Lesson 1 Poster 1, Reading

Key language
What a / an … ! What … !

Vocabulary
volcanoes and volcanic features

Materials
poster 1; PB pp 22–23; CD A track 9; WB p 2;
Dictionary 6; world map/globe (optional)

Time division
W-up Poster Reading WB

Warm-up
Show the class an apple or another round fruit. Tell them to think of it as the Earth. Explain that the outside of the Earth, the skin, is cool. Cut the fruit in half. Explain The Earth we live on has a skin like the apple. Under the skin the Earth is hot. Point to the centre. Explain The centre of the Earth is very, very, hot. This heat keeps the Earth under its skin hot all the time. Tell the class they are going to find out more about the heat inside the Earth.

Poster 1

A diary is written in the first person. The writer uses I and we.

Lesson 1 – Poster 1, Reading

Text type and vocabulary
1 Read the title. Give the class time to look at the pictures. Read the first two sentences and point out Andy on the other side of the poster.

2 Read the next two sentences and point out Iceland. If you have a world map or a globe, show the class where Iceland is. Tell the class that underneath Iceland the Earth’s skin is very thin and sometimes the hot rocks under the Earth’s skin come up to the surface.

3 Read the final sentence and the labels of the pictures. Tell the class they will find out more about these things and the people.

Text type features
4 Read the first three sentences and point out Andy again. Read, or ask a volunteer to read, the two sentences written by Andy.

5 Continue to read the information, inviting volunteers to read what Andy wrote.

6 After the date, read the list. Point out the picture of Andy writing. Point out that he is thinking of himself and what he saw during his holiday.

7 Read the last sentence.

Reading (PB pp 22–23)

1 Give the class time to look at the diary and the pictures. Ask them if they can name any of the things they see illustrated. Check they understand the labels on the diagrams.

2 Ask them to look at the pages. Ask How many days has Andy written about? five: Sunday, Monday, Tuesday, Wednesday, Thursday

3 Read the diary to the class in short sections. Pause at the end of each section to check meanings as necessary. The children should check or find meanings of words in their Dictionaries as you go through the sections.

4 Ask questions about each part of the diary (see next page or use questions of your own). Note: short answers are given below as the aim of the activity is to check understanding or help the children to gain understanding if they currently do not. The children may choose to answer with a complete sentence but a one- or two-word answer or a phrase can also show correct understanding.

5 Ask different children to read a few lines each of the diary, or a paragraph, or the entry for one day.

6 Play track 9 a final time.

7 Remind the class to learn some of the new words. Suggested lists are at the back of the WBs. If you prefer to download the lists and give each child one list at a time, they are available from the English World website.
Reading text questions

What two things could Andy see from the plane?
volcanoes, glaciers

Where are Andy and his dad going tomorrow?
(a volcano called) Hekla

What did the guide show to Andy and his dad? a small rock

What is surprising about the rock deep under the ground? It is so hot that it is liquid.

What is the hard rock called? lava

What is Ari going to be? a geologist

What is he at the moment? a student

What did Andy see on Tuesday? a geyser

How high does the water go? 10 m

What was making weird sounds? the mud pots

What did people believe about volcanoes? dragons and monsters lived inside them

Where did Andy and his father swim? in an outdoor pool

Where was Andy going to go on Friday? to a glacier

Workbook: Study skills (WB p 2)

Make sure the children understand the tasks.

Exercise 1

This alphabetical order exercise practises dictionary skills and the children should be familiar with the task.

If necessary, remind them that when words begin with the same letter they must look at the second letter to find the correct order for the words.

Remind the class to check their work before they consider it finished. They may use their Dictionaries to do this.

Exercise 2

Remind the class that they should try to complete the exercise without using their Dictionaries first, then they should use their Dictionaries to check their answers.

