

FLY HIGH

Teacher's Guide

4



FlyHigh 4

Contents

Lesson	Topic/Vocabulary	Language	Page
Introduction to the Teacher's Guide List of Games List of Flashcards Classroom Language			i vi viii ix
Welcome: A great adventure!	<i>detective, missing</i>		4
1 Where's Toto?	<i>clever, niece, nephew, friendly, helpful</i>	Present simple	6
2 We're getting ready!	<i>laptop, binoculars, compass, can opener, need, diary, torch</i>	Present continuous	8
3 Dr Wild drives well.	<i>well, carefully, badly, slowly, quietly, happily, quickly</i>	Adverbs of manner	10
4 Skills: Let's phone Mel.		Functional language: saying your phone number Writing Class: punctuation	12
FlyHigh File: Countries and nationalities	<i>country, capital city, flag, nationality, language</i>	Present simple; present continuous	14
5 There was a storm.	<i>storm, behind, windy, thunder and lightning, in front of</i>	<i>There was/were/wasn't/weren't</i>	16
6 We landed on a beach.	<i>aquarium, town hall, police station, pet shop, museum, café</i>	Past simple regular: affirmative	18
7 Did you talk to them?	<i>notice, blond, moustache, beard, thin, wavy, face</i>	Past simple regular: negatives and questions	20
8 Skills: I'd like tickets for the museum, please.		Functional language: asking for tickets Writing Class: <i>and</i> and <i>but</i>	22
FlyHigh File: Hurricanes	<i>hurricane, last, flood, cause, tornado, produce, travel, destroy, natural disaster</i>	Present simple; past simple	24
The FlyHigh Review 1			26
Storytime: Robinson Crusoe	<i>ill, tool, gun, knife, journey, land, island, tent, cave, strange, footprint</i>		28
9 Magnus and Claudia had an accident!	<i>farm, cow, grass, owl, pond, bull</i>	Past simple irregular: affirmative	30
10 Did they find Toto?	<i>scared, confused, nervous, unhappy</i>	Past simple irregular: negatives and questions	32
11 Claudia couldn't hear.	<i>well, cold, headache, sore throat, earache, ill stomachache</i>	<i>could/couldn't</i>	34
12 Skills: I'm sorry I couldn't come.		Functional language: giving reasons and describing what you have done Writing Class: <i>on, in, at</i> with days and times	36
FlyHigh File: Dinosaurs	<i>continent, plant, lizard, land, sea, sky</i>	Past simple; <i>could/couldn't</i>	38
13 They went through the town.	<i>train station, road, market, castle, bridge</i>	Prepositions of movement: <i>along, past, across, around, through</i>	40
14 How much were the tickets?	<i>money, seat, search, carriage, look after, luggage</i>	Quantifiers: <i>much, many, a lot of, a little, a few</i>	42
15 I heard something!	<i>stew, rice, cabbage, steak, peas</i>	<i>somebody/anybody/nobody/something/anything/nothing</i>	44
16 Skills: I'd like chips.		Functional language: saying what you would like to eat and drink Writing Class: <i>first, then, afterwards, finally</i>	46
FlyHigh File: London bus tour	<i>art gallery, cathedral, church, tower, Big Wheel, bell, bridge, hill, street</i>	Past simple	48
The FlyHigh Review 2			50
Storytime: Alice in Wonderland	<i>hare, place, wine, tea, polite, wide, angrily</i>		52
17 Is it yours?	<i>rescue, scarf, glove, jacket, belt, trainers, tie</i>	Possessive pronouns	54
18 You don't have to shout!	<i>arrive, leave, start, lose, bring, finish</i>	<i>have to/don't have to</i> <i>has to/doesn't have to</i>	56
19 Dr Wild went to the bank to get some money.	<i>bank, post office, send, find, garage, hire</i>	Infinitives of purpose	58
20 Skills: I arrive at twenty to nine.		Functional language: saying the time Writing Class: writing the time	60

Lesson	Topic/Vocabulary	Language	Page
FlyHigh File: Clothes through the ages	Ordinal numbers: 11th to 21st <i>breeches, cap, trainers, tunic, apron</i>	Past simple	62
21 The red van is faster!	<i>van, motorbike, fire engine, scooter, helicopter</i>	Comparatives with -er	64
22 They are the silliest people in the world!	<i>silly, catch, runner, noisy, light</i>	Superlatives with -est	66
23 Oscar has got the most comfortable bed!	<i>expensive, soft, comfortable, modern, dangerous, exciting, tobogganing</i>	Comparatives and superlatives with <i>more</i> and the <i>most</i>	68
24 Skills: Which bike do you like best?	<i>wheel, gears, handle bars, brake, saddle</i>	Functional language: comparing different items Writing Class: adjective order	70
FlyHigh File: Planets	<i>planet, rock, ring, gas, star, ice, furthest</i>	Present simple; comparatives and superlatives	72
The FlyHigh Review 3			74
Storytime: The Prince and the Pauper	<i>palace, poor, beg, gates, soldiers, beggar, rich, servant, cheap, pauper</i>		76
25 I want to join in.	<i>join in, fancy dress, costume, alien, superhero, pop star</i>	want to + infinitive	78
26 He likes tobogganing!	<i>ice skating, surfing, skateboarding, rock climbing, cycling, fishing</i>	like + -ing be good at + -ing I'm happy when I'm ... ing	80
27 What shall we do?	<i>use, escape, reach, borrow, hold</i>	Shall we ...? What about ... ing?	82
28 Skills: Shall we meet in the park or at my house?		Functional language: making arrangements Writing Class: using <i>or</i> in questions	84
FlyHigh File: Sporting legends	<i>football player, goal, score, world record, Olympic flag, gold medal, medicine, compete, train</i>	Present simple; past simple; comparatives and superlatives	86
29 I'm going to phone the police!	<i>knock over, lamp, curtain, rug, sofa, cushion, prison</i>	Future: affirmative with <i>going to</i>	88
30 Are they going to come home now?	<i>plan, picnic, invitation, banner</i>	Future: negatives and question with <i>going to</i>	90
31 Why did they want Toto?	<i>rare, robber, steal, jewellery, valuable, painting, diamond</i>	Why? Because	92
32 Skills: Would you like to come to our party?		Functional language: inviting someone to a party Writing Class: writing dates	94
FlyHigh File: Duke of Edinburgh's Award	<i>award, physical, volunteering, skills, expedition, photography, sewing, knitting, DJ</i>		96
The FlyHigh Review 4			98
Storytime: The Voyages of Sindbad the Sailor	<i>sailor, voyage, dangerous, captain, ship, sail, wood, afraid</i>		100
33 Jack has disappeared!	<i>disappear, explain, return, hot air balloon, trip</i>	Present perfect: affirmative (recent events)	102
34 Have you seen these photos?	<i>horse riding, camping, canoeing, Chinese, restaurant</i>	Present perfect: negatives and questions (life experiences)	104
35 I haven't brushed Oscar yet!	<i>brush, polish, change</i>	Present perfect with <i>yet</i>	106
36 Skills: You should take your camera.		Functional language: giving advice with <i>should/shouldn't</i> Writing Class: writing an address	108
FlyHigh File: The Arctic and Antarctic	<i>North Pole, South Pole, Arctic, Antarctic, scientist, light, dark, polar bear, walrus, seal, fox, whale, penguin</i>	Present simple; comparatives and superlatives	110
Goodbye: Party time!			112
The FlyHigh Review 5			114
The FlyHigh Show: The amazing adventure!			116
Teacher's Day	<i>Ancient Greece, wax, stick, wrestling, strict, hit</i>		118
Valentine's Day	<i>message, rose, violet, heart</i>		120
The Queen's Birthday	<i>gun salute, garden, midday, parade</i>		122
Activity Book Answer Key			124
Audioscripts			134
Lesson-by-Lesson Word List			140

Introduction

Fly High is a motivating and charismatic four-level course for young learners aged between 6 and 10. It is intended for children who are being taught at a faster pace, and aims to give them a sound base in English and to maximize their potential by providing the appropriate level of support and challenge.

While progressing through the *Fly High* course, young learners will build up a solid bank of useful vocabulary and the ability to apply grammatical structures appropriately. They will also develop and refine their reading, writing, speaking and listening skills.

Fly High is based on the principle that children learn best when they are using engaging materials that appeal to their imagination and build their confidence. Familiarity with a group of characters, which the children get to know as the course progresses, combined with the element of fun that runs through the course, ensure that the children enjoy, and thus remember, the language they are learning. The wide variety of activities caters for children with different learning styles: visual, auditory, kinaesthetic, musical and interpersonal.

Fly High 4 is for children who have achieved a good level of English, and provides the appropriate level of challenge. Longer and more varied reading texts cover broad themes relevant to the interests of the age group. Activity types are more demanding and there is a greater emphasis on accuracy.

On completion of *Fly High 4*, children will have attained communication competencies up to level **A2** of the Council of Europe's Common European Framework for Modern Languages (CEF).

Methodology

Structure of the Course

Fly High 4 features an exciting new adventure story, introducing Dr Wild, an animal detective, her nephew Jack and niece Kelly, and their school friends Mel, Beth, Harry and Kit. Dr Wild, Jack and Kelly set off to find Toto, a toucan which has gone missing from the zoo. The Pupil's Book is organized into nine Cycles. Each Cycle in the Pupil's Book presents a new episode in the search for Toto and covers a particular area of grammar.

Language presentation

Key words and target grammar items are introduced in the context of the story, which is presented using a variety of formats: play scripts and continuous texts as well as a cartoon strip. New vocabulary is presented at the beginning of a lesson through a picture dictionary. The new words are recorded so that children can hear and repeat them. Through the story, children get to know the characters and engage with the search for Toto, and can try to guess what happens next. There is also ample opportunity to recycle language by eliciting what has happened in previous episodes.

Grammar

Grammar items are always introduced in the context of the story. The target grammar is then presented clearly in the *Learn with Oscar* box and the meaning reinforced by means of examples and humorous cartoons. Children can refer to the examples to help them with the exercises that follow.

Language practice

A wide variety of practice exercises enable the teacher to change pace and keep children interested and engaged. They also cater for different learning styles. Interaction patterns are varied, allowing for individual work, pair work, group work and whole-class modes of learning. Every Cycle contains communicative activities and a song to activate the language. The Teacher's notes often provide ideas for games and there is also a list of classroom games on page vii of this Introduction.

Songs

Singing songs helps to build confidence in the language through repetition, and promotes musical skills and development of rhythm. Every Cycle in *Fly High 4* has a song, often with accompanying actions, which also supports kinaesthetic learners. At this level, all songs have an accompanying task, e.g. filling the gaps or circling the correct word.

Welcome

Objective: introduce the setting and the main characters of the book

Vocabulary: detective, missing

Grammar: Hello / Hi (name). They're.... She's....

Materials: Class CD

Warm-up

- Say *Hello boys and girls. Welcome to Fly High 4. My name is (your name).*
- Go round the class asking children *What's your name?* Then say *Hello (child's name)* to each child. Ask the children to turn to their partner and say *Hello (partner's name).*
- Tell the children they are going to meet some new characters in *Fly High 4* and that they are going to find out their names.

A great adventure! 1 Track 02

- Say *Open your book at page 4.* Open your own book and hold it up to demonstrate. Ask the children to look at the pictures on page 4. Ask individual children to tell you what they can see in the picture, e.g. *boy, girl, woman, cat, computer.* Write the words on the board.
- Point to the words one at a time and ask the children to call them out.
- Play the CD and ask the children to follow with their fingers as they listen.
- Play the CD again. Pause after every person and ask the children to repeat.
- Divide the class into three groups. Allocate a part to each group and ask the children to read the dialogue. Encourage them to use character voices.

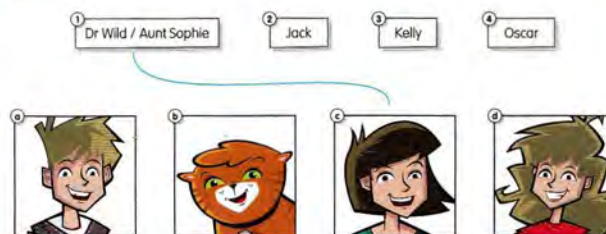
Welcome



A great adventure!



1 Match.



1 Match.

- Ask the children to look at the pictures of the characters and to identify them. Say *a: Who is it?*
- Read the names at the top of the activity. Read the example and tell the children that Aunt Sophie is also called Dr. Wild. Ask the children to match each name to one of the pictures by drawing a line.
- Check the activity by asking *b: Who is it?* and eliciting the answer (*It's Oscar*).
- Tell the children to ask and answer similar questions in pairs.

Answers

2 a 3 d 4 b

2 Sing.



3 Read and write **True** or **False**.

- 1 Jack and Kelly are brother and sister. **True**
- 2 Dr Wild is their aunt.
- 3 Oscar is their friend from school.
- 4 Mel, Harry, Kit and Beth are their friends from school.
- 5 Dr Wild is a teacher.
- 6 Dr Wild can find missing animals.

3 Read and write **True** or **False**.

- Read the first sentence aloud and ask the children *True or False?* Draw their attention to the example answer.
- Ask the children to read the other sentences and answer *True or False* each time.

Answers

2 True 3 False 4 True 5 False 6 True

2 Sing. 1 Track 03

- Ask the children to look at the pictures at the top of page 4 and read the words aloud.
- Tell the children that Aunt Sophie is an animal detective and that she works at the zoo. Then ask them to look at the picture on page 5 and ask them to identify the missing animals in the posters.
- Tell them that they are going to listen to a song about Aunt Sophie. Play the CD. See Introduction, p.v for guidance on teaching songs.

Optional activity

Write on the board parts of the song as gapped text, e.g. *She's Dr Wild, animal Is an animal from the zoo?* Invite children to come up and complete the sentences.

1

Where's Toto?

Objective: describe people and animals

Vocabulary: clever, niece, nephew, helpful, friendly

Grammar: Present simple

Materials: Class CD; Lesson 1 flashcards

Warm-up 1 Track 03

- Ask the children to tell you the names of the new characters in *Fly High 4*. Ask questions to remind them about the characters, e.g. *Is Oscar a dog? Are Jack and Kelly friends? Is Aunt Sophie a teacher? Who are Mel, Beth, Harry and Kit? etc.*
- Play the CD. Ask the children to sing the song from the previous lesson.

Vocabulary 1 Track 04

- Say *Open your book at page 6.*
- Present the new vocabulary with the lesson's flashcards. See Introduction p. v for guidance on presenting new vocabulary.
- Use repetition to practise the /e/ sound in the words *clever, nephew, helpful, friendly*. Contrast this with the sound /i:/ in *niece*.

Where's Toto? 1 Track 04

- Pre-reading: ask the children to look at the story. Ask questions, e.g. *Who can you see in the story? Where are they? What's the animal in frame 6?*
- Follow the steps for presenting stories – see Introduction p. v.
- Ask some questions to check understanding and to engage the children. Ask *Who is Aunt Sophie talking to? Who is Aunt Sophie's niece? Who is her nephew? Is Oscar friendly? Is Toto in the zoo? What does Toto look like?*

Optional activity

Give the children roles and ask them to act out the story. Encourage them to mimic their character's voice and mime appropriate actions. Let them practise in their groups. Then invite groups to act out the story in front of the class.

1



Where's Toto?



Learn with Oscar

- Ask volunteers to read out the sentences in the grammar box.
- Write on the board *I work at the school. Aunt Sophie at the zoo.* Point to the gap and elicit the missing word. Then write *I don't work at the zoo. Aunt Sophie work at the school. I work at the school? Yes, I she work at the zoo? Yes, she* Invite individual children to come up and write in the missing words.



Learn with Oscar

I/You/We/They

I **live** with Dr Wild.
We **don't live** at the zoo.
Do Kelly and Jack **live** with you?
No, they **don't**.

He/She/It

Dr Wild **works** at home.
She **doesn't work** at the zoo.
Does she **like** animals?
Yes, she **does**.

1 Read the story and answer.

- 1 Is Toto in the zoo? **No, he isn't.**
- 2 What does Toto look like?
- 3 Who are Kelly and Jack?
- 4 Is Toto lazy?
- 5 Where does Sally work?
- 6 Does Dr Wild know where Toto is?

2 Listen and tick.

	lazy	helpful	kind	funny	clever
		<input checked="" type="checkbox"/>			

3 Complete the questions. Then ask and answer.

What How are is live are What's



- 1 **What's** her name? Her name is **Sophie Wild**.
- 2 **How** old is she? She's **30**.
- 3 What colour **is** her hair? It's **brown**.
- 4 What colour **are** her eyes? They're **green**.
- 5 What's her job? She's an **Animal Detective**.
- 6 **What's** her nationality? She's **British**.
- 7 Where does she **live**? She **lives** in Bristol.
- 8 What **are** her hobbies?
Her hobbies are **flying planes, reading, sport**.

7

1 Read the story and answer.

- Read the example question and answer with the class.
- Ask the children to look at the story on page 6 and answer questions 2-6.
- Check the activity by reading out the questions and eliciting the answers.

Answers

- 2 He's black and white.
- 3 They're Auntie Sophie's niece and nephew.
- 4 No, he isn't.
- 5 She works at the zoo.
- 6 No, she doesn't.

2 Listen and tick. 1 Track 05

- Ask the children to look at the chart and read the words at the top of the chart aloud with the class. Ask them to name the characters in the first column.

- Play the CD. Pause after the first part. Show them the example tick and ask them which other words describe Jack and Kelly (*kind, clever*). Play the CD all the way through and ask the children to tick the words which describe each character.
- Check the answers.

Answers

Jack and Kelly: helpful, kind, clever
Oscar: funny, clever, lazy
Dr Wild: clever, kind, helpful

3 Complete the questions. Then ask and answer.

- Ask the children to look at the information about Aunt Sophie. Ask questions, e.g. *What's her name? How old is she? What colour is her hair?* etc.
- Tell the children to use the words at the top of the activity to complete the questions and answers.
- Check the activity.

Answers

- 2 How / 30
- 3 is / brown
- 4 are / green
- 5 Animal Detective
- 6 What / British
- 7 live / lives in Bristol
- 8 are / flying planes, reading and sport.

Optional activity

Ask the children to work in pairs. One asks the questions from the activity. The other takes the role of Aunt Sophie and answers the questions. Alternatively they could ask each other the same questions about themselves.

Homework

- Ask the children to complete pp. 4-5 in their Activity Book.
- The children can do Lesson 1 Vocabulary and Learn with Oscar on their CD-ROM.

2

We're getting ready!

Objective: talk about what people are doing

Vocabulary: laptop, binoculars, compass, can opener, need, diary, torch

Grammar: Present continuous

Materials: Class CD; Lesson 1 and 2 flashcards

Warm-up

- Use the flashcards from the previous lesson to revise the adjectives (*clever, friendly, helpful*). Elicit other known adjectives from the previous lesson, e.g. *funny, lazy, kind*. Ask questions about the Fly High characters, e.g. *Is Toto clever? Are Kelly and Jack lazy? Is Oscar lazy?* etc.

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 06

- Say *Open your book at page 8.*
- Present the new vocabulary with the lesson's flashcards.
- Call out the words at random. Ask the children to spell them and point to the correct picture.

We're getting ready! 1 Track 06

- Pre-reading: ask the children to look at the photo and the picture. Ask questions, e.g. *Who is looking at the laptop? Who are they talking to?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *Where are Jack, Kelly and Aunt Sophie going? Are they taking (binoculars)? Has (Jack) got a (can opener)?* etc.

2



laptop



binoculars



compass



can opener



need



diary



torch

We're getting ready!



Harry: Mel, Beth, Kit, come and see!
Jack, Kelly and Dr Wild are talking on the video on my laptop. Hi, Jack! Hi, Kelly! What are you doing?
Jack: Hi, Harry. We're getting ready.
Harry: Are you packing your bags?
Jack: Yes, we are. We're going to find Toto the toucan.
Harry: What are you taking?

Jack: I'm taking binoculars, a compass and a can opener!
Harry: Great!
Jack: We need a torch!
Kelly: I've got one! I'm taking my diary too.
Dr Wild: I've got my laptop and our passports. That's it. We're ready.
Kelly: Come on, Oscar. We're leaving!

1 Read and write.

- Jack has got binoculars.
-
-
-

-
-
-

1 Read and write.

- Identify the first picture (*binoculars*) and read out the example sentence. Show the children where they can find the answer in the story dialogue or in the photo/picture.
- Ask the children to identify the other objects and to write a similar sentence about each one.
- Check the activity.

Answers

- Dr Wild has got the passports.
- Jack has got a can opener.
- Kelly has got a torch.
- Kelly has got her diary.
- Dr Wild has got a laptop.
- Jack has got a compass.

Learn with Oscar



I/You/We/They

What are you doing?
Are you sleeping, Oscar?
No, I'm not. I'm watching Jack and Kelly.
What are they doing? They're packing their bags.

He/She/It

He's taking a can opener.
She's taking my food.

3 Look, ask and answer.

wearing eating drinking doing homework talking reading listening writing



3 Choose and write.

torch -compass- binoculars diary can opener laptop

- 1 Where am I? Where do I go now?
I need a compass.
- 2 He's sending an email on his laptop.
- 3 I'm watching birds with my binoculars.
- 4 It's dark. I can't see! I need a torch.
- 5 I write in my diary every day.
- 6 I can't open this can of fish.
I need a can opener.

4 Listen, choose and write. Then sing.

find looking black is know want don't isn't called

We're (1) looking for a bird called Toto. We're looking for a bird (6) called Toto.
We don't (2) know where he is. We don't know where he (7) is.
He (3) isn't in the zoo. He's (8) black and white.
We (4) want to know where to go. We hope he's all right.
We (5) find him! We want to (9) find him!



9

Learn with Oscar

- Ask volunteers to read out the sentences and questions in the grammar box.
- Write on the board *I'm talking. You talking. He talking.* Ask the children to fill the gaps. Then write the question form on the board in the same way: *..... you talking? she talking? we talking?* Ask individual children to come to the board and complete the questions.
- Ask individual children questions, e.g. *Are you (sleeping)? Is (Alex) running? Are we (learning English)?* etc. Elicit short answers from the class.

2 Look, ask and answer.

- Ask the children to look at the photo and name the characters (*Mel, Harry, Beth and Kit*).
- Ask four volunteers to read out the speech bubbles. Tell the class to follow the words as they listen.

- Ask more questions about the photo using the word prompts at the top of the activity, e.g. *What's Harry wearing? Is Kit eating an apple? Is Mel drinking milk?* etc.
- Ask the children to work in pairs. Ask them to use the verb prompts to ask and answer questions about the photo.

3 Choose and write.

- Read the words at the top of the activity aloud with the class.
- Read the example question and answer. Then ask the children to complete each sentence using one of the words in the word bank.
- Check the activity.

Answers

- | | |
|--------------|--------------|
| 2 laptop | 5 diary |
| 3 binoculars | 6 can opener |
| 4 torch | |

4 Listen, choose and write. Then sing.



1 Track 07

- Read the words at the top of the activity and the example sentence. Ask the children to use the words in the word bank to fill in the gaps.
- Play the CD. The children listen to the song and check their answers.
- Play the CD again and the children sing the song. See Introduction, p.v for guidance on teaching songs.

Answers

- | | |
|---------|----------|
| 2 know | 6 called |
| 3 isn't | 7 is |
| 4 don't | 8 black |
| 5 want | 9 find |

Homework

- Ask the children to complete pp. 6–7 in their Activity Book.
- The children can do Lesson 2 Vocabulary and Learn with Oscar on their CD-ROM.

3

Dr Wild drives well.

Objective: describe how people do things

Vocabulary: *well, carefully, badly, slowly, quietly, happily, quickly*

Review: *binoculars, need*

Grammar: Adverbs of manner

Review: Present simple, present continuous

Materials: Class CD

Warm-up 1 Track 07

- Play the CD and ask the children to sing the song from the previous lesson.

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 08

- Say *Open your book at page 10.*
- Present the new vocabulary with the pictures in the Pupil's Book.
- Use extra repetition to practise the correct word stress, i.e. the stress is on the first syllable in each word. *carefully, badly, slowly*, etc.

Dr Wild drives well. 1 Track 08

- Pre-reading: ask the children to look at the picture. Ask questions, e.g. *What has Aunt Sophie got? What can she see? What has Jack got? How many feathers can you see?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *Does Dr Wild drive badly? Whose feathers are on the road? Are Claudia Fox and Magnus Wolf good people? Who have they got in their boat?*

3



Dr Wild drives well.



Dr Wild drives carefully. She doesn't drive badly. She drives well.
Kelly sees a feather in the road!
Dr Wild stops the car slowly.
They look at the feather.
'I think this is Toto's feather,' says Jack quietly.
'Yes!' says Kelly happily. She can see two more feathers.
'I need the binoculars please, Jack,' says Dr Wild.
She can see a man and a woman in a small boat.
'I think that is Claudia Fox and Magnus Wolf. They're very bad people!
We need a boat!' she says. 'Come on! Quickly!'



Optional activity

Play the CD again and ask the children to mime the actions in the story, paying particular attention to the new vocabulary, e.g. they mime *carefully, quietly*, