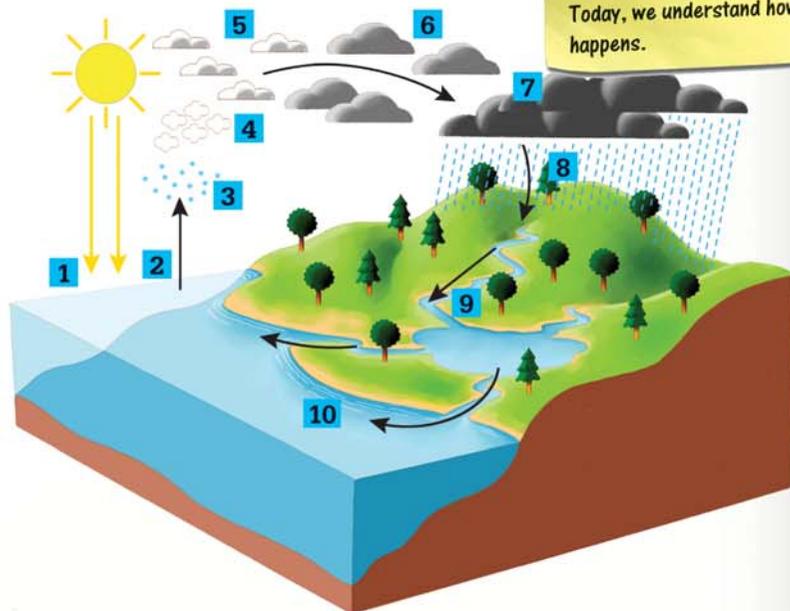


unit 2

The Water Cycle



Long ago, people knew that when it was raining, water was coming from the clouds but they did not know why. Today, we understand how this happens.

- Step 1:** The sun heats up the water in rivers, lakes and the sea.
- Step 2:** When the water gets warm enough, it becomes water vapour. This is called evaporation.
- Step 3:** The water vapour is very light and it rises into the sky.
- Step 4:** When it is high in the sky, the water vapour meets cooler air.
- Step 5:** As the water vapour cools, it condenses. It turns back into droplets of liquid which form clouds.
- Step 6:** The wind moves the clouds so some of them float above the land.
- Step 7:** When the droplets join together, they get big and heavy.
- Step 8:** They fall from the clouds as rain.
- Step 9:** The rain falls into rivers and lakes and flows back to the sea.
- Step 10:** While the water flows back to the sea, more clouds are forming in the sky.

Water vapour forms different types of clouds.



These clouds look like cotton wool. They are flat at the bottom. They usually mean that the weather will be fine.



These clouds are very tall. The top of this type of cloud spreads out. These are storm clouds.



These clouds are very wispy and form high up in the sky. They usually mean that the weather will be fine.



These clouds are flat and grey all over. They are very low in the sky and usually mean that it will rain.



A photographer was taking a picture of these storm clouds when lightning struck the tree.

Warm-up

Children work in pairs. Give them two minutes to list as many ways people use fresh water as they can think of. Hear their ideas. List them on the board. Keep the list for After reading in this lesson and for Reading for enrichment in Lesson 6.

Ask *Where does fresh water come from?*
What would happen if it did not rain?

Poster 2

- 1 Put up the poster. Read the title and the first two sentences with the bullet points.
- 2 Point out the diagram. Explain *This diagram shows the water cycle. A cycle is something that goes round and round.* Ask one or more children to come forward, read the labels and point to the appropriate part of the diagram.
- 3 Read the sentences below and point 1. Ask a child to come forward and read the first two steps of the explanation. Refer back to the diagram. Ask the class if the first two steps match the sequence on the diagram. Ask a volunteer to point out the parts of the diagram that match the first two steps. Do the same with the second point. Ask the class to check the tenses in the first two steps. Establish that they are present tenses, active and passive.

