



Oxford
International
Resources

5

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	Country focus	Reading and comprehension
1	A world of adventures!	World's oceans	Fiction Adventure narrative <i>Storm at Sea</i> Fiction Fantasy narrative <i>The Miracle</i> Fiction Science fiction/fantasy <i>All Summer in a Day</i>
2	Travels far and wide	France, Mexico, USA, UK	Non-fiction Non-chronological report <i>Life in the sea</i> Non-fiction Non-chronological report <i>It's all hot air</i> Non-fiction Information text <i>The Origins of Chocolate</i> Non-fiction Magazine article <i>The golden ticket to outer space</i> Non-fiction Non-chronological report <i>London</i>
3	Closer to home	UK	Playscript Drama <i>Petey the robot</i> Poetry Real-life poem <i>Finding a friend</i> Poetry Humorous list poem <i>Words Are Ours</i>
REVISE AND CHECK UNITS 1–3			
4	Tales and legends	China, Wales, Ancient Greece, the Caribbean	Fiction A tale from China <i>Tchang and the Pearl Dragon</i> Fiction A legend from Wales <i>Gelert, the Prince's Hound</i> Fiction A tale from Ancient Greece <i>The Wooden Horse</i> Fiction Caribbean folk tale <i>How Crab Got a Hard Back</i> Fiction Native North American tale <i>Grandmother Spider: a Cherokee Tale</i>
5	Introduce yourself	China, Germany, Jamaica, Panama, the Netherlands, New Zealand	Non-fiction Interview <i>Home country, what's that?</i> Non-fiction Biography <i>Mary Seacole</i> Non-fiction Newspaper article <i>Sailing Solo</i> Non-fiction Keeping a diary
6	Tell me a poem	Puerto Rico	Poetry Adventure poem <i>Soft Landings</i> Poetry Humorous poem <i>The Tale of Custard the Dragon</i> Poetry Real-life poem <i>The Old Man</i>
REVISE AND CHECK UNITS 4–6			
7	It's a small world	UAE, Australia, Tanzania, Australia	Fiction Real-life story <i>In the marketplace</i> Fiction Real-life narrative <i>My Rows and Piles of Coins</i> Fiction Adventure narrative <i>Wombat Goes Walkabout</i>
8	That's a good point!	Namibia, Nigeria, Tanzania	Non-fiction Newspaper article and persuasive advertisement <i>FirstNews</i> Non-fiction Persuasive poster <i>Want to save a life?</i> Non-fiction Newspaper article – persuasive language Non-fiction Persuasive letter
9	A great performance	UK, Canada, world's forests and seas	Poetry Rhythmic poem <i>Alligator Problem</i> Poetry Rhyming poem <i>From a Railway Carriage</i> Poetry List poem <i>Kensington Market</i> Poetry Conservation poem <i>Blue Planet's Blue</i> Poetry Rap poem <i>I Wanna Be A Star</i>
REVISE AND CHECK UNITS 7–9			
POETRY READING <i>The Tale of Custard the Dragon</i>			

