects them from the sun.*



## Write

- J** Now write about your animal. Use your work in **H** to help you. Then, draw or glue a picture of your animal.

\_\_\_\_\_ are \_\_\_\_\_. They have \_\_\_\_\_

They can \_\_\_\_\_

People use \_\_\_\_\_

People can \_\_\_\_\_

## Edit

- K** Read and check.

In my writing:

- I can follow a writing plan.
- I can write paragraphs.
- I can write a main idea in each paragraph.
- I can write detail sentences for each main idea.

# 2

## Where does rain come from?

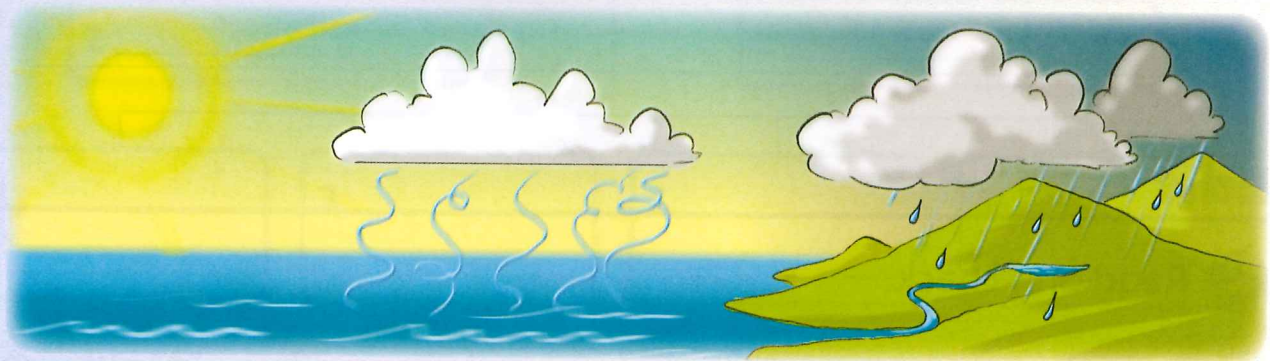
### Words to know

shines    collects    evaporates    liquid    gas  
 cool    droplets    clouds    rivers    ocean

### Read

- A** Look at the text and the diagram. What forms of water can you see (solid / liquid / gas)? When do you think water changes form?
- B** Read.

### The Water Cycle



When the sun shines, it heats the ocean. When the water in the ocean becomes warm, it evaporates. This means that it changes from a liquid to a gas and rises up into the air. When the water is in the air, it becomes cool again. It changes

into droplets of water. The droplets become clouds. When the clouds are full of water, drops of water fall to the ground. These drops of water are rain or snow. The water from rain and snow collects in the rivers and flows into the ocean.

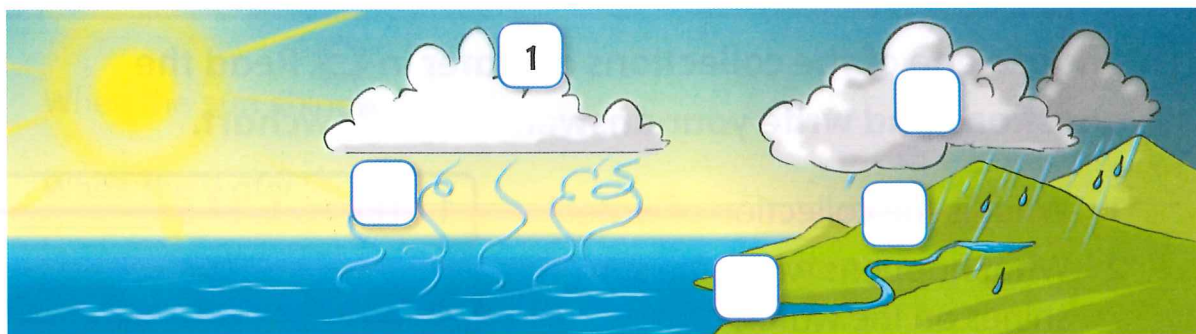


## Understand

**C** Match the sentence parts below to make complete sentences.

- |   |                                          |                       |                       |          |                                           |
|---|------------------------------------------|-----------------------|-----------------------|----------|-------------------------------------------|
| 1 | When the sun shines on the ocean,        | <input type="radio"/> | <input type="radio"/> | <b>a</b> | rain falls to the ground.                 |
| 2 | When water becomes warm,                 | <input type="radio"/> | <input type="radio"/> | <b>b</b> | the water becomes warm.                   |
| 3 | When the water droplets in the air cool, | <input type="radio"/> | <input type="radio"/> | <b>c</b> | it collects in rivers and into the ocean. |
| 4 | When the clouds are full of water,       | <input type="radio"/> | <input type="radio"/> | <b>d</b> | they become clouds.                       |
| 5 | When rain or snow falls,                 | <input type="radio"/> | <input type="radio"/> | <b>e</b> | it rises up into the air.                 |

**D** Write the numbers from **C** on the diagram.



**E** Complete the sentences with the words in the box.

cool   air   warm   ocean

- 1 The sun heats the water in the \_\_\_\_\_.
- 2 Water changes from a liquid to a gas when it is \_\_\_\_\_.
- 3 When water evaporates, it rises into the \_\_\_\_\_.
- 4 Water changes from a gas to a liquid when it is \_\_\_\_\_.

**F** Think about the water cycle. Does it rain a lot where you live? Where does the water collect? Why do we need rain?



# Think

**G** The ocean is a collection of water. What other collections of water can you think of? Make a list.



# Plan

**H** Choose one of the collections of water in **G**. Read the questions and write your answers in the flowchart.

- 1 What is the collection of water?
- 2 What happens when the sun shines on the water?
- 3 What happens when the water droplets cool?
- 4 What happens when the clouds are full of water?
- 5 What happens when the rain falls?

1 The cycle of a \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

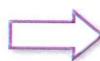
5 \_\_\_\_\_

## **I** Writing focus

**Cause** and **effect** tell how one event makes another event happen. The **cause** is why something happens. The **effect** is what happens after the cause.

**Cause**

The sun shines on the ocean.



