

unit  
1

## The Quest



This is the beginning of a mystery story. Daeng is a fisherman in Thailand. He goes fishing every day. At the moment he is in the harbour. He is getting ready to go out in his boat.



Daeng was worried. He looked up at the sky. It was clear and blue. He looked round him at the calm sea. There was no wind and the monsoon rains had not come yet. The monsoon would come soon. During the monsoon, there would be rain all day, every day, for weeks and weeks.

But today it was perfect weather for fishing. Daeng turned his eyes from the sky and looked at his boat. It was a good fishing boat. He listened to the noise of the engine. Everything was all right. Why was he worried?

Daeng looked at the boy who was sitting quietly in the bottom of the boat. The boy was mending some fishing nets. Lek was a good boy. He helped Daeng a lot. Lek was clever and he learnt fast.

'What is wrong?' Daeng said to himself. He looked at the sky again. 'I have been a fisherman here in Si Racha for many years. But I have never been frightened before. And I don't understand why I am frightened. There is no reason for my fear.'

When he had no money for food, Daeng often went fishing in bad weather. He sailed his boat when the waves in the rough sea were huge. And he had never been frightened. Today the sea was calm, but he was frightened.

'We'll look for fish close to Si Racha today,' Daeng said to the boy. Lek looked up. He was surprised.

'But the weather is good,' said Lek. 'There is no wind. Why don't you go further away from the beach? There are more fish away from land.'

'We'll stay here!' Daeng replied.

The boy said nothing. There was something wrong with Daeng today. Perhaps Daeng was worrying about his money problems. Daeng had bought the boat three months ago. It was very expensive.

Lek stood up and picked up the fishing net slowly.

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Daeng stopped the boat and looked at the water. There were no rocks here. There was no danger. But he could not forget the words of the fortune-teller yesterday.

'Be careful at sea,' the fortune-teller had told him. 'There is death in the sea.'

What did the fortune-teller mean? Who was going to die? How were they going to die? What was going to kill them? A storm? Was Daeng's boat going to sink?

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'OK! The fishing net is in the water now!' Lek shouted to Daeng.

The boat moved slowly forward over the blue water.

Lek turned round and looked at Daeng. Daeng was worried.

'What is it?' asked Lek. 'Is everything OK?'

'I don't feel well,' Daeng said. 'We'll go back when we've pulled in the net. I'll be OK tomorrow.'

Suddenly the boat stopped moving.

Daeng leant over the side of the boat. He looked down into the water.

'The fishing net has caught on something!' he said.

Daeng went to the other side of the boat and looked into the water. 'I can't see anything,' he said.

'Are there any rocks here?' asked Lek.

Daeng shook his head. 'No, there aren't any rocks here.'

'What is it, then?' asked Lek.

'I don't know, but we've got to pull the net into the boat again!' Daeng was worried.

Lek looked at him. Something was wrong. Now Lek began to worry too. There were huge creatures in the sea. They could be dangerous. Was the fishing net caught on a sea creature? Lek put his hand in his pocket and touched his knife.





## Warm-up

Hold a short discussion about books. Ask the class what kind of books they like. If children are able to name particular books, write some titles on the board.

## Poster 1

- Put up the poster. Read the title and the first sentence. Ask *What is a mystery?* Hear some ideas. Children check in the dictionary pages (LB pp160–165). Write the correct definition on the board. Explain *quest*: a search for something.
- Read the second sentence and the question. Ask children if they have read any mystery stories. What were they called?
- Read *The characters*; ask *What are characters?* Children should remember from *Macmillan English 4: The people (sometimes animals) in a story or play*. Point out the pictures. Ask volunteers to come forward and read the sentences.
- Read *The setting*; ask *What is the setting?* Children should remember from level 4: *The place where a story happens*. Children look at their maps to find the Gulf of Thailand.
- Read the next sentence. Ask *What part of speech is 'mysterious'?* **Adjective**. Ask *What is the noun from 'mysterious'?* Prompt/Elicit: **mystery**.

**Lesson aim** Reading a narrative story opening

**Lesson targets** Children:

- learn about the text type: the beginning of a mystery story
- follow the text and listen for pronunciation and intonation
- read aloud with accurate pronunciation and intonation
- understand the sense of the text as a whole and answer questions

**Key vocabulary** *engine, monsoon, fortune-teller, worried, bought, caught; perfect, rough, expensive*

- Point out the first picture. Ask *How does Daeng look?* Hear suggestions. Ask a child to read the sentences next to the picture. Do the same with the second picture. Tell the class they will find out the answers to some of these questions when they read the story.
- Point out the vocabulary box. Explain that these words are in the story. Ask for meanings. Children use the dictionary pages.

## Before reading

Ask about the pictures (LB pp8–9):  
*Is there any sign of danger in any of the pictures?*  
*What is Daeng doing? How does he look?*  
*What job is Lek doing?*  
*Does he look worried? How does he look?*

## Shared reading

- Play LC1 track 1. Children listen and follow.
- Read sections to the class. Ask questions:  
(page 8) *What was the weather like on the morning when the story begins?* **fine, blue sky, calm**  
*What was it going to be like soon?* **rainy (monsoon)**  
*How was Daeng feeling?* **worried** Why? **He doesn't know.**  
*Did Daeng ever sail his boat in bad weather?* **yes, often**

*Was he usually frightened?* **no** (section 1, page 9) *Who spoke to Daeng yesterday?* **the fortune-teller**  
*What did the person tell him to do?* **be careful at sea**  
*What did Daeng think might happen at sea?* **A storm, the boat might sink.** (section 2) *What did Daeng plan to do when they got the net in?* **go back** Why? **He didn't feel well. He was worried.**  
*What went wrong?* **The net got caught.**  
*What did Lek think the problem might be?* **a sea creature**

## Reading practice

See detailed notes on page 8.