Unit	Language, grammar, spelling, vocabulary, phonics	Writing	Speaking and listening
1	<ul style="list-style-type: none"> Unfamiliar words, definitions Similes and metaphors Spelling: words ending -ing, doubling consonants Using 'but' correctly Words ending in -er, -or and -ar Direct speech Adverbs Synonyms Suffixes: words ending -ful and -al 	Fiction Writing an adventure story	<ul style="list-style-type: none"> Ask and answer questions Talking confidently Taking on responsibilities
2	<ul style="list-style-type: none"> Commas Subordinating conjunctions Modal verbs Abstract nouns Specialised non-fiction vocabulary 	Non-fiction Note taking Non-chronological report writing	<ul style="list-style-type: none"> Share personal views and opinions Questions – develop ideas and extend understanding Prepare a talk Organisation of ideas
3	<ul style="list-style-type: none"> Playscript dialogue Rhymes 	Playscripts and poetry Note taking Writing poetry Writing a playscript	<ul style="list-style-type: none"> Group roles and responsibilities Portray character through drama Playscript performance Group roles
REVISE AND CHECK UNITS 1–3			
4	<ul style="list-style-type: none"> Features of traditional tales and legends Pronouns Commas Apostrophes – possession and contraction Prepositions Adverbials 	Fiction Writing a traditional tale	<ul style="list-style-type: none"> Expressing opinions Use non-verbal communication
5	<ul style="list-style-type: none"> Pronouns Plurals Features of biographies Direct speech Reported speech Single-clause and multi-clause sentences Commas in multi-clause sentences Features of diaries 	Non-fiction Writing an autobiography	<ul style="list-style-type: none"> Organisation of ideas Speak for longer periods Questions – develop ideas and extend understanding
6	<ul style="list-style-type: none"> Personification Similes and metaphors Alliteration and onomatopoeia Subordinating clauses and conjunctions 	Poetry and playscripts Writing a playscript from a poem	<ul style="list-style-type: none"> Confident talking Expressing opinions Performance poetry Group roles and responsibilities Speak for longer periods Use non-verbal communication
REVISE AND CHECK UNITS 4–6			
7	<ul style="list-style-type: none"> Unfamiliar words, definitions Prepositions Subordinate clauses Agreement of verbs Synonyms Homophones Spelling strategies 	Fiction Writing an exciting story	<ul style="list-style-type: none"> Expressing opinions Group roles
8	<ul style="list-style-type: none"> Persuasive language Opposites and prefixes Shades of meaning and comparisons Idioms Compound words and spelling strategies Personal pronouns Possessive pronouns 	Non-fiction Writing a persuasive advertising campaign Writing a persuasive newspaper article Writing a persuasive letter Writing a persuasive leaflet	<ul style="list-style-type: none"> Language choices Expressing opinions Group roles Prepare a talk
9	<ul style="list-style-type: none"> Silent letters Countable and uncountable nouns 	Poetry Writing a rap poem	<ul style="list-style-type: none"> Performance poetry Use non-verbal communication Speak for longer periods Expressing opinions Group roles
REVISE AND CHECK UNITS 7–9			
POETRY READING <i>The Tale of Custard the Dragon</i>			

1

A world of adventures!



Talk time

- 1 Look at the oceans on the map. Water covers nearly three-quarters of the Earth's surface. Which ocean is nearest to the country you live in?
- 2 What do you think this unit is about? How do you know?
- 3 Have you seen a storm at sea or on land? If so, tell a partner about it.

**"I'm not afraid
of storms for I'm
learning how to
sail my ship."**

Louisa May Alcott



- Ask and answer questions
- Use a dictionary to find the meaning of words
- Recognise synonyms

Describing the sea

On this page you will learn some exciting verbs that help you to imagine storms at sea. Verbs are 'doing words' so they tell you what the sea **does**. *Example:* The sea **roars** and **pounds** on the beach.

A Copy the words below and match each word to its meaning. Use a dictionary to help you. The first one has been done for you.

- | | |
|-------------|--|
| 1 crashing | a moving in a curve |
| 2 curling | b beating down |
| 3 exploding | c making a loud noise |
| 4 lashing | d moving like a whip |
| 5 pounding | e moving something quickly up and down or sideways |
| 6 shaking | f falling |
| 7 tumbling | g bursting with a loud bang |

B Rewrite the sentences below. Change the words that are underlined with words from the list. The first one has been done for you.

vast din awestruck fearsome battering

- 1 The boy watched the **vast** waves.
- 2 The sea was hitting the ship.
- 3 He was amazed by the scene.
- 4 He heard the noise of the water crashing against the boat.
- 5 A scary creature appeared out of nowhere.

With a partner, discuss which sentences sound more interesting – those with the underlined words or the new ones you have written.

Because there is so much water on Earth, it is sometimes called 'The Blue Planet'.

An adventure story

Michael has been sailing around the world with his parents in a boat called the *Peggy Sue*. In a fierce storm, Michael and his dog Stella were washed into the sea. They are now on a **remote** desert island but it seems that they are not alone; someone keeps leaving them food.

Glossary

remote far from anywhere else

awestruck filled with wonder

typhoon very strong storm at sea

witnessing watching

Storm at Sea

A storm broke over the island that night, such a fearsome storm, such a thunderous crashing of lightning overhead, such a din of rain and wind that sleep was quite impossible. Great waves roared in from the ocean, pounding the beach, and shaking the ground beneath me.