- 4 Ask the class what differences they can see between the labels on the diagram and the way Steps 1–4 are written. Children should notice that the labels are not complete sentences; there are no capital letters and full stops. The Steps are all complete sentences.
- 5 Point out the vocabulary box. Ask for meanings. Children use the dictionary pages (LB pp160–165) to find out or check, as necessary.

Before reading

- 1 Give children a minute or two to look at the pages (LB pp16–17). Remind the class that these pages give information. Ask *How is information given on the pages?* Elicit **text (words); diagram with labels; photographs** Ask *What are the photographs of?* **clouds.** *Why do you think they have been included? because they are part of the water cycle*

Shared reading

- 1 Play LC track 00. Children listen and follow.
- 2 Read sections to the class. Ask questions (answers are given here to assist the progress of questions: children may give answers which also reply to the next question). (Steps 1–10) *What does the sun do to*

water in rivers lakes and seas? It warms it.
What happens when the water gets warm? It turns into water vapour.
What is this part of the process called? evaporation
What happens to water vapour when it rises into the sky? It cools.
What happens to the cool water vapour? It turns back into droplets of liquid.
Explain *droplet*: a very small amount of water.

Explain that the suffix *let* indicates small size: *booklet* is a small book; *leaflet* is a small printed sheet (leaf) of paper.
What are clouds made of? water vapour
Where do the clouds go? over land
What happens when the small droplets join up to make big droplets? They get heavy and fall as rain.
Where does the rain fall? on the land
Where does it go? It flows into rivers, lakes and seas.
(Cloud captions) (1) *What do these clouds look like? cotton wool*
(2) *What kind of clouds are these? storm clouds*
(3) *Where do these clouds form? high up*
(4) *What sort of weather do these clouds bring? rain*

Reading practice

See detailed notes in Introduction page 8.

After reading

Lesson aim Reading an information text

Lesson targets Children:

- learn about the text type: diagram and explanation of a process
- 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 *water vapour, evaporation, droplets; warm, cooler, wispy; condenses, forms, flows*

Key language present continuous and past tenses

Key structures *A photographer was taking a picture of these storm clouds when lightning struck the tree.*

Materials Poster 2, LB pages 16–17, LC track 00

Preparation Listen to LC track 00 before the lesson

Time division



Warm-up

Ask children to name the five oceans in the world: *Atlantic, Pacific, Arctic, Indian, Southern*.

Comprehension

Re-read *The Water Cycle* (LB pp16–17).

Activity 1

- 1 Ask different children to read out the sentences.
- 2 Work with the class to order the sentences. Write the first sentence on the board. Give children a few moments to decide which sentence comes next. Tell them to turn back to page 16 to check their ideas throughout this activity.
- 3 Hear suggestions for the second sentence. If children cannot decide or have the wrong answer, look back at the steps on page 16 with the class. Help the class to check back on page 18 and find the correct sentence to express the next part of the process.
- 4 Continue in the same way until all the sentences are ordered. Ask a volunteer to read the sentences. Ask the class if they think it is correct

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

Activity 2

Children work in pairs to identify the correct picture. They write the numbers. Check answers with the class.

Answers: 1 a 3 b 1 c 2 d 4
2 a 1, 3 b 2 c 3

Vocabulary

Activity 1

- 1 This activity could be done in pairs or groups. Children look at the words.
- 2 Set 1: Remind them to look at the second letter of each word.
- 3 For sets 2–5, make sure they understand that if the first two letters are the same, they must look at the third letter; if three letters are the same, they look at the fourth letter, and so on.

Comprehension

- 1 Number the sentences in the correct order.
 - ___ When the water gets warm, it becomes water vapour.
 - ___ The sun heats up water in rivers, lakes and seas.
 - ___ The wind moves the clouds. Some clouds float above the land.
 - ___ They fall as rain.
 - ___ The water vapour rises and meets cooler air.
 - ___ The water vapour forms clouds.
 - ___ The droplets join together and get big and heavy.
 - ___ The water vapour cools and turns back into droplets.