Workbook answers

Exercise 1

1 active dangerous rough thrilling weird

2 fire Iceland island spring tap

3 bubble climb cut erupt heat

4 dragon pool power rock student

5 brilliant incredible rough sharp smooth

6 boil cool freeze melt steam

Exercise 2

1 fountain 2 volcano 3 glacier 4 crater 5 peculiar

6 guide 7 lava 8 shoot
Lesson 2  Reading comprehension and vocabulary

Lesson aim  Reading comprehension; vocabulary
Lesson targets  Children:
• re-read The land of fire and ice
• answer multiple choice, deductive and personal response questions
• practise vocabulary using dictionaries to check definitions

Key structure and language  from Lesson 1
Vocabulary  from Lesson 1
Materials  PB p 24; CD A track 9 (optional); WB p 3
Time division

Warm-up
Ask the class to answer these questions in pairs:
What is the word for a mountain formed by hot rock
from inside the Earth? volcano
What is the word for hot water coming from under the
ground and shooting up high? geyser
What is the word for a frozen river of ice? glacier
The pairs write the answers. Check answers together.

Activity 1
Give the class a moment to read the first phrase and the
possible endings. Ask a volunteer to say the complete sentence.
Check with the rest of the class that it is correct. If there is
disagreement, tell them to look back to the text to check. The
children circle the correct answer. Continue with the other sentences.

Answers: 1 b  2 a  3 b  4 a  5 a  6 b  7 b  8 b  9 b  10 a

Activity 2
The answers to questions 1 and 2 are not found directly
in the text. The children must think of the answer from
what they have read. Tell them to look back at the text if
necessary.
For questions 3–5 the children may give their own answers.
They should be able to explain their answer by referring back
to the text and answering the question Why? or Why not? as
appropriate.

Answers:
1  by plane: Andy says When we were flying over the island ...
2  He explained what a volcano is and what it does; he
took them to two volcanoes and he is going to take
them to a glacier.

Activity 3
Ask one or more volunteers to read the words to the class.
Give the class a minute or two to check in the Dictionary any
words they are not sure of.
Ask a child to read and complete the first sentence, using one
of the words in the list.
Ask the class if the sentence is correct. If there is
disagreement, tell the class to check the meaning of the word
again.
The children complete the sentence. Continue in the same way with the other sentences.

Answers: 1  guide  2 eruption  3 weird  4 thrilling  5 dragon  6 rough
Workbook: Reading comprehension and vocabulary (WB p 3)

Check the children understand the tasks. Remind them to use their Dictionaries to check meanings of words as necessary.

Exercise 1

If the children are doing the exercises for homework, remind them to have their PBs with them so that they can re-read the text and check their answers.

If the children are completing this work in class time, they should re-read the text silently again before they begin and refer to the text to check their answers.

Exercise 2

Point out that the sentences are not in the order of events in the diary. The children must scan the text to find or check answers.

Exercise 3

The children read the phrases above the pictures and decide which phrase best describes each picture. Remind them to check words in their Dictionary if they need to.

Workbook answers

Exercise 2

2 Thursday 3 Tuesday 4 Sunday 5 Wednesday
6 Monday 7 Wednesday 8 Monday

Exercise 3

1 c 2 e 3 d 4 f 5 b 6 a

Reading comprehension and vocabulary

1 Read the land of fire and ice again.

2 Read the sentences. When did these things happen? Write the day.

1 Ari drew a diagram of Hekla. ________

2 Andy and his father swam in a hot spring. ________

3 Andy’s father took a picture of a geyser. ________

4 Andy and his father flew over the island. ________

5 Ari, Andy and his father went inside a volcano. ________

6 Ari talked about lava rock. ________

7 Andy heard strange sounds from the mud pots. ________

8 Ari gave Andy a picture of Hekla erupting. ________

3 Match the phrases to the pictures.

1 rough and sharp 2 thrilling and noisy

3 active and dangerous 4 bubbling and hot

5 hot and high 6 huge and warm

Exercise 2

2 Thursday 3 Tuesday 4 Sunday 5 Wednesday
6 Monday 7 Wednesday 8 Monday

Exercise 3

1 c 2 e 3 d 4 f 5 b 6 a

Unit 1 Lesson 2 – Reading comprehension and vocabulary
Lesson 3  Grammar

Key structure  present continuous with future meaning
Vocabulary  from Lesson 1
Materials  PB p 25; WB p 4; GPB p 4
Time division

Warm-up
Ask the class Can you name all the things that Andy saw in Iceland? volcano, glacier, geyser, lava, hot spring, mud pot, hot pool
Alternatively, give the class definitions for each word from the Dictionary. The children tell you the word.

