



Oxford  
International  
Primary

4

# English

Student Book



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!





THE ARCTIC

ARCTIC OCEAN

NGDOM

ASIA

IRAN

CHINA

SOUTH KOREA

JAPAN

Middle East

The Himalayas

THAILAND

AFRICA

INDONESIA

SOUTH AFRICA

INDIAN OCEAN

NEW ZEALAND

SOUTHERN OCEAN

OCEANIA

ANTARCTICA

# Unit contents

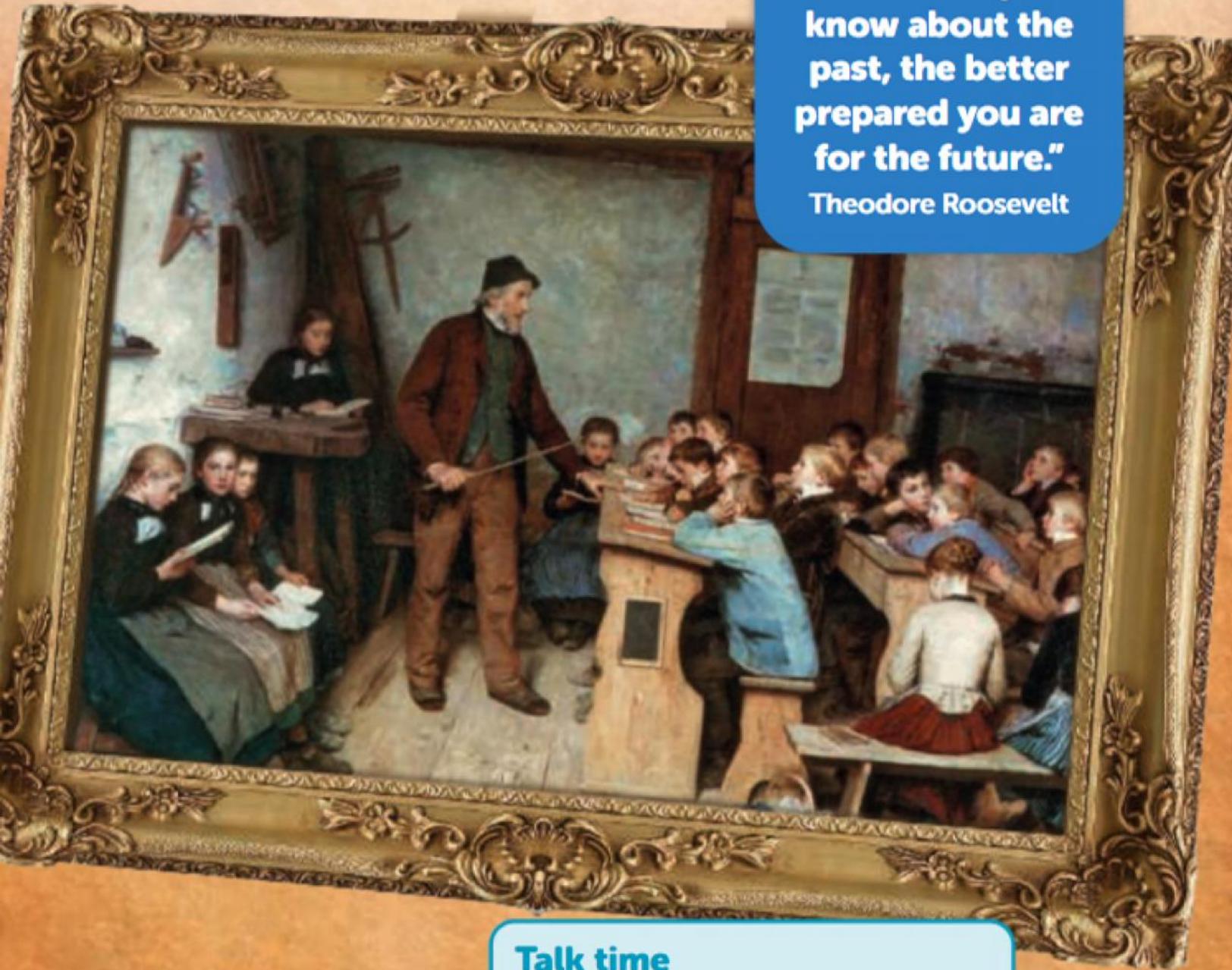
Unit	Theme	Reading and comprehension
1	Life long ago	<b>Fiction</b> Narrative with a historical setting <i>Anne of Green Gables</i>
2	Beautiful bugs!	<b>Non-fiction</b> Non-chronological report <i>Bugs</i>
3	Tricks and truth	<b>Playscript</b> A play on a common theme <i>The Wonderful Smells</i>
<b>REVISE AND CHECK UNITS 1–3</b>		
4	Fantastic journeys	<b>Fiction</b> Fantasy narrative <i>The Abominables</i>
5	Amazing animals	<b>Non-fiction</b> Newspaper-style reports <i>Dolphins: Nature's Chatterboxes</i>
6	Families of the world	<b>Poetry</b> Poems from different times and cultures 'Good Luck Gold'; 'Tea Ceremony'
<b>REVISE AND CHECK UNITS 4–6</b>		
7	All together!	<b>Fiction</b> Narrative about <i>Sitti's Secrets</i>
8	World of water	<b>Non-fiction</b> Persuasive and explanatory text <i>Protect our Water</i>
9	Poems for all seasons	<b>Poetry</b> Different forms of poems Haiku, Tanka, Cinquain, Shape poem ('Sun'), List poem ('Spring is in the Air'), Riddle, Limerick ('There was an Old Man in a Tree'), Performance poem ('Fruit Picking')
<b>REVISE AND CHECK UNITS 7–9</b>		
<b>READING FICTION <i>A Tale of Gold and Frogs, The White Seal</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>Adverbs and adverbials</li> <li>Verbs and tenses, <i>past, present and future</i></li> <li>Irregular verbs, <i>to be, to have</i></li> <li>Clauses and commas</li> <li>Features of fiction genre</li> </ul>	Fiction Writing a historical story	Language choices Expressing opinions
2	<ul style="list-style-type: none"> <li>New words in context</li> <li>Prefixes and suffixes, <i>non-, dis-, re-, -proof, -en, -ness, -al-</i></li> <li>Adverbs, the suffix <i>-ly</i></li> <li>Punctuation marks</li> <li>Alphabetical order</li> <li>Dictionary use and extension of vocabulary</li> <li>Features of non-chronological reports</li> </ul>	Non-fiction Planning and writing a non-chronological report	Expressing opinions Confident talking in discussion
