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Resources

3

# English

Student Book



Primary

OXFORD

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# A world of stories, poems and facts



In this book you will find stories, poems and facts from these places. We hope you enjoy them!



# Unit contents

Unit	Theme	Reading and comprehension
1	Home and school	Fiction Narrative with a familiar setting <i>Abdullah's Butterfly</i>
2	Find out how!	Non-fiction Instructions <i>From Balloon to Mask (How to make a mask), Make a Grass Head</i>
3	Our sensational senses	Poetry Poems about the senses, 'The Sound Collector', 'The Young Fox'
<b>REVISE AND CHECK UNITS 1–3</b>		
4	Traditional tales	Fiction Traditional narrative <i>A Balinese Folk Tale</i>
5	Keep in touch!	Non-fiction Letter to author from <i>Clarice Bean</i> , Letter from author to <i>Clarice and Betty</i> , Letter from <i>Roald Dahl</i> to his mother
6	Sharing cultures	Playscript A play based on a Maori legend <i>Maui Catches the Sun</i>
<b>REVISE AND CHECK UNITS 4–6</b>		
7	It's a mystery!	Fiction Mystery narrative <i>Stolen Cake and Trick Cake</i> from <i>Precious and the Monkeys</i>
8	Our world	Non-fiction Non-chronological reports, <i>Michael</i> , <i>Desert Meerkats</i>
9	Why do we laugh?	Poetry Humorous narrative poem 'Dad and the Cat and the Tree'
<b>REVISE AND CHECK UNITS 7–9</b>		
<b>FICTION READING <i>The Squink</i></b>		

Unit	Language, grammar, spelling, vocabulary, phonics, punctuation	Writing	Speaking and listening
1	<ul style="list-style-type: none"> <li>Unfamiliar words, definitions</li> <li>Nouns, adjectives and verbs</li> <li>Powerful verbs and adjectives</li> <li>New spellings, syllables and vowels</li> <li>Features of fiction genre</li> </ul>	<b>Fiction</b> Writing a story close to home	<ul style="list-style-type: none"> <li>Organisation of ideas</li> <li>Language choices</li> <li>Confident talking in turns</li> </ul>
2	<ul style="list-style-type: none"> <li>New words in context</li> <li>Instructions vocabulary</li> <li>Sentences</li> <li>Question marks, imperative verbs and exclamation marks</li> <li>Tenses, present and past</li> <li>Spelling, adding <i>-ed</i> and <i>-ing</i> to verbs</li> <li>Features of instruction text</li> </ul>	<b>Non-fiction</b> Writing a set of instructions	<ul style="list-style-type: none"> <li>Expressing opinions</li> <li>Instructions – listening and understanding</li> </ul>
3	<ul style="list-style-type: none"> <li>Unfamiliar words, definitions</li> <li>Senses vocabulary</li> <li>Prefixes, <i>un-</i>, <i>dis-</i> and <i>re-</i></li> <li>Features of poetry genre</li> </ul>	<b>Poetry</b> Writing a poem	<ul style="list-style-type: none"> <li>Language choices</li> <li>Confident talking in discussion</li> <li>Poetry performance</li> </ul>
<b>REVISE AND CHECK UNITS 1–3</b>			
4	<ul style="list-style-type: none"> <li>New words in context</li> <li>Synonyms</li> <li>Thesaurus and extension of vocabulary</li> <li>Alternative words for 'said'</li> <li>Speech punctuation</li> <li>Features of traditional tales</li> </ul>	<b>Fiction</b> Rewriting a traditional story	<ul style="list-style-type: none"> <li>Questions – develop ideas and extend understanding</li> <li>Language choices</li> </ul>
5	<ul style="list-style-type: none"> <li>Unfamiliar words, definitions</li> <li>Letters vocabulary</li> <li>Alphabetical order</li> <li>Words containing <i>ou</i></li> <li>Singular and plural</li> <li>Apostrophes in contractions</li> <li>Features of letters</li> </ul>	<b>Non-fiction</b> Writing a formal letter	<ul style="list-style-type: none"> <li>Expressing opinions</li> <li>Organisation of ideas</li> </ul>
6	<ul style="list-style-type: none"> <li>New words in context</li> <li>Irregular verbs, 'to be'</li> <li>Suffixes, <i>-ful</i>, <i>-less</i></li> <li>Features of playscripts</li> </ul>	<b>Playscript</b> Writing a playscript	<ul style="list-style-type: none"> <li>Language choices</li> <li>Playscript performance</li> <li>Listening and confident talking in turns</li> </ul>
<b>REVISE AND CHECK UNITS 4–6</b>			
7	<ul style="list-style-type: none"> <li>Unfamiliar words, definitions</li> <li>Prefixes, <i>non-</i>, <i>mis-</i></li> <li>Suffix, <i>-ly</i></li> <li>Pronouns</li> <li>Features of fiction genre</li> </ul>	<b>Fiction</b> Writing an adventure story	<ul style="list-style-type: none"> <li>Expressing opinions</li> <li>Organisation of ideas</li> </ul>
8	<ul style="list-style-type: none"> <li>New words in context</li> <li>Irregular verbs, 'to have', 'to go'</li> <li>Compound words</li> <li>Clauses and conjunctions</li> <li>Subordinate clauses and commas</li> <li>Features of non-chronological reports</li> </ul>	<b>Non-fiction</b> Writing a non-chronological report	<ul style="list-style-type: none"> <li>Expressing opinions</li> <li>Questions – ideas and understanding</li> </ul>
9	<ul style="list-style-type: none"> <li>Unfamiliar words, definitions</li> <li>Dictionary, thesaurus and extension of vocabulary</li> <li>Homophones</li> <li>Rhyme</li> <li>Features of poetry</li> </ul>	<b>Poetry</b> Writing a limerick	<ul style="list-style-type: none"> <li>Poetry performance</li> <li>Language choices</li> </ul>
<b>REVISE AND CHECK UNITS 7–9</b>			
<b>FICTION READING <i>The Squink</i></b>			