Point out tomorrow in the first sentence. Explain that the present continuous can be used to talk about future events. Point out the second sentence. Explain that the sentence does not have to have a future time phrase because it is clear from the previous sentence that flying to Iceland is a future event.

Activity 2
Point out the first prompt words in the box. Ask a pair to read out the example question and answer. Ask each question yourself, eliciting answers, or let volunteers ask each question while other children answer. Repeat the activity with the class working in pairs at their desks. Go around listening to them as they work. Ask a few pairs to ask questions and answer while the class listens.

Activity 3
Read out the names of the children in the pictures. Tell the class to follow the line from Sue and find the object: a basketball net.

Activity 4
Ask a pair to read the example question and answer. Let different volunteers ask about each person in the pictures and elicit the answers. Repeat the activity in pairs as for activity 2.

Answers: Ned is going to the dentist. Kim is going shopping (to the mall). Dan is playing football. Lottie is doing a test. Jon is going swimming.

Activity 5
Give the class a few moments to talk to each other in pairs or small groups. Ask as many children as possible around the class What are you doing tomorrow? Individuals tell the class about their plans for tomorrow, using the present continuous.

Note: If you wish, ask the children to bring in their own photos of interesting places and landscapes (see activity 3, page 28).
Workbook: Grammar  (WB p 4)

Go through the tasks on the page with the class. They should be able to complete these tasks working independently.

Exercise 1

Check that the children understand all the verbs in the box. Point out the example sentence.

Exercise 2

If you wish, do the first example orally with the class as preparation.

Workbook answers

Exercise 1

2 is flying  3 Are ... taking  4 am ... spending  5 are performing  6 is leaving

Exercise 2

1 He is playing football on Monday.
2 Joe is seeing the dentist on Tuesday (at 10 o’clock.)
3 On Saturday morning, Grandma and Grandpa are arriving.
4 They are having a party on Saturday evening.
5 On Friday, Joe and Bob are going to the school play.

Grammar Practice Book  (GPB p 4)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 4.

Grammar Practice Book answers

Activity 1

2 On Monday he’s buying a new guitar.
3 On Thursday they’re playing a concert in Moscow.
4 On Friday he’s having lunch with a friend in Moscow.

Activity 2

1 When, On  2 Where, they, Russia  3 What, are packing  4 Are, taking, I am  5 Are, buying, I’m not.
Lesson 4 Grammar in conversation

Lesson aim Grammar in conversation
Lesson targets Children:
• listen to a conversation
• think of their own ideas for a similar conversation
• hold a short conversation in pairs

Key language What a / an …! What …!
Vocabulary from Lesson 1
Materials PB p 26; CD A track 10; WB p 5; GPB p 5
Time division

Warm-up

Ask around the class What are you doing this weekend?

Grammar in conversation (PB p 26)

Activity 1

Point out Alex and Lucy. Ask What are they looking at? Ask the class what country this could be. Elicit as many suggestions as the class can think of. Explain that Alex and Lucy are talking about the photo. Play track 10. The children listen and follow the dialogue in their books.

Activity 2

Remind the class of the pictures on PB pages 22–23. Tell them to turn back and look for a moment. Ask different children to read the speech bubbles. Tell children to look at pages 22–23 again. Ask them to think of adjectives to describe some of the things in the pictures, for example funny (dragon). Elicit the exclamation What a funny dragon! Continue in the same way with other objects, for example sharp (rock), fascinating (diagram), enormous (volcano), noisy (mud pots), etc.