3	<ul style="list-style-type: none"> <li>Unfamiliar words, definitions</li> <li>Irregular verbs and the past tense</li> <li>Powerful verbs</li> <li>Features of playscripts</li> </ul>	Playscript Completing a playscript on a common theme	Questions – develop ideas and extend understanding Playscript performance
<b>REVISE AND CHECK UNITS 1–3</b>			
4	<ul style="list-style-type: none"> <li>Unfamiliar words, definitions</li> <li>Apostrophes and contractions</li> <li>Apostrophes and possession</li> <li>Plurals, adding <i>-s</i></li> <li>Similes</li> <li>Features of fantasy stories</li> </ul>	Fiction Writing a beginning to a fantasy story	Expressing opinions Confident talking in discussion
5	<ul style="list-style-type: none"> <li>New words in context</li> <li>Direct and indirect speech</li> <li>Spelling patterns</li> <li>Adjectives – comparative and superlative</li> <li>Adjectives of intensity</li> <li>Features of newspaper-style reports</li> </ul>	Non-fiction Writing a newspaper-style report	Language choices Organisation of ideas
6	<ul style="list-style-type: none"> <li>Unfamiliar words, definitions</li> <li>Figurative language, simile and metaphor</li> <li>Alliteration and rhyme</li> <li>Poetic imagery and language</li> <li>Features of poetry genre</li> </ul>	Poetry Writing a poem using a model	Expressing opinions Questions – ideas and understanding Poetry performance
<b>REVISE AND CHECK UNITS 4–6</b>			
7	<ul style="list-style-type: none"> <li>New words in context</li> <li>Homophones</li> <li>Different types of sentences</li> <li>Pronouns and possessive pronouns</li> <li>Character description</li> <li>Features of fiction genre</li> </ul>	Fiction Writing a story with an everyday setting	Expressing opinions Organisation of ideas
8	<ul style="list-style-type: none"> <li>Unfamiliar words, definitions</li> <li>Conjunctions in sentences</li> <li>Words with common roots</li> <li>Prefixes and suffixes</li> <li>Features of persuasive texts</li> <li>Features of explanatory texts</li> </ul>	Non-fiction Planning and writing an explanatory text	Organisation of ideas Language choices
9	<ul style="list-style-type: none"> <li>Unfamiliar words, definitions</li> <li>Same letters, different sound</li> <li>Imagery and rhyme</li> <li>Syllabic patterns in poetry</li> <li>Features of poetry genre</li> </ul>	Poetry Writing a poem	Poetry performance Language choices Confident talking in discussion
<b>REVISE AND CHECK UNITS 7–9</b>			
<b>READING FICTION <i>A Tale of Gold and Frogs, The White Seal</i></b>			