## After reading

- Ask the class to count the number of times these words appear in the text: *worry, worried* or *worrying* (6)  
*fear, frightened* (5)  
*wrong* (3)
- Ask *What do these words make the reader think?* Children should be able to work out that these words make the reader think that something bad is going to happen. They create mystery.
- Ask *Why does the writer use them so often?* Note ideas on the board. Help children to understand that the writer wants the reader to feel that there is a mystery.

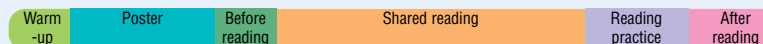
**Key language** present simple and present continuous tense

**Key structures** *Daeng is a fisherman in Thailand. He goes fishing every day.*

**Materials** Poster 1, LB pages 8–9, LC1 track 1

**Preparation** Listen to LC1 track 1 before the lesson

**Time division**



## Warm-up

Do *What's the word?* with key words from Lesson 1.

## Comprehension

Re-read *The Quest* (LB pp8–9).

### Activity 1

- 1 Point out the first sentence beginning and answers.
- 2 Elicit the answer. Check with the class before children circle the correct answer.  
If necessary, children can check back to the text.

**Answers:** 1 a 2 b 3 a 4 b 5 b 6 a

### Activity 2

Questions 1, 3 and 4 require children to interpret the text. A full answer may not be given at first. Ask other questions as necessary to help the class to think and work out their answer.

Question 1: e.g. ask *Does Daeng know why he is worried? As well as being worried, how does he feel?*

Question 3: e.g. ask *Did Daeng sail his boat when the weather was bad? What would the sea be like when the weather was bad?*

Question 4: e.g. ask *Did Daeng want to stay out in the boat? Why not? Was he feeling happy? How was he feeling?*

**Example answers:** 1 Daeng doesn't really know why he is worried. He feels afraid, but he thinks there is no reason for him to be afraid. 2 Lek thought that Daeng must be worried about money. He bought the boat a few months ago and it was expensive. 3 He sailed his boat when the seas were rough. Daeng was not scared in bad weather. 4 He was feeling so worried that he didn't want to go on fishing. He wanted to give Lek a reason for going back. He might have been feeling a bit sick because he was so worried. 5 Children's own ideas. Note them on the board and leave them for Extension.

## Vocabulary

### Activity 1

Children work in pairs and re-read sections of the text to find the words. The first letter of each word is given to assist them. Check answers with the class.

## Comprehension

- 1 Look back. Find the correct answers. Circle them.
 

1 Daeng was	a a fisherman.	b a fortune-teller.
2 On that day the sea was	a rough.	b calm.
3 Daeng was	a worried.	b happy.
4 Daeng told Lek that	a he was worried.	b he didn't feel well.
5 When the fishing net got caught, Daeng said	a 'It's caught on the rocks.'	b 'I can't see anything.'
6 Lek thought that the fishing net could be caught on	a a creature.	b a knife.
- 2 Discuss your answers to these questions.
  - 1 Why was Daeng worried?
  - 2 Why did Lek think that Daeng was worried?
  - 3 How do you know that Daeng was a brave fisherman?
  - 4 Why do you think Daeng said, 'I don't feel very well.?'
  - 5 What do you think the fishing net was caught on?



## Vocabulary

- 1 Find *adjectives* in the story which describe:
 

1 the sky	c _____	b _____
2 the sea	c _____	
3 the weather for fishing	p _____	
4 the fishing boat	g _____	e _____
5 Lek	g _____	c _____
- 2 Find *adjectives* which mean the opposite. Use the thesaurus on page 166.
 

1 calm _____	2 perfect _____
3 good _____	4 clever _____
5 expensive _____	6 well _____

10 Comprehension; Vocabulary multiple choice/extension; adjectives

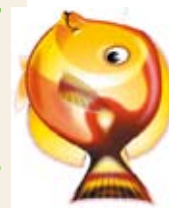
**Answers:** 1 clear, blue 2 calm 3 perfect 4 good, expensive 5 good, clever

### Activity 2

Ask different children to read out the adjectives. Children write opposites. They may use the thesaurus page (LB p166).

**Answers:** 1 rough 2 imperfect 3 naughty 4 stupid 5 cheap 6 ill





**Extension**

Pairs, groups or whole class: children decide what the net is caught on. They answer these questions briefly. *What is the object? How did it get in the sea?* Hear answers.

**Practice Book**

**Page 2 Exercise 1:** Tell children to re-read the passage at least once before they attempt the task. They must match the sentences to the events in the story then put them in order.

**Answers:** 4, 1, 6, 2, 8, 3, 7, 5

**Exercise 2:** Tell children they must describe what kind of people the two characters are and what they do every day, not what happened in the story. Answers can and should vary.

**Example answers:** 1 Daeng lives in Thailand. He is a fisherman and he goes out in his boat every day. A boy called Lek helps him. Daeng is brave and he often goes out in bad weather. Recently he bought a new boat. It was expensive and Daeng sometimes worries about money.

2 Lek helps Daeng a lot. He knows how to mend nets. He is a good, obedient boy. He is clever and he learns fast. He sometimes gets nervous and believes stories about dangerous creatures in the sea.

**Page 3** Check children understand the tasks before they start.

**Answers:** 1 line 1, expensive; line 2, perfect; line 3, calm, clear; line 4, good; line 5, clever  
2 1 a 2 b 3 b 4 b 5 b

**Lesson aim** Comprehension and vocabulary

**Lesson targets** Children:

- choose correct words to complete statements based on the reading text
- discuss and answer inferential questions about the story
- find adjectives and opposites
- think about the next event in the story

**Key vocabulary** words from Lesson 1

**Materials** LB page 10, PB pages 2–3

**Preparation** Choose words for Warm-up

**Time division**



**Unit 1**  
**Comprehension**

1 Read pages 8–9 again. Number each sentence in order.  
 1 Lek said there were more fish away from land.  
 2 Daeng was worried.  
 3 Lek took the fishing net into the water.  
 4 It was perfect weather for fishing!  
 5 The fishing net was caught on something.  
 6 Daeng said they would look for fish close to the beach.  
 7 The boat stopped moving.  
 8 Daeng stopped the boat when there were no fish.

2 Answer the questions.  
 1 Write what you know about Daeng.  
 2 Write what you know about Lek.

3 Write what you know about Lek.

4 Complete the table about the sea.

**Unit 1**  
**Vocabulary**

Remember: Adjectives are describing words.

1 Find these adjectives in the wordsearch.

clear calm perfect good clever expensive

t	g	e	x	p	e	n	s	i	v	e
k	d	x	y	p	e	r	f	e	c	i
c	a	i	m	j	y	c	l	e	a	r
h	x	g	o	o	d	m	k	e	p	
b	c	l	e	v	e	r	d	a	a	p

2 Circle the correct opposite.

1 The opposite of a rough sea is:  
 a a calm sea      b an expensive sea

2 The opposite of a clear sky is:  
 a a perfect sky      b a cloudy sky

3 The opposite of a good boy is:  
 a a clever boy      b a bad boy

4 The opposite of a clever boy is:  
 a an expensive boy      b a stupid boy

5 The opposite of an expensive boat is:  
 a a perfect boat      b a cheap boat

Vocabulary: adjectives 3

## Warm-up

- Write headings across the board: *noun*, *collective noun* and *proper noun*. Along the bottom write, e.g. *table*, *flock*, *London*, *herd*, *Atlantic*, *poem*.
- Ask volunteers to write the words under the correct heading.

## Language box

- Ask a child to read the first sentence. Other children read the nouns.
- Read the following sentences to the class. Children should understand what thoughts and feelings are. Explain *quality*: a characteristic of a person or thing. Activity 1 helps children to understand what qualities are. Ask a child to read Daeng's bubble and another to read the sentences.

### Activity 1

Children read out the nouns. They decide if they are nouns or abstract nouns. Remind them to ask themselves: *Can you see, touch, hear, taste, smell it?* to help them decide if the thing is abstract or not.

**Answers:** 1 abstract noun 2 noun 3 abstract noun  
4 noun 5 abstract noun

### Activity 2


- Ask a child to read the adjectives on the left. Ask another to read the abstract nouns on the right.
- Go through the adjectives. If you wish, ask questions to help elicit answers:
  - What does a *frightened* person feel?
  - What does a *kind* person show to other people?
  - What does an *angry* person feel?
  - On a *dangerous* mountain, what problem is there?
  - If you are in a *dark* place, what is around you?

**Answers:** 1 d 2 a 3 b 4 e 5 c


1

## Language building


Remember! A **noun** is a naming word.



a boat



the boy



Most **nouns** name things which you can touch, taste, hear, smell or see.  
Some **nouns** name things you think or feel.  
We call these **abstract nouns**.

Daeng is **frightened**. He feels **fear**.

There is no reason for my fear.

**1** Tick ✓ the correct column.

	noun	abstract noun
1 /sadness	_____	_____
2 engine	_____	_____
3 happiness	_____	_____
4 rocks	_____	_____
5 goodness	_____	_____

**2** Match the *adjectives* and the *abstract nouns*.

adjective	abstract noun
1 frightened	a kindness
2 kind	b anger
3 angry	c darkness
4 dangerous	d fear
5 dark	e danger

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Language building    abstract nouns



**Language building**

Remember. Abstract nouns are the names of thoughts, feelings and qualities.



Daeng said, 'There is no reason for my fear.'

- 1** Underline the *abstract noun* in each sentence.
- 1 Danger was all around.
  - 2 Fear showed on his face.
  - 3 He walked slowly in the darkness.

**2** Complete these sentences. Use an *abstract noun* from the box.

fear   kindness   anger   danger   darkness

- 1 A kind person shows \_\_\_\_\_.
- 2 An angry person shows \_\_\_\_\_.
- 3 A frightened person shows \_\_\_\_\_.
- 4 \_\_\_\_\_ comes when the sun sets.
- 5 There is \_\_\_\_\_ when the sea is rough.

**3** Use these *abstract nouns* in sentence of your own.

- 1 sadness  
\_\_\_\_\_
- 2 happiness  
\_\_\_\_\_
- 3 goodness  
\_\_\_\_\_

4 Language building: abstract nouns

**Extension**

Write sentences on the board. Children volunteer to underline the abstract noun.

Use these sentences or any of your own:

- The beauty of the butterfly surprised him.*
- The leopard ran with amazing speed.*
- John's illness got worse in January.*
- The king had power over all the people.*
- He wore a crown to show his importance.*
- Because of her tiredness she couldn't finish her homework.*

**Practice Book**

Prepare children by checking they understand the tasks. For Exercise 3, encourage children to write sentences which make the meaning of the word clear, e.g. *I feel sadness.* is a correct sentence. *I feel sadness when something sad happens.* or *We all felt great sadness when my grandmother was ill.* explains the meaning of the word.

- Answers:** 1 1 Danger 2 Fear 3 darkness  
 2 1 kindness 2 anger 3 fear 4 Darkness 5 danger  
 3 Children's own sentences.

**Lesson aim** Language building: abstract nouns

- Lesson targets** Children:
- recognise an abstract noun
  - match adjectives to abstract nouns
  - categorise nouns and abstract nouns

**Key language** abstract nouns and words from Lesson 1

**Key vocabulary** anger, danger, darkness, fear, goodness, happiness, kindness, sadness

**Materials** LB page 11, PB page 4

**Time division**

Warm-up	Language box	Language building activities	Extension	Practice Book
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Warm-up

Tell the class to close their eyes and listen. Say *Listen to the sounds inside and outside. What is happening?* When they hear a sound they keep their eyes shut and raise their hand. Ask different children (*Name of child*) *what is happening?* Children say, e.g. *Someone is walking. A car is driving along the road,* etc.

Grammar box

- 1 Read Bernie's bubble. Ask who Daeng and Lek were.
- 2 Ask individuals to read the paragraphs.
- 3 Write headings: *paragraph 1 – paragraph 2*  
Ask *What tense is mainly used in the first paragraph?* **present continuous** Write it under *paragraph 1*.  
*What tense is used in the second paragraph?* **present** Write it under *paragraph 2*.  
Ask *Which paragraph tells you what happens every day?* **the second paragraph** Write *happens every day* under *paragraph 2*.  
Ask *What does the first paragraph tell you?* **It tells us what is happening now.** Write *happening now* under *paragraph 1*.

Activity 1

Ask different children to read out the questions. Elicit answers. Check with the class. Children write answers in their copy books.

**Answers:** 1 Daeng is sitting in his boat and he is mending his nets. 2 Lek is helping Daeng. 3 Daeng and Lek are getting ready to go fishing. 4 Daeng goes fishing every day. 5 Daeng and Lek go fishing every morning.

Activity 2

- 1 Ask a child to read out the prompt words: *sun – shine*, and a pair to read the question/answer. Do the same with *birds – sing*.
- 2 Elicit the question/answer with the following prompt words.


**Answers:** 1 Is a warm breeze blowing? Yes, it is. 2 Is Daeng sitting in his boat? Yes, he is. 3 Is Daeng mending his boat? No, he isn't. 4 Is Daeng helping Lek? No, he isn't. 5 Are Daeng and Lek fishing? No, they aren't. 6 Are they getting ready? Yes, they are.

Activity 3

- 1 Ask a child to read out the prompt words: *Daeng – go fishing – every day?* and a pair to read the question and answer.

**Grammar**

Do you remember Daeng and Lek?



It is a beautiful day. The sun is shining and a warm breeze is blowing. Daeng, the fisherman, is sitting in his boat in the harbour. He is mending his nets. Lek is helping him. They are getting ready to go fishing.

Daeng goes fishing every day. Lek helps him. They go out in the boat early every morning and come back late in the afternoon. They work hard and always catch lots of fish.

- 1 Answer these questions.
  - 1 What is Daeng doing this morning?
  - 2 What is Lek doing?
  - 3 What are Daeng and Lek doing?
  - 4 What does Daeng do every day?
  - 5 Do Daeng and Lek go fishing every morning or every evening?
- 2 Ask and answer about the text.
 

sun – shine	Is the sun shining?	Yes, it is.
birds – sing	Are the birds singing?	Yes, they are.

  - 1 warm breeze – blow?
  - 2 Daeng – sit – boat?
  - 3 Daeng – mend – boat?
  - 4 Daeng – help – Lek?
  - 5 Daeng and Lek – fish?
  - 6 they – get ready?
- 3 Ask and answer about the text.
 

Daeng – go fishing – every day?	Does Daeng go fishing every day?	Yes, he does.
Lek and Daeng – mend the nets?	Do Lek and Daeng mend the nets?	Yes, they do.

  - 1 Lek – help Daeng – every day?
  - 2 they – go out – every morning?
  - 3 they – come back – in the afternoon?
  - 4 they – go fishing – at night?
  - 5 Daeng – work hard?
  - 6 Daeng and Lek – catch – many fish?

Turn to Fluency Book 5 Programme 1.

12 Grammar present simple and present continuous

- Do the same with *Lek and Daeng – mend the nets?*
- 2 Continue in the same way with the following prompt words. Elicit the question and answer.
 

**Answers:** 1 Does Lek help Daeng every day? Yes, he does. 2 Do they go out every morning? Yes, they do. 3 Do they come back in the afternoon? Yes, they do. 4 Do they go fishing at night? No, they don't. 5 Does Daeng work hard? Yes, he does. 6 Do Daeng and Lek catch many fish? Yes, they do.



## Extension

Ask different children around the class: *What do you do every day after school? What do you do every weekend?*

## Practice Book

Prepare children by checking they understand the tasks. For Exercise 4, explain that the questions help them write about the two people. The example answer is a guide. Children may express the same information differently.

**Answers:** 1 helps, is, catches, are ... fishing, is blowing, is falling, are crashing

2 1 Do they work hard? 2 is he doing? 3 are they sitting? 4 do they go fishing? 5 does he catch? 6 Is it raining?

3 1 I do not like swimming. 2 The sun is not shining. 3 My uncle does not live in Canada. 4 We do not always work hard. 5 The children are not watching TV. 6 I am not reading a good book.

**Example answer:** 5 Jenny is a nurse and she works in a hospital from Tuesday to Saturday. She wears a (white) uniform and a white cap. Today is Wednesday and Jenny is working. She is wearing her uniform. She is looking after a little boy. Toby is a chef and he works in a hotel from Monday to Saturday. He wears a white uniform (and a white hat). Today is Sunday and Toby is not working. He is not wearing his uniform. He is driving a fast car and he looks happy.

**Lesson aim** Grammar: present continuous and present tenses

**Lesson targets** Children:

- understand the correct use of the key tenses
- answer questions about a short text using the key structures
- form questions with present and present continuous tenses
- practise short answers

**Key vocabulary** words from Lesson 1

**Key language** present continuous and present tenses, affirmative and interrogative

**Key structures** *Daeng is sitting in his boat. He goes fishing every day.*

**Materials** LB page 12, PB pages 5–6

**Time division**

Warm-up	Grammar box	Grammar activities	Extension	Practice Book
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Unit 1

### Grammar

1 Complete the sentences with the verbs in the box. Be careful to use the correct forms of the verbs.

fish go catch sit blow catch sit read

Daeng and Lek go fishing every day. Lek is Daeng's brother. Daeng is a good fisherman. He always catches a lot of fish. Today Daeng and Lek are sitting on the beach. They are talking about their fishing. They are talking about the fish they catch. They are talking about the fish they catch.

2 Write questions for the answers.

1 Yes, they work hard. *Do they work hard?*

2 He is sleeping. *What is he doing?*

3 He is sitting in his boat. *Where is he sitting?*

4 He goes fishing every day. *When does he go fishing?*

5 He is catching fish. *What is he catching?*

6 Yes, it is raining hard. *Is it raining?*

3 Write the sentences again in the negative.

1 They are swimming. *They are not swimming.*

2 The sun is shining. *The sun is not shining.*

3 My uncle goes to Canada. *My uncle does not go to Canada.*

4 We always work hard. *We do not always work hard.*

5 The children are watching TV. *The children are not watching TV.*

6 I am reading a good book. *I am not reading a good book.*

4 Look at the pictures and think about the questions.

A Tuesday in Sunday  
 This is Jenny. What is she doing? What does she wear? Does she wear a uniform?

B Wednesday  
 This is Toby. What is he doing? What does he wear? Does he wear a uniform?

C Monday to Saturday  
 This is Jenny. What is she doing? What does she wear? Does she wear a uniform?

D Sunday  
 This is Toby. What is he doing? What does he wear? Does he wear a uniform?

5 Write about Jenny and Toby.

Jenny \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Toby \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6 Complete the sentences with the verbs in the box.



## Warm-up

- 1 Give children a minute or two to look at pages 2, 3. Ask if they recognise anyone: they should recognise Benni, a presenter from Fluency Book 4. Explain this is a new series of *Let's go!*



Ask *Who is going to present the new series with Benni?* Elicit *Mel*. How many 'Let's go!' reporters are there? **four**

- 2 Ask one or more children to read out what is in the new series (the words in shapes).
- 3 Play FC track 1. Ask *What are the names of the 'Let's go!' reporters?*

## Before listening

- 1 (page 4) Ask different children to read out the items in the programme. Tell children to look for the items on both pages. Ask *What is the adventure story called?* **Operation Butterfly**. Tell children to look at page 4. Ask *What do you think the programme is about this week?*



## Shared listening

- 1 Play FC Programme 1 all the way through without stopping. Children listen and follow.
- 2 Ask general questions about the adventure story: *What are the names of the children?* **Tom, Lucy** *Who are they staying with?* **their aunt and uncle**
- 3 Play the programme again. Children listen.
- 4 Pause the track for children to answer the reporters' questions.
- 5 Stop the track for *Squawk box*. Children work in pairs/small groups. Go around listening while they speak.
- 6 Continue the track. Pause in the puzzle for children to find words if necessary.
- 7 Play the rest of the track without stopping.
- 8 Ask questions about the story.

## After listening

- 1 Ask the class about the reporters' holidays: *Which place looks most fun? interesting? enjoyable? Which place would you/wouldn't you choose? Why?*
- 2 The Brainteaser can be done in class or for homework. Children should be able to find simple words, e.g. *port, rope, toes, pot*, etc. They may also find, e.g. *terror, store*, etc.
- 3 **Word puzzle answers: camera, sandals, aeroplane, beach, suitcase, sunglasses**
- 4 The competition may be set for homework. Children find a photo at home and describe the scene.

The photo need not be one taken on holiday. It could be taken on a family day out, or a special family event. If any children do not have photos, let them draw a picture of an event during the holidays and describe it.

### Lesson aim Fluency

### Lesson targets Children:

- listen to a short radio programme and follow the items in the FB
- talk about their holidays
- write about a holiday photo

### Materials FB pages 2-5, FC Programme 1

**Preparation** Listen to FC Programme 1 and look at the FB pages before the lesson

### Time division

Warm-up	Before listening	Shared listening	Squawk box	Puzzles, story, questions	After listening
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## FB Programme 1 tapescript

**Benni:** Welcome to the first programme in the new series of *Let's go!*

**Mel:** It's going to be a great programme.

**Benni:** The *Let's go!* reporters are back from their holidays and they've brought some brilliant photos to show us.

**Mel:** So we'll be having a look at those and hearing some music from around the world.

**Benni:** And we've got a puzzle, a brainteaser and the first *Let's go!* competition.

**Mel:** That's right. We want to hear all about your holidays. More about that later on.

**Benni:** And don't forget we'll be starting an exciting new story today. It's called *Operation Butterfly*.

**Mel:** Wow, that sounds great! Let's get on with the programme, then.

**Benni:** Here are Kim, Ollie, Zak and Jodi. They're going to tell you about their holidays. What did you do, Kim?

**Kim:** I went to Portugal. We stayed in a little fishing village. I've got a photo here of the boats in the harbour. The fishermen go out in them every day. This is my favourite photo. The sun's shining and the colours are so bright.

**Mel:** That's lovely. It looks gorgeous.

**Squirry person:** What pretty boats!

**Benni:** Thanks, Kim. What about you, Ollie?

**Ollie:** I went to Scotland. The sun doesn't shine so much there and it's often wet, but we had a great time. We saw lots of castles. I've got a picture of one here.

**Benni:** Look at that! It's huge. Did you go inside it?

**Ollie:** Yes, we did. I took a photo of a man playing Scottish music inside the castle and I recorded this, too. Listen.

*(bagpipes)*

**Mel:** Wow! What's that?

**Ollie:** It's a Scottish musical instrument called the bagpipes.

**Benni:** Amazing! Zak, what have you got for us?

**Zak:** Well, I was really lucky. I flew all the way to Bangkok in Thailand this summer.

**Mel:** Ooh, how exciting. Have you got any pictures?

**Zak:** Yes, I've brought this picture. It shows a boat on the river. There are masses of boats in Thailand, big ones and small ones. And some people live on their boats all the time.

**Squirry person:** It's a houseboat!

**Benni:** I wonder what it is like to live on a boat all the time?

**Mel:** I'd like it! No cars and lorries! And Jodi, what have you got to tell us about?

**Jodi:** I went to Spain for my holidays. It was really nice. You hear lots of music all the time. People love dancing, too. I took lots of pictures of dancers. In this one they are wearing traditional dresses and they are dancing to flamenco music.

**Benni:** Wow, they look fantastic, don't they? And we've got some flamenco music to play you. Just listen to this.

*(flamenco music)*

**Squirry person:** Olé!

**Jodi:** Mmm! Those guitars remind me of my holiday. I loved Spain. I want to go back.

**Mel:** Well, the reporters had great holidays, didn't they? Can you remember? Here's a quick quiz.

**Ollie:** Where was the man playing the bagpipes?

**Jodi:** Is flamenco music fast or slow?

**Kim:** Where did I stay in Portugal?

**Zak:** How did I go to Bangkok?

**Benni:** Did you get all those? I hope so. Well now, it's *Over to you!*

**Parrot 2:** It's good to squawk!

**Mel:** Where did you go for your holiday? What did you do? Talk to your friends.

**Parrot 2:** Squawk!

**Benni:** Now it's time for a puzzle. What are these words?

**Mel:** 1 You take photos with this.

**Benni:** 2 You wear these on your feet in the summer.

**Kim:** 3 You can travel a long way quickly in this.

**Benni:** 4 A sandy place to sit by the sea.

**Mel:** 5 You put your clothes in this when you go on holiday.

**Benni:** 6 When the sun is very bright you wear these.

**Mel:** Did you get those words? Clever you! Now try this brainteaser. How many words can you make from *reporters*? Have a go at that.

**Benni:** OK, now we'll tell you about our first competition. We'd like you to choose one of your holiday photos and write about it. Who or what is in the picture? What is happening?

**Mel:** Send in your photos and your writing.

*(story music)*

**Benni:** What's that music, Mel?

**Mel:** Well, Benni, that means it's time for our new story. It's going to be really exciting and it's called *Operation Butterfly*. Here it comes.

*(story music)*

**Voice:** A small plane is flying over the rainforest. Two children are on board: Lucy Blake and her brother, Tom.

**Tom:** I can see the forest.

**Lucy:** Look! There's the river!

**Tom:** And there's the town!

**Lucy:** Great! We're nearly there.

**Voice:** They arrive at the little airport and there are Uncle Theo and Aunt Jemima. Every year Tom and Lucy come to visit their uncle and aunt.

**Uncle Theo:** Tom! Lucy!

**Aunt Jemima:** Hello, my darlings!

**Tom/Lucy:** Hello!

**Tom:** Where are you going, Aunt Jemima?

**Lucy:** Why have you got a suitcase?

**Aunt Jemima:** I have to go to the city. My sister is ill.

**Lucy:** Oh, what a shame!

**Aunt Jemima:** Yes, I'm so sorry, but Uncle Theo can look after you. Now, while I'm away, I want you to be very good children – especially you, Tom. Do you promise?

**Tom/Lucy:** Yes, we promise.

**Voice:** So Aunt Jemima is flying off to the city. Lucy and Tom are in Uncle Theo's old 4 x 4. They are driving to his house on the edge of the rainforest.

**Voice:** They arrive at Uncle Theo's old house and go inside. Uncle Theo is a scientist. He studies the animals in the rainforest and he is especially interested in butterflies.

**Uncle Theo:** Welcome back, children!

**Lucy:** I love your house, Uncle Theo!

**Tom:** Why are all these things in the hall, Uncle Theo?

**Lucy:** Are you planning one of your trips?

**Uncle Theo:** Yes. I'm going into the rainforest tomorrow. It's very important. Very important indeed. I must go there before the rains come.

**Lucy:** But what about us?

**Tom:** We can't stay here all alone.

**Uncle Theo:** Of course not. You're coming with me!

**Tom/Lucy:** Really?

**Lucy:** The rainforest is a dangerous place. I'm scared.

**Tom:** We'll be fine. Uncle Theo will look after us.

**Lucy:** What about all those insects and spiders and crocodiles and ...?

**Tom:** Don't worry! It'll be an adventure!

**Lucy:** Yes ... I suppose you're right ...

*(story music)*

**Mel:** I wouldn't like to go into the rainforest with all those spiders and crocodiles ... I hope Lucy and Tom are going to be OK.

**Benni:** Well, we'll find out next time. Till then, bye everyone!

**Mel:** Goodbye!



## Warm-up

List all the abstract nouns from Activity 1 on page 11 on the board. In pairs or groups, children list them in alphabetical order.

## Spelling box

Play LC1 track 2. Children listen and follow. Say *expense/expensive*. Children repeat. Check pronunciation.

**Activity 1** Children write the words. Individuals and class reads them aloud.

**Activity 2** Children look up meanings in the dictionary pages. Ask different children to read them out.

**Activity 3** Children choose the best words from Activity 1 to complete the sentences. Check answers with the class.

**Answers:** 1 massive 2 secretive 3 expensive 4 active

## Extension

- Do *Look, write, check* with the four words:
  - Write a word on the board. Children look.

**Spelling**

1 Join the noun and the suffix to make an adjective.

1. expense	adjective = expensive
2. mass	adjective = massive
3. secret	adjective = secretive
4. act	adjective = active

2 Use the words in the boxes to finish the sentences.

1. This watch is expensive.

2. The tree is massive.

3. This girl is secretive.

4. The boy is active.

**Spelling**

The suffix *ive* can change a noun into an adjective.

expense (noun) = expense      Daeng's boat was very expensive. (adjective)

1 Do these word sums. Make the *adjectives*.

- expense + ive = expensive
- mass + ive = \_\_\_\_\_
- secret + ive = \_\_\_\_\_
- act + ive = \_\_\_\_\_

2 Read the words. Discuss what they mean. Use the dictionary pages.

3 Use the *adjectives* you have made to finish these sentences.

- The tree is \_\_\_\_\_
- This girl is \_\_\_\_\_
- The watch is \_\_\_\_\_
- This boy is lazy. He is not \_\_\_\_\_

Spelling suffix *ive*

- Cover the word (with a piece of paper). Children write it.
  - Uncover it. Children check.
- Ask the class to look at the four nouns in Activity 1 without the suffix. Ask *What kind of nouns are they? Abstract*.

## Practice Book

Prepare children by checking they understand the tasks.

**Answers:** 1 1 d 2 c 3 a 4 b 2 1 b 2 c 3 d 4 a  
3 Children's own ideas.



## Reading for enrichment


- 1 Play LC1 track 3. Children listen and follow.
- 2 Ask children to read sections of the text. Encourage good expression and intonation.
- 3 Ask questions to check understanding, e.g.  
*Why did Daeng reverse the boat?*  
*Was the net heavy? Why?*  
*What unusual object was in the net?*  
*Where did Daeng see a picture of a plate?*  
*What was special about it?*  
*What does Daeng think might be in the water below them?*

## Project

Children describe the wreck and the plate. If you wish, list questions on the board to give them some ideas, e.g.

- What was the name of the ship that was wrecked?*  
*How many years ago was it wrecked?*  
*What country did it come from? Where was it going to? Why?*  
*How was it wrecked?*  
*Who did the plate belong to?*  
*Why was it on the ship?*  
*Who made it? When? Where?*


Children may wish to draw the ship and the plate. This could also be done in groups with different children drawing the ship and the plate on a large sheet of paper. Other children write sentences to stick around the pictures. Let as many groups or individuals as possible show or read out their work to the class.



**Reading for enrichment**

What did you think Daeng and Lek caught in the net? Read the next part of the story and find out.

1



'We must go backwards,' said Daeng. 'Then you can pull the net into the boat.' Very slowly, Daeng reversed the boat. 'Can you pull the net in now?' he asked Lek. Lek pulled the fishing net as hard as he could. But the fishing net still did not move. 'No!' Lek replied. 'Pull again!' Daeng told Lek. Suddenly Lek shouted, 'Yes! It's coming!' Daeng went quickly to the side of the boat and helped Lek. They started to pull the net into the boat. 'There are fish in the net!' Lek shouted. 'Look!' Daeng looked into the net. He saw many silver fish there. But there was something else in the net. It was blue and white, and it was shining. 'What is that?' asked Daeng. They pulled and pulled. At last, the fishing net lay in the bottom of the boat. Lek stepped forward and opened the net. He picked up the blue and white thing. It was a plate. Lek started to laugh. 'We've caught a plate! An old plate. Shall I throw it back into the sea?' he asked Daeng. 'No, no, wait a minute!' said Daeng. 'Give it to me.' Daeng looked at the plate carefully. 'I saw a picture of a plate like this in a newspaper,' he said. 'The plate was very old. It was worth a lot of money.' 'But how did it get into our net?' asked Lek. Daeng put the plate down and began to put the fish into baskets. When he had finished, he spoke to Lek. 'Perhaps there is a wreck down there.' 'A what?' asked the boy. 'A wreck – you know, a ship which sank a long time ago,' explained Daeng. 'There are lots of wrecks of old ships in the Gulf of Thailand. Perhaps that is why the net got caught. It was caught on a ship at the bottom of the sea. And this plate came from the ship.'