If the class does not mention an uncountable or a plural noun, find examples of these yourself, such as water, heat, ice, rocks, springs, etc.

Write all of the adjectives on the board.

Activity 3

The children talk about the pictures on pages 22–23 in pairs. Encourage them to discuss them, ask each other questions about them and say as much about them as they can. Alternatively, or as well, let children who have brought in their own photos talk about them in pairs.

Point out the phrases in the box and read them to the class. Explain that they may use these expressions if they wish. Go around listening to pairs as they talk. Remind the children of the adjectives on the board as necessary.

When all pairs have had a few minutes to speak together, ask one or two pairs to speak while the rest of the class listens. Ask children who brought in their own photos to show them to the class and say where the photo was taken and what it shows.
Workbook: Grammar in conversation  (WB p 5)

Make sure the children understand the tasks before they begin.

Exercise 1
If necessary, go through the rule for constructing these exclamations:
What a / an + adjective + singular noun
What + adjective + uncountable noun
What + adjective + plural noun

Exercise 2
Point out Mrs Swift's speech bubble. Check that the children can name everything in the pictures: house, flowers, dragon, fruit.
The children answer with their own choice of adjective. Check for the correct structure. The answers below are examples only and other adjectives/nouns are possible.

Workbook answers
Exercise 1
1 What a 2 What an 3 What 4 What 5 What 6 What an 7 What 8 What a

Exercise 2
1 What an enormous house!
2 What beautiful flowers!
3 What a scary dragon!
4 What delicious fruit!

Grammar Practice Book  (GPB p 5)

When the children have completed the PB and WB Grammar in conversation pages, they may complete GPB page 5.

Grammar Practice Book answers
Activity 1
2 What an 3 What 4 What a 5 What 6 What

Activity 2
Lesson 5  Spelling, Use of English

Lesson aim  Spelling; song; Use of English
Lesson targets  Children:
• listen to pronunciation of plurals of words ending o
• practise spelling and writing plurals of words ending o
• understand and sing a short song
Key language  What a …

Warm-up

Word races. Game 4. Give pairs one minute to write down adjectives. (See Games, p 216.) Ask pairs to tell you their words. Count how many the class could think of altogether.

Spelling  (PB p 27)

Spelling box
Point out the speech bubble. Tell the class to listen and follow in their books. Play track 11. The children listen.
Read the example sentences. The class repeats.

Activity 1
Ask volunteers to read each word. Make sure the children understand what a flamingo is.

Activity 2
The children write the correct plural noun for each picture. The children read out words, spell them and check their answers as for activity 1.

Activity 3
The children write the plural form for each noun. Make sure they understand all the words.

Activity 4
Ask children about the picture. Ask Where is the girl? What is the weather like? What do you think she is thinking about? Play track 16. The children listen and follow in their books. Go through the words of the song and explain any words or phrases as necessary. Play track 16 again. The children join in.
Play track 17. The children sing to the music. They may learn this song if you wish.

To complete classroom Lesson 5, move on to Use of English, WB p 7.
Workbook: Use of English (WB p 7)

Read Superboots’ speech bubble to the class.
Ask a volunteer to read the example sentence. Write it on the board. Underline power.

Exercise 1
Read the information to the class. Ask volunteers to read the words. Check that the class understands and agrees that these are all nouns.
Read the sentence about proper nouns. Ask What do proper nouns begin with? a capital letter
Read the sentence about abstract nouns. Write abstract on the board. Explain that this word means to do with thoughts and ideas.
Ask a volunteer to read the abstract nouns. Check that the children understand what all the words mean.

Exercise 2
Ask one or more volunteers to read out the adjectives. The class should be familiar with all these words by now.
Give the class a time limit to read and match the adjectives with the abstract nouns.

