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 alright. 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.

---

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?’

‘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
2. Read the second sentence and the question. Ask children if they have read any mystery stories. What were they called?

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
1. Play LCD1 track 1. Children listen and follow.
2. Read sections to the class. Ask questions:
   (section 1, 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 9.

After reading
1. 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)
2. 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.
3. 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.
Lesson 2: Comprehension; Vocabulary

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 might have been feeling a bit sick because he was so worried.

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.

Activity 2

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

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

Language building

Abstract nouns

Remember! A noun is a naming word. 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.
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
• 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

Warm-up Reading Comprehension Vocabulary Extension Practice Book

UNIT 1 Lesson 2: Comprehension; Vocabulary
Lesson 3: Language building

Warm-up

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

Language box

1. Ask a child to read the first sentence. Other children read the nouns.
2. 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.

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

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

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

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 Danger 2 Fear 3 darkness
1 kindness 2 anger 3 fear 4 Darkness 5 danger
3 Children’s own sentences.

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.

<table>
<thead>
<tr>
<th>fear</th>
<th>kindness</th>
<th>anger</th>
<th>danger</th>
<th>darkness</th>
</tr>
</thead>
</table>
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 sentences of your own.

1 sadness
2 happiness
3 goodness

4 Language building abstract nouns

Answers: 1 Danger 2 Fear 3 darkness
1 kindness 2 anger 3 fear 4 Darkness 5 danger
3 Children’s own sentences.
Lesson 4: Grammar

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 simple
   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 us? 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.
   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 looks happy.

Lesson aim Grammar: present continuous and present simple 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 simple and present continuous tenses
• practise short answers
Key vocabulary words from Lesson 1
Key language present continuous and present simple 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

UNIT 1 Lesson 4: Grammar
Lesson 5: Fluency

### 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!
2. Ask Who is going to present the new series with Benni? Elicit Mel. How many ‘Let’s go!’ reporters are there? four
3. Play FCD1 track 1. Ask What are the names of the ‘Let’s go!’ reporters? Kim, Jodie, Ollie, Zak

### Before listening
(page 4) Ask different children to read out what is in the new series (the words in shapes).
1. Ask What is the adventure story called? Operation Butterfly
2. Tell children to look for the items on both pages.
3. Ask What is the adventure story called? Operation Butterfly
4. Tell children to look at page 4. Ask What do you think the programme is about this week?

### Shared listening
1. Play FCD1 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, FCD1 Programme 1

### Preparation
Listen to FCD1 Programme 1 and look at the FB pages before the lesson

### Time division

<table>
<thead>
<tr>
<th>Warm-up</th>
<th>Shared listening</th>
<th>Squawk box</th>
<th>Puzzles, story, questions</th>
<th>After listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FB Programme 1 audioscript

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 brain teaser 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.
Squirty 4: 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 a river. There are masses of boats in Thailand, big ones and small ones. And some people live on their boats all the time.
Squirty 1: 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 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)
Squirty 6: Old!
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 I get all those? I hope so. Well now, it’s Over to you!
Parrot 1: 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: Number 1 You take photos with this.
Benni: Number 2 You wear these on your feet in the summer.
Mel: Number 3 You can travel a long way quickly in this.
Benni: Number 4 A sandy place to sit by the sea.
Mel: Number 5 You put your clothes in this when you go on holiday.
Benni: Number 6 When the sun is very bright you wear these.
Mel: Did you get those words? Clever you! Now try this brain teaser. How many words can you make from reporter?
Benni: Well go at that.
Mel: Send in your photos and your writing.
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.
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)
Benni: What’s that music, Mel?
Mel: It’s going to be really exciting and it’s called Operation Butterfly. Here it comes. (Story music)
Narrator: Operation Butterfly, episode 1. A small plane is flying around the world.
Tom: I can see the forest.
Lucy: Look! There’s the river!
Tom: And there’s the town!
Lucy: Great! We’re nearly there.
Narrator: 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.
Tom: Why, 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.
Narrator: 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.
Narrator: 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 …
Narrator: Operation Butterfly, episode 1. A small plane is flying over the rainforest. Two children are on board: Lucy Blake and her brother, Tom.

UNIT 1 Lesson 5: Fluency

Narrator: Operation Butterfly, episode 1. A small plane is flying around the world.
Tom: I can see the forest.
Lucy: Look! There’s the river!
Tom: And there’s the town!
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Tom: Don’t worry! It’ll be an adventure!
Lucy: Yes … I suppose you’re right …
Narrator: Operation Butterfly, episode 1. 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.
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Tom: Don’t worry! It’ll be an adventure!
Lucy: Yes … I suppose you’re right …
Narrator: Operation Butterfly, episode 1. A small plane is flying over the rainforest. Two children are on board: Lucy Blake and her brother, Tom.