**Effect**

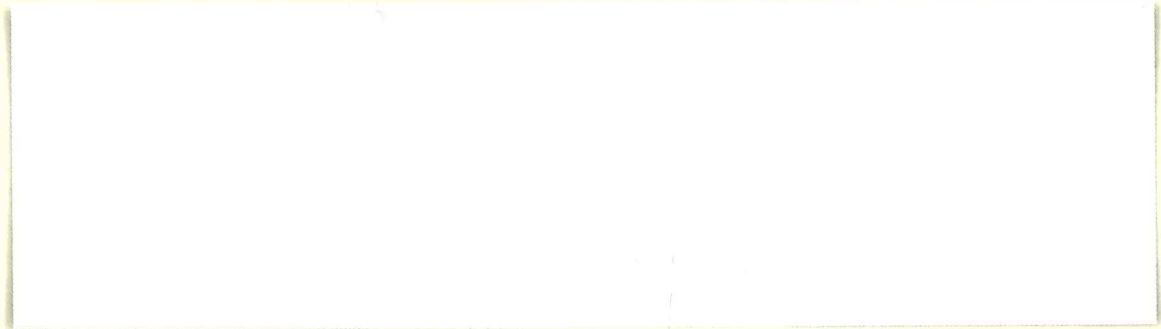
It heats the water in the ocean.



## Write

- J** Now write about the cycle of a collection of water. Use your work in **H** to help you, and think about cause and effect. Then, draw a diagram to show the cycle.

The Cycle of a \_\_\_\_\_



When the sun shines, \_\_\_\_\_.

When the water \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Edit

- K** Read and check.

In my writing:

- I can follow a writing plan.
- I can write about causes and effects.
- I can write about a cycle.
- I can draw a diagram explaining the cycle.

# 3

## How are clothes different now than in the past?

### Words to know

invent jeans formal material teenagers  
adults popular casual comfortable styles

### Read

- A** Look at the text and the pictures. How are jeans different now than in the past?
- B** Read.

## Jeans

Long ago, before 1850, men and boys wore formal pants all the time. Then about 150 years ago in the U.S.A., a man called Levi Strauss invented jeans.



1850

In the 1950s, jeans became very popular in America. Teenagers and young adults wore jeans because they wanted to look cool!



1950s

A hundred years ago, a lot of men wore jeans to work. They liked jeans because the material was very strong. In 1900, jeans were always dark blue.



1900

Today, people all over the world wear jeans. They're popular because they're casual and comfortable. Now, you can buy jeans in lots of different colors and styles.



Today



# Understand

**C** Answer the questions. Write *Yes* or *No*.

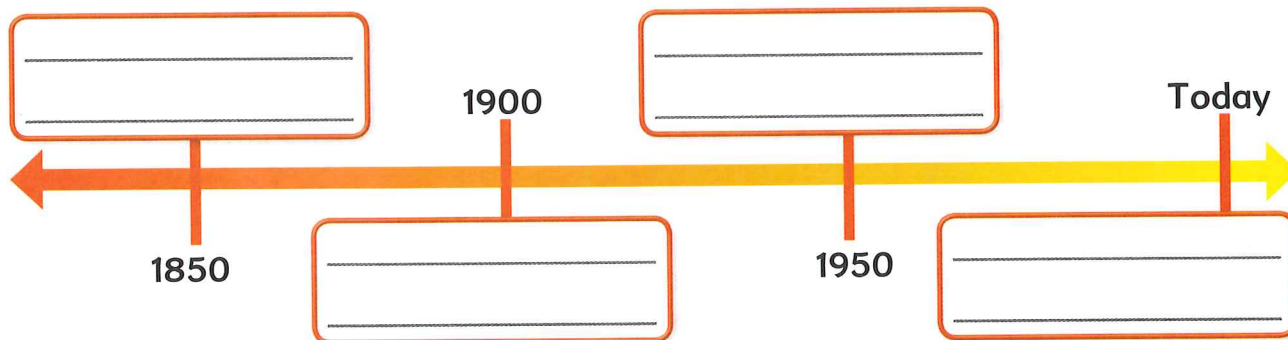
- 1 Did Levi Strauss invent jeans in the UK? \_\_\_\_\_
- 2 Were jeans always dark green in 1900? \_\_\_\_\_
- 3 Did jeans become popular in the 1950s? \_\_\_\_\_
- 4 Are jeans always dark blue now? \_\_\_\_\_

**D** Look at the text in **B**. Complete the sentences.

- 1 A hundred years ago, men liked jeans because \_\_\_\_\_  
\_\_\_\_\_
- 2 In 1900, all jeans looked the same because \_\_\_\_\_  
\_\_\_\_\_
- 3 In the 1950s, teenagers wore jeans because \_\_\_\_\_  
\_\_\_\_\_
- 4 Today, jeans are popular because \_\_\_\_\_  
\_\_\_\_\_

**E** Complete the timeline with the sentences in the box.

A lot of people wear jeans.      Jeans became popular in the U.S.A.  
Levi Strauss invented jeans.      Some men wore jeans for work.



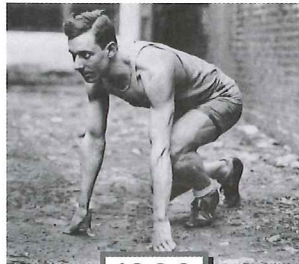
**F** Think. Do you like wearing jeans? Why or why not?  
Do you prefer formal or casual clothes?

# Think

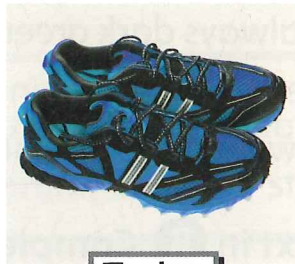
**G** Sneakers are also different now than in the past. Look at the pictures. Which sneakers are the oldest? Which are the newest?