- 2 Discuss the answers to these questions. Look at the pictures and information on page 17.

- 1 Which clouds
 - a are wispy? picture number _____
 - b are flat at the bottom? picture number _____
 - c are very tall? picture number _____
 - d are flat and grey? picture number _____
- 2 Which clouds
 - a usually mean the weather will be fine? picture number _____
 - b are storm clouds? picture number _____
 - c usually mean that it will rain? picture number _____

Vocabulary

- 1 Write each set of words in *alphabetical order*.

1 sun	sea	storm	sky
_____	_____	_____	_____
2 rain	rivers	rained	rises
_____	_____	_____	_____
3 cooler	cloud	coming	cools
_____	_____	_____	_____
4 top	this	tall	today
_____	_____	_____	_____
5 weather	water	wind	wispy
_____	_____	_____	_____



18 Comprehension; Vocabulary sequencing a process/extension; alphabetical order

- 4 Ask different groups to read answers. Write them on the board. Other groups listen, look and check. Ask if there are any mistakes for each set you write up. Make corrections as necessary.

Answers: 1 sea, sky, storm, sun; 2 rain, rained, rises, rivers; 3 cloud, coming, cooler, cools; 4 tall, this, today, top; 5 water, weather, wind, wispy

Warm-up

Write up some short sentences on the board. Ask children to think of an adverb to add into each sentence:
The river flowed. The rain fell. The sun shone. The clouds moved. The wind blew.
 Hear some suggestions. Write them on the board. With the class choose an interesting adverb for each sentence and add it in.
 Leave the sentences on the board for Extension.

Language box

- 1 Read the information in the box.
- 2 Tell children to close their books. Write the sentence on the board.
- 3 Ask a volunteer to underline the phrase. Check with the class.

Activity 1

- 1 Ask different children to read the phrases in the box aloud.
- 2 Tell the class to look at the first sentence. Ask a volunteer to read and complete it. Check with the class.
- 3 Continue with the other sentences.
- 4 Children write the phrases to complete the sentences. Go around checking their work.

Answers: 1 water vapour 2 cooler air 3 droplets of liquid
 4 the clouds 5 big and heavy 6 back to the sea

Activity 2

Children write sentences. This could be done in pairs. Encourage them to think of an interesting sentence with detail, using different parts of speech. They must not repeat the same information as was in the reading text.

Language building



2

A **phrase** is a group of words which forms part of a sentence.

These clouds look **like cotton wool**.

'like cotton wool' is a phrase.

A **phrase** does not make sense on its own.

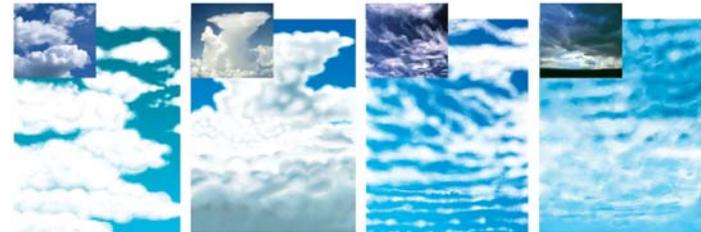


- 1 Complete these sentences. Choose a phrase from the box.

back to the sea water vapour droplets of liquid
 big and heavy cooler air the clouds

- 1 When water heats up, it turns into _____.
- 2 As water vapour rises, it meets _____.
- 3 When water vapour cools, it turns back into _____.
- 4 The wind moves _____.
- 5 When the droplets join together, they get _____.
- 6 Rain falls into rivers and lakes, and flows _____.

- 2 Make up sentences using the phrases below.