Workbook answers
Exercise 2
1 powerful, power 2 beautiful, beauty 3 angry, anger
5 happy, happiness 6 dangerous, danger 7 kind, kindness

Workbook: Spelling (WB p 6)

Make sure the children understand the tasks. Most of this page should be done by the children working alone.
Read, or ask a child to read, the reminder in Superboots’ speech bubble.
Ask a volunteer to read the sentences in the box.

Exercise 1
Point out to the children that they should write the word that is in the word search and which matches one of the pictures.
They are not required to write the words for both pictures.

Exercise 2
Tell the children to read the reminders from Miss Smart and Miss Sparkle before they do the exercise.

Workbook answers
Exercise 1
1 tomatoes 2 heroes 3 flamingoes 4 volcanoes 5 potatoes
Exercise 2
1 zoos 2 cockatoos 3 hippos 4 kangaroos 5 pianos 6 photos

Grammar Practice Book (GPB p 6)

When the children have completed the PB and WB Use of English and Spelling pages, they may complete GPB page 6.

Grammar Practice Book answers
Activity 1
Common nouns: student, snow, water, fountain, pool, rock
Proper nouns: Alex, England, Lucy, Andy, Iceland, Hekla
Abstract nouns: fear, danger, happiness, kindness, power

Activity 2
2 fear 3 kindness 4 power 5 happiness 6 anger
7 beauty

Activity 2
1 kindness 2 fear 3 power 4 beauty 5 anger
6 happiness 7 Danger
Lesson 6  Class composition; Writing preparation, Composition practice

Lesson aim  Writing
Lesson targets  Children:
• compose two diary entries with teacher support (session 1)
• practise vocabulary and choose ideas for independent writing (session 2)
• write two diary entries independently (session 2)
Key structure and language  from the unit

Vocabulary  from the unit
Materials  PB p 28; WB pp 8–9
Time division (session 1)

<table>
<thead>
<tr>
<th>Time division (session 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W-up</td>
</tr>
<tr>
<td>Discussion &amp; notes</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Editing, improving</td>
</tr>
</tbody>
</table>

Time division (session 2)

<table>
<thead>
<tr>
<th>Time division (session 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W-up</td>
</tr>
<tr>
<td>Writing prep</td>
</tr>
<tr>
<td>Composition</td>
</tr>
</tbody>
</table>

Session 1 Warm-up

Play Verb tenses. (See Games, p 216.) Write up some irregular verbs on the board, such as think, write, draw, see, fly, stand, hear, feel. The children tell you the past tenses.

Activity 2

1 Discuss each of the questions with the class and make notes on one side of the board. For the last three questions, encourage the class to look carefully at the first picture and to think about the sights and sounds. Encourage them to think of adjectives to describe them. Note the words. Encourage them to think what Andy felt when he put his hand in the water. What did he think while he was at the lake? Note their ideas.

2 Add extra questions as you wish. For example: What time did they start their ride up to the lake? How long did it take? Was it fun? difficult? uncomfortable?

3 Do the same with the second picture. Tell them to imagine being Andy and standing right next to the waterfall. Ask What do you think Andy saw and heard? How did he feel, standing close to it? What did he think?

Activity 3

1 Help the class to make the notes on the board into complete sentences and create a diary entry for each day. Remind them that they must write as if they were Andy and use the first person.
The length and quality of the entries will depend on the extent and level of detail in the notes. Prompt sentences from the class and write them on the board to make a paragraph for each day. Encourage the class to create a piece of writing that is equal to their ability. This will vary between different classes.

2 When the entries are complete, ask two volunteers to read them to the class. Ask if there are any changes that should be made to improve the writing. Should there be more adjectives? Are there enough adverbs or better verbs to use? Make any changes that you and the class agree to. Let one or more volunteers read the entries to the class.

3 The finished piece of writing will vary between different classes. The example shown on page 53 is above the average level that should be expected. Point out to the class that the entries
• are written in the first person
• tell events in the sequence they happened
• tell some of the writer’s thoughts and feelings.