30 years ago



1900



Today



1960

# Plan

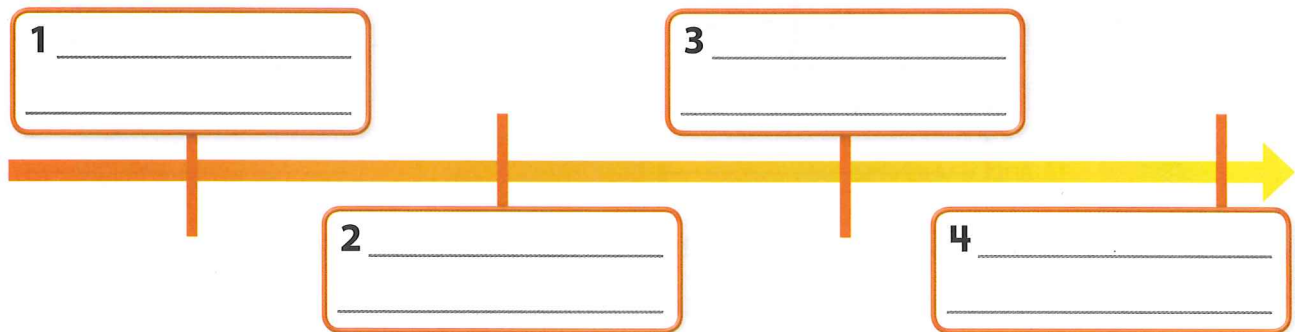
## H Writing focus

We write about events in history, in **sequence** – in the order they happened. We start with the oldest event and finish with the newest event.

- Levi Strauss invented jeans 150 years ago. (1)
- In 1900, a lot of men wore jeans to work. (2)
- In the 1950s, jeans became popular. (3)
- Today, lots of people wear jeans. (4)

**I** Read the questions and complete the timeline with information from the pictures in **G**.

- 1 When did people invent sneakers?
- 2 How did they change?
- 3 When did they become popular?
- 4 What are they like today?





## Write

- J** Now write about sneakers, and how they are different now than in the past. Use your work in **I** to help you. You can draw or glue a picture.

In \_\_\_\_\_.

In \_\_\_\_\_.

They \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Today, \_\_\_\_\_

\_\_\_\_\_




\_\_\_\_\_



## Edit

- K** Read and check.

In my writing:

- I can follow a writing plan. 
- I can write about past events in sequence. 
- I can use past tense verbs to write about events in the past.
- I can use present tense verbs to write about events now. 

## 4

## What happens next?

## Words to know

reflection	bone	juicy	shady	relax
pond	tasty	grab	fall	silly

## Read

- A** Look at the pictures. What do you think the story is about?
- B** Read.

## The Silly Dog and His Reflection



It's a sunny afternoon. Dino the dog is happy because he has a juicy bone. He's looking for a shady place to relax and eat his bone.



Dino walks near a pond. He looks into the water. There's a dog in the water! The dog in the water has a bone, too! It looks very tasty!



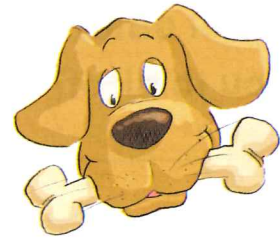
Dino is greedy. He opens his mouth to grab the bone in the water. But Dino's bone falls into the water! Now Dino has no bones. He's hungry and he feels very silly.



# Understand

**C** How does Dino feel in the story? Complete the sentences with the words in the box.

greedy    silly    happy    surprised



- 1 Dino feels \_\_\_\_\_ when he has a juicy bone.
- 2 Dino feels \_\_\_\_\_ when he sees a dog in the pond.
- 3 Dino feels \_\_\_\_\_ when he tries to grab the bone in the water.
- 4 Dino feels \_\_\_\_\_ when he has no bones.

**D** Think about the story. Number the sentences in the correct order.

- |                                                            |                                                                               |
|------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input type="checkbox"/> Dino wants the bone in the water. | <input checked="" type="checkbox"/> 1 Dino looks for a place to eat his bone. |
| <input type="checkbox"/> Dino's bone falls into the water. | <input type="checkbox"/> Dino walks near a pond.                              |
| <input type="checkbox"/> Dino opens his mouth.             | <input type="checkbox"/> Dino sees a dog with a bone in the water.            |

**E** Now match a sentence from **D** to a picture below. Write the numbers.



**F** Think. What do you like or dislike about the story? Tell a partner what happens in the story. Do you know any other stories about animals?

# Think

- G** What other silly animals can you think of? Make a list.

\_\_\_\_\_

\_\_\_\_\_



# Plan

- H** Choose an animal for your story from your list in **G**. Answer the questions and complete the notes.

- 1 What's the animal in your story?
- 2 Can you think of a name for your animal?
- 3 What does your animal like to eat?

1 The animal in my story is a \_\_\_\_\_

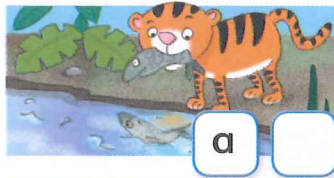
2 Its name is \_\_\_\_\_

3 It likes to eat \_\_\_\_\_

# I Writing focus

When we write a story, we need to think of a **plot**. The plot is the sequence of events that happen in the story.

- J** Match the sentences to the pictures. Write the letter next to the picture. Then number the pictures in order.



- a Tigger sees a tiger and a fish in the water.
- b Tigger walks near a river.
- c Tigger the Tiger has a fish.
- d Tigger tries to grab the fish in the water.



## Write

- K** Now write a story about your animal. Use your work in **H** and **J** to help you. Draw or glue a picture.

The Silly \_\_\_\_\_

It's a \_\_\_\_\_

\_\_\_\_\_ name is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

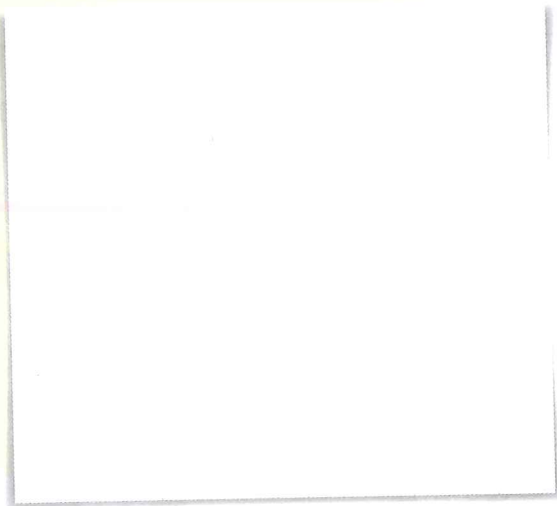
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Edit

- L** Read and check.

