1 Look at these pictures. What do you think is happening?

2 Where is your home and how do you get to school in the morning? Do you walk, travel by bus or go in a car?

“He who asks a question is a fool for a minute; he who does not remains a fool forever.”
Chinese proverb
Describing journeys to school

A Read the words in the Word Cloud and match them to the meanings here.

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

Word Cloud
cyclist
journey
pedestrian

B Rewrite the sentences below and use the following words to fill the gaps.
catch bus late

Each morning, the school ____ stops in my village.
I am often ______ and have to run to ______ it!

C Work with a partner and describe your journey to school. How are your journeys similar and how are they different?
Stories with familiar settings

This story is about a boy called Abdullah, who lives in a mountain village in Malaysia. Abdullah catches butterflies and sells them to a local craft shop. 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 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 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 so much because his teeth are all gone.
...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.

...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.

...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 for Grandfather.

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

A

Read the story on pages 10–11 and answer the questions.

1. Name two types of fruit that Abdullah’s mother gives him for lunch.
2. Find two words that are used to 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 and why?

Discussion time

Look at the map showing Malaysia on page 13. Now look to see where you live. Work with a partner and talk about how you would get to Malaysia and where you would go on the way.
What do you think?

Use phrases from the story to help with your answers.

1. How would you describe the road that leads down to the town from Abdullah’s village?

2. Do you think Abdullah is well behaved? Why?

3. Why do you think Abdullah’s mother tells him to study hard?

4. When Grandfather asks Abdullah to catch a butterfly, he whispers. Why do you think this is?

What about you?

Do you think it is important to work hard at school? Will it help you in the future? Work with a partner and talk about your answer.
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.”...

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

But Abdullah nodded adamantly. 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.

...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.

...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
Comprehension

A Which three sentences below are true?
1 Abdullah had to stay on the bus.
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?
Use phrases from the story to help with your answers.
1 Why do you think Abdullah wanted 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?
What do you think Abdullah did next?
What would you have done if you were Abdullah?

Challenge
Think of something exciting that happened to you at or after school. Describe it to your friend.
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 put a circle around the adjectives.

1. Grandfather eats special porridge.
2. The road to school is long and bumpy.
3. Abdullah sees a beautiful butterfly.

B

Think of a noun to go with the following adjectives.

1. A yellow _________.
2. A tall _________.
3. A warm _________.

Challenge

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

1. Abdullah’s mother puts his lunch in his satchel.
2. Abdullah listens to his teacher.
3. The driver stops the bus.

B Think of a verb to fill the gaps in the following sentences.

1. Grandfather _____ hungry.
2. Butterflies _____ beautiful insects.
3. Abdullah _____ late for the bus.
Powerful verbs and adjectives

Powerful verbs and adjectives make stories more interesting. Look at these sentences.

The mouse ate my cake.
The dinosaur came out of the cave.

Compare them with the sentences below.

The **hungry** mouse **gobbled** up my **favourite** cake.
The **hairy** dinosaur **charged** out of the **dark** cave.

Which do you think are more interesting?

---

**A**

Copy the following sentences and choose the most interesting verb to fill each gap.

1. The bus _______ up the mountain. (climbed, went)
2. Abdullah _______ his bag. (took, grabbed)
3. Abdullah _______ down the aisle of the bus. (walked, stumbled)

**B**

Look at the story on pages 10–11 and 14.

1. Find two examples of interesting verbs and two examples of interesting adjectives.
2. Find two nouns that you could describe with an interesting adjective.
New spellings

When learning new spellings, it helps to break the word into **syllables** or chunks.

*Example:* but-ter-fly

When words are spelt with **two vowels together**, the vowels usually make one sound rather than two.

*Examples:* **read**, **snail**, **sound**

---

Here are some of the new words you have learnt in this unit.

**journey**  **satchel**  **floating**  **porridge**  **weave**

1. Read, say and listen to the words.
2. Write the words down, breaking them into syllables. Which word has only one syllable?
3. Write a sentence using each of the new words.

---

Look at the new words in A above.

1. Find the vowels in each word.
2. Do any of the words have two vowels together? What sound do the vowels make?

---

**Challenge**

Read the story on pages 10–11 and 14. Find two examples of words that are spelt with two vowels together. Write a sentence using each of the words.

---

**Top Tip**

Words in English are made up of vowels and consonants.

**Vowels:** a, e, i, o, u

**Consonants:** The rest of the alphabet
Writing a story with a familiar setting

Model writing

The House That Was Sad

One day, for the want of anything better to do, seven-year-old Dolores Li decided to explore the old house at the other end of the village. No one had lived there for years.

She walked past the sign that said ‘Keep Out’ (Dolores could be rather a disobedient little girl), through the gate and – rather nervously it must be said – made her way towards the old house. What a sad house, she thought. Its windows were broken and the walls were crumbling – and the roof was full of holes. Even the front door flapped back and forth. It sounded just like someone angrily banging a spoon on a table, thought Dolores.

Boldly, she shouted, “Is there anyone there?”

You can imagine her great surprise when a voice replied, “Yes. Do come in.”
Notice how the story ‘The House That Was Sad’ uses the following features:

<table>
<thead>
<tr>
<th>Paragraphs</th>
<th>Character</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 1 – sets the scene and introduces the main character.</td>
<td>Name – Dolores</td>
<td>An old house at the other side of the village.</td>
</tr>
<tr>
<td>Paragraph 2 – there is a new place.</td>
<td>Age – seven years old</td>
<td>No one has lived in the house for years.</td>
</tr>
<tr>
<td>Paragraph 3 – someone new speaks.</td>
<td>Personality – bored, disobedient, bold, but sometimes nervous.</td>
<td>Broken windows, crumbling walls, roof with holes, broken front door banging like a spoon on a table.</td>
</tr>
<tr>
<td>Paragraph 4 – someone new speaks.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing a story with a familiar setting

Your writing

Finish the story ‘The House That Was Sad’ with a happy ending. Write a paragraph plan to help you plan your story. In the plan, write a sentence that sums up what is going to happen in each paragraph.

Remember to use a new paragraph when you change any of the following:

<table>
<thead>
<tr>
<th>Time</th>
<th>Ten minutes later…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place</td>
<td>They walked into the kitchen.</td>
</tr>
<tr>
<td>Character</td>
<td>The old lady tiptoed into the room.</td>
</tr>
<tr>
<td>Action</td>
<td>Suddenly, a door burst open.</td>
</tr>
<tr>
<td>Speaker</td>
<td>The old man declared, “I want laughter back in this house!”</td>
</tr>
</tbody>
</table>

Remember to include some details about what the house looks like inside, as well as any noises and smells. You could even bring in what something feels like. It will make your description of the house much more interesting for the reader!

If the house becomes a happy house, you might want to describe the outside so it does not look sad anymore!
Story checklist

When you are writing your story, draw a chart like the one below, which shows the skills you need to show. Check and edit your work as you go along and put ticks in the boxes.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The story has a happy ending</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New paragraphs are used when there is a change of time, place, action or speaker</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strong adjectives give information about the characters</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characters are shown through what they look like, do and say</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The senses are used to describe the house</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strong verbs are used, e.g cried, kicked</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling is correct</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Top Tip

You might want to ask a friend to help you complete your checklist. Ask your partner if they can think of ways for you to improve your story.