# 1

## Life long ago

**“The more you know about the past, the better prepared you are for the future.”**  
Theodore Roosevelt



### Talk time

- 1 Look at this painting of a classroom. How do you know it is from long ago?
- 2 Would you like to be a student in this class? Why/why not?

- Talk about life long ago
- Discuss with a partner
- Understand new words in context

## Using words

**A** Make sentences using 'long ago'.

*Example:* Long ago, teachers used blackboards and chalk in lessons.

**B** Anne is describing her school. Look at the pictures and use the correct words to fill the gaps.

Today is September 20th, 1908. Today, I'm going to use my \_\_\_\_\_ to write some sums on my \_\_\_\_\_. I sometimes use the \_\_\_\_\_ to help me count, too. Then the teacher writes the answers on the \_\_\_\_\_ for us.



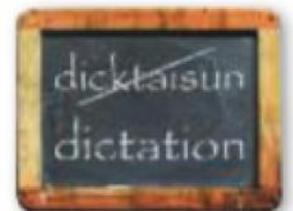
blackboard



abacus



chalk



slate

**C** Anne's classroom would have looked something like this. Does it look like yours? Work with a partner and name three things that are different from your classroom. Use the pictures on this page to help you.



## Historical fiction

This story takes place in Canada in 1908. Anne is an eleven-year-old orphan, who has been adopted by a woman called Marilla. Anne has moved to her new home and is starting at the Avonlea school.

### Anne's First Day

The Avonlea school was a **whitewashed** building with big windows. It had old-fashioned desks that opened and shut. Over the years, school children had carved their **initials** onto the wooden lids.

- 5 Behind the schoolhouse was a stream where all the children put their bottles of milk to keep them cool and sweet until dinner hour.

Marilla felt worried when she first sent Anne to school. Anne was such an odd girl.

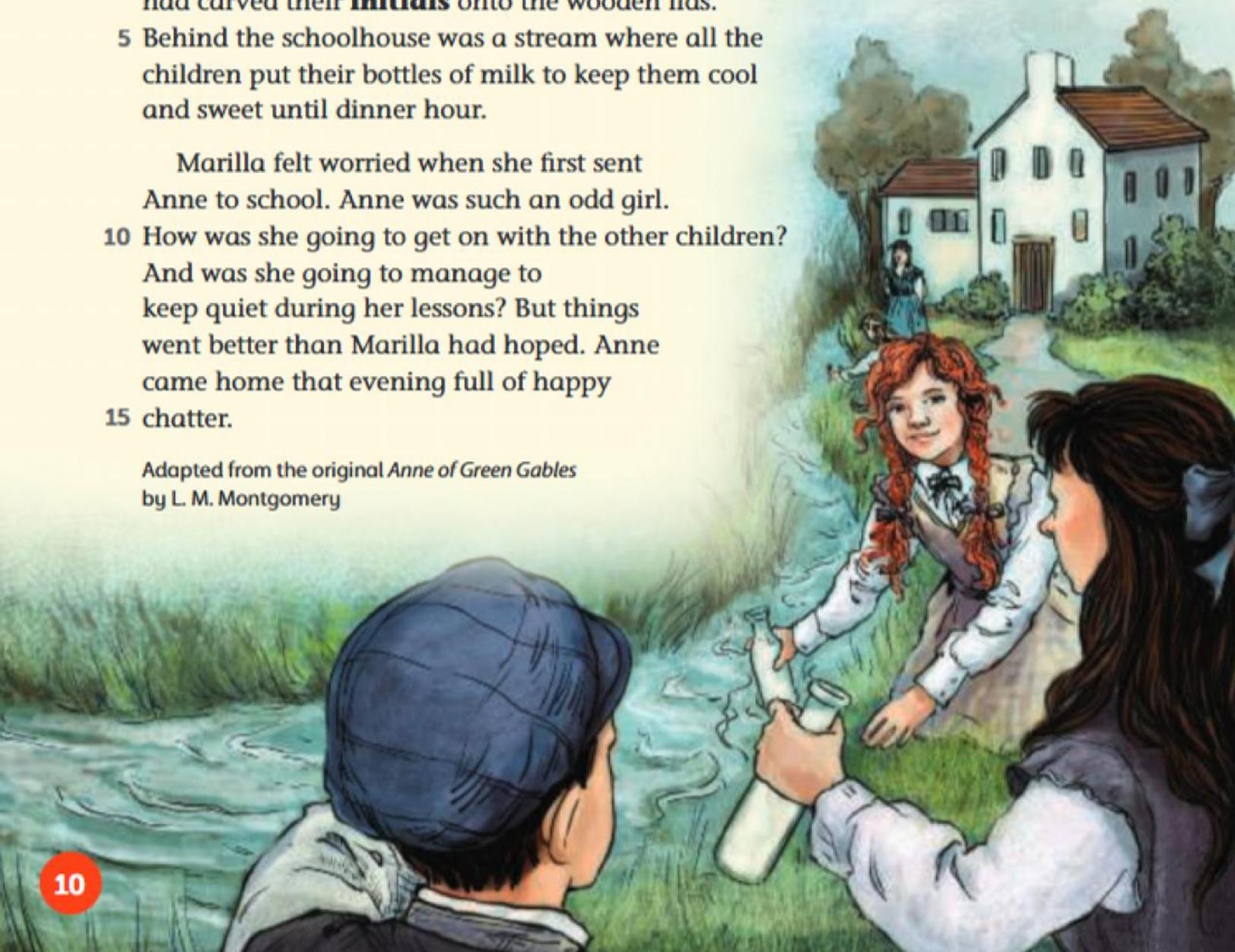
- 10 How was she going to get on with the other children? And was she going to manage to keep quiet during her lessons? But things went better than Marilla had hoped. Anne came home that evening full of happy  
15 chatter.

Adapted from the original *Anne of Green Gables*  
by L. M. Montgomery

### Glossary

**whitewashed** covered in white paint

**initials** the first letter of a person's first name and surname



- Understand story settings
- Understand characters' feelings
- Discuss going to a new school

## Comprehension

### A Listen and respond

- 1 What is Anne's new school like?
- 2 Where is the stream?
- 3 Why is Marilla worried about Anne going to school?

### B Read and respond

Match the verb to its meaning.

- |         |                                      |
|---------|--------------------------------------|
| carve   | to talk                              |
| manage  | to cut into the surface of something |
| chatter | to do something which is difficult   |

### C What do you think?

- 1 What do you think Anne liked or disliked about her new school?
- 2 How would you feel about starting a new school?
- 3 Do you think it's easy to make new friends?
- 4 Is this text fiction or non-fiction?



## Historical fiction (continued)

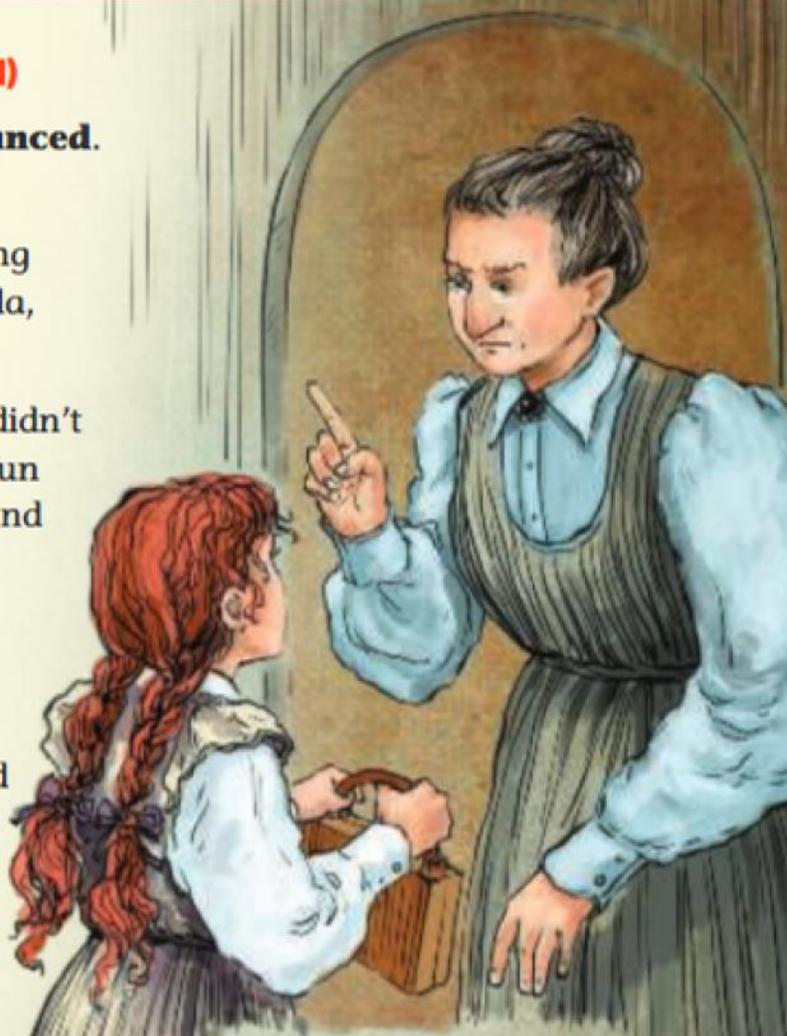
“I think I like school here,” Anne **announced**.  
“I didn’t really like Mr Phillips, though.”