Class composition  (PB p 28)

Activity 1

Read the task to the class. Tell them to look at Andy’s picture of what they did on Friday. Ask questions about it: What / Who is in the picture? What are they doing? etc.

Ask about the place they went to on Saturday. What is it? Is it high up in the mountains? Is it easy to get to?
Session 2 Warm-up

Play Look, cover, write, check with singular and plural nouns from Lesson 5. (See Games, p 216.)

Workbook: Writing preparation (WB p 8)

Explain to the class that the exercises on this page will help them with vocabulary and ideas for their writing on WB page 9. Tell them that the aim is not to put down answers as quickly as possible. Explain that they must think about each question and complete the tasks carefully. If they do that, they will find the writing easier.

Exercise 1

The children write the words and answer the first question. Remind them to think about each place and decide which they think would be the most interesting and exciting to see or visit.

They should choose the means of travel that best matches the places they have chosen.

Exercise 2

Tell the children to look carefully at the pictures. They choose one or other of the boat trips then give the reason why Andy and his dad chose it.

Go around looking at the children’s work as they complete the page. Check that they have reasons for their answers and choices as necessary. If you wish, give them a time limit to complete the page. Those who finish early should go on to exercise 1 on page 9.

Workbook: Composition practice (WB p 9)

Exercise 1

The children read the words and check meanings as necessary.

Tell them to read the words and circle those that they think fit best with the activities they chose on page 8.

Exercise 2

The children write the two entries. Point out the prompt questions. Tell the children to use these to help them with ideas for things to write about. They do not need to write an exact answer to every question.

Remind them that are continuing Andy’s diary and they are writing from Andy’s point of view. Point out Mr Flash’s reminder.

When they have finished, tell them to re-read their work to look for mistakes they can correct or improvements they could make.

Ask volunteers to read parts of their diaries to the class. They may complete and/or check the task for homework.

The children may make neat copies for their portfolios and illustrate their work.

Assessment

The children’s work will vary according to ability. Some children will write basic sentences but still show understanding of the writing task.

In assessing their work look for writing which

• is written in the first person
• tells events in the order that they happened
• tells some of the writer’s thoughts and feelings.
Lesson 7  Listening

Lesson aim  Listening
Lesson targets  Children:
- understand the pictures and basic dialogue for a story
- listen to the narrative and complete dialogue for the story
- answer comprehension questions and discuss aspects of the story

Key structure and language  from the unit
Vocabulary  nature and wildlife
Materials  PB p 29; CD A track 18
Preparation  Listen to track 18 before the lesson

Time division
W-up | Pre-listen | Listening | Post-listen | Activities
---|---|---|---|---

Warm-up
The class sings the song on PB page 27, track 16.

Who lives at Hawkwood House? a lady called Miss Havers
What is there outside the house? a fantastic car
What does Meg say about Miss Havers? she is afraid of her

Activity 2
Tell the class they are now going to hear the whole story. Tell them to look at each picture and follow the story. Explain that the sound they hear tells them when to move on to the next picture.
Play track 18. The children listen and look at the page.

Activity 3
Ask questions to check understanding:
Who had got a new puppy? Meg. What is the puppy called? Patch. What did Mum tell her to do? take Patch for a walk
What sort of programme was Dan watching? a nature programme, about elephants
Where did Dan and Meg go? to Kingfisher Valley. What did Dan see? a kingfisher. What did he do? took a photo. What did the children see next? a lynx
Why was Dan surprised? because a lynx is a very rare animal
Why doesn’t Meg like Miss Havers? because she is scary
What did Patch see? two birds
What did he do? ran after them
What must the children do now? go into the garden and catch him
Who is scared to go into the garden? Meg. Why? because it’s scary

Ask questions that require the children to think about their answers or to give a personal response (see next page).