# 1

## Home and school



**"He who asks a question is a fool for a minute; he who does not remains a fool forever."**

**Chinese proverb**

### **Talk time**

- 1** What do you think is happening in these pictures?
- 2** How do you get to school? On foot? By bus? By car?



- Talk about how you get to school
- Listen to what others say
- Work out the meaning of words

## Describing journeys to school

- A** Read the words in the box and match them to the meanings below.

cyclist    journey    pedestrian

- 1 A person who rides a bicycle
- 2 A person who is walking along the road
- 3 A trip from one place to another

- B** Copy the sentences below. Choose a word from the box to fill each gap.

catch    bus    waits    late

Each morning, the school \_\_\_\_ stops in my village.

I am often \_\_\_\_ and have to run to \_\_\_\_ it!

The driver always \_\_\_\_\_ for me.

- C** With a partner, talk about your journeys to school. How are they similar? How are they different?



## Stories with familiar settings

This story is about a boy called Abdullah, who lives in a village in Malaysia. Abdullah catches butterflies and sells them. He uses the money to buy special **porridge** for his grandfather.

### Abdullah's Morning

Each day, as Abdullah sets off for school he **shrugs** into the straps of his **satchel** and **snatches** up his butterfly net from beside the door. His mother puts in papaya and banana and flat pancakes for his  
 5 lunch. She smooths his hair and tells him to study hard and listen to the teacher, because she wants him to do better than **weave** baskets and catch butterflies for the rest of his life.

But Grandfather reaches for his hand as he  
 10 is going out the door and whispers in his ear.

“Catch me a butterfly today Abdullah, a big green butterfly if you can.”

And Abdullah knows that Grandfather is hungry for the porridge that he likes  
 15 so much because his teeth are all gone.