	In my writing:	
<input type="checkbox"/>	I can follow a writing plan.	★
<input type="checkbox"/>	I can write a story with a plot.	★
<input type="checkbox"/>	I can check my spelling and punctuation.	★

# 5

## How can we be happy?

### Words to know

lonely    join    club    team    interests  
 hobbies    smile    helpful    invite    find out

### Read

**A** Look at the poster. What is the problem? Why is the boy unhappy?

- a  The boy doesn't like sports.
- b  The boy doesn't like his friends.
- c  The boy doesn't have any friends.

**B** Read.

**I'm at a new school. I feel lonely. How can I make new friends?**

- *Join a school club or sports team. You can meet people with the same interests and hobbies.*
- *Be kind and helpful to people. Smile and say "Hello"!*
- *Be yourself: don't change who you are.*
- *Don't be scared! The other students at your school are people, just like you.*
- *When you know a few people, invite them to your house. You can watch a movie, listen to music, and find out more about your new friends.*

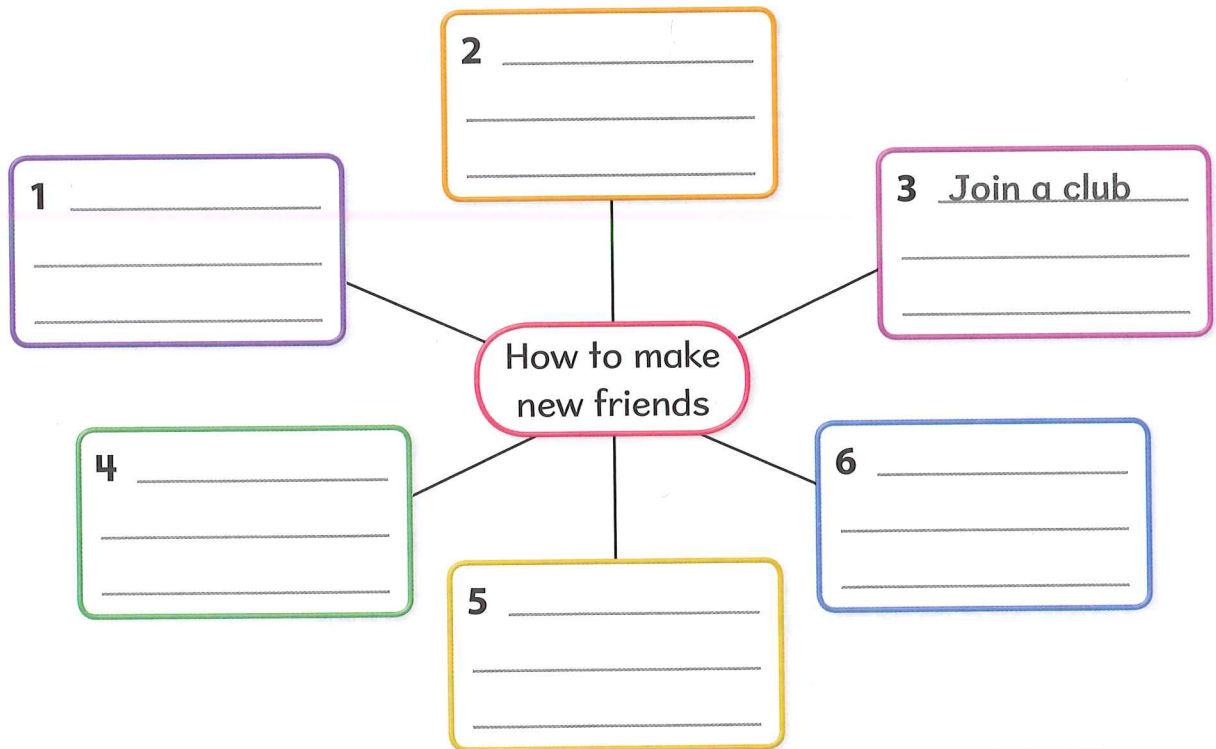


# Understand

**C** Look at the poster. Match the sentence parts to make complete sentences.

- |            |   |     |                       |
|------------|---|-----|-----------------------|
| 1 Join     | ● | ● a | at people.            |
| 2 Be       | ● | ● b | change who you are.   |
| 3 Smile    | ● | ● c | people to your house. |
| 4 Don't be | ● | ● d | a club.               |
| 5 Don't    | ● | ● e | scared.               |
| 6 Invite   | ● | ● f | kind to people.       |

**D** Complete the word web with the sentences from **C**.



**E** Think. Do you ever feel lonely or unhappy? How do you make new friends? Why do you think friends are important?



# Think

**F** Think about these other events. Talk about them with a partner. Do these things ever make you unhappy or worried?

- taking tests at school
- playing sports or being in a team
- performing or talking in front of the class



# Plan

**G** Choose one of the events from the list in **F**. Read the questions and complete the table.

What is the event?	What can you do to feel happier?
_____	_____
_____	_____

## H Writing focus

When we write a poster giving advice and information, we can write a **problem** and **solutions**.

I feel lonely.

**Problem**

Join a school club or sports team.

**Solution**

**I** Look and match the problems and solutions.



My friend is angry with me.



My friend is moving to another town.



I'm not very good at soccer.

- 1 Call your friend every week. You can tell him your news.
- 2 Practice playing soccer on the weekend with a family member.
- 3 Talk to your friend. You can find out why she is angry.



## Write

- J** Now write a poster about a problem and some solutions. Use your work and ideas in **G** to help you. You can draw or glue a picture.

A large writing area with horizontal lines. On the right side, there is a blue speech bubble graphic with two horizontal lines inside it. The writing area is divided into three sections by small brown dots on the left side.

## Edit

- K** Read and check.

	In my writing:
<input type="checkbox"/>	I can follow a writing plan.
<input type="checkbox"/>	I can write about a problem.
<input type="checkbox"/>	I can write solutions to solve the problem.

Three yellow stars of different sizes are scattered on the right side of the form.

# 6

## How do cities change?

### Words to know

capital city    area    ugly    buildings    dust  
 pollution    stream    remove    modern    paths

### Read

- A** Look at the text and pictures. Which picture do you think shows the past? Which picture do you think shows the present?
- B** Read.



Seoul is the capital city of South Korea. Fifteen years ago, this area in the center of Seoul was a gray, ugly place. There were very old buildings. There was lots of dust and pollution. The stream was dirty. People didn't go there.