- 1 like cotton wool 2 storm clouds 3 very wispy 4 flat and grey

Language building phrases

19

Extension

- 1 Ask children to think of adjectives to add into the Warm-up sentences. This could be done in pairs. They write their sentences with adjectives in their copy books. Give them a time limit. Hear some of the sentences.
- 2 Write some phrases on the board. These could be from sentences children have just written, from the reading text or any other text. Alternatively, make some up, e.g. *early in the morning; higher and higher; shouting loudly; at the speed of a rocket; blue and white.* In pairs or groups, children think of a sentence for any of the phrases. Give them a minute or two to think of ideas and hear a sentence from each group in turn. Give a point for a good sentence. If a group cannot think of a sentence, they miss a turn.

Practice Book

Prepare children by checking they understand the tasks. Read through the Remember box with the class if you wish.

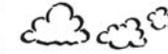
Answers: 1 1, 3, 4, 5

2 Children's own answers. They may write sentences about the water cycle. Alternatively they may write any other sentence as long as it includes the phrase and the complete sentence makes sense.

Language building



Remember. A **phrase** is a group of words which forms part of a sentence. A **phrase** does not make sense on its own.



These clouds look like **cotton wool**.
like cotton wool = **phrase**

- 1 Some of these are *phrases*. Some of these are sentences. Tick the *phrases*.

- 1 above the land
- 2 The sun heats up the water.
- 3 rivers, lakes and the sea
- 4 as rain
- 5 into the sky
- 6 Rain falls from the clouds.



- 2 Use each of the *phrases* you have ticked in a sentence of your own.

1 _____

2 _____

3 _____

4 _____

12 Language building: phrases

Lesson aim Language building: phrases

Lesson targets Children:

- understand what a phrase is
- complete sentences with phrases
- compose sentences using given phrases

Key vocabulary words from Lesson 1

Key language *like cotton wool; back to the sea*

Materials LB page 19, PB page 12

Time division

Warm-up

Language box

Language building activities

Extension

Practice Book

Warm-up

Children work in small groups or pairs. They list as many seas (not oceans) and rivers as they can. Give them a time limit. Hear their answers. List them on the board.

Grammar box

- 1 Read Bernie's bubble.
- 2 Ask individuals to read the paragraphs.
- 3 Write on the board: *Soon the plane was flying through thick clouds. A flash of lightning lit up the sky.*
Ask *Which sentence has an action that happened once? the second*
Under the second sentence write *happened once*.
Ask *Which sentence has an action that was going on for some time? the first* Write *going on for some time* under the first sentence.
Ask *What tenses are used in these sentences? past and past continuous*
Invite volunteers to write the names of the tenses under the correct sentences. Check with the class.

Activity 1

Ask a child to read the first sentence. Ask *Is that correct?* Children look back to the text to check if necessary. Elicit the correct answer.

Write it on the board. Point out the comma after the time clause. Continue with the other sentences orally.

Answers: 1 While the plane was flying over the rainforest, John looked out of the window. 2 Because it was so hot, steam was rising from the trees. 3 The plane turned to the north as they were crossing a river. 4 Clouds were forming around the top of the mountains. 5 It started to rain as they were flying through the clouds.

Activity 2

Read or ask a child to read the first question. Elicit an answer. Write it on the board. Check with the class. Correct if necessary. Continue with the other sentences.

Answers: 1 While the plane was flying over the rainforest, John saw parrots and monkeys. 2 Steam was rising from the trees because it was so hot. 3 Clouds were forming around the mountain peaks. 4 John saw lightning while he was flying through

Grammar

Look! Rain clouds are forming over the mountains.



While the small plane **was flying** over the rainforest, John **looked** out of the window. Below him colourful parrots **were flying** above the trees. Monkeys **were swinging** in the branches. Steam **was rising** in the tropical heat. As they **were crossing** a wide river, the plane **turned** to the north and John **saw** the mountains. Grey clouds **were forming** around their high peaks. Soon the plane **was flying** through thick clouds. A flash of lightning **lit** up the sky. Heavy rain **started** to fall. They **were flying** through a tropical storm!

