



Oxford Discover Writing and Spelling

5



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OXFORD

Scope and Sequence

Writing

UNIT	WORDS TO KNOW	WRITING FOCUS	WRITING OUTPUT	PLANNING TOOLS	UNIT
1 Why do we protect animals? Page 4	survival breeding funds fragile destruction slaughter vital needless precious rare vulnerable essential	Emotive and persuasive language	Emotional appeal	Planning chart	UNIT
2 What are noses for? Page 10	nostrils trunk snout beak smell otter beaver tool scent blowhole antennae	Language of comparing and contrasting	Informational text	Venn diagram Planning chart	UNIT
3 Why are wheels important? Page 16	blade sluice turbine axle rotate dammed transmit gears belts convert mill force	Ordering: cause and effect	Process text	Sequencing chart	UNIT
4 How do animals communicate? Page 22	behave hay race stable high field threaten trot pole express plod	Adverbs of manner	Interview	Sequencing chart	UNIT
5 What do different countries give to the world? Page 28	import export produce copper quartz foreign palladium cultural	Topic, supporting, and concluding sentences	Informational text	Paragraph map	UNIT
6 How can we describe the natural world? Page 34	leaping echo stone skylark tempting hover skim valley murmuring laughter countryside jagged	Personification	Descriptive text	Wh- chart	UNIT
7 How would we live without money? Page 40	value barter exchange trade labor goods currency voluntary work skill gain	Conditional tenses	Hypothetical text	Paragraph map	UNIT
8 How do we express ourselves? Page 46	ahead ancient twitch alarm save handle remarkable massive react peeling froze petrified	Enriching language	Engaging story	Story map	UNIT
9 How are buildings made? Page 52	straw bale plaster render foundation timber thatch concrete overlap string layer constructed	Passive voice to describe a process	Process report	Sequence chart	UNIT

Spelling Master Class

UNIT	SPELLING FOCUS / STRATEGY
1 Page 58	Suffixes <i>-ible -able -ibly -ably</i> <i>flexible predictable flexibly predictably</i>
2 Page 58	Prefix <i>-un</i> <i>untie</i>
3 Page 59	<i>pre-</i> and <i>pro-</i> <i>preparation process</i>
4 Page 59	Spelling with <i>ie</i> and <i>ei</i> <i>niece receive</i>
5 Page 60	<i>-ous</i> and <i>-ious</i> endings <i>poisonous spacious</i>
6 Page 60	Mnemonics
7 Page 61	Prefixes <i>in-</i> and <i>im-</i> <i>inaccurate impolite</i>
8 Page 61	Homophones <i>band banned</i>
9 Page 62	Keeping a spelling log

1

Why do we protect animals?

Words to know

survival breeding funds fragile destruction slaughter
vital needless precious rare vulnerable essential

Read

- A** An appeal uses emotional language to make the reader respond to a text. What kind of emotional appeals can you think of?
- B** Read the webpage.

Turtle Island Conservation Program in Costa Rica

Turtle Island volunteers are doing vital work to survey Costa Rica's rapidly diminishing turtle population. This valuable information is used to find out how climate change and population expansion are negatively affecting the turtle population.



We need your help!

Our conservation program needs donations in order to:

- monitor breeding patterns
- help the survival of eggs and baby hatchlings
- assess how climate change and population growth is damaging the turtles' habitat

You can make a real difference!

We rely entirely on donations, so we need your help to provide funds for this essential work. Your valuable donation of:

- **\$250** will buy a radio for beach communication
- **\$650** will train a Field Assistant
- **\$700** will pay a beach guard for a month

Please support this incredible project and help prevent the needless destruction of Costa Rica's precious turtle population. With your assistance we can help protect this rare and valuable species, and preserve the beauty of its fragile habitats.

Mission:

- to prevent the poaching of turtle eggs in the breeding season
- to prevent the needless slaughter of turtles for meat
- to help vulnerable hatchlings get to the sea
- to provide education in the local community
- to help preserve fragile habitats which are essential for the turtles' survival



Understand

C Read these phrases. Do they refer to wildlife, human beings or the environment? Write **W**, **H**, or **E**.

1 _____ climate change

2 _____ breeding patterns

3 _____ baby hatchlings

4 _____ population growth

5 _____ fragile habitat

6 _____ turtle population

7 _____ local community

8 _____ volunteers

D Why do you think is it useful to include a photo in an emotional appeal?



E This emotional appeal has three sections. Number them in the correct order.

a The funds that they need

b Their mission

c What they do

F Which section do you think is the most important part of the appeal? Why?

G Look at these sentences from the 'Mission' section. How do the words in bold make you feel?

1 to prevent the **needless slaughter** of turtles for meat

2 to help **vulnerable** hatchlings get to the sea

3 to help preserve fragile habitats which are **essential** for the turtles' **survival**

H Read this paragraph. Rewrite it as an emotional appeal using some of these words or your own words.

fragile unusual precious rare generations
vulnerable vital ~~destruction~~ terrible

You can help prevent the terrible **loss** of Borneo's **highly valued** rainforest and its **few** orang-utans. With your assistance we can help protect this **not very common** species and preserve the beauty of its **not very strong** habitats for future **people**. Please support this important project.



You can help prevent the terrible **destruction** of Borneo's _____

Think

I Think of causes that you would like to support. Make a list.

J Think about your answer to **I**. Choose one cause and ask yourself these questions.

Do you know or can you find out:

1 what the organization does?

3 what your donations would buy?

2 why they need funds?

4 what their mission is?

K Think about your own emotional appeal. Write notes about this cause in the space below.

L Writing focus

Emotive language is chosen by the writer to make the reader feel a certain emotion. Adverbs, adjectives, and nouns can be used to add emotional impact:

killling → slaughter

not guilty → innocent

clean → pure

want → need

no money → poverty

no food → hunger

valuable → precious

loss → destruction

Think of some words you can use to add impact to your emotional appeal.

Organize and Plan

M Think about the sections of the appeal in **B** and create the outline of your emotional appeal.

1 Outline what your organization does.

2 Explain three things that need funding and how much money is needed.

3 Give four bullet points stating the mission.

N What emotion do you want your readers to feel when they read your appeal?

O What photo could you use with your emotional appeal? Describe what it could show and why.

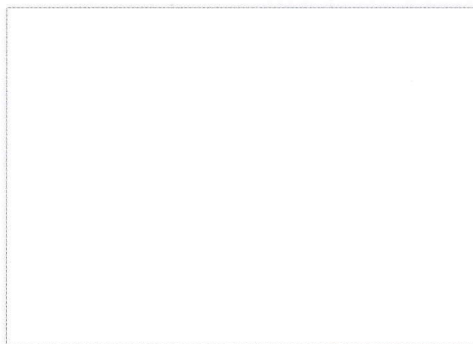
Write

- P** Now write your emotional appeal. Stick or draw a picture.
Use your work in activities **J** – **O** to help you.

What the organization does

Funds necessary

Mission



Edit

- Q** Read your emotional appeal and check. Now read your partner's writing and check if you agree.

	In my emotional appeal:	
<input type="checkbox"/>	<input type="checkbox"/> I can write the background to the appeal.	★
<input type="checkbox"/>	<input type="checkbox"/> I can explain the funds it needs.	★
<input type="checkbox"/>	<input type="checkbox"/> I can write the mission.	★
<input type="checkbox"/>	<input type="checkbox"/> I can use emotive language.	★

2

What are noses for?

Words to know

nostrils trunk snout beak smell otter
 beaver tool scent blowhole antennae

Read

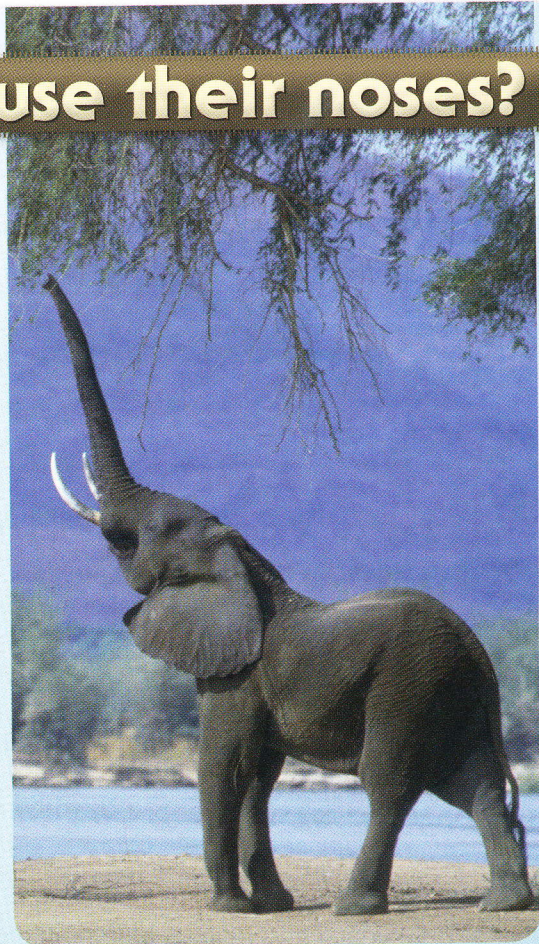
- A** An informational text tells the reader about the world. What sort of informational texts can you think of?
- B** Read the text.

How do animals use their noses?

Not all animals have noses. Some animals have snouts or beaks. Most animals use their noses for breathing and smelling, and some use them as a tool.

Many animals have a strong sense of smell. Dogs can smell 1,000 to 10,000 times better than a person. Similarly, a bear's sense of smell is very strong and can detect a dead animal 20 miles away. Although not all animals have noses, all animals have a sense of smell. Fish don't have noses, but they have nostrils which they use to smell. A shark can smell a drop of blood in 100 litres of water.

Like fish, whales don't have noses. They have a blowhole which is like a nostril. However, a whale's blowhole is not used for smelling. It's used for breathing.



In the same way that a whale closes its blowhole when it dives, otters and beavers close their nostrils in the water. Similarly, camels close their nostrils to keep out sand. Nostrils help many animals control their breathing.

Some animals use their noses as tools. Anteaters use their snouts to find food in anthills. Similarly, elephants use their trunks to pick up grass or suck up water. In contrast to the anteater, elephants also use their trunks to make a loud noise to signal danger.

So, although all animals use their noses for breathing and smelling, others also use them as tools or for making a noise.

Understand

C What does the informational text do in the first paragraph?

D Which of these things does the text not refer to?

nose sizes nose shapes nose color smelling breathing

E Look at these sentences from the text. Write *compare* or *contrast* for each sentence.

- 1 Although not all animals have noses, all animals have a sense of smell. _____
- 2 Like fish, whales don't have noses. _____
- 3 However, a whale's blowhole isn't used for smelling. _____
- 4 Similarly, camels close their nostrils to keep out sand. _____

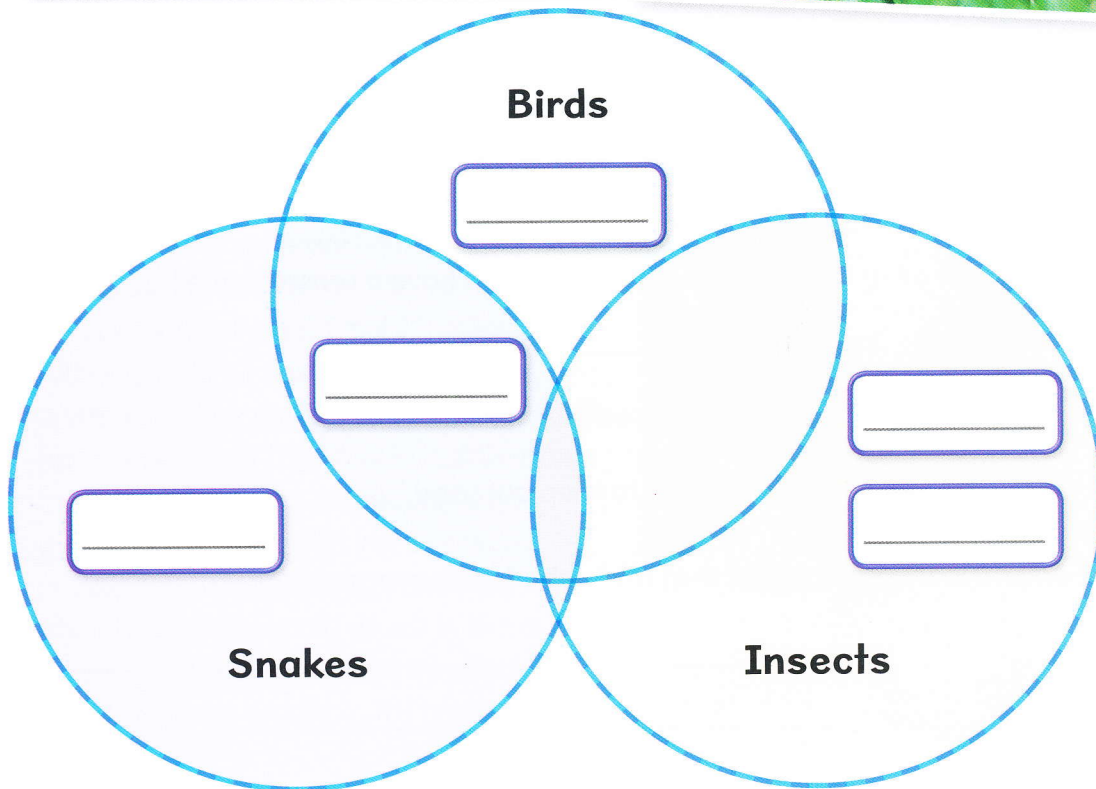
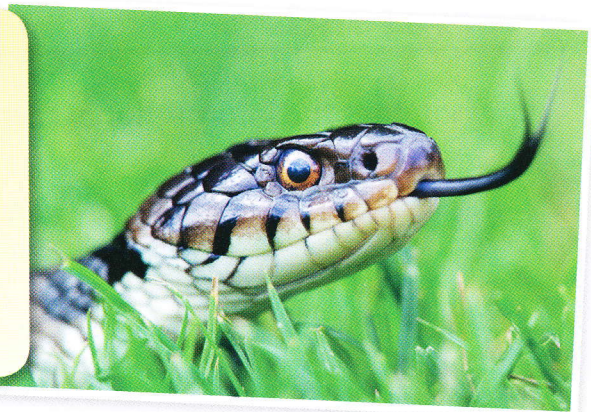
F What does the informational text do in the last paragraph?

- G** The text focuses on three different ways animals use their noses. Complete the chart.

Sense of smell	Use nostrils to control breathing	Use nose as a tool
dogs and _____	fish and _____ otters, beavers and _____	anteaters and _____

- H** Read this paragraph and complete the diagram. Use it to compare and contrast the animals.

Birds breathe through nostrils in their beaks. They smell through their nostrils. Snakes breathe through their nostrils. They smell with their tongue. Insects 'breathe' through holes along their bodies called spiracles. They don't have nostrils like snakes and birds. They detect scents with their antennae.



Think

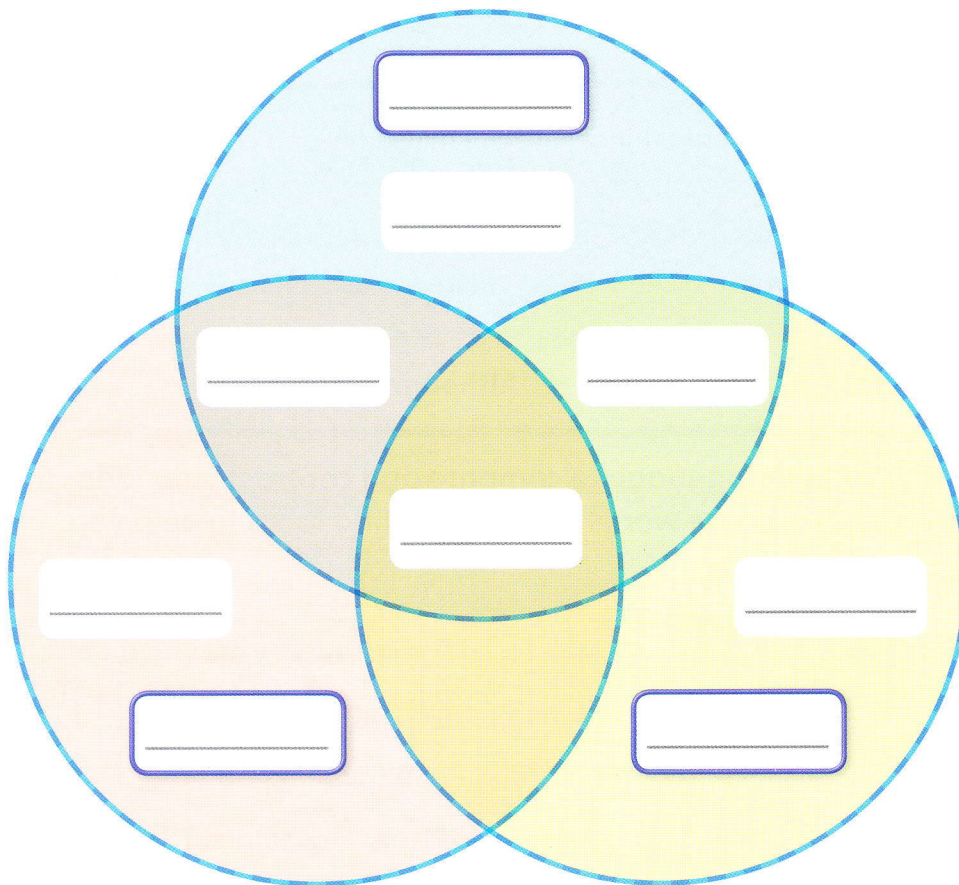
- I** Think about other animals or insects, and their ears. How do they use them? Write a list.

- J** Think about your answer to **I**. Ask yourself these questions.

Do you know or can you find out:

- 1 how the animals hear?
- 2 where their ears are?
- 3 similarities and differences between the animals?

- K** Choose three animals. Compare and contrast these animals in the diagram.



Organize and Plan

- L** The informational text in **B** can be divided into five paragraphs. Use your ideas from **K** to make notes for each paragraph in your text.

1 Introduction _____

2 Animals and their sense of hearing _____

3 Ways animals hear using ears _____

4 Position of ears _____

5 Conclusion _____

M Writing focus

In your writing, you can compare things that are the same, and contrast things that are different.

Language of comparison

Similarly Like In the same way also as well as and

Language of contrast

While However In contrast to Although but

Think of ways you can use language to compare and contrast your ideas in paragraphs 2, 3, and 4. Choose words from the Writing focus to help you.

Animals and their sense of hearing

Ways animals hear using ears

Position of ears

Write

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

Title _____

Introduction _____

Paragraph 2 _____




Paragraph 3 _____

Paragraph 4 _____

Conclusion _____

Edit

- O** Read your informational text and check. Now read your partner's writing and check if you agree.

	In my informational text:	
<input type="checkbox"/>	<input type="checkbox"/> I can write an introduction and conclusion.	
<input type="checkbox"/>	<input type="checkbox"/> I can compare and contrast different things.	
<input type="checkbox"/>	<input type="checkbox"/> I can use the correct language to compare and contrast.	

3

Why are wheels important?

Words to know

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

Read

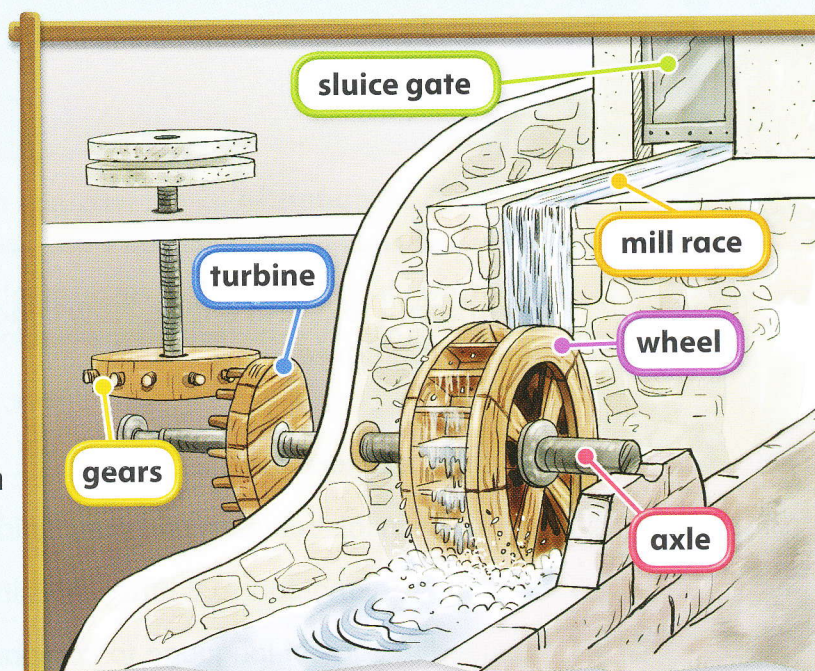
- A** A process text tells the reader how something works. What process texts can you think of?
- B** Read the process text.

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.



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.

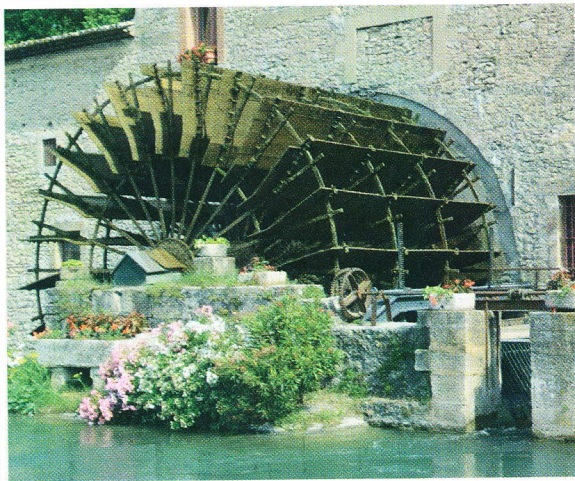
Understand

C What is the purpose of this process text?

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?

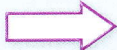




F Why do you think water wheels aren't used as much today?

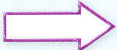
G Number these sentences in the correct order. Then look at the process text in **B** and check your answers.

- 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.

Think

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

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

K Make notes to explain your process.

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:

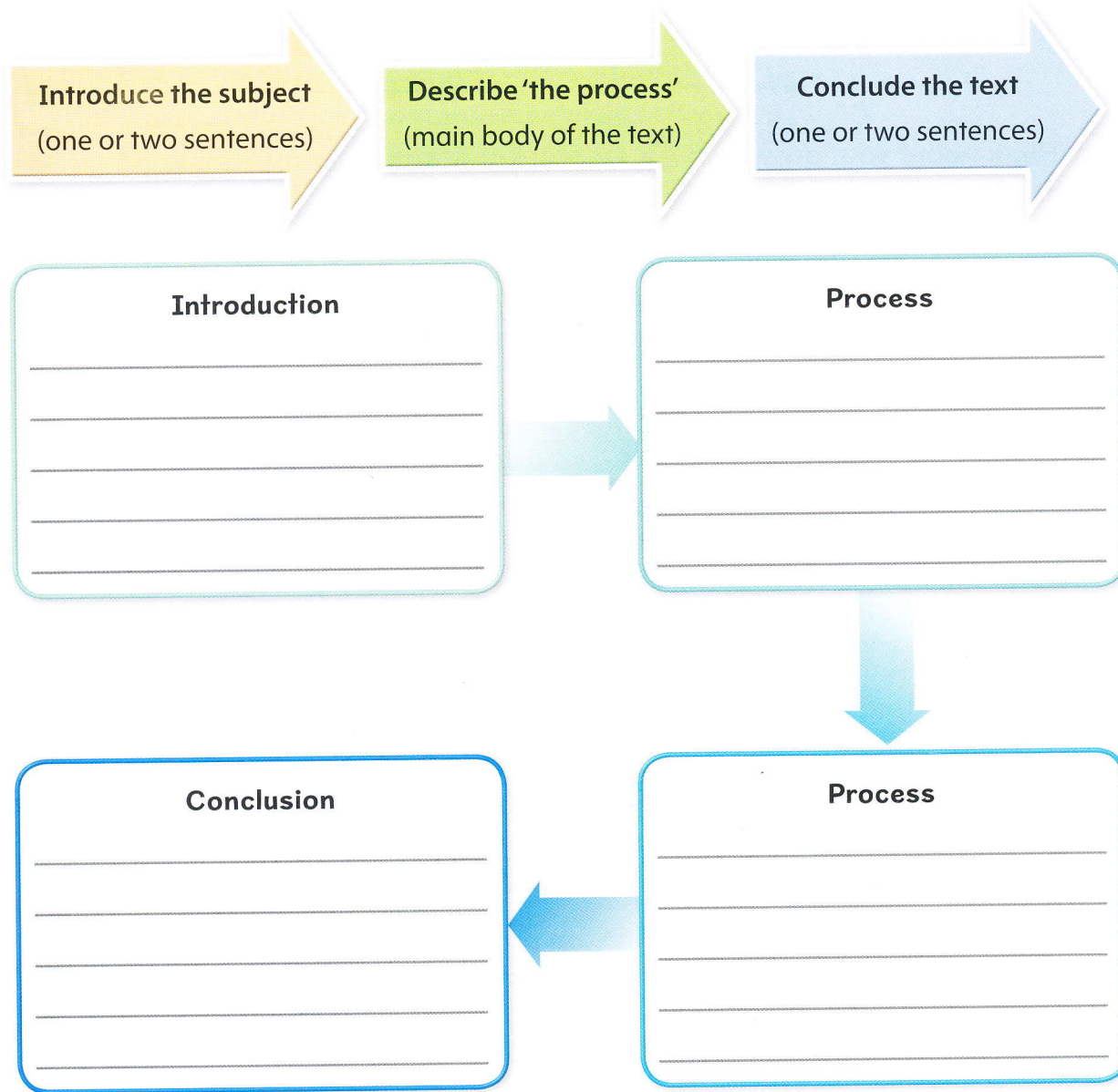
first this causes this makes which in turn then so that

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
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

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.



- N** What picture could you use with your process text? Why would it be useful?

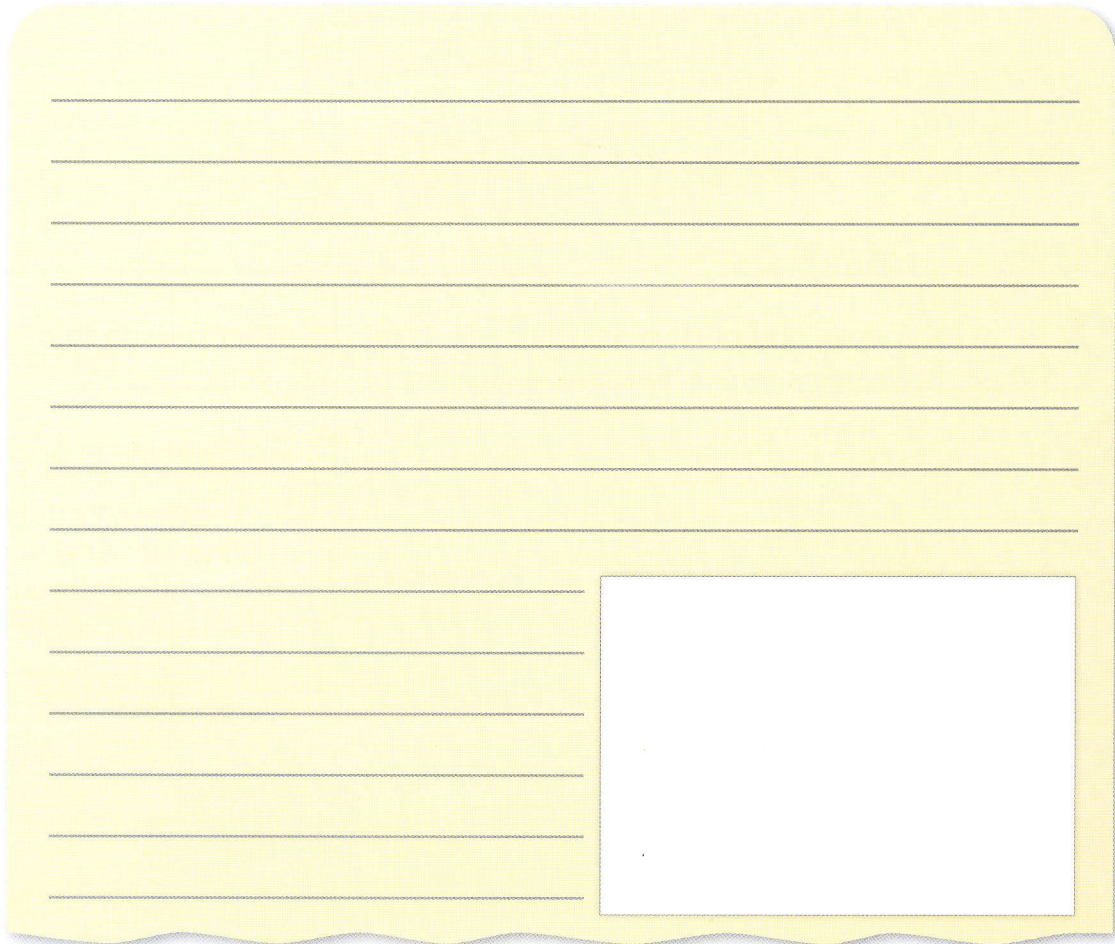
Write

- ⦿ 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

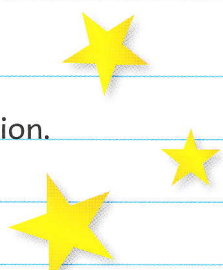
Conclude
the text



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.



4

How do animals communicate?

Words to know

behave hay race stable high field
threaten trot pole express plod

Read

- A** In an interview, one person asks questions for the other person to answer.
Where have you seen or heard an interview?
- B** Read the interview.

An interview with a horse!

- Ellie** Hello Whisper. I'm Ellie. How are you?
I'm very happy. I've been outside in my field all day with my friends.
- Ellie** That sounds nice. How do you spend the day in the field?
- Whisper** We eat some grass, then we usually walk around for a while. Then we eat a bit more grass.
- Ellie** Do you like being outside? It's nice and warm in your stable.
- Whisper** Oh, I love being outside. We all do. It's a bit boring in the stable. I like having hay to eat though.
- Ellie** You like eating, don't you?
- Whisper** Yes, I do. It's one of my favorite things.
- Ellie** Do you like it when I go for a ride on you?
- Whisper** Yes, it's fun, most of the time!
- Ellie** What do you mean, most of the time?
- Whisper** Well, sometimes you want me to trot quickly for a long time, or jump high over big poles! I like it when we plod down the road slowly!



- Ellie** Sometimes you don't behave well when we go for a walk though. Why not?
- Whisper** Because I get nervous! We see cars that drive fast, and dogs that bark loudly, and they make me frightened.
- Ellie** What does it mean when you put your ears back?
- Whisper** Oh, do you see that? Well, that's how I express myself when I'm angry with another horse. I don't like it when another horse threatens me.
- Ellie** And why do you put your ears forward?
- Whisper** That means I'm listening to you carefully – they're pointing forwards now! It also means that I hope you have some food!
- Ellie** Wow! Thank you for answering my questions, Whisper!



Understand

C Who is Ellie interviewing?

D What does Ellie find out about the things Whisper likes and doesn't like?

E Do you think it's necessary to include a photo with a written interview? Why? Why not?

F In an interview, the name of the speaker is shown in front of what they say. Read and match.