In 2003, people removed the old buildings, cleaned up the area, and made it beautiful again. Today, the area is a green park in the center of the city. There are modern buildings and new paths now. There are trees, plants, and birds. The stream is clean and children can play there. It's a cool place to walk, meet friends, or relax.



## Understand

**C** Look at the text in **B**. Then read the sentences and write *True or False*.

- 1 This area is in a city. \_\_\_\_\_
- 2 The area was polluted fifteen years ago. \_\_\_\_\_
- 3 The buildings were modern fifteen years ago. \_\_\_\_\_
- 4 The area is gray and ugly now. \_\_\_\_\_
- 5 Children can play in the stream now. \_\_\_\_\_

**D** What was this area in Seoul like in the past? What is it like now? Complete the chart.

gray    clean    ugly    modern

Then	Now
1 _____	green _____
2 old _____	_____
3 _____	beautiful _____
4 dirty _____	_____

**E** Look at the information in **D**. Complete the sentences.

- 1 There was lots of pollution in the past, but \_\_\_\_\_
- 2 The area was gray in the past, but now it's \_\_\_\_\_
- 3 The buildings were old in the past, but \_\_\_\_\_
- 4 The area was ugly in the past, but \_\_\_\_\_
- 5 The area \_\_\_\_\_, but now it's clean.

**F** Think. Do you think this area in Seoul is better now? Why? Why is it important to have parks in cities?

## Think

- G** Think of a place in your country, city, or neighborhood that was different in the past. Talk about it with a partner. Was it better in the past or is it better now? Why?

## Plan

- H** Think about the place from **G**. Read the questions and write your answers in the diagram.

- 1 What is the name of the place?
- 2 What was there in the past, but isn't there now?
- 3 What is there now, but wasn't there in the past?
- 4 What was there in the past and is also there now?

1 \_\_\_\_\_

THEN		NOW
2 _____ _____ _____	4 _____ _____ _____	3 _____ _____ _____

### **I** Writing focus

When we contrast a place in the past to the present, we first write what the place was like in the past, then we write about what the place is like now.

When we write about the **past**, we can use these words:

**Ten years ago**, this area **was** polluted. There **were** old buildings **then**.

When we write about the **present**, we can use these words:

**Today**, the area **is** green. **Now** there **are** trees and plants.



## Write

- J** Now write about a place in your country. Use your work in **H** to help you. Draw or glue two pictures.

\_\_\_\_\_

\_\_\_\_\_ is \_\_\_\_\_

\_\_\_\_\_ years ago, \_\_\_\_\_.

There \_\_\_\_\_.

It \_\_\_\_\_.

Today, \_\_\_\_\_.

\_\_\_\_\_.

There \_\_\_\_\_.


\_\_\_\_\_.


It \_\_\_\_\_.


## Edit

- K** Read and check.

In my writing:

I can follow a writing plan. 

I can write about the past. 

I can write about the present. 

I can contrast two different things.

# 7

## What's your favorite place?

### Words to know

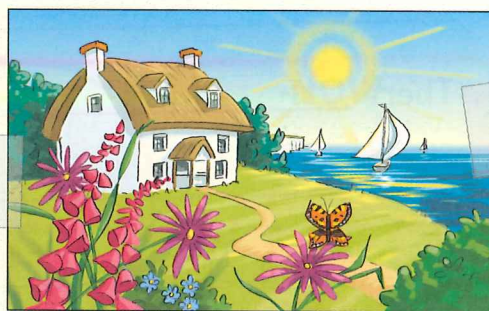
beach look smell sound taste feel  
lovely delicious shells smooth rough

### Read

- A** Look at the picture. Would you like to visit this place? Why or why not?
- B** Read.

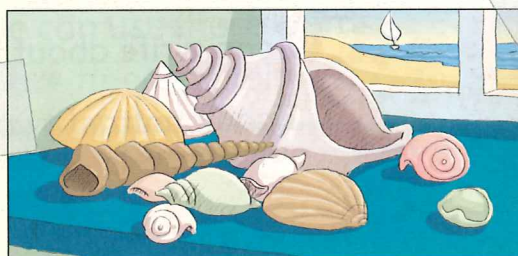
### My Favorite Place

My grandparents' house is near the beach. It isn't big, but it looks very pretty. Inside, the house smells lovely, because my grandma always makes cakes and cookies. She makes my favorite cookies when I visit. They taste delicious!



My grandpa and I collect shells on the beach. Some shells feel smooth and some shells feel rough. When I hold big shells to my ear, they sound like the ocean. It's amazing! I'm always happy at my grandparents' house.

By Callie, age 8





# Understand

**C** Read and circle the correct words.

- 1 The house is **big** / **small** .
- 2 Callie's **grandpa** / **gramdma** makes cookies.
- 3 Callie and her grandpa collect **shells** / **cookies**.
- 4 Callie holds shells to her **ear** / **eye**.
- 5 Callie is always **sad** / **happy** at her grandparents' house.

**D** Match the sentence parts below to make complete sentences.

- |                     |   |   |                          |
|---------------------|---|---|--------------------------|
| 1 The house looks   | ● | ● | <b>a</b> delicious.      |
| 2 The cookies taste | ● | ● | <b>b</b> lovely.         |
| 3 The house smells  | ● | ● | <b>c</b> like the ocean. |
| 4 Some shells feel  | ● | ● | <b>d</b> pretty.         |
| 5 Big shells sound  | ● | ● | <b>e</b> smooth.         |

**E** Think about the text. Then correct the sentences.

- 1 Complete the chart with the words in the box. You can use the words more than once.

grandparents    house    cookies    shells    ocean

See	Hear	Smell	Feel	Taste
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**F** What do you think? Why is this Callie's favorite place?  
What's your favorite place? Why?

# Think

**G** Where are your favorite places to visit? Make a list.

---



---



# Plan

## H Writing focus

**Setting** is the place where a story happens. We can use our senses to write about a setting. Our senses help to explain the things we can see, hear, smell, touch, and taste.