1 Correct these sentences.

- 1 While the plane was flying over the city, John looked out of the window.
- 2 Because it was so cold, steam was rising from the trees.
- 3 The plane turned to the south as they were crossing a lake.
- 4 Clouds were forming around the bottom of the mountains.
- 5 It started to snow as they were flying through the clouds.

2 Answer these questions.

- 1 While the plane was flying over the rainforest, what animals did John see?
- 2 Why was steam rising from the trees?
- 3 What were forming around the mountain peaks?
- 4 What did John see while he was flying through the clouds?
- 5 What was the plane flying through?

3 Finish these sentences.

- 1 While John was flying over the rainforest, he _____.
- 2 When John saw the parrots, they _____.
- 3 When John saw the monkeys, they _____.
- 4 The plane was crossing a wide river when it _____.
- 5 A flash of lightning lit up the sky as the plane _____.

Now write the sentences.

Turn to Fluency Book 5 Programme 2.



the clouds. 5 The plane was flying through a tropical storm.

Activity 3

- 1 Children suggest endings for each sentence. Do this activity orally if you wish. Alternatively write sentences on the board and check with the class.
- 2 Children write complete sentences in their copy books. Remind them to use a comma after the time clause when it comes

Extension

- 1 Ask around the class, *When you were coming to school this morning, what did you see?* Children answer *When I was coming...*, etc.

Practice Book

Prepare children by checking they understand the tasks. If you wish, go through Activity 4 on page 14 orally before children write. Encourage them to use the pictures to add detail. The example answer is a guide only. Accept additional sentences that are grammatically correct and which also express what is in the picture.

Answers: 1 looked, saw, were sitting, was, thought, knew, was coming

2 1 was the plane flying? **2** did John see in the trees? **3** were the monkeys doing? **4** Was a storm coming? **5** did John feel?

3 1 The bird did not fly slowly. **2** It did not start to snow.

3 The sun was not shining. **4** The animals were not sleeping.

5 We did not know the way. **6** I was not feeling tired.

5 they saw lots of birds and animals. Parrots were sitting in the trees. Monkeys were swinging in (from) the branches.

Suddenly they heard a roar. They turned round and saw a (huge, striped) tiger. It was hiding among (in) the (tall) trees.

Ben and Tom stood still. While they were looking at it, the tiger walked (quietly) away.

'We were lucky,' said Ben. 'The tiger was not hungry!'

Lesson aim Grammar: past continuous and past simple tenses

Lesson targets Children:

- study the key structures in a short passage
- correct sentences using the key language and structure
- answer questions and complete sentences using the key language and structure
- write a short story using the key tenses and structure

Key words vocabulary from Lesson 1

Key language past tenses in affirmative and interrogative with time phrases

Key structures *While the small plane was flying over the rainforest, John looked out of the window.*

Materials LB page 20, PB pages 13–14

Time division

Warm-up

Grammar box

Grammar activities

Extension

Practice Book

Unit 2

Grammar

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

know look be come sit fly see think

While the plane was flying over the rainforest, John _____ out of the window. He _____ the trees below him. Monkeys _____ in the branches. Suddenly there _____ a flash of lightning. 'Oh, no!' John _____. He _____ that a storm _____.

- 2 Make questions for the answers.

- 1 Where _____ The plane was flying over the forest.
- 2 What _____ John saw animals in the trees.
- 3 What _____ The monkeys were playing.
- 4 _____ Yes, a storm was coming.
- 5 How _____ John felt frightened.

- 3 Write the sentences again in the negative.

- 1 The bird flew slowly. _____
- 2 It started to snow. _____
- 3 The sun was shining. _____
- 4 The animals were sleeping. _____
- 5 We knew the way. _____
- 6 I was feeling tired. _____

- 4 Look at the pictures. Use the words to make a story. Use the correct past tenses.