“Anne, I don’t want to hear you talking about your teacher like that,” said Marilla, 5 sharply. “I hope you were a good girl.”

“Of course I was,” said Anne. “And I didn’t even have to try hard to be good. I had fun playing outside, but I’m a long way behind the others in lessons. No one else has an 10 **imagination** like mine, though.

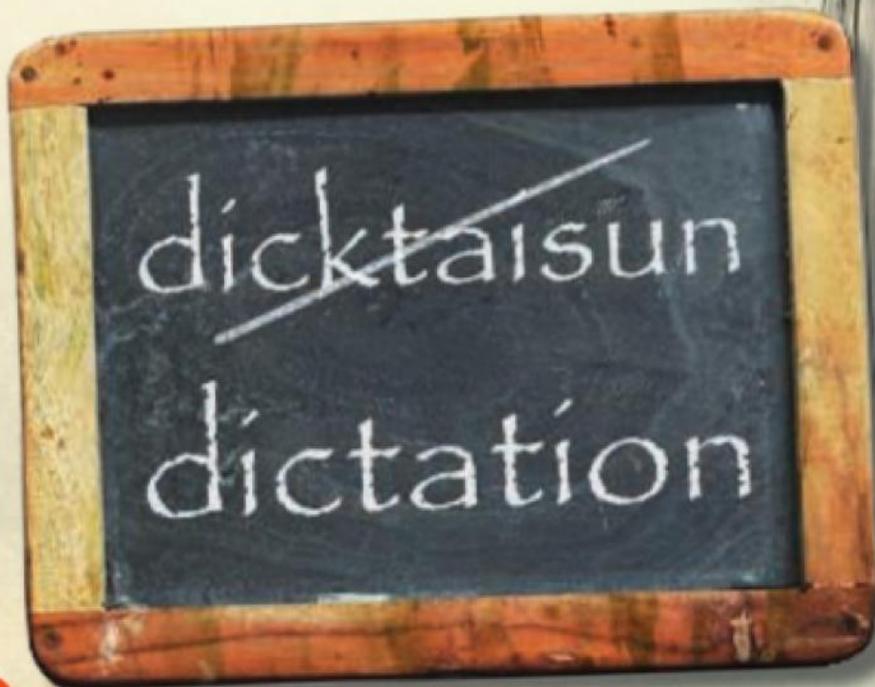
We had reading and geography and Canadian history today. Mr Phillips said my spelling was **disgraceful** and he held up my slate so everyone could see it. 15 I was so embarrassed!”

Adapted from the original *Anne of Green Gables* by L. M. Montgomery



### Glossary

**announced** said something important  
**disgraceful** very bad  
**imagination** picturing something in your head



- Find information to answer questions
- Practise reading with expression
- Think about advice for a new student

### A Listen and respond

- 1 Why was Marilla cross with Anne?
  - She was naughty at school.
  - She didn't like her teacher.
  - She didn't eat her lunch.
- 2 Which lessons did Anne have?

maths geography English  
history reading

- 3 Why was Anne embarrassed in class?
  - She couldn't spell very well.
  - She had a messy slate.
  - She didn't have a very good imagination.