**I** Choose a place from your list in **G**. Read the questions and write your answers in the chart.

- |                            |                             |
|----------------------------|-----------------------------|
| 1 What is the place?       | 4 What can you smell there? |
| 2 What can you see there?  | 5 What can you feel there?  |
| 3 What can you hear there? | 6 What can you taste there? |

1 _____				
2 See	3 Hear	4 Smell	5 Feel	6 Taste
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



## Write

- J** Now write about your favorite place to visit. Use your work in **I** to help you. Draw or glue a picture.

### My Favorite Place

My favorite place to visit is \_\_\_\_\_.

It looks \_\_\_\_\_

\_\_\_\_\_

You can hear \_\_\_\_\_

\_\_\_\_\_

It \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

By \_\_\_\_\_



## Edit

- K** Read and check.

In my writing:

I can follow a writing plan.



I can describe a setting.



I can use my senses to describe a place.

# 8

## How do things move?

### Words to know

carnival ride    wheel    seats    cables    support  
frame    engine    center    sides    turns

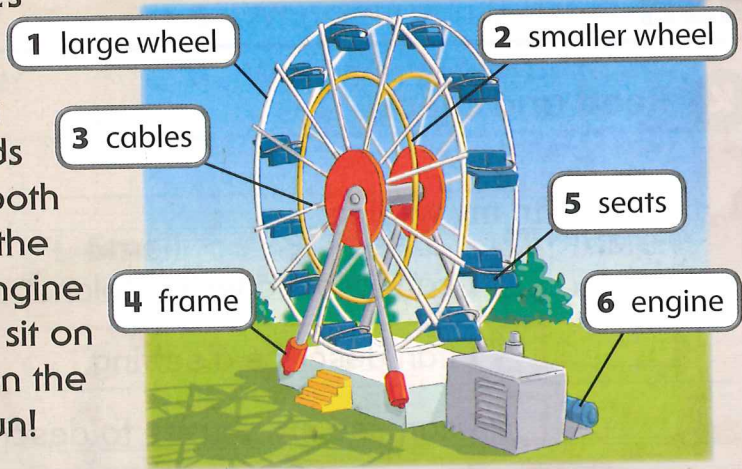
### Read

- A** Look at the diagram. What do you think makes a Ferris wheel move?
- B** Read.

## Ferris Wheels

A Ferris wheel is a carnival ride. It has one large wheel with lots of seats. The seats hang from the wheel. Inside the large wheel there is a smaller wheel. There are strong cables inside the smaller wheel. The cables support the wheel.

The wheels stand in a strong metal frame. The frame holds the center of the wheel on both sides. There is an engine at the bottom of the wheel. The engine turns the wheel. People can sit on the seats and enjoy a ride on the Ferris wheel. Carnivals are fun!





# 8

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### Words to know

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frame    engine    center    sides    turns

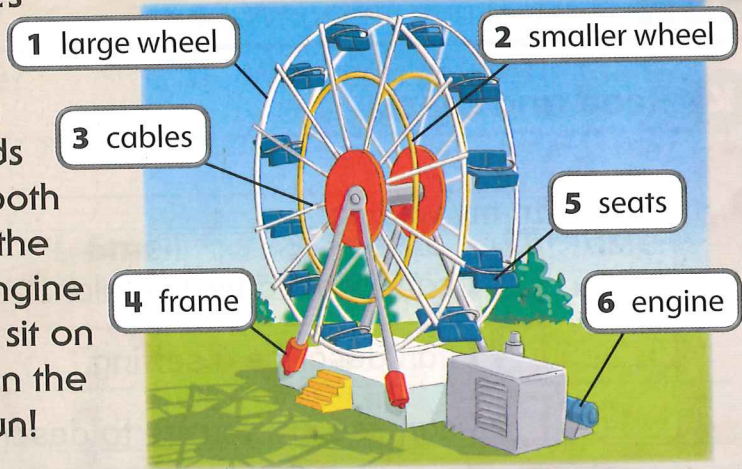
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# Understand

**C** Complete the sentences with the words in the box.

carnival wheel carnival ride seat cable engine



1 My bike needs a new \_\_\_\_\_.



2 You can sit on this \_\_\_\_\_.



3 This metal \_\_\_\_\_ is very strong.



4 A car has an \_\_\_\_\_.



5 Let's go to the \_\_\_\_\_!



6 They're enjoying this \_\_\_\_\_.

**D** Read the text in **B** and circle the correct words.

- 1 The wheels are **out** / in a metal frame.
- 2 There is a small wheel **inside** / outside a larger wheel.
- 3 Lots of seats hang **to** / from the wheel.
- 4 There is an engine at the **top** / bottom of the wheel.
- 5 People can sit **on** / under the seats.

**E** What do you think? How does the diagram help you to understand how Ferris wheels move? Why are Ferris wheels exciting?





# Think

**F** Think about other objects that move. Make a list.

\_\_\_\_\_

\_\_\_\_\_



## **G** Writing focus

When we describe an object, we can use these words: **next to, inside, on, from, out of, behind, under, above.**

These words help us to make a word picture of an object.

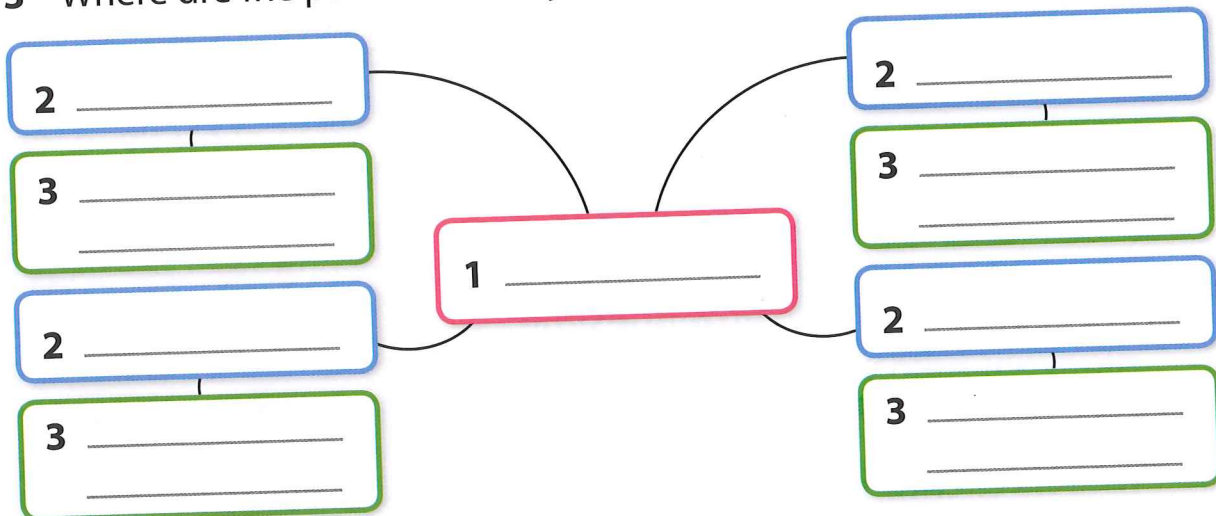
**Inside** the large wheel there is a smaller wheel.