### Glossary

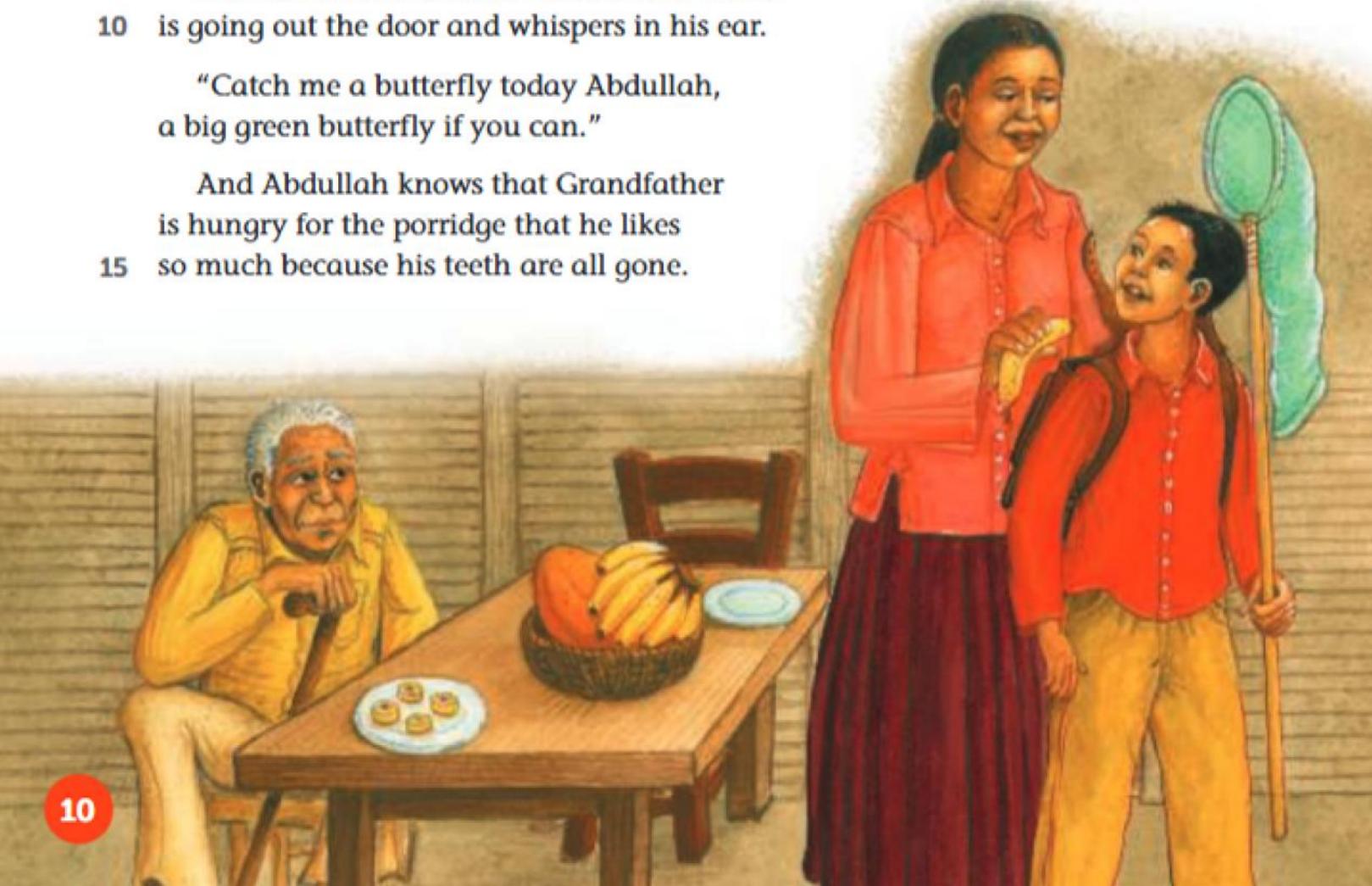
**porridge** food made by boiling oatmeal to a thick paste

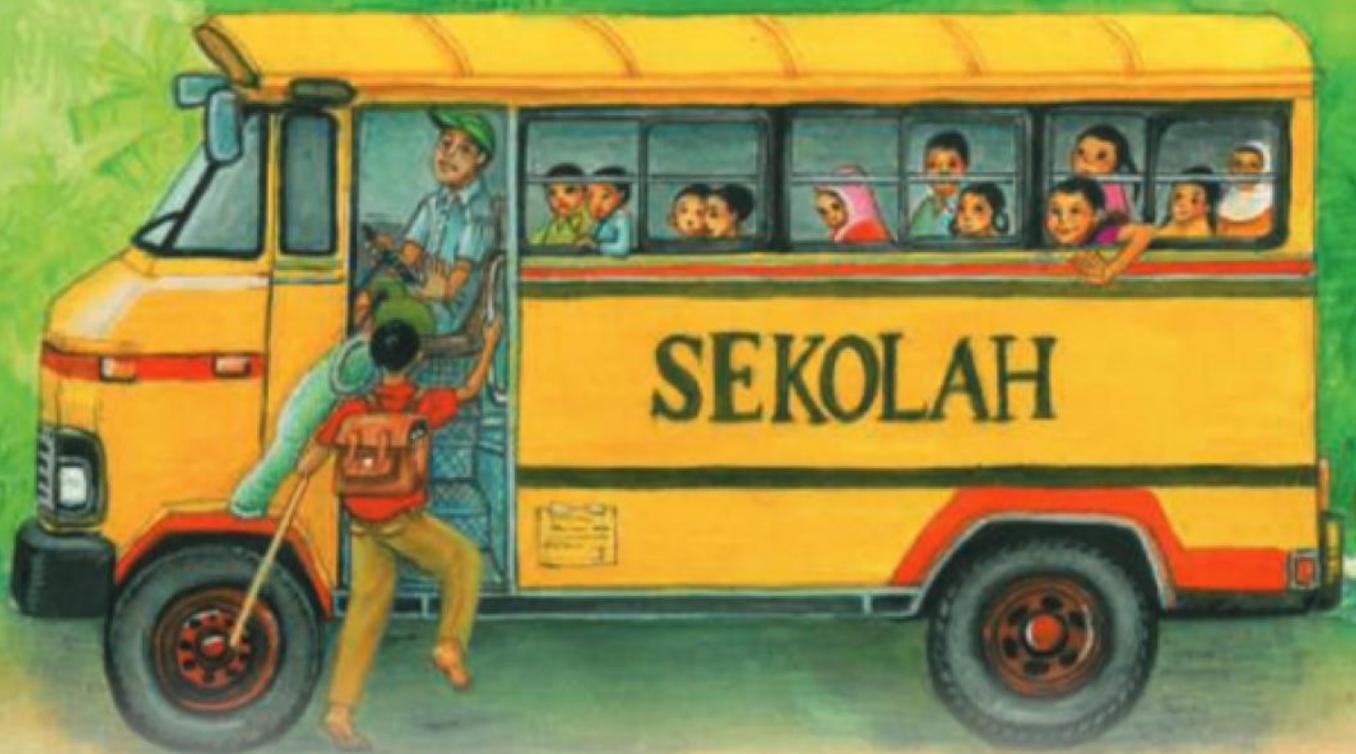
**shrugs** lifts and drops shoulders

**satchel** bag you wear for carrying school books

**snatches** grabs something quickly

**weave** make something by crossing strips over and under each other





Abdullah rode down early to the town as usual, in the rattly old yellow school bus with the tall black writing on its side. SEKOLAH, it says. School.

20 As the bus bumped and **swerved** down the mountain, Abdullah kept watch out of the window, twirling his net gently in his hands, hoping to be lucky enough to see a large, bright butterfly.

25 Abdullah studied hard, as his mother told him. He studied maths and English and faraway countries. He wrote carefully in his book and listened to Mr Ginyun, but all the while he kept one eye watching out the window for a butterfly  
30 for Grandfather.

From *Abdullah's Butterfly* by Janine M. Fraser and Kim Gamble

### Glossary

**swerved** turned or changed direction suddenly

- Use clues in the story to work out what is happening
- Join in a discussion about school

## Comprehension

**A** Follow the story on pages 10–11 as it is read to you, then answer the questions.

- 1 What two types of fruit does Abdullah's mother give him for lunch?
- 2 Find two words that describe the school bus.
- 3 What does Abdullah's mother want him to do at school?
- 4 What does Abdullah's grandfather want him to catch? Why?



Look at the map on page 13 and find Malaysia. Can you find where you live? With a partner, talk about the places you could visit on your journey from your home to Malaysia. Use an atlas or map to help you.



**B** What do you think?

- 1 Describe the road that leads from Abdullah's village down to the town.
- 2 Do you think Abdullah is well behaved? Why?
- 3 Why do you think Abdullah's mother tells him to study hard?

**C** What about you?

Talk with a partner about why going to school is important.



## Stories with familiar settings (continued)

On his way home from school, Abdullah is looking out of the window of the bus. He sees a beautiful butterfly and decides to get off the bus!

### The Butterfly

Abdullah leapt out of his seat. He grabbed up his bag and butterfly net, and stumbled down the **aisle**.

“Wait,” he said urgently. “Let me off.”

5 “You sure?” asked the driver. “It’s still a mighty long walk home up the mountain.”

But Abdullah nodded. He wanted to get off, now.

He waved to his friends hanging out the windows and...ran back down the road to where he had seen the butterfly.

10 Like a miracle, it was still there, rocking gently on a fern **frond**. He held his breath in wonder and excitement, because this was the largest, most perfect butterfly of its kind he had ever seen.

15 Abdullah stared, almost in a **trance**, as, with an upward sweep of its brilliant wings, the butterfly launched itself off the plant and into flight.

From *Abdullah’s Butterfly* by  
Janine M. Fraser and Kim Gamble

### Glossary

**aisle** space between rows of seats

**frond** long leaf

**trance** dreamy, semi-conscious state



- Find information to answer questions
- Think about a character's actions
- Talk about what might happen next

## Comprehension

**A** Which three sentences below are true?

- 1 The butterfly was very small.
- 2 The butterfly landed on a fern.
- 3 Abdullah was amazed and excited.
- 4 Abdullah wanted to catch the butterfly.