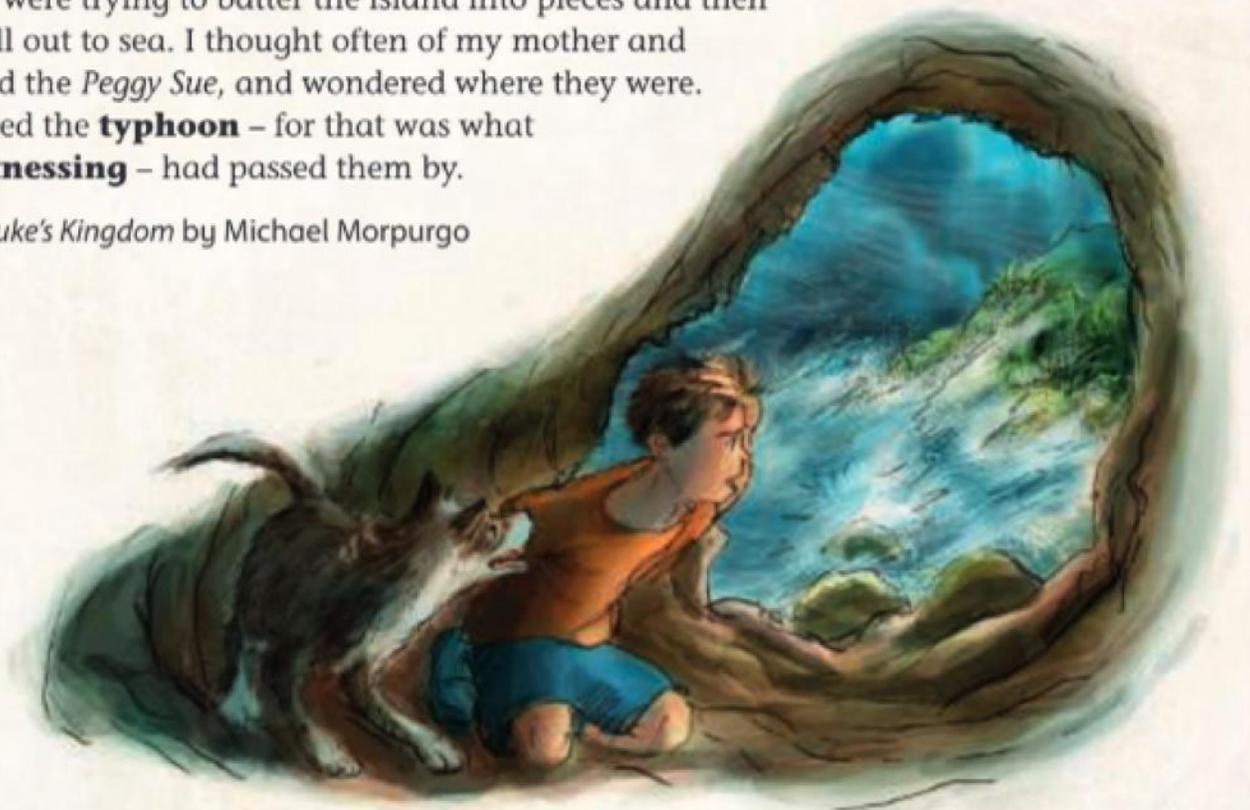
5 I spread out my sleeping mat at the very back of the cave...

It was fully four days before the storm blew itself out, but even during the worst of it, I would find my fish and fruit breakfast waiting for me every morning. Stella and I kept to the shelter of our cave. All we could do was watch as the rain came lashing down outside. I looked on

10 **awestruck** at the power of the vast waves rolling in from the open sea, curling, tumbling, and exploding as they broke onto the beach, as if they were trying to batter the island into pieces and then suck us all out to sea. I thought often of my mother and father and the *Peggy Sue*, and wondered where they were.

15 I just hoped the **typhoon** – for that was what I was **witnessing** – had passed them by.

From *Kensuke's Kingdom* by Michael Morpurgo



- Explain the writer's choice of language
- Find information and use clues in the story to answer questions
- List powerful vocabulary to use in your own work

Comprehension

A Write answers to these questions, using the extract to help you.