Reading extension

fiction – mystery story

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**Lesson aim** Spelling, Reading extension

**Lesson targets** Children:

- practise reading, spelling and writing target words in context
- understand the meanings of target words
- read and understand the continuation of a mystery story
- imagine and describe items in the story

**Target words** suffix *ive*: *expensive, massive, secretive, active*

**Materials** LB pages 13, 15; PB page 7; LC1 tracks 2–3

**Preparation** Listen to LC1 tracks 2–3 before the lesson

**Time division**

Warm-up	Spelling box	Spelling activities	Practice Book	Reading for enrichment	Project
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## Session 1: Class writing

### Warm-up

Team word chain on the board: Team 1 says a word. Team 2 says a word beginning with the last letter of Team 1's word, etc.

### Before writing

- 1 Read Penny Pen's speech bubble to the class. Explain that the class is going to continue the story using some different ideas.
- 2 Activity 1: Ask different children to read sentences 1–3.
- 3 Activity 2: Ask children to think what the object could be that fits the description in sentence 3 of Activity 1. List ideas. Discuss with the class which object is best. Children write the word.

### Shared writing

- 1 Activity 3: Ask children to read out all the questions.
- 2 Go back to question 1. Ask for suggestions. Agree with the class the best idea. Note answers to the questions on one side of the board.
- 3 Continue with the other questions.
- 4 Help the class to make the notes into a paragraph. Remind the class that question 5 asks for direct speech in two places.
- 5 Write the paragraph. Read it, or ask one or two individuals to read it. Ask if there is anything that can be improved. Point out to the class any obvious improvements they have missed, e.g. *Are there enough adjectives and adverbs? Are the verbs interesting?* When final changes have been made, read or ask children to read the paragraph a final time.

**Example writing:** (The numbers in brackets indicate the prompt questions from the Language Book. The sentences are examples of what could be written in answer to the questions.)

(1) Daeng and Lek pulled hard together. The net was very heavy. It was very difficult to pull but there was no one there to help them. Slowly the net came out of the water.

(2) (5) 'It's coming up!' Daeng shouted. 'Pull harder.' 'Can you see what is in the net?' asked Lek excitedly.

**Class writing**

Let's solve the mystery!

- 1 Daeng and Lek got the net free.  
2 They pulled up the net.  
3 In the net was something which was:
  - very heavy
  - very old
  - not valuable.
- 2 1 Discuss what you think was caught in the net.  
2 Make a list on the board.  
3 Choose the best idea.  
4 Write it here.
- 3 Write a paragraph together on the board.  
Think about and discuss:
  - 1 How did Daeng and Lek manage to pull up the net? Was it difficult? Did they need help?
  - 2 How did they feel as the net was coming up? Were they excited? Did they feel frightened?
  - 3 What was in the net? What did it look like?
  - 4 What did Daeng and Lek do? Were they pleased with what they caught? Were they disappointed?
  - 5 What did they say to each other when:
    - they were pulling up the net?
    - they found what was inside?

14 Writing (continuing a story)

'I think it's something big and black,' answered Daeng. Lek began to feel frightened. Perhaps it was something dangerous. Perhaps it was a sea creature.  
(3) Suddenly, the net came out of the water. Daeng and Lek looked in the net. Daeng laughed. Lek saw a large, black shape. Seaweed and small shells were growing on it.  
(4) (5) Daeng laughed again. 'It's an old ...!' he said. Lek was disappointed. 'I thought it might be treasure,' he said.

### After writing

In pairs, children write down what Daeng decides to do with the object in the net. Hear all their ideas.

## Session 2: Practice Book writing

### Warm-up

Play the *Chain game*: *In the old wreck under the sea I found a knife ...*

### Preparation task (page 8)

- 1 Read or ask a child to read Penny Pen's bubble.
- 2 Read the question for Exercise 1. Tell children they can write their idea later.
- 4 Read the information for Exercise 2. Read out the notes. Explain these are example ideas. Tell children to read out the questions that follow. Explain they must write their own notes for these questions.
- 4 Children should be able to complete this work independently. If done in class time, go around helping and monitoring their notes.

### Writing task (page 9)

Children use their notes to help them continue the story. Make sure they understand they only need to write the three paragraphs they have notes for. The task is not to complete the story. Remind children to re-read their work. They should make improvements and check their punctuation.

### After writing

Hear as many children as possible read different paragraphs. Children make neat copies and put them in their Writing folders.

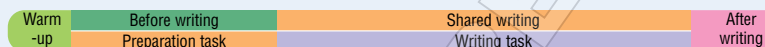
**Lesson aim** Writing: continuing a story

**Lesson targets** Children:

- decide on a key fact in the narrative
- make notes from given questions
- use notes to write three paragraphs continuing the story

**Materials** LB page 14, PB pages 8–9

**Time division**



**Writing**

1 What is one thing I could write about in the story? Write your answer.

2 Write notes.

3 Write three paragraphs continuing the story.

Paragraph 1  
What happened next?  
What did Penny Pen do?  
How did she feel?  
How did she end?

Paragraph 2  
What happened when she reached the net?  
What was in the net?  
What did she do?  
What did she feel?  
How did she end?  
What did she do?

Paragraph 3  
How did Penny Pen feel?  
How did she end?

1

Paragraph 1  
Lee goes into the water.

Paragraph 2  
Lee and Jamie get the net out of the water.

Paragraph 3  
Lee and Jamie know what's in the net.

### Key writing features: continuing a story

Look for these features in assessing the task:

- the narrative is written in a logical sequence
- the narrative tells the reader what is in the net
- the story tells the reader what the characters do
- the story contains direct speech.