While - Ben and Tom - walk - forest,
they - see - lots of birds and animals.
Parrots - sit - trees.
Monkeys - swing - branches.



Suddenly - they - hear - roar.
They - turn round - and - see - tiger.
It - hide - trees.
Ben and Tom - stand - still.
While - they - look - it, - tiger - walk away.
'We - lucky,' - say - Bob. - 'tiger - not - hungry!'

- 5 Now write the story.

While Ben and Tom were walking in the forest, _____

Warm-up

Ask two or three children to read out their Competition entries from Programme 1.

Before listening

- (page 6) Ask different children to read out the items in the programme. Tell children to look for the items on both pages as they are read out.
Ask *What is the song about? a crocodile/fish*
How many people are in the game? *four* Who do you think they are?
Hear suggestions. Children may correctly guess *explorers*.
Ask *Where are Tom, Lucy and Uncle Theo going to go to? the rainforest*
How do they travel inside the rain forest? *on foot*
- Tell children to look at page 6. Ask *What do you think the programme is about this week? explorers* Which country is it about? *Africa*

Shared listening

- Play FC track 00 all the way through without stopping. Children listen and follow.
- Ask general questions about the adventure story.
What are disappearing from the rainforest? animals/butterflies
Why? People who hunt protected animals (poachers) kill them.
- Play the track again. Children listen.
- Stop the track for *Squawk box*. Children work in pairs/small groups.
Go around listening while they speak. Ask some pairs/groups to repeat their discussion for the class to hear.
- Continue the track. Pause in the game for children to draw if necessary.
- Play the rest of the track without stopping.

Lesson aim Fluency

Lesson targets Children:

- listen to a short radio programme and follow the items in the FB
- talk about exploring and places to explore
- sing and learn a song

Materials FB pages 6–7, FC track 00

The collage contains several educational resources:

- Page 2:** A map of Africa with labels for 'John Speke', 'Richard Burton', 'Lake Victoria', and 'Lake Tanganyika'. It includes a 'Tongue twister', 'Poem', and 'Story' section.
- Page 6:** A comic strip titled 'Operation Butterfly EPISODE 2' showing characters in a rainforest. It includes a 'Squawk box!' section with a crocodile and a 'Watch out, little fish!' section with a fish.
- Page 7:** A page with a 'Squawk box!' section and a 'Watch out, little fish!' section.

- Ask questions about the story.
What has happened to the Great Emperor Peacock butterfly? It is extinct.
How many years ago was it last seen? 100
How did the children and Uncle Theo get to the rainforest? by car
Why did the children want to rest? They were hot, tired and the rucksacks were heavy.
What did they hear? voices Who do you think they are?

After listening

- Ask about the feature: *How many lakes did the explorers find? two* What were they looking for? *the source of the Nile* Did they find it? *Speke did.*
Ask *Do you think these explorers were brave? Why or why not?*
- Teach the song. Write the words on the board. Children say the words.

Preparation Listen to FC track 00 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 2 tapescript



Benni: Hello, it's Benni here.

Mel: And this is Mel. Welcome to *Let's go!* programme 2.

Benni: We're telling you about an explorer today. He travelled hundreds of miles and had lots of adventures.

Mel: Mmm, he certainly did. So don't miss that. And then there's a game – your chance to explore the jungle.

Benni: We've got a tongue twister – it's really hard this time, isn't it Mel?

Mel: Yes, it is. Then we've got a funny crocodile song.

Benni: And of course, there's the second episode of our exciting new story.

Mel: I'm looking forward to that. But first let's follow in the footsteps of a famous explorer in Africa ...

Benni: John Speke came from England. He wanted to find the source of the Nile. In 1854 he set out with another explorer called Richard Burton. While they were travelling Speke noticed all the plants and animals they saw.

Speke: Look at this fascinating plant, Richard. The flowers are enormous.

Richard: They smell very strange.

Speke: I must draw a picture.

Squirty person: What a fascinating plant!

