Lesson 1: Reading

UNIT 1

The Quest

Daeng was worried. He looked up at the sky. It was clear and blue. He looked round 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. I am not 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 something that he could not forget the words of the fortune-teller yesterday.

‘As the sun sets, the fortune-teller brought him. “There is death in the sea.” What did the fortune-teller mean? Was he going to die? How were they going to die? What was going to kill them? A strong sea? Was Daeng’s boat going to sink?

OK! The fishing nets in the water now,’ Daeng shouted to Lek.

The boat moved slowly forward over the blue water. Lek turned round and looked at Daeng. Daeng was worried.

‘Please, don’t argue with me,’ Daeng said.

‘I don’t feel sick,’ Daeng said. ‘We’ll get back when we’ve pulled in the net. I’ll be OK tomorrow.’

Suddenly the boat stopped moving.

Daeng went 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. He couldn’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.

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 LC1 track 1. Children listen and follow.
2 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

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 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

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 Poster Before reading Shared reading Reading practice After reading

17
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 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.

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

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
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 dark place, what is around you?

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

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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

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Lesson 5: Fluency

UNIT 1

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. 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.

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
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 all.

**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 about all 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.

**Ollie:** 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.

**Mel:** 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.

**(bagpipes)**

**Mel:** Oh! What’s that music, Mel?

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

**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:** It’s good to squawk!

**Benni:** What was the man playing the bagpipes?

**Zak:** Ollie: I took a photo of a man playing bagpipes.

**Benni:** Did you get all those?

**Ollie:** Yes. I’ve got a picture of a man playing bagpipes at the castle.

**Zak:** And did you do anything else?

**Ollie:** Yes. We saw lots of castles. I’ve got a picture 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 person:** Oh, what a shame!

**Aunt Jemima:** Why have you got a suitcase?

**Mel:** Yes, I’m so sorry, but Uncle Theo can’t go out of the castle. He’s a scientist. He studies the animals in the rainforest and he is especially interested in butterflies.

**Aunt Jemima:** Oh, what a shame!

**Lucy:** Welcome back, children!

**Benni:** Tom! Lucy!

**Aunt Jemima:** Welcome back to your house, Uncle Theo!

**Benni:** 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.

**Benni:** Can you remember? Here’s a quick quiz.

**Aunt Jemima:** Yes, I’m going into the rainforest tomorrow. It’s very important. Very important indeed. I must go and put my clothes in the hall.

**Benni:** Welcome back, children!

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

**Uncle Theo:** Tom! Lucy!

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

**Uncle Theo:** Yes. I’m going into the rainforest tomorrow. It’s very important. Very important indeed. I must go and put my clothes in the hall.

**Aunt Jemima:** Welcome back, children!

**Mel:** Great! We’re nearly there.

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

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

**Lucy:** Tom! Look! There’s the river!

**Mel:** And there’s the town!

**Tom:** And there’s the town!

**Lucy:** Great! We’re nearly there.

**Benni:** 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

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.
• 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.
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.
(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.
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:
- Warm-up
- Preparation task
- Writing task
- After 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. 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.

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.

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