- 1 When did the storm break out?
- 2 Who was with Michael on the island?
- 3 How long did the storm last?
- 4 What did Michael have to eat?

B Write answers to these questions, using the extract to help you.

- 1 Why does Michael stay inside the cave?
- 2 Why couldn't Michael fall asleep?
- 3 Michael thought about his parents. Where do you think they were?
- 4 Look at how the writer describes the waves in lines 10 to 12. What sort of picture does it create in the reader's mind?

- C**
- 1 Read the story again, then retell it to a partner using your own words. Use powerful words to create a dramatic picture. List these words to use in your own writing.
 - 2 What is the first thing you would do if you found yourself on a remote island? Explain your ideas to your partner.



How would you feel if you were caught in a typhoon, or another type of dramatic weather? Would you be excited or frightened or both? Explain your answer carefully.



- Recognise similes and metaphors
- Use similes and metaphors in your speech and writing

Similes and metaphors

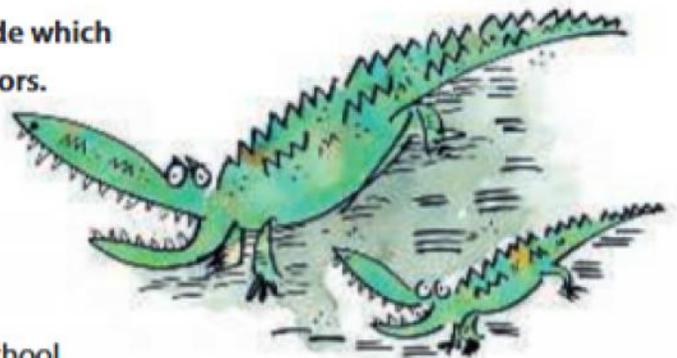
Writers use **similes** and **metaphors** to create comparisons in the reader's mind. A **simile** always uses the words **like** or **as**. A **metaphor** says something *is* something else.

Examples: He is **like** a bright light. (simile)

He **is** the bright light of the school. (metaphor)

A Read the sentences below. With a partner, decide which comparisons are similes and which are metaphors.

- The waves pounded like a drum on the shore.
- The teeth of crocodiles are white daggers.
- The fog enveloped us like a thick, grey duvet.
- Life is an ocean with its ups and downs.
- The room was as untidy as the inside of the school wastepaper bin.



B Copy and complete the similes below using your own ideas.

- The night was as dark as _____.
- Like _____, the aeroplane rose in the air.
- The sea was as angry as _____.
- Her legs shook like _____.
- The storm arrived like _____.

C Write a paragraph about a storm – either on land or at sea. Include the storm beginning, then getting worse and gradually dying out. Use **at least two similes and two metaphors**.

Stretch zone

Create a list of interesting similes and metaphors that you find in the books you read. It could be made into a display for the classroom.

Spelling rules: words ending -ing

There are rules for adding the suffix **-ing** to a word.

- Most words just add **-ing** to the root word.
Examples: happening, paying, pouring
- If the root word ends in **-e**, take off the **e** and add **-ing**.
Examples: take - taking, create - creating
- If the root word ends in a short vowel sound then a consonant, double the last letter then add **-ing**.
Examples: get - getting, put - putting

A Copy and complete the table below.

Root word	-ing added
break	
	hoping
roll	
	crashing
rumble	
	exploding
run	



B Read the paragraph below. Find five words ending **-ing** with incorrect spelling. Write the correct spelling of each word.

I was runing so quickly that everything was dropping out of my rucksack. I only had half an hour left to get to the rideing stables to get ready for the race. Would we make a wining team? I knew that as soon as I saw my horse I would be hugging him – just for luck.

C 1 Using the spelling rules, add **-ing** to each of these verbs.

use add make forget help dig wear carry lap tumble

2 Put the words into these spelling rule groups.

Add -ing	Drop -e and add -ing	Double the last letter and add -ing

3 Choose two words from each column and write a sentence for each of them.

- Write multi-clause sentences using the conjunction 'but'

Using 'but' correctly

The conjunction **but** is often used to show contrast with the first clause. *Example:* In *Kensuke's Kingdom*, Michael Morpurgo writes: 'It was fully four days before the storm blew itself out, but even during the worst of it, I would find my fish and fruit basket waiting...'