Optional
1  Ask the children what they think is going to happen next.
2  Choose one of the following:
   - The children use the play script and act out the dialogue. This could be done in groups of four with children taking each role and reading quietly.
   - Choose four children to read and act out the story while the others follow.
   - Play the track again. The class listens and follows again.

Suggested homework task: Children complete Check-up 1.

Listening  (PB p 29)

Activity 1
Read the title of the story to the class. Explain the new words or ask the children to look in their Dictionaries.
Give the class a minute or two to look at the whole page.
Ask Who is the story about? a boy and a girl
What else is in this story? animals, a big house
Ask different children to read the speech bubbles.
Ask these questions or any of your own:
What kind of animals are in the story? a kingfisher; a lynx; the children’s dog, Patch
1 Meg had a new puppy. His name was Patch and he was very noisy!

Meg: Come on, Patch! Jump! Jump for the ball! Come on! You can do it!

Mum: Stop! Stop! What a terrible noise!

Meg: Sorry, Mum. We’re only playing.

Mum: That puppy is too noisy. Meg! Please take Patch for a walk! Please, take him out!

Meg: OK, Mum. But I can’t go on my own.

2 Meg’s brother, Dan, was in the sitting room.

Mum: What are you doing, Dan?

Dan: I’m watching TV. Look! It’s Tom Winter, the wildlife expert. He’s talking about elephants. It’s really interesting.

3 Mum: Oh, Dan. I know you like Tom Winter’s programmes but can you help me? Meg is taking Patch for a walk. Can you go with her, please? She can’t go on her own.

Dan: But this is my favourite programme, Mum!

Mum: Please, Dan. That dog is so noisy! Please?

Dan: (grudgingly) OK.

Mum: Thanks, Dan.

4 Dan, Meg and Patch walked to Kingfisher Valley. Dan took his camera. He loved taking photos of animals and birds. They walked along a path by the river. Suddenly, Dan stopped.

Dan: Look! A kingfisher!

Meg: Where?

Dan: On that branch over there!

5 Meg: Oh, yes! Take a photo, Dan!

Dan: Wow! Look at that!

Meg: It’s lovely! What beautiful colours!

6 They walked along the riverbank in the sunshine and came to an old bridge.

Dan: Shall we cross the bridge?

Meg: Yes, let’s walk through the wood. Patch will like it there.

Dan: And I might see some more interesting animals.

7 They walked through the trees for a few minutes. It was cool and quiet in the wood. Suddenly, Dan stopped.

Dan: (whispering) Look! What’s that?

Meg: What?

Dan: Between the trees. Over there.

Meg: Oh! What is it? Is it a cat?

8 Dan took one picture of the animal but then it disappeared silently into the wood.

Meg: What was that?

Dan: Let’s have a look. Oh, wow! I don’t believe it!

Meg: What is it?

Dan: It’s a lynx!

Meg: A lynx?

Dan: Yes, a lynx. And it’s very, very rare!

Meg: Wow!

9 Dan was really excited about the lynx. They walked through the wood and he told Meg all about it. Suddenly, they were at the edge of the wood and in front of them they could see a big old house with a wall around it.

Dan: Look! Hawkwood House.

Meg: That’s where Miss Havers lives. I don’t like her. She’s scary.

10 Dan, Meg and Patch walked out of the wood towards the house. The big gates were open and there was a car in front of the house.

Dan: What a fantastic car!

11 Suddenly, Patch saw two birds in front of the house. He ran towards them.

Meg: Patch! Come back! You naughty dog! Come here!

12 Meg: What shall we do?

Dan: We must go into the garden. We must catch him.

Meg: But I’m afraid of Miss Havers! I don’t want to go in there. It’s scary …

Deductive questions

Why do you think there is a rare animal living in Kingfisher Valley? Children’s own answers, for example There are no people there so the animal is not scared away. There are lots of trees so it has lots of places to live.

Who do you think owns the car? The children can suggest answers, for example Miss Havers; a visitor.

Personal response questions

Do you like wildlife programmes?

Have you ever seen a rare animal? What was it?