UNIT 1 Lesson 5: Fluency
Lesson 6: Spelling, Reading for enrichment

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


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

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

Spelling

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

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>expense</td>
<td>expensive</td>
</tr>
<tr>
<td>mass</td>
<td>massive</td>
</tr>
<tr>
<td>secret</td>
<td>secretive</td>
</tr>
<tr>
<td>act</td>
<td>active</td>
</tr>
</tbody>
</table>

1 Do these word sums. Make the adjectives.
   1 expense + -ive = expensive
   2 mass + -ive = massive
   3 secret + -ive = secretive
   4 act + -ive = active

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

3 Use the adjectives you have made to finish these sentences.
   1 The tree is _______.
   2 This girl is _______.
   3 The watch is _______.
   4 This boy is lazy. He is not _______.

   1 massive 2 secretive 3 expensive 4 active

   Cover the word (with a piece of paper). Children write it.
   Uncover it. Children check.

2 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 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 LCD1 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?
- 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.

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; LCD1 tracks 2–3

Preparation

Listen to LCD1 tracks 2–3 before the lesson.

Time division

Warm-up
- Spelling box
- Spelling activities
- Practice Book
- Reading for enrichment
- Project

Reading for enrichment

‘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?’ 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 for enrichment

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.

Discuss what you think was caught in the net.

Make a list on the board.

Choose the best idea.

Write it here.

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?

What did you think Daeng and Lek caught in the net? Read the next part of the story and find out.
Lesson 7: Writing

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.
3. Note answers to the questions on one side of the board.
4. Continue with the other questions.
5. Help the class to make the notes into a paragraph. Remind the class that question 5 asks for direct speech in two places.
6. Write the paragraph. Read it, or ask one or two individuals to read it. Ask if there is anything that can be improved.

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 got the net free. They pulled up the net. In the net was something which was:
   - very heavy
   - very old
   - not valuable.
2. Discuss what you think was caught in the net.
3. Make a list on the board.
4. Choose the best idea.
5. Write it here.

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?

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.

Activity 3: Ask different children to read sentences 1–3.

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

(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 plate!’ he said. Lek was disappointed. ‘I thought it might be treasure,’ he said.

Writing

Reading for enrichment

Let’s solve the mystery!

Activity 3: What do you think was caught in the net? Read the story and find out.

Activity 4: What did Daeng and Lek do? Were they pleased with what they caught? Were they disappointed?

Activity 5: What did they say to each other when:
   - they were pulling up the net?
   - they found what was inside?

Session 2: Writing

Warm-up

Before writing

Thinking of the object

Group writing

After writing

Writing

Reading for enrichment

Let’s solve the mystery!

Activity 3: What do you think was caught in the net? Read the story and find out.

Activity 4: What did Daeng and Lek do? Were they pleased with what they caught? Were they disappointed?

Activity 5: What did they say to each other when:
   - they were pulling up the net?
   - they found what was inside?

Session 3: Writing

Warm-up

Before writing

Thinking of the object

Group writing

After writing

Writing

Reading for enrichment

Let’s solve the mystery!

Activity 3: What do you think was caught in the net? Read the story and find out.

Activity 4: What did Daeng and Lek do? Were they pleased with what they caught? Were they disappointed?

Activity 5: What did they say to each other when:
   - they were pulling up the net?
   - they found what was inside?

Session 4: Writing

Warm-up

Before writing

Thinking of the object

Group writing

After writing

Writing

Reading for enrichment

Let’s solve the mystery!

Activity 3: What do you think was caught in the net? Read the story and find out.

Activity 4: What did Daeng and Lek do? Were they pleased with what they caught? Were they disappointed?

Activity 5: What did they say to each other when:
   - they were pulling up the net?
   - they found what was inside?

Session 5: Writing

Warm-up

Before writing

Thinking of the object

Group writing

After writing

Writing

Reading for enrichment

Let’s solve the mystery!

Activity 3: What do you think was caught in the net? Read the story and find out.

Activity 4: What did Daeng and Lek do? Were they pleased with what they caught? Were they disappointed?

Activity 5: What did they say to each other when:
   - they were pulling up the net?
   - they found what was inside?

Session 6: Writing

Warm-up

Before writing

Thinking of the object

Group writing

After writing

Writing

Reading for enrichment

Let’s solve the mystery!

Activity 3: What do you think was caught in the net? Read the story and find out.

Activity 4: What did Daeng and Lek do? Were they pleased with what they caught? Were they disappointed?

Activity 5: What did they say to each other when:
   - they were pulling up the net?
   - they found what was inside?
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.
3. Read the information for Exercise 2. Read out the notes. Explain these are example ideas.
4. Tell children to read out the questions that follow. Explain they must write their own notes for these questions.

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

<table>
<thead>
<tr>
<th>Warm-up</th>
<th>Preparation task</th>
<th>Shared writing</th>
<th>Writing task</th>
<th>After writing</th>
</tr>
</thead>
</table>

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.