**B** What do you think?

- 1 Why did Abdullah want to get off the bus?
- 2 Find words that describe the butterfly. Can you think of any others?
- 3 How do you think Abdullah felt when the butterfly flew into the air?

**C** What about you?

- 1 What do you think Abdullah did next?
- 2 What would you have done?

### Stretch zone

Think of something exciting you have seen on a journey. Write three sentences describing what you saw and how you felt.



## Nouns and adjectives

A **noun** is a **naming** word. Nouns tell us the names of things, places or people.

*Examples:* bus, school, friend

An **adjective** is a **describing** word. Adjectives give us more information about nouns.

*Examples:* old, big, funny

Some nouns are called **proper nouns**. These are the names of particular places or people. Proper nouns start with a **capital letter**.

*Examples:* Abdullah, Malaysia

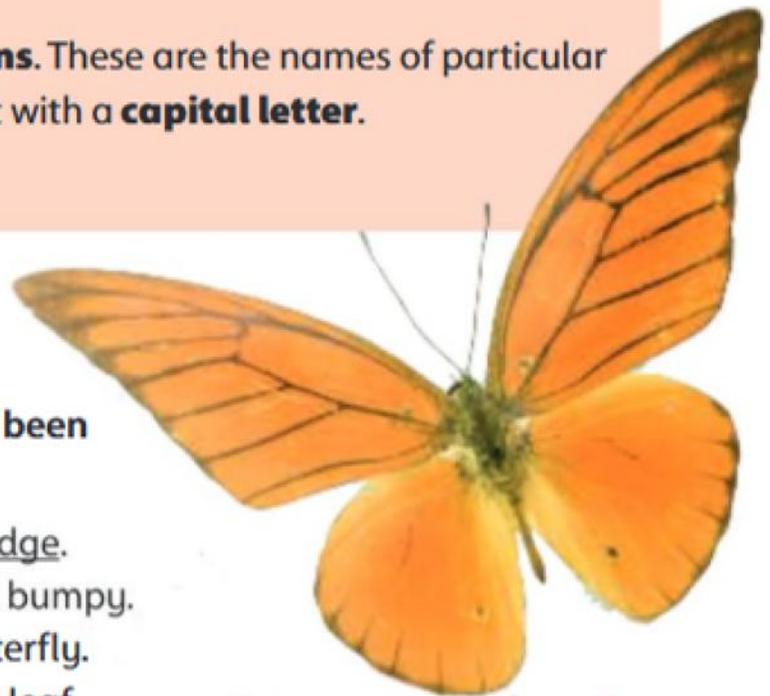
- A** Copy the sentences below. Underline the nouns and circle the adjectives. The first one has been done for you.

- 1 Grandfather eats special porridge.
- 2 The road to school is long and bumpy.
- 3 Abdullah sees a beautiful butterfly.
- 4 The butterfly flew off the long leaf.

- B** Think of a different noun to go with each adjective below.

- 1 a yellow \_\_\_\_\_
- 2 a tall \_\_\_\_\_
- 3 a warm \_\_\_\_\_
- 4 a beautiful \_\_\_\_\_

- C** Write two sentences of your own. Include a noun and an adjective in each sentence. One of the nouns should be a proper noun.



### Stretch zone

Read the story on pages 10–11 and 14 and find two nouns and two adjectives. Write your own sentences using the words you find.

- Identify verbs and know how to use them

## Verbs

A **verb** is a **doing** or **action** word. Verbs tell us what is happening or what someone is doing.

*Examples:*

The dog **chases** the rabbit across the field.

Leyla **kicks** the ball into the goal.

The verb **to be** is a **being** verb. It tells us what people and things **are**.

*Examples:*

My journey to school **is** long.

You **are** my friend.

**A** Copy the sentences below. Underline the action verbs. The first one has been done for you.

- 1 Abdullah's mother puts his lunch in his satchel.
- 2 Abdullah listens to his teacher.
- 3 The driver stops the bus.
- 4 Abdullah chases the butterfly.

**B** Think of a being verb to fill each gap in the sentences below.

- 1 Grandfather \_\_\_\_\_ hungry.
- 2 Butterflies \_\_\_\_\_ beautiful insects.
- 3 Abdullah \_\_\_\_\_ late for the bus.

**C** Read the story on pages 10–11 and 14 and find an example of an action verb and a being verb. Write two sentences of your own using each of the verbs you find.

### Language tip

As well as telling us what things *are*, the verb **to be** tells us what things *were* in the past and what they *will be* in the future.

*Examples:* I was, you were, he will be