- | | | | | |
|---|---------|---|---|-----------------------------|
| 1 | Ellie | ● | a | Because I get nervous! |
| 2 | Ellie | ● | b | You like eating, don't you? |
| 3 | Whisper | ● | c | That sounds nice. |
| 4 | Whisper | ● | d | Oh, do you see that? |

- G** In an interview, the interviewer asks lots of questions to find out information. Write three of the questions that Ellie asks Whisper to find out what he thinks.

- H** Look at this discussion from the interview. Circle the adverbs.

Ellie Do you like it when I go for a ride on you?

Whisper Yes, it's fun, most of the time!

Ellie What do you mean, most of the time?

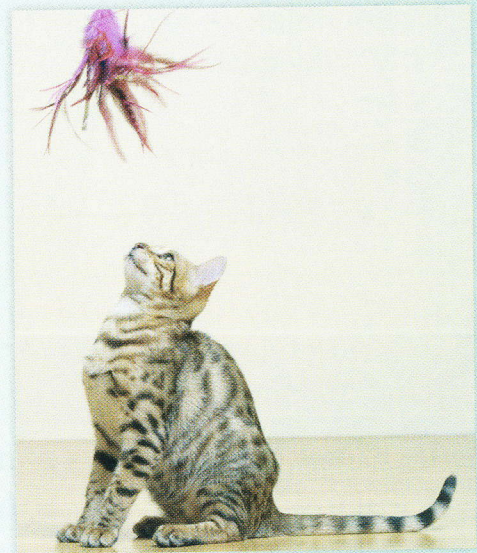
Whisper Well, sometimes you want me to trot quickly for a long time, or jump high over big poles! I like it when we plod down the road slowly.

- I** Read this interview between Jed and Ava. Complete it using some of the adverbs in the box.

happily quietly loudly quickly angrily scarily funnily still

Jed You love cats, don't you?

Ava Yes, I do! I like it when they sit _____, when they jump and run around _____. Then I know they'll be friendly. Sometimes they hiss at me _____, so I stay away from them! They're quiet when they're tired. They sit very _____ and go to sleep.



Think

- J** Imagine you could interview an animal. Make a list of animals that you think would be interesting.

- K** Make a list of the kind of information you would like to find out. Use the words in the box to help.

Why What How When

Organize and Plan

- L** Choose the animal you want to interview. Which questions could you ask? Make notes.

- M** Decide which answers your animal might give. Make notes. Remember, you can make the answers funny or unusual.

N An interview has an opening, a middle, and an ending. Make notes, then write your questions and answers below.

Step 1 Opening

Open the interview by introducing yourself.



Step 2 Questions

Ask your questions and make a note of the answers.



Step 3 Ending

Close the interview by saying thank you.

Question 1 _____

Answer _____

Question 2 _____

Answer _____

Question 3 _____

Answer _____

Writing focus

Adverbs of manner tell us more about the way somebody does something. They can show what somebody is feeling about actions (verbs).

rudely delicately aggressively bravely calmly

How can you use adverbs in your answers to show how the animal does each action? Make notes.




Write

- P** Now write your interview. Stick or draw a picture. Use your work in activities **J** – **O** to help you.

Handwriting practice area with 15 horizontal lines and a rectangular box on the right side for drawing or sticking a picture.

Edit

- O** Read your interview and check. Now read your partner's writing and check if you agree.

In my interview:	
<input type="checkbox"/>	<input type="checkbox"/> I can introduce myself. 
<input type="checkbox"/>	<input type="checkbox"/> I can write questions and answers. 
<input type="checkbox"/>	<input type="checkbox"/> I can thank the interviewee and close the interview.
<input type="checkbox"/>	<input type="checkbox"/> I can use adverbs of manner. 

5

What do different countries give to the world?

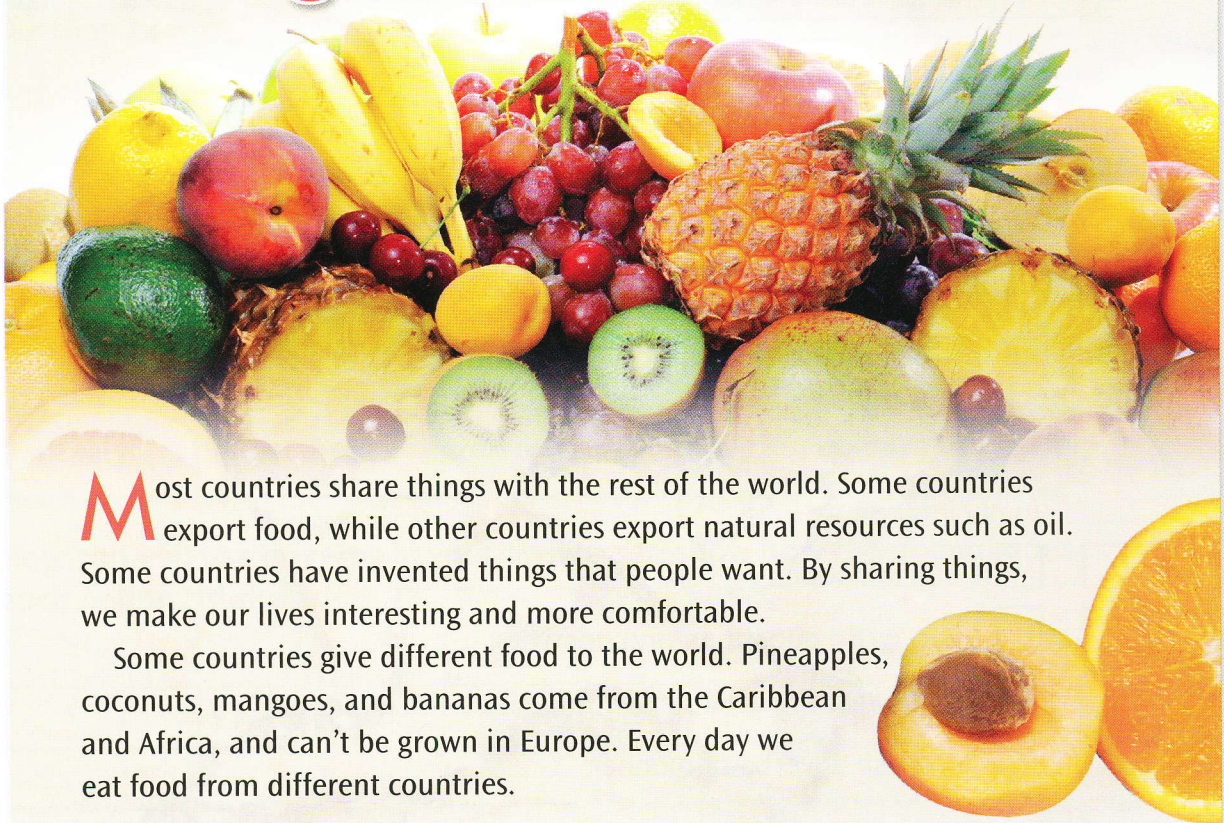
Words to know

import export produce copper quartz
foreign palladium cultural

Read

- A** An informational text gives the reader information about something. What sort of informational texts can you think of?
- B** Read the text.

What do different countries give to the world?



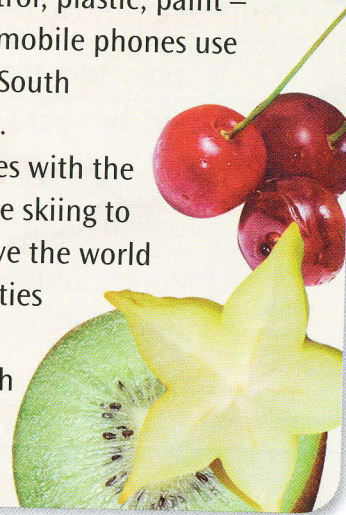
Most countries share things with the rest of the world. Some countries export food, while other countries export natural resources such as oil. Some countries have invented things that people want. By sharing things, we make our lives interesting and more comfortable.

Some countries give different food to the world. Pineapples, coconuts, mangoes, and bananas come from the Caribbean and Africa, and can't be grown in Europe. Every day we eat food from different countries.

Oil is a natural resource which is found in many countries, including Saudi Arabia, Venezuela, and North America. It is used to make petrol, plastic, paint – even face cream and shampoo! Televisions, computers, and mobile phones use copper, palladium, and quartz, which come from Africa and South America. Different countries have different natural resources.

Many countries share their inventions and cultural activities with the world. For example, Norway was the first country to introduce skiing to foreign tourists. Spain gave the world the guitar, and Italy gave the world the violin and the opera. These inventions and cultural activities tell us something about the countries they came from.

In conclusion, different countries give the world things such as food, resources, activities, and inventions, which teach us about their culture and make our world more interesting.



Understand

C Look at the informational text. What is the purpose of the first paragraph?

D Which of the topics below are discussed in the text? Check.

language

animals

music

people

food

natural resources

jobs

sport

E Put the topics from **D** in the order they appear in the text.

F What things has your country given to the world?

G Read these sentences from paragraph 4 of the text in **B**.
Number them in order.

- Spain gave the world the guitar, and Italy gave the world the violin and the opera.
- For example, Norway was the first country to introduce skiing to foreign tourists.
- Many countries share their inventions and cultural activities with the world.
- These inventions and cultural activities tell us something about the countries they came from.

H Look at the text in **B** again and think about the order in which the information is given. Then read these sentences and rewrite them in the correct order.

They were the first people to invent paper money, fireworks, and ammunition.

So while in the past their inventions and artwork have made the Chinese famous, today it has been their cuisine.

Their craftsmen sold silks and beautiful pottery to Europe.

In the past 2000 years, the Chinese have given the world a wide range of things.

However, in modern times it is Chinese food that has become a famous cultural export.



Think

I Think of three different examples for each of the topics in the table. Write.

music and dance	jazz, salsa, reggae
foods	
words	
sports	
inventions	
natural resources	

J Think about your answers in **I**. Do you know or can you find out which country created each example? Write.

K Choose three topics from **I** that you'd like to write about. Complete the chart with the examples and where they come from. Do any of them come from the same country?