Benni: One night they were sleeping in tents along the coast when their camp was attacked by warriors.

(fighting sounds)

Richard: They're attacking us! Here, take this gun, John!

(fighting sounds)

Speke: Aah!

Benni: John Speke was badly hurt and he went back to England. Two years later, the two explorers set out again. They walked thousands of kilometres and after many weeks they arrived at a huge lake. They found a river but it flowed into the lake, not out of it. Then the explorers heard about another lake in the north.

Speke: I want to travel to the other lake, Richard. Do you want to come?

Richard: No, I don't think that's the right lake.

Benni: So John Speke went on alone. After three weeks, he came to a really huge lake.

Speke: It's enormous. It's so big that I can't see the other side! This must be the source of the Nile!

Benni: John Speke named the lake, Victoria. He told everyone he had found the source of the Nile, but lots of people didn't believe it was true. The next year Speke went back. He found a huge river flowing north out of the lake. He followed it northwards until he met two explorers travelling south.

Speke: Hello, there. Where did you start your journey?

Man: In Egypt, of course! Don't you know what river this is? It's the Nile!

Speke: The Nile! Now I know Lake Victoria is the

source!

Benni: John Speke went back to England and wrote books about his discoveries. He became very famous.

Squirty person: *(as newspaper seller)* Read all about it!

Explorer makes amazing discovery! Read all about it!

Mel: Well that was really interesting. I didn't know the Nile flows out of a lake.

Benni: Neither did I. And now ... *It's Over to you!*

Parrot 1: It's good to squawk!

Benni: Would you like to be an explorer? Where would you like to go? The moon? Mars? The Antarctic? A desert? Somewhere else? Talk about it with your friends.

Parrot 2: Squawk

Mel: Let's play the jungle game. Listen to the explorers. What do they pass in the jungle? What do they find? Here's Sid.

Sid: I'm walking through thick jungle. I can hear strange sounds. *(elephant sounds)* What was that? ... I can see something in front of me ... it's square, but it's not very big. It's open and I can see something shiny inside.

Benni: What did Sid hear in the jungle? What did he find? Now this is Harry.

Harry: It's quite scary here. I can hear rustling in the trees. *(snake sounds)* Help! What was that? I don't like this ... but I can see something shiny through the trees. I can hear a roaring sound. *(roaring)* Wow, look at that! It's so high. It's fantastic.

Mel: What did Harry hear? What did he find? Now listen to Scott.

Scott: It's dark under these trees. There are animals all around me. *(tiger sounds)* Ooh! That was right behind me! Where can I hide? What's that between the rocks? I can get in here. It's dark and cold, ooh spiders!

Benni: What did Scott hear? What did he find? Now here's Barney.

Barney: There are insects flying everywhere. *(monkey sounds)* Ooh! What was that? It's gone now. I can see something between the trees. It's grey and it's made of stone. It's really tall. I think there's a window at the top.

Mel: What did Barney hear? What did he find?

Benni: Did you get all the answers? It's not easy being in the jungle, is it?

Mel: Hm, a bit scary! And now it's your turn to think about exploring.

Mel: Try this tongue twister. Can you say *A funny fiddler's paddling in a puddle in a pyramid?* Say it lots of times as fast as you can. Can you say it, Benni?

Benni: *(tries)* Hm, it's hard. I'll try again later.

Mel: Now here's a funny song:

One eye slowly opens,
One eye quickly closes,
A lean and hungry crocodile

Lies on the bank and dozes.

Let's swim a little faster,

Because, you see,

That lean and hungry crocodile,

Is looking for his tea!

Squirty person: Watch out, little fish!

Benni: And now it's time for our story, *Operation Butterfly*. Do you remember? Tom and Lucy are going on a trip into the rainforest with their Uncle Theo.

Let's see what happens ... *(story music)*

1 Voice: The next day, while they were having breakfast, Uncle Theo told them about their trip.

Tom: Why is this trip so important, Uncle Theo?