Language tip

A comma before **but** means that the second clause is a contrasting idea.

A Copy and complete the sentences by adding a contrast that would not be expected from the first clause.

- 1 I wanted to swim in the sea, but...
- 2 Johan was very nervous about going out in a boat, but...
- 3 Tchai lost his school bag, but...
- 4 She is a great swimmer, but...

B In six of the sentences below, the conjunction **but** should have been used instead of **and** to link contrasting clauses. Which ones are they? Correct and write out the six sentences.

- 1 The forecast was for rain and it stayed sunny all day.
- 2 Mohammed sent in his application for the team and waited for an answer.
- 3 He was tired and kept working.
- 4 The rain poured down and the storm raged on.
- 5 He is rich and he is not happy.
- 6 Charlotte wanted to take her boat out and she wasn't experienced to sail it on her own.
- 7 We ordered strawberry ice cream and received vanilla.
- 8 She bought him a shirt and he hated the colour.

C Write three sentences of your own using **but** to introduce a contrasting clause. Remember to use a comma before **but**!



Stretch zone

Find examples of the writer using the word **but** in a book you are reading. Is it always used to show a contrast? If not, how else is it used?

Spelling rules: words ending -er, -or and -ar

The endings **-er**, **-or**, and **-ar** can be confused. Remember:

- **-er** and **-or** endings make nouns which describe someone who performs the action of a verb.

Examples: teach/teacher, garden/gardener

- **-er** endings are most common.
- **-or** is often used for technical and professional nouns.

Examples: solicitor, professor

- words ending **-ar** can be nouns or adjectives.

Examples: dollar (noun), circular (adjective)

A Add **-er** or **-or** to the word roots below to make a noun. Use a dictionary to help you.

- | | |
|--------------------|----------------------|
| a govern___ | d protest___ |
| b bak___ | e dressmak___ |
| c edit___ | f act___ |

B Add **-ar** to the examples below to make four nouns and four adjectives. Then copy and complete the table.

- | | |
|--------------------|-----------------------|
| a cell___ | d peculi___ |
| b simil___ | e caterpill___ |
| c calend___ | f particul___ |

Noun	Adjective

C 1 Make the following verbs into nouns by adding **-er**, **-or** or **-ar**.

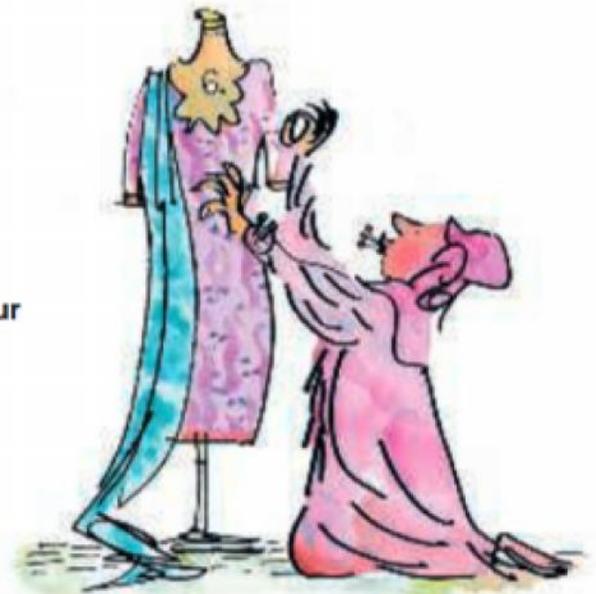
- | | | |
|---------------|--------------|-----------------|
| a plan | b beg | c travel |
|---------------|--------------|-----------------|

What else did you need to change in these words?

2 Make these verbs into nouns by adding **-er**, **-or** or **-ar**.

- | | | |
|----------------------|--------------------|--------------|
| a refrigerate | b calculate | c lie |
|----------------------|--------------------|--------------|

What else did you need to change in these words?



Chocolate fantasy fiction

Charlie Bucket doesn't usually have any money and he is always hungry. He would love to win a golden ticket to visit the famous Willy Wonka's chocolate factory. One day, he finds a fifty pence coin.

The Miracle

Charlie entered the shop and laid the damp **fifty pence** on the counter.

"One Wonka's Whipple-Scrumptious Fudgemallow Delight," he said, remembering how much he had loved the one he
5 had on his birthday.

The man behind the counter looked fat and well-fed. He had big lips and fat cheeks and a very fat neck. The fat around his neck **bulged** out all around the top of his collar like a rubber ring. He turned and reached behind
10 him for the chocolate bar, then he turned back again and handed it to Charlie. Charlie grabbed it and quickly tore off the wrapper and took an enormous bite. Then he took another... and another... and oh, the joy of being able to fill one's mouth with rich
15 solid food!

"You look like you wanted that one, **sonny**," the shopkeeper said pleasantly.

Charlie nodded, his mouth bulging with chocolate.

The shopkeeper put Charlie's **change** on the counter.
20 "Take it easy," he said. "It'll give you a tummy ache if you swallow it like that without chewing."

Charlie went on **wolfing** the chocolate. He couldn't stop. And in less than half a minute, the whole thing had disappeared down his throat. He was quite out of breath, but
25 he felt marvellously, **extraordinarily**, happy. He reached out a hand to take the change. Then he paused. His eyes were just above the level of the counter. They were staring at the silver coins lying there. The coins were all **five-penny pieces**. There were nine of them altogether. Surely it wouldn't matter if he
30 spent just one more...

Glossary

fifty pence/five-penny pieces UK money

bulged swelled

sonny friendly name for a boy

change the money returned after buying something

wolfing eating greedily

extraordinarily unusually



11 Fiction Reading and comprehension

- Use clues in the story to answer questions
- Predict what might happen next

"I think," he said quietly, "I think... I'll have just one more of those chocolate bars. The same kind as before, please."

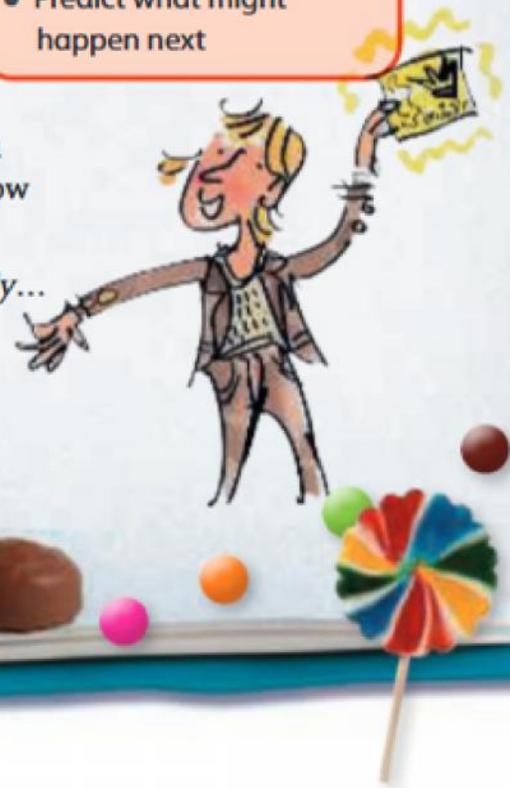
"Why not?" the fat shopkeeper said, reaching behind him
35 again and taking another Whipple-Scrumptious Fudgemallow Delight from the shelf. He laid it on the counter.

Charlie picked it up and tore off the wrapper... and suddenly... from underneath the wrapper... there came a flash of gold.

Charlie's heart stood still.

40 "It's a Golden Ticket!" screamed the shopkeeper, leaping about a foot in the air. "You've got a Golden Ticket!"

From *Charlie and the Chocolate Factory* by Roald Dahl



Comprehension

A Write answers to these questions, using the extract to help you.

- 1 What was Charlie's favourite sweet called?
- 2 How did Charlie feel when he had swallowed the chocolate bar?
- 3 What did Charlie decide to do instead of taking his change?
- 4 What does Charlie see when he opens the second chocolate bar?

B Discuss the answers to these questions with a partner. Find quotes from the story to support your answer.

- 1 How do we know that Charlie doesn't have chocolate very often?
- 2 What is Charlie's reaction when he finds the golden ticket?
- 3 What do you think will happen next in the story?

C Write a short paragraph describing how you think Charlie felt when he found the Golden Ticket.