### B Read and respond

- 1 Why didn't Anne like Mr Phillips?
- 2 Why do you think Anne needs to 'try hard to be good'?

### C What do you think?

Practise reading the text out loud in pairs. One of you can take the role of the narrator and Marilla. The other can take the role of Anne.



Anne might have felt nervous about her first day at a new school. What advice would you give to a new student starting at your school? What could you do to make them feel less nervous?



- Use the verb 'to be'
- Compare past, present and future
- Use irregular verbs

## Verbs and tenses

- A** Look at the verbs below. They are different parts of the irregular verb 'to be'.

was is am being are were

- 1 Use each verb in a sentence.
- 2 Underline all the verbs that are in the past tense.
- 3 Make a sentence using 'to be' in future form.

- B** Look at Anne's story on pages 10 and 12. Find examples of sentences in the present, past and future tenses.

- C** Work with a partner. Rewrite the dialogue below, changing the underlined words to make a new conversation about something else. Identify the tense of each sentence. Is it in the past or the present?

Zack: Hey Lee! Are you going to the park?

Lee: No, I've got lots of homework.

Zack: Did you go to the match yesterday?

Lee: Yes, my team scored seven goals!



### Stretch zone

Write a short dialogue between Zack and Lee about a match that will happen the following week. Use the future form of 'to be'.



- Use adverbs of place, time and manner

## Adverbs

**Adverbs** tell us more about verbs. They make sentences much more interesting.

- Adverbs of place tell us **where**.

*Example:* The children sat **in the schoolroom**.

- Adverbs of time tell us **when**.

*Example:* The teacher arrived **late**.

- Adverbs of manner tell us **how**.

*Example:* Anne wrote on her slate **neatly**.

### Language tip

Many adverbs are one word, but some can be a phrase of two or three words.

*Examples:* **in the park**, or **last night**.

These are adverbials.



- A** Look at the bold words in these sentences. What kind of adverbs are they? Do they answer the question: where, when, or how?

- 1 Anne read her book **outside**.
- 2 It was a lovely day and the sun was shining **brightly**.
- 3 **By lunchtime**, Anne was feeling hungry.

- B** Find one example of each kind of adverb in the story on pages 10 and 12.

- C** Copy the sentence below. Underline the adverbs. Say what type of adverbs they are (place, time or manner). Write your own sentence using each of these types of adverb.

Last Sunday, I sat under a tree and slowly ate a delicious ice cream.



## Historical fiction (continued)

### Anne Gets Very Cross

The Avonlea school had just one class, which was full of children of all ages. Mr Phillips was helping Prissy with her **algebra**. The others were doing whatever they liked – eating green apples,  
 5 whispering, drawing pictures on their slates, and playing with **crickets** that they had caught from the fields.

Gilbert Blythe was a handsome boy with curly brown hair and a twinkle in his eyes. He was trying  
 10 to make Anne look at him but Anne was busy **daydreaming**. She was **gazing** out of the window at the blue water of the lake. She could not hear or see anything around her.

Gilbert Blythe was used to getting his own way.  
 15 That **snooty** red-haired Anne girl with big eyes *should* look at him.

Gilbert reached over and picked up the end of Anne's long red plait. He held it up and whispered loudly: "Carrots! Carrots!"

20 Anne looked at Gilbert **fiercely**. She jumped to her feet in a rage.

"You mean and hateful boy!" she cried. "How dare you!"

Adapted from the original *Anne of Green Gables*  
 by L. M. Montgomery

### Glossary

**algebra** a type of maths  
**crickets** small brown insects like grasshoppers  
**daydreaming** imagining you're somewhere else and doing something else  
**gazing** looking at something for a long time  
**snooty** thinking that you're better than others  
**fiercely** angrily



- Understand implied information
- Predict what happens next

## Comprehension

### A Listen and respond

Which sentences below are true?

- 1 The children are drawing on their slates.
- 2 Gilbert wants Anne to look at him.
- 3 Anne is working hard.

### B Read and respond

- 1 Do you think the children are doing what they are supposed be doing? Find three examples in the story to support your answer.
- 2 How do we know that Anne was not interested in the lesson?

### C What about you?

Do you think Anne was right to be so cross with Gilbert for teasing her about her hair? Is it all right to make jokes about the way other people look?



### Stretch zone

What do you think Gilbert will say back to Anne? Do you think both of them will get into trouble? Write down what you think will happen next.