	Topic 1:	Topic 2:	Topic 3:
example 1	_____	_____	_____
	from _____	from _____	from _____
example 2	_____	_____	_____
	from _____	from _____	from _____
example 3	_____	_____	_____
	from _____	from _____	from _____

Organize and Plan

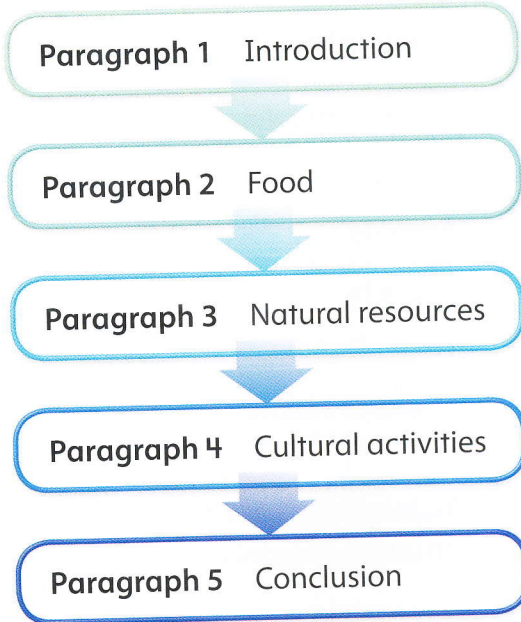
L The informational text in **B** can be divided into five paragraphs:

M Look at your chart in **K**. Use your ideas to choose the topics for paragraphs 2–4 of your informational text.

Paragraph 2 Topic

Paragraph 3 Topic

Paragraph 4 Topic



N Writing focus

In an informational text, information must be presented clearly. Each paragraph should follow this structure:

topic sentence → two or three supporting sentences → concluding sentence

The supporting sentences give more information about the topic sentence. The concluding sentence summarizes the information in the paragraph.

Make notes about the content of paragraphs 2–4 of your text. Think about a topic sentence, supporting sentences, and a concluding sentence.

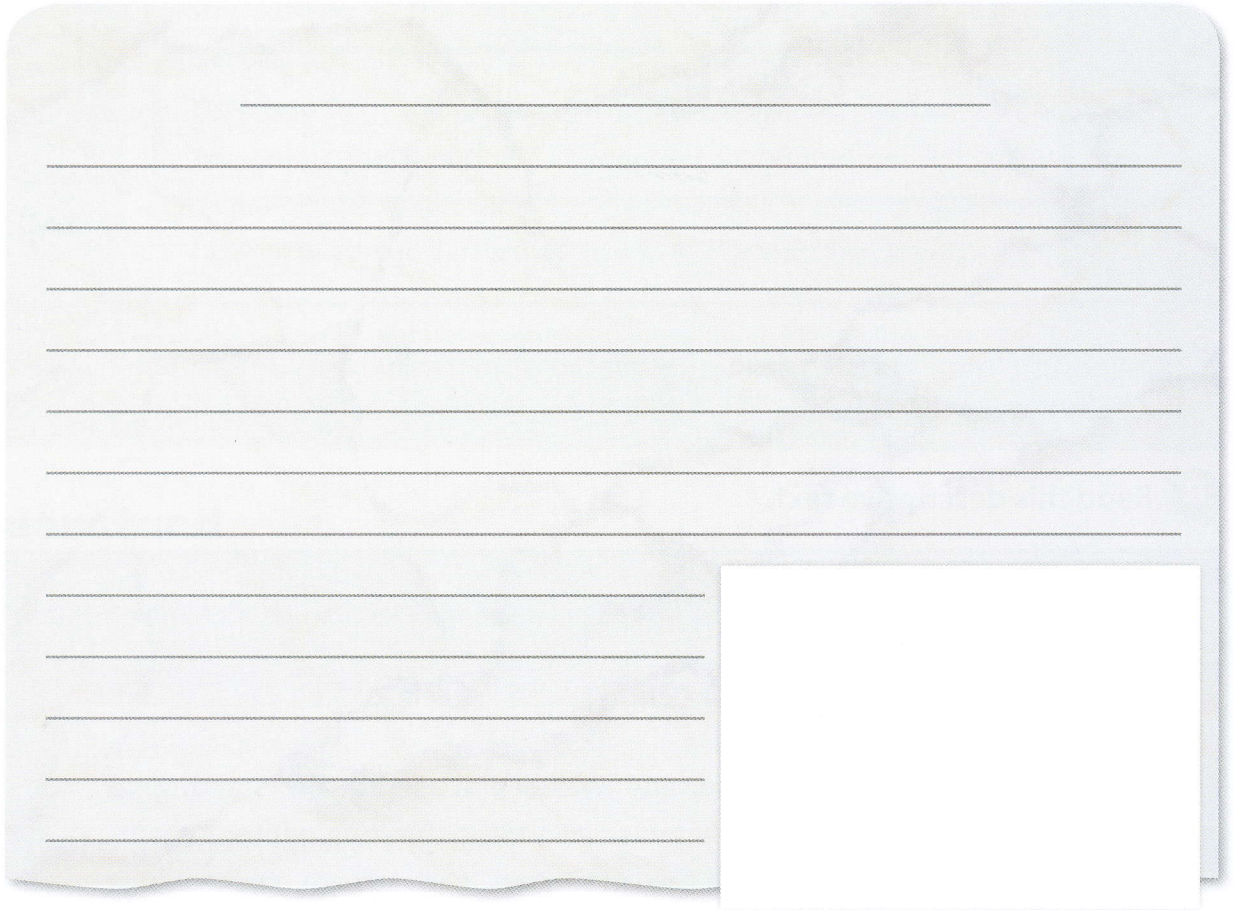
Paragraph 2

Paragraph 3

Paragraph 4

Write

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



Edit

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

In my informational text:	
<input type="checkbox"/>	<input type="checkbox"/> I can write an introduction.
<input type="checkbox"/>	<input type="checkbox"/> I can order a paragraph into topic sentence, supporting sentences and concluding sentence.
<input type="checkbox"/>	<input type="checkbox"/> I can write a conclusion.

6

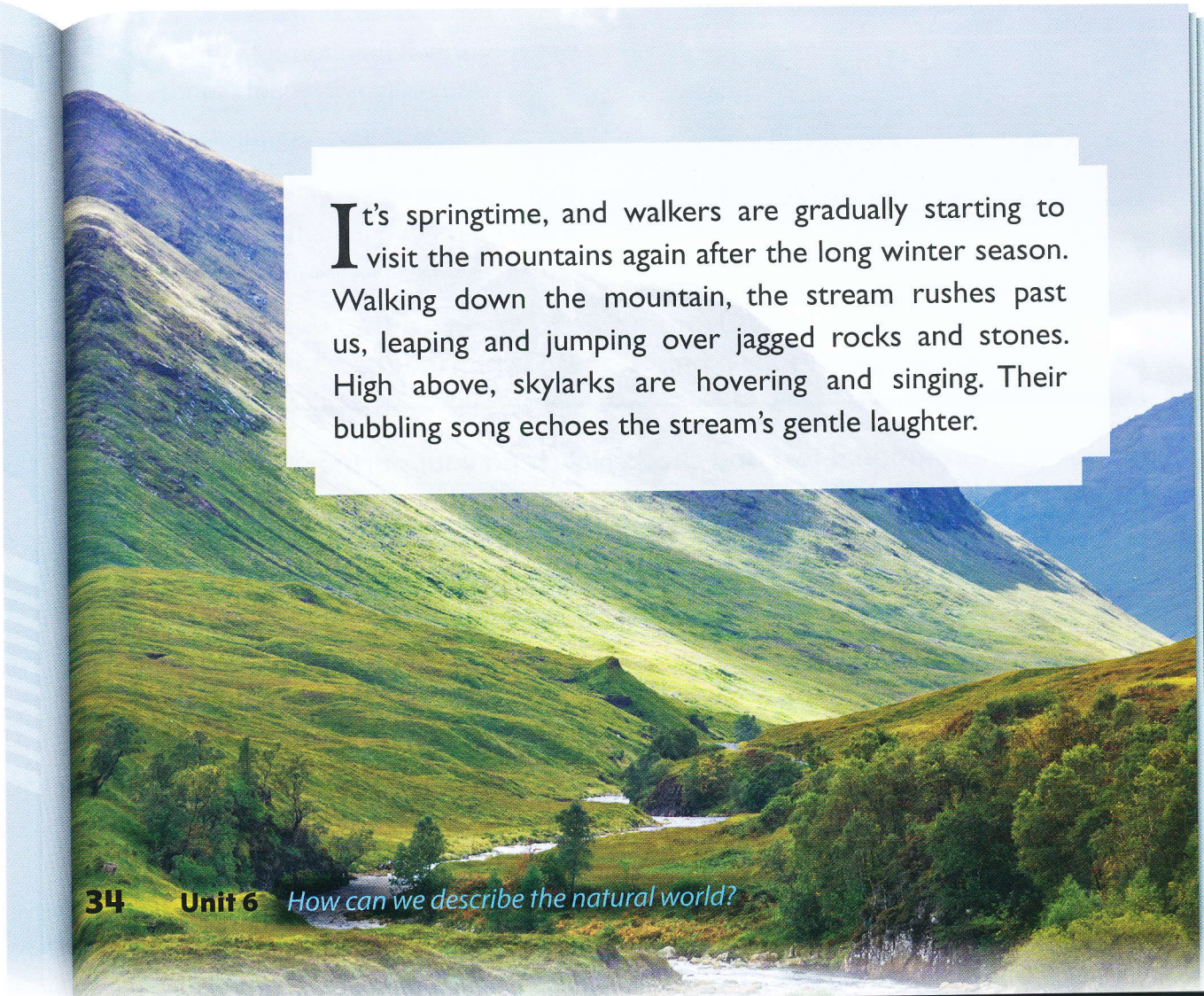
How can we describe the natural world?

Words to know

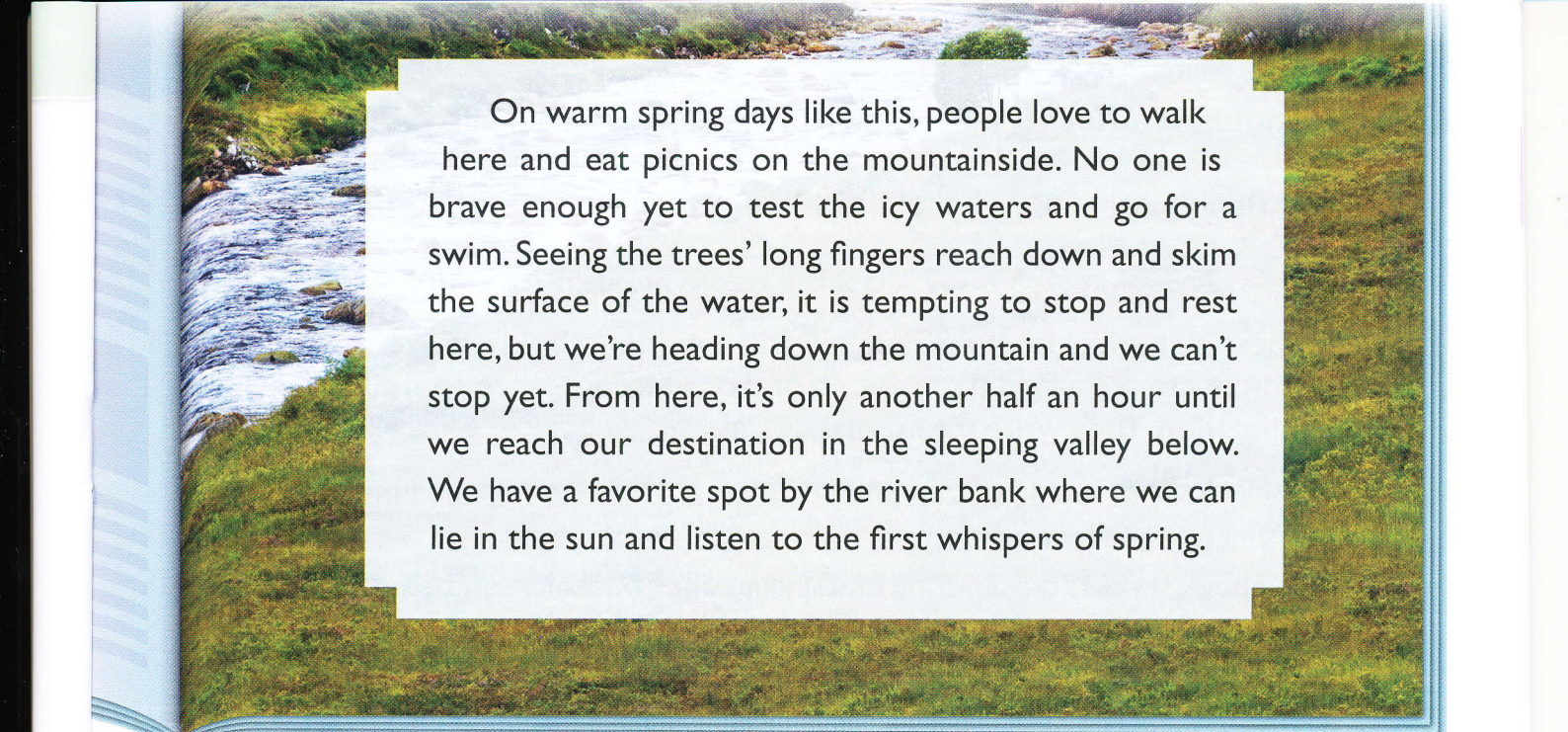
leaping echo stone skylark tempting hover
 skim valley murmuring laughter countryside jagged

Read

- A** Personification gives human qualities to objects, animals, or other nonliving things. Can you think of a story that uses personification?
- B** Read this descriptive text.



It's springtime, and walkers are gradually starting to visit the mountains again after the long winter season. Walking down the mountain, the stream rushes past us, leaping and jumping over jagged rocks and stones. High above, skylarks are hovering and singing. Their bubbling song echoes the stream's gentle laughter.



On warm spring days like this, people love to walk here and eat picnics on the mountainside. No one is brave enough yet to test the icy waters and go for a swim. Seeing the trees' long fingers reach down and skim the surface of the water, it is tempting to stop and rest here, but we're heading down the mountain and we can't stop yet. From here, it's only another half an hour until we reach our destination in the sleeping valley below. We have a favorite spot by the river bank where we can lie in the sun and listen to the first whispers of spring.

Understand

C Which of these subjects are mentioned in the descriptive text? Check.

a season

a bird

the weather

an animal

a place

a person

D What is the main idea of this text?

E Where do you think this text could come from? More than one answer is possible.

poem

diary

tourist brochure

novel

encyclopedia

F Have you ever been to a place like this?

G Which natural features are mentioned in the descriptive text in **B**?

H Read these sentences from the text in **B**. The words in bold are examples of personification. Reread the text and find another sentence containing personification. Then write that sentence below.

- 1 Walking down the mountain, the stream rushes past us, **leaping** and **jumping** over jagged rocks and stones.
- 2 High above, skylarks are hovering and singing. Their bubbling song echoes the stream's gentle **laughter**.
- 3 Seeing the trees' long **fingers** reach down and skim the surface of the water, it is tempting to stop and rest here ...
- 4 We have a favorite spot by the river bank where we can lie in the sun and listen to the first **whispers** of spring.

I We can personify a text with nouns, verbs, or adjectives. Read the first paragraph below. Then read texts A and B. How do these two different examples of personification make you feel in comparison to the original?

It's a quiet evening. There's a dark storm on the horizon. The grey clouds are gathering and soon the rain will pour on the silent town.

A It's a **restless** evening. There's an **angry** storm on the horizon. The **scowling** clouds **are arguing** and soon the rain will **scream at** the **crazy** town.

B It's a **thoughtful** evening. There's a **sleepy** storm on the horizon. The **calm** clouds **are whispering** and soon the rain will **wake** the **sleeping** town.

Think

J Think of experiences in your life. Use the ideas below to help you make notes.

what?	a walk? a sailing trip? a picnic? _____ _____
where?	the mountains? a beach? a forest? _____ _____
features:	sky? clouds? trees? lake? buildings? _____ _____

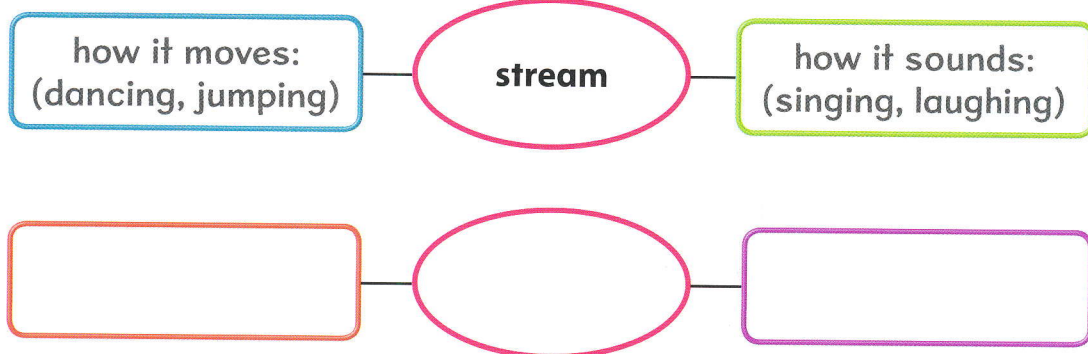
K Choose an activity, a place, and the features you want to describe from **J**. Write.

L Writing focus

Personification means to use words that could describe a person. You can use adjectives, verbs, and nouns to personify a text.

The **smiling** mountain **stretched** high into the sky and we felt its **joy** as it **touched** the clouds.

Make notes about how you could personify the features you will describe.



Organize and Plan

- M** Think of how you want to plan your text. Remember to describe a variety of features in the order they are seen.

Where?



When? (What season is it? What time of day is it?)



Who?



What are you doing / seeing?

- N** Read **I** again. Think of how you want to personify your description. Choose some ideas from your notes in **L**.

Write

- ⊙ Now write your descriptive text. Stick or draw a picture. Use your work in activities **J** – **N** to help you.

A large light blue rectangular area with a wavy bottom edge, containing horizontal lines for writing. On the right side, there is a white rectangular box for drawing a picture.

Edit

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

In my descriptive text:

<input type="checkbox"/>	<input type="checkbox"/>	I can describe a setting.
<input type="checkbox"/>	<input type="checkbox"/>	I can use personification.

Three yellow stars are placed on the right side of the table.

7

How would we live without money?

Words to know

value barter exchange trade labor
 goods currency voluntary work skill gain

Read

- A** A hypothetical text asks the readers to put themselves in an imaginary situation. Can you think of a hypothetical text?
- B** Read this hypothetical text.

A _____

Have you ever wondered what it would be like to live in a world without money? If you didn't have money, you wouldn't be able to buy anything. How would you eat or keep warm? Where would you live? How would you survive?

B _____

In the past, people bartered and traded goods they had for things they wanted. If you grew more food than you needed, you could trade it for something that you wanted. For example, you could trade apples for some cheese, or ten potatoes for a basket. If you didn't have anything to trade, you could trade your labor. For instance, you could work for a farmer in exchange for food or shelter.



But who would set the 'value' of anything? Who would say that building houses is more valuable than making clothes, or that ten potatoes has the value of one basket?



It would probably be very difficult to live without money, because eventually labor, skills, and goods would start to have a value. A person with a horse, which could be used for transport, would have more trading value than a person with a cat. A person with twenty apples would be richer than a person with five apples. In the end, perhaps it would be impossible to live without money, and society would have to invent a different form of exchange that was similar to money.

Understand

C What imaginary situation does the text talk about?

D Do you think living in a world without money would be a good thing? Why? Why not?

E Why do you think it is important to think hypothetically about things?

F The hypothetical text in **B** has three paragraphs. Match the titles below to paragraphs A, B, and C, and complete them in the text.

- Trade your goods and skills
- A new currency
- What would it be like to live without money?

G We use conditional tenses to talk about hypothetical situations. Underline the conditional tenses in these sentences from the text.

- 1 If you didn't have money, you wouldn't be able to buy anything.
- 2 If you grew more food than you needed, you could trade it for something that you wanted.
- 3 If you didn't have anything to trade, you could trade your labor.
- 4 It would probably be very difficult to live without money, because eventually labor, skills, and goods would start to have a value.

H Read this paragraph about a world without money. Rewrite it as a hypothetical text.

In a world without money, people help their neighbors and friends more. People do voluntary work for their local community. It's impossible for anyone to have more power than anyone else just because they have more money. If you want anything, you trade your skills.



In a world without money, people would help their neighbors and friends more ...

Think

I Writing focus

When we discuss hypothetical questions, we need to use conditional tenses. These can describe imaginary situations.

What would it be like if ...?

If we didn't have ..., we would have to ...

People wouldn't be able to ... if they didn't ...

The text in B asks hypothetical questions about money. What other topics could you ask hypothetical questions about? Write.

J What hypothetical questions can you ask about your topics from I?

- 1 _____
- 2 _____
- 3 _____

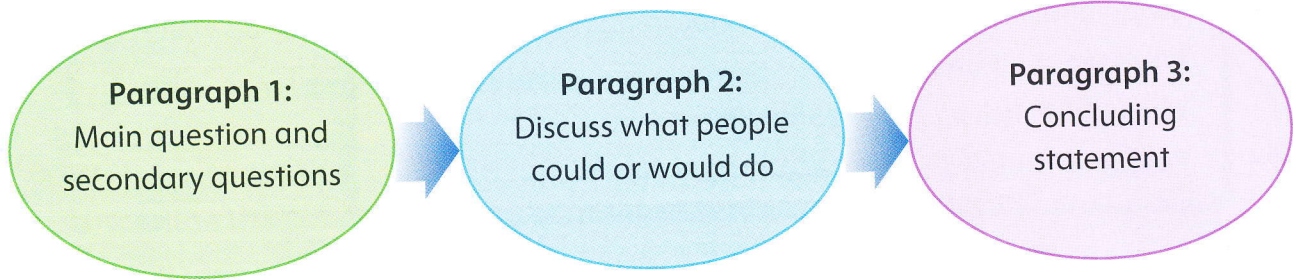
K Can you think of answers to your hypothetical questions from J?

L Choose your best hypothetical question from J. What could the outcome be?

I think ...

Organize and Plan

M There are three paragraphs in the hypothetical text in **B**. Read this paragraph plan and make notes about how you will group your ideas.



Paragraph 1: Main question and secondary questions
What would it be like if ...?
How would ...? What would ...? Where would ...?

Paragraph 2: Discuss what people could or would do
People could ... If we didn't ..., we couldn't ...
Nobody would ... There wouldn't be ...

Paragraph 3: Concluding statement
I think ...

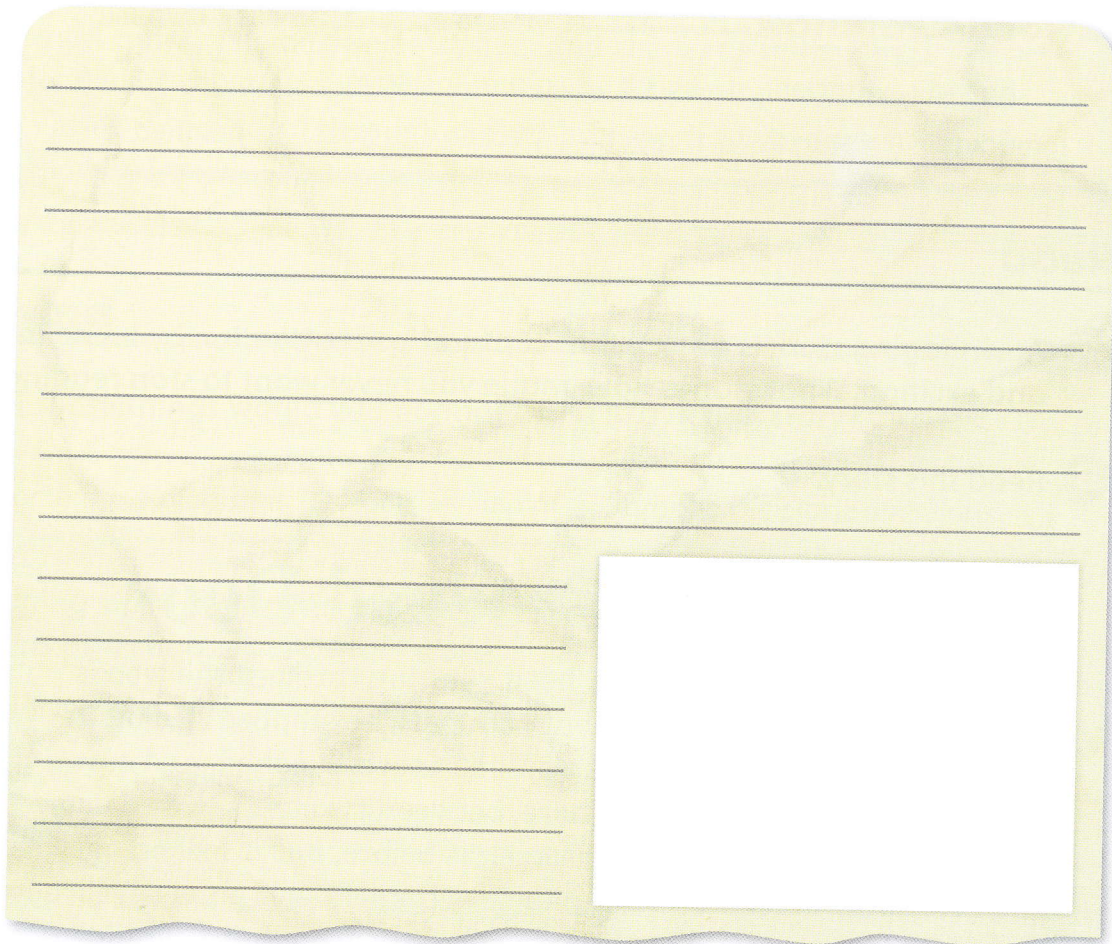
Write

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

Paragraph 1

Paragraph 2

Paragraph 3



Edit

O Read your hypothetical text and check. Now read your partner's writing and check if you agree.

	In my hypothetical text:	
<input type="checkbox"/>	<input type="checkbox"/> I can use conditional tenses to ask and answer hypothetical questions.	★
<input type="checkbox"/>	<input type="checkbox"/> I can write main questions and secondary questions.	
<input type="checkbox"/>	<input type="checkbox"/> I can write my opinions in a concluding statement.	★ ★

8

How do we express ourselves?

Words to know

ahead ancient twitch alarm save handle
 remarkable massive react peeling froze petrified

Read

- A** An engaging story is a story that captures your attention by being interesting and exciting. What stories have made you never want to stop reading?
- B** Read this story.

The Crooked Door

My dog Alfie had been running through the woods ahead of me, but suddenly he stopped. He made a strange noise, and wouldn't move. I looked, and saw a remarkable thing. There, between two trees, was a door. I couldn't remember seeing it before, but it looked very old – ancient – with paint peeling off, and a massive, rusty iron handle. The door was slightly open, but I couldn't see what was on the other side.

As I looked, Alfie began to bark, and his ears twitched. A small rabbit was sitting next to one of the trees. It froze for a moment, staring at Alfie.



Alfie reacted quickly, pulling the leash from my hand and running at the rabbit. It ran away, disappearing through the door. Alfie slipped through the door and out of my sight. I called him back, shouting his name so loudly that birds overhead flew off in alarm, but he didn't hear me – or if he did, he didn't come back.

For a second, I could still hear him barking. Then everything went quiet. The barking stopped, and the birds fell silent. I looked at the door and although I was beginning to feel petrified, I knew I had to go through to find him, perhaps to save him. Slowly, I took a step towards it ...

Understand

C Which of these things would you normally find in a fiction story? Circle.

characters diagrams facts a plot graphs stage directions

D An engaging story should have these five elements. Read these definitions and choose the correct word.

- | | |
|------------------------------------------------------------------|-------------------------------|
| 1 a beginning that grabs the reader's attention | conflict / hook |
| 2 the people or animals in a story | characters / plot |
| 3 the main events in a story | hook / plot |
| 4 a problem in a story that needs to be solved or fixed | characters / conflict |
| 5 a surprising or shocking end to a paragraph, chapter, or story | conflict / cliffhanger |

E Read the story in **B** again. Match the elements from **D** to these descriptions of the story.

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| a The boy's dog is missing after going through the door. | _____ |
| b A boy sees a strange door in the woods. | _____ |
| c There's a boy and his dog Alfie. | _____ |
| d A boy is walking through the woods and he sees a door. The dog starts barking and it runs through the door. The boy steps closer to the door and wonders what to do next. | _____ |
| e Suddenly the dog's barking gets quiet. Even the birds are silent. Then the boy takes a step closer. | _____ |

F What do you predict will happen next in the story?

G An engaging story needs to be interesting. Look at sentences A and B. How are they different?

A An engaging story should leap into your reader's mind, powerfully grab their attention and rapidly tell them something interesting.

B An engaging story should get your reader's attention.

Underline the words that make A a more engaging sentence.

H Read the paragraph below. Rewrite it using verbs, adverbs, and adjectives to make a more engaging story.

As Martha went into the library, she saw that the books had fallen off the shelves. They were all in a big pile on the floor, and the window was open. Wind was blowing in, and the pages of the books were moving. A bird flew in through the open window, and it surprised Martha.



As Martha went into the library, she saw to her **horror** that the books had fallen off the shelves. They were all **sitting untidily** in a **huge** pile on the floor, _____

Think

I Think of two ideas for your own engaging story. Write.

J Think about the elements you learned in **D**. Can you think of some ideas for each of the elements?

1 a hook

2 characters

3 a conflict

4 a plot

5 a cliffhanger

K Writing focus

In an engaging story, the writer chooses verbs, adverbs, and adjectives that make the writing more exciting and engaging.

He **scrambled frantically** over the wall, and **leapt** into the little boat with only **seconds to spare** before the gang could reach him.

Think of how you can use language to make your ideas more interesting. Make some notes.

Organize and Plan

L Choose your best idea from **I** and make more detailed notes.

hook	<hr/> <hr/>
characters	<hr/> <hr/>
conflict	<hr/> <hr/>
plot	<hr/> <hr/>
cliffhanger	<hr/> <hr/>

M Think about how many paragraphs you want to write and order your ideas within each paragraph.

Paragraph 1

Paragraph 2

Paragraph 3




Write

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

A large yellow rectangular area with horizontal lines for writing. On the right side, there is a white rectangular box intended for drawing or sticking a picture.

Edit

⊙ Read your story and check. Now read your partner's writing and check if you agree.

	In my engaging story:	
<input type="checkbox"/>	<input type="checkbox"/> I can start the story with a hook to get the readers' attention.	
<input type="checkbox"/>	<input type="checkbox"/> I can include a conflict to add interest.	
<input type="checkbox"/>	<input type="checkbox"/> I can end with a cliffhanger.	
<input type="checkbox"/>	<input type="checkbox"/> I can use exciting language to engage the reader.	 

9

How are buildings made?

Words to know

straw bale plaster render foundation timber
 thatch concrete overlap string layer constructed

Read

- A** A process report explains to the reader how something is done. Can you think of any process reports?
- B** Read this process report.



This type of house is environmentally friendly because it's warm in the winter, cool in the summer, cheap to heat and very cheap to build. The most unusual thing about it is that it's made of straw!

First, the foundations are built. Then the outer timber frame of the house is constructed. The frame is nailed together.

The roof frame can be built at the same time and can be put aside until the walls are built. Next, the walls are built using straw bales. A complete layer of bales is set around the edge of the base inside the frame. The walls are built upwards with the bales stacked in overlapping rows like bricks. They are held together using long wooden stakes. As the walls are constructed, the windows, plumbing, and electrics are fitted in the usual way. This is also the time when the wooden floor and stairs are fitted.

Last, the roof frame is lifted into position and attached to the straw walls using wooden stakes. The roof frame is covered with tiles or thatch. When it is finished, the inside and outside walls are rendered with plaster.

Understand

C Why is a straw bale house good for the environment?

D Which of these materials are used when making a straw bale house? Circle.

iron straw bales bricks plaster concrete wood plastic

E What is the first thing completed when building a straw bale house?

F Would you like to live in a straw bale house? Why? Why not?

G Check the correct sequence of adverbs.

First, Next, Last, Then

First, Then, Next, Last

H Look at these sentences. How are they different? Complete.

1 We made the house with straw.

2 The house is made with straw.

Sentence 1 is _____ and sentence 2 is _____.

I Read these instructions for building a brick wall. Then rewrite the paragraph as a report using the passive voice.

First, make a concrete foundation called a 'footing'. Cover and leave for three days to dry. Then, lay a row of bricks on the footing. Use mortar to fix each brick in place. Next, add more layers of bricks until the wall is finished. Last, remove any excess mortar with a brush.



First, a concrete foundation called a 'footing' is made.

Think

- J** Look at the types of building. Make notes about the materials you need to make each one, and what is unusual about them.

skyscraper

grass hut

igloo

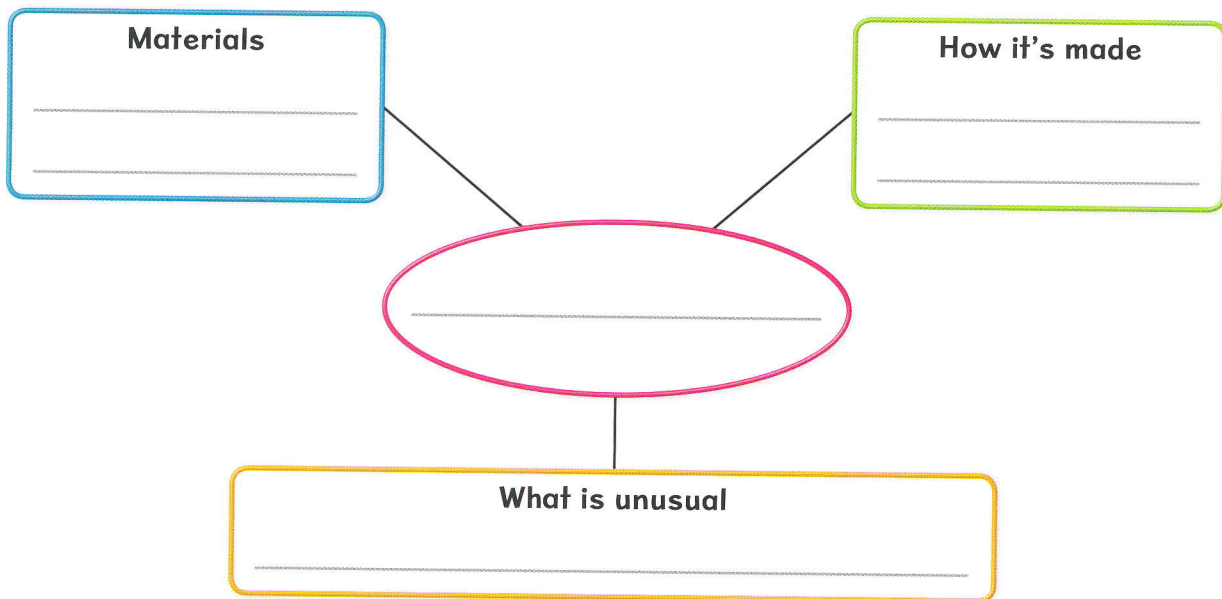
ice hotel

Organize and Plan

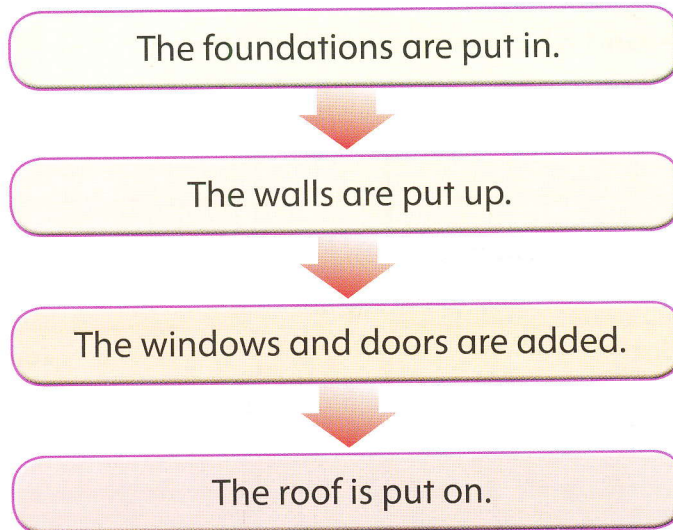
- K** Choose one of the buildings from **J**. Do you know or can you find out:

- how it is made?
- the correct order of stages to make this building?

- L** Write your building choice in the center of the diagram below. Complete the diagram with your ideas.



M When you have a sequence of events, it helps to group them into stages. Look at this example from **B**.



Make notes about how your building is made. Put the stages in the correct order. Use the words in the box to help.

Then Last First Next

N **Writing focus**

In a process report, the passive voice is used to describe the different stages. First, the foundations **are laid**. Next, the bricks **are placed** in a row.

What verbs will you need to use in the passive to describe your process? Make notes.

Write

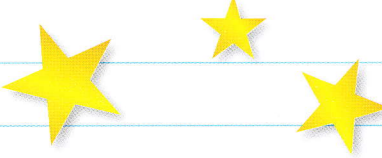
- ⦿ Now write your process report. Stick or draw a picture. Use your work in activities **J** – **N** to help you.

A large yellow rectangular area with horizontal lines for writing. On the right side, there is a white rectangular box intended for a drawing or picture.

Edit

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

In my report:

<input type="checkbox"/>	<input type="checkbox"/>	I can describe a process.	
<input type="checkbox"/>	<input type="checkbox"/>	I can use adverbs of sequence to help order the stages correctly.	
<input type="checkbox"/>	<input type="checkbox"/>	I can use the passive voice to describe the process.	

Spelling Master Class

1 Suffixes *-ible -able -ibly -ably*

A Spelling focus

We can add the suffixes *-ible*, *-able*, *-ibly*, *-ably* to verbs and nouns, to make adjectives or adverbs.

-ible and *-able* are the adjective forms. *-ibly* and *-ably* are the adverb forms.

Match the adjectives to the adverbs.

- | | | |
|---------------|---|-----------------|
| 1 predictable | • | • a flexibly |
| 2 flexible | • | • b terribly |
| 3 valuable | • | • c valuably |
| 4 terrible | • | • d predictably |

B Use the words in the box to complete the sentence.

y adverb e adjective

When the _____ ends with *-able* and *-ible* we delete _____ and we add _____ to make the _____.

2 Prefix *un-*

A Spelling focus

To make a word with the opposite meaning or a negative meaning, we can add the prefix *un-*:

tie, untie happy, unhappy

B Write the words with *un-*.

- | | |
|---------------------|-----------------|
| 1 comfortable _____ | 3 cooked _____ |
| 2 tied _____ | 4 wrapped _____ |

3 pre- and pro-

A Spelling focus

Many words start with **pre-** and **pro-**. You have to learn the different spellings.

Use the letters **e** or **o** to complete each word below.

- | | | |
|-----------------|----------------|-----------------|
| 1 pr _ cess | 4 pr _ mise | 7 pr _ ventable |
| 2 pr _ paration | 5 pr _ pelling | 8 pr _ tect |
| 3 pr _ digy | 6 pr _ perty | 9 pr _ dictable |

B Now find one more word starting with *pre-* and one more starting with *pro-*.

4 Spelling with *ie* and *ei*

A Spelling focus

You often find the letters *ie* and *ei* in the middle of a word. There are some rules to help you remember the correct order.

Look at the chart. Circle *ie* and *ei* in the words.

Words	Rules
field, thief, niece, piece, friend,	
receive, ceiling,	
ancient, eight, freight, neighbor,	

B Look at the rules. Write them in the chart in A.

write *ei* after *c*

some words don't follow a rule

in general write *ie*

C Write each word in the correct row in the chart in A.

species deceive pierce

5

-ous -ious endings**A Spelling focus**

We can make nouns into adjectives by adding *-ous* or *-ious*.

Complete the adjectives with *-ous* or *-ious*.

- | | | | |
|-------------|----------------|-------------|----------------|
| 1 space | spac _ _ _ _ | 5 poison | poison _ _ _ |
| 2 mountain | mountain _ _ _ | 6 envy | env _ _ _ _ |
| 3 nerve | nerv _ _ _ | 7 adventure | adventur _ _ _ |
| 4 carnivore | carnivor _ _ _ | 8 mystery | myster _ _ _ _ |

B Look at the words in **A**. Write the adjectives in the chart.

+ <i>ous</i>	_____
delete <i>e</i> + <i>ious</i>	_____
delete <i>y</i> + <i>ious</i>	_____
delete <i>e</i> + <i>ous</i>	_____

6

Mnemonics**A Spelling strategy**

A mnemonic device is a sentence or rhyme that helps you to remember a spelling rule. Here are some examples:

u always follows *q*

Hear or Here? You **hear** with your **ear**.

B What spelling strategy does this mnemonic device help you with?

When it says 'ee'

Put *i* before *e*

but not after *c*.

7 Prefixes *in-* and *im-*

A Spelling focus

We can change the meaning of a word by putting *in-* or *im-* at the beginning.

Match the word pairs and circle *in-* or *im-*.

- | | | |
|------------|---|----------------|
| 1 polite | • | • a inaccurate |
| 2 correct | • | • b impossible |
| 3 accurate | • | • c incapable |
| 4 patient | • | • e imperfect |
| 5 possible | • | • f invisible |
| 6 perfect | • | • g incorrect |
| 7 capable | • | • h impolite |
| 8 visible | • | • i impatient |

B How do the prefixes *in-* and *im-* change the meaning of a word? Check.

- They change the word to mean 'bad'. They change the word to mean 'not...'

8 Homophones

A Spelling focus

Homophones are words that sound the same, but which are spelled differently.

Write the words next to their homophones.

who's four there you're band it's

- | | | |
|----------------|---------------|--------------|
| 1 banned _____ | 3 its _____ | 5 your _____ |
| 2 their _____ | 4 whose _____ | 6 for _____ |

B Check the meaning of the words in A. Use a dictionary to help you.

C Write a homophone for each word.

- 1 right _____ 2 sun _____ 3 sea _____ 4 hole _____



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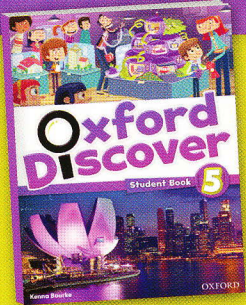
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