The seats hang **from** the wheel.

# Plan

**H** Choose one of your ideas from **F**. Read the questions and write your answers in the diagram.

- 1 What is the object?
- 2 What does the object have? (wheels, an engine, seats)?
- 3 Where are the parts of the object? (on / under / in something?)



## Write

- I** Now write about how your object moves. Use your work in **H** to help you. Draw a diagram of your object. Use the words from the blue boxes in **H** to label your diagram.

A \_\_\_\_\_ is a \_\_\_\_\_.

It has \_\_\_\_\_.

There are \_\_\_\_\_.

\_\_\_\_\_.

People can \_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.



## Edit

- J** Read and check.

In my writing:

I can follow a writing plan. 

I can describe an object. 

I can use words to describe how an object moves. 

I can write labels on a diagram.



# 9

## Is it a good work of art?

### Words to know

sculpture    artist    shiny    silver    bronze    reflect  
 strange    curved    work of art    metal

### Read

- A** Look at the photos. What do you think the silver object is?
- B** Read.

## Sculpture in the Park

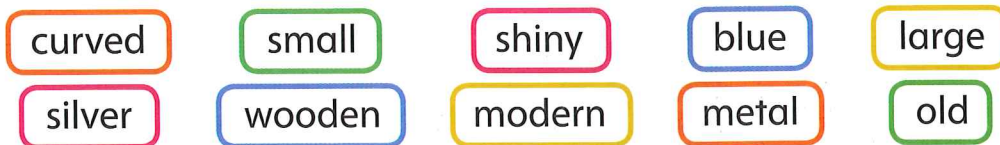
*A Different Ball Game* is a large metal sculpture. It's by the artist Kevin Atherton. *A Different Ball Game* is at Kings Hill, Kent, UK. It's a shiny, silver-colored ball pushed by three bronze figures. The sculpture reflects the town



around it. The reflections look strange because the sculpture is curved. In my opinion, *A Different Ball Game* is a very interesting work of art. I think it's very modern and very beautiful. I hope I can visit Kings Hill to see *A Different Ball Game*.

## Understand

**C** Circle the words that describe *A Different Ball Game*.



**D** Read the text in **B** again. Answer the questions.

1 What is the name of the work of art?

\_\_\_\_\_

2 What kind of art is it (painting, sculpture, drawing)?

\_\_\_\_\_

3 Who made it?

\_\_\_\_\_

4 Where is it?

\_\_\_\_\_

5 What does it look like?

\_\_\_\_\_

6 What does the writer think about the work of art?

\_\_\_\_\_

**E** Complete the sentences with the words in the box.

artist    sculpture    reflections    metal    bronze

*A Different Ball Game* is a \_\_\_\_\_. The sculpture is \_\_\_\_\_.

Kevin Atherton is an \_\_\_\_\_.

Three \_\_\_\_\_ figures push the ball. The sculpture shows strange \_\_\_\_\_.

**F** Think about *A Different Ball Game*. Do you think it is a good work of art? Why or why not?



## Think

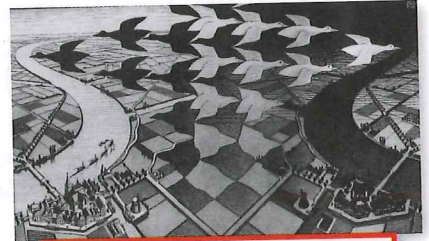
**G** Look at some more famous works of art. Which is your favorite?



**Rinoceronte**  
by *Dali*, Barcelona



**Houses with Flags**  
by *Paul Klee*, Hannover



**Day and Night**  
by *Escher*, The Hague

## Plan

**H** Choose your favorite work of art from **G**. Complete the table.

1 What is the name of the artwork?	
2 What kind of art is it?	
3 Who made it?	
4 Where is it?	
5 What does it look like?	
6 What do you think about the artwork?	

### **I** Writing focus

When we write a review about a film, a book, or a work of art, we write some **facts** and some **opinions**.

A **fact** is something true.

*A Different Ball Game is a large metal sculpture.*

An **opinion** is something that we think or feel.

*I think it's very modern.*

We can use these phrases to give our opinions:

*I (don't) think ...*

*I feel that ...*

*In my opinion, ...*

## Write

- J** Now write about a work of art. Use your work in **H** to help you.  
Draw or glue a picture.

\_\_\_\_\_

\_\_\_\_\_ is a \_\_\_\_\_.

It's by \_\_\_\_\_.

It's in \_\_\_\_\_.

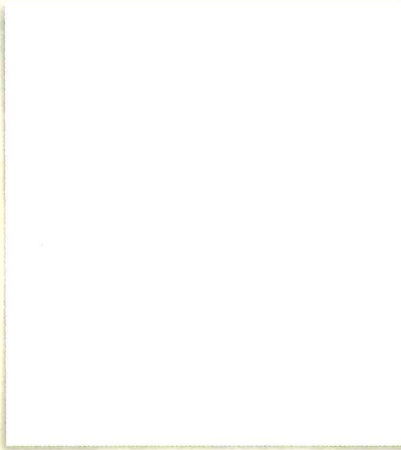
\_\_\_\_\_ is \_\_\_\_\_.

In my opinion, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Edit

- K** Read and check.

	In my writing:	
<input type="checkbox"/>	I can follow a writing plan.	★
<input type="checkbox"/>	I can describe a work of art.	★
<input type="checkbox"/>	I can write facts.	
<input type="checkbox"/>	I can write my opinion.	★



# Spelling Master Class

## 1 Look, Say, Cover, Write, and Check

**A** What words are difficult to spell? Tell the class.

### **B** Spelling strategy

To help us learn difficult spellings, we can



**1** Look at the word and the letters in the word.

weather

**2** Say the word and the letters aloud.

'weather  
W-E-A-T-H-E-R'

**3** Cover the word so that you cannot see it.



weather

**4** Write the word.

**5** Check your spelling.

weather

weather

**C** Copy your difficult words into the chart. Look, say, cover, write, and check.

Copy and look	Copy and say	Cover and write	Check (✓ or ✗)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## 2 *f ph gh*

### A Spelling focus

Sometimes, words have the same sound, but different spellings.

The letters *f*, *ph*, and *gh* can sound the same:

*father*

*elephant*

*laugh*

### B Circle the odd words that have this sound.

fox   pink   photo   family   phone   awful  
chips   xylophone   feathers   laugh   mango  
amphibian   alphabet   evening   goldfish   change

### C Write the circled words from B in the correct boxes.

<i>f</i>
fox

<i>ph</i>

<i>gh</i>



### 3 *ir ur er*

#### A Spelling focus

Sometimes, words have the same sound, but different spellings.

The letters *ir*, *ur*, and *er* can sound the same:

*bird*

*nurse*

*farmer*

#### B Circle the word that does not make this sound.

1 bird purple carrots sister

2 brother forty thirty nature

3 freezer picture T-shirt shorts

4 thirteen slippers ears birthday

5 drum teacher skirt firefighter

6 fur thirsty orange flowers

#### C Complete the words with *ir*, *ur*, or *er*.

1 b i r d

2 p u r ple

3 sist er

4 freez er

5 pict ur e

6 th ir teen

7 slipp er s

8 firefight er

9 b ir thday

10 n ur se

11 T-sh ir t

12 teach er

## 4

## Past Simple Endings: verb + -ed

A

## Spelling focus

We usually form the past simple of regular verbs by adding *-ed* to the end of the verb.

walk                  walked

Some verbs end with an *e*, so we just add *-d*.

breathe              breathed

Some verbs end with a short vowel followed by one consonant. For these verbs, we double the consonant and add *-ed*.

stop                    stopped

B

Circle the correct past simple ending for each verb.

1

jump  
ed ped d

4

clap  
ed ped d

7

stir  
d ed red

2

like  
ed ked d

5

climb  
d ed bed

8

share  
d ed red

3

shine  
ed ned d

6

invent  
ed d ted

9

grab  
ed bed d

C

Write the verbs in the past simple.

1 skip    skipped

6 wash \_\_\_\_\_

2 arrive \_\_\_\_\_

7 chop \_\_\_\_\_

3 ask \_\_\_\_\_

8 mix \_\_\_\_\_

4 move \_\_\_\_\_

9 bake \_\_\_\_\_

5 help \_\_\_\_\_

10 play \_\_\_\_\_



# 5 air are ear

## A Spelling focus

Sometimes, words have the same sound, but different spellings.

The letters *air*, *are*, and *ear* can sound the same:

*chair*

*care*

*bear*

## B Circle the odd words that have this sound.

stairs    careful    wait    airplane    wear  
share    star    bear    square    chair  
seashell    hair    scared    fairy    patents

## C Write the circled words from B in the correct boxes.

*air*

stairs

---

---

---

---

---

---

*are*

---

---

---

---

---

---

*ear*

---

---

---

---

---

---

# 6 c k ck

## A Spelling focus

Sometimes, words have the same sound, but different spellings. The letters *c*, *k*, and *ck* can sound the same:

calm  
kettle  
truck

B Circle the letters that make this sound. Sometimes the word has the sound more than once.

clock candle sick sink couch  
coffee check ask kitchen jacket  
kitten cook peck knock crosswalk

C Write the circled words from B in the correct boxes. Sometimes the word can go in more than one box.

<b>c</b> clock

<b>k</b>

<b>ck</b> clock



# 7 ou ow oi oy

## A Spelling focus

Sometimes, words have the same sound, but different spellings.  
The letters *ou* and *ow* can sound the same:

mouse

cow

## B Circle the words that make this sound.

house food owl brown fountain  
flower mouth rose outside lovely  
balloon town crowded yawn cloudy

## C Spelling focus

The letters *oy* and *oi* can sound the same, too:

boy

noise

## D Circle the letters that make this sound.

toy voice noisy enjoy join boy

oy  
toy  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

oi  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 8

## Comparative and Superlative Endings: *-er -ier* and *-est -iest*

### A Spelling focus

When we write comparative forms of adjectives, we add *-er* to the end of most adjectives:

smart      *smarter*

For adjectives ending in *y*, we remove the *y* and add *-ier*:

greedy      *greedier*

### B Write the comparative forms of the adjectives.

1 loud      louder

4 thirsty \_\_\_\_\_

2 gentle \_\_\_\_\_

5 full \_\_\_\_\_

3 dirty \_\_\_\_\_

6 happy \_\_\_\_\_

### C Spelling focus

When we write superlative forms of adjectives, we add *-est* to the end of most adjectives:

short      *shorter*      *shortest*

For adjectives ending in *y*, we remove the *y* and add *-iest*:

funny      *funnier*      *funniest*

### D Write the superlative forms of the adjectives.

1 slow      slowest

4 small \_\_\_\_\_

2 ugly \_\_\_\_\_

5 noisy \_\_\_\_\_

3 pretty \_\_\_\_\_

6 cold \_\_\_\_\_



# 9

## or oor oar

### A Spelling focus

Sometimes, words have the same sound, but different spellings.  
The letters *or*, *oor*, and *oar* can sound the same:

*horns*

*door*

*board*

### B Circle the letters that make this sound.

1 score

5 morning

9 board game

2 floor

6 story

10 door

3 forward

7 record

11 popcorn

4 whiteboard

8 bored

12 tortoise

### C Write the words from B in the correct table.

<i>or</i>
score

<i>oor</i>

<i>oar</i>



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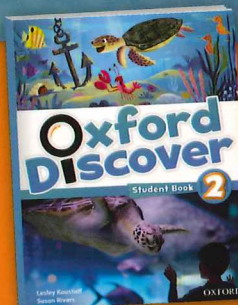
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ISBN 978-0-19-427864-5



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