Uncle Theo: Well, we have a problem in the rainforest. A big problem. People come into the forest and hunt the animals.

Lucy: But it's against the law. They can't do that here!

Uncle Theo: You're right, Lucy. But they come and hunt anyway. Many of the animals are disappearing.

Tom: Are the butterflies disappearing?

Uncle Theo: Yes, they are.

2 Uncle Theo: There are men – poachers – who come to this part of the forest. Poachers catch the butterflies and kill them.

Lucy: But why?

Uncle Theo: For money, of course. There are people in the world who collect butterflies. And these collectors pay a lot of money if the butterflies are rare or unusual.

Tom: That's terrible.

Uncle Theo: It is, Tom, it is. Let me show you something.

3 Voice: Uncle Theo went to the bookcase and took out a large, old book. He put it on the table and opened it.

Uncle Theo: Look at this.

Lucy: Oh! It's beautiful!

Uncle Theo: This is the Great Emperor Peacock butterfly. It was the biggest butterfly in the world. Today this butterfly is extinct. There are no Great Emperor Peacock butterflies anywhere.

Tom: That's awful.

Uncle Theo: Someone painted this picture 100 years ago. Since then no one has seen this butterfly. It disappeared 100 years ago.

4 Voice: Uncle Theo and the children got ready to leave.

Tom: Are we going to catch the poachers, Uncle Theo?

Uncle Theo: No, no. That's dangerous work. That's a job for the police or the forest rangers.

Lucy: So why are we making this trip?

Uncle Theo: The rains will start soon. I must study the butterflies in the forest before the rains come.

5 Voice: Uncle Theo drove his car as far as he could into the forest. Then they got out and started to walk. They walked for a long time.

Warm-up

Give half the class a card with the spelling pattern *ow*. Give the other half a card with the spelling pattern *ou*. Say words. Children put their hands up if they think their spelling pattern is in the word, e.g. *found, brown, cow, mouse, down, round, ground, town, out, owl*, etc.

Spelling box

Play LC track 00. Children listen and follow. Say *evaporation*. Class repeats. Check pronunciation.

Activity 1 Individuals read words in the box. Class repeats. Children write the words. Hear individuals read them.

Activity 2 Explain the task. Read Captain Superspell's bubble. Children write the words. Class reads the words.

Activity 3 Children find the meanings in the dictionary pages. Write them on the board.

2

Spelling

The letters **tion** on the end of a word sound like **shun**.



When water changes into water vapour, it is called **evaporation**.

1 Match the words and pictures. Write the words.

station	fraction	direction	invitation
---------	----------	-----------	------------

1 

2 

3 

4 

2 Add *tion* to these verbs to make nouns. Read the words.

1 collect + tion = collection

2 protect + tion = _____

3 act + tion = _____

4 inspect + tion = _____

Take off the t at the end of each word first!



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

21

Unit 2

Spelling

Remember. The letters **tion** sound like **shun**.

1 Complete the crossword.

Clues across →

2 

4 

Clues down ↓

1 

3 

2 _____

1 _____

3 _____

4 _____

2 Choose the best word to complete each sentence.

protection collection inspection

1 The boy collected stamps for his stamp _____.

2 You wear a helmet for _____ when you ride a bike.

3 When you look at something carefully, you do an _____.

3 Use these 'tion' words in sentences of your own.

1 station _____

2 action _____

Spelling: tion spelling pattern 15

Extension

- 1 Write word beginnings on the board in a vertical list: *protect, expense, direct, secret, act, mass, stat, invitat*
- 2 Put up endings on cards: *ive* and *tion*.
- 3 Children volunteer to make words they have learned using the endings and write them correctly.

Practice Book

Prepare children by checking they understand the tasks.

Answers: 1 1 fraction 2 direction 3 station 4 invitation;
2 1 collection 2 protection 3 inspection 3 Children's own sentences.