

### Read

Each unit opens with a model text.

For teachers using *Oxford Discover* the text topic links thematically with the corresponding *Oxford Discover* unit.

Students and teachers are alerted to the writing focus and the writing output of the unit ahead. The words that students will need to know in order to understand the unit are also highlighted. At this point teachers can present any unknown words or self-study students can refer to a dictionary.

A pre-reading question encourages students to engage with the model text.

Students read an engaging text. This text is the model for their own piece of writing later in the unit.

FOCUS: Ordering – cause and effect    OUTPUT: A process test

### 3

## Why are wheels important?

### Words to know

blade    sluice    turbine    axle    rotate    dammed  
transmit    gears    belts    convert    mill    force

### Read

- A** A process text tells the reader how something works. What process texts can you think of?
- B** Read the process text.

## How a water wheel works

Until recently, the water wheel and the water turbine played an important part in industry as a way of changing energy into power. A water wheel is made of a large wheel with a number of blades arranged on the outside of the wheel. The wheel is attached vertically to a horizontal axle. The wheel must be near a water supply, so that it can use the water to turn it. The water supply may come from a flowing stream, or a mill pond where the stream is dammed.

The process starts with the sluice gate – this is a barrier which controls the flow of water.



# Understand

Students' comprehension of the text is checked by activities that also highlight the use of the unit's writing focus in the text.

Activities practice students' critical thinking skills and provide opportunities for personalization.

First, the sluice gate is opened. This causes the water from the mill pond to rush down a channel called a mill race towards the water wheel. The wheel starts to rotate because the weight of the water pushes against it and turns it around. This creates a force which powers the turbine. The power is transmitted from the turbine through the axle to drive gears or belts. This power can be used for a variety of purposes. In the 19th and early 20th century these included grinding flour, hammering iron, making cloth and crushing wood into pulp to make paper.

## Understand

**C** What is the purpose of this process text?

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**D** Where do you think is the best place to build a water wheel?

in a city     by a road     near a river

**E** Why do you think is it useful to include a picture in a process text?



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**F** Why do you think water wheels aren't used as much today?

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# Understand

Comprehension activities draw students' attention to the examples of the unit's writing focus within the text.

**G** Number these sentences in the correct order. Then look at the process text in **B** and check your answers.

- This creates a force which powers the turbine.
- This causes the water from the mill pond to rush down a channel called a mill race towards the water wheel.
- The wheel starts to rotate because the weight of the water pushes against it and turns it around.
- First, the sluice gate is opened.
- The power is transmitted from the turbine through the axle to drive gears or belts.

**H** In order to understand how the water wheel works, we need to understand some causes and effects.

Cause	Effect
The sluice gate is opened	→ and the water rushes down the mill race.
The water pushes against the wheel	→ and it rotates.
Power is transmitted through the turbine	→ and gears and belts turn.

Ask questions with **Why** and give answers with **Because** to check that you understand the process.

Why does the water rush down the mill race? → Because the sluice gate is opened.

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# Think

Students are guided through the process of creating and analyzing their own ideas.

Activities encourage students to brainstorm their own ideas.

In the higher levels, activities encourage students to research their ideas.

The unit's writing focus is explained and students use it to help them organize their ideas.

## Think

**I** Think of a process that uses wheels. Write your ideas below.

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**J** Think about your answer to **I**. Do you know how the process works? If not, where can you look to find out?

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**K** Make notes to explain your process.

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### **L** Writing focus

When you are writing a process text, you need to explain what causes each action, and what effect each action has.

Use words which describe the sequence of events:

**first**   **this causes**   **this makes**   **which in turn**   **then**   **so that**

Think of the causes and effects in your process. Then write words you can use to describe the sequence of events in the correct columns.

Cause	Effect
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<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

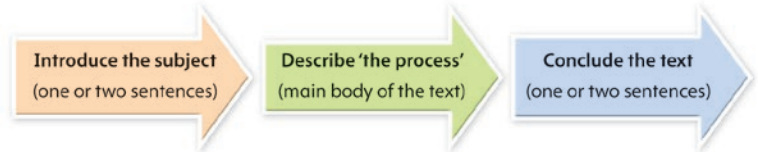
# Organize and Plan

Students are guided through the process of organizing their own ideas.

Activities help students to plan the structure of their writing.

## Organize and Plan

**M** Your process text needs the following structure. Complete the section below with notes about your process. Remember to use sequence words to describe the order of events.



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graph TD; I[Introduction] --> P1[Process]; P1 --> P2[Process]; P2 --> C[Conclusion];
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**N** What picture could you use with your process text? Why would it be useful?

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# Write and Edit

Students write and edit their work.

Students are referred back to their planning work before writing. A writing template helps students to structure their writing.

## Write

**W** Now write your process text. Stick or draw a picture. Use your work in activities **I** – **N** to help you.

Introduce the subject

Describe the process

Conclude the text

The writing template is a yellow rectangular area with a wavy bottom edge. It is divided into three sections by horizontal lines. The top section is labeled 'Introduce the subject' and has four lines. The middle section is labeled 'Describe the process' and has four lines. The bottom section is labeled 'Conclude the text' and has four lines. To the right of the bottom section is a white rectangular box for drawing a picture.

## Edit

**P** Read your process text and check. Now read your partner's writing and check if you agree.

In my process text:	
<input type="checkbox"/>	<input type="checkbox"/> I can write an introduction and a conclusion.
<input type="checkbox"/>	<input type="checkbox"/> I can explain a process.
<input type="checkbox"/>	<input type="checkbox"/> I can explain cause and effect.

The checklist is a table with two columns. The first column contains three empty checkboxes. The second column contains three sentences, each preceded by a checkbox. Three yellow stars are placed to the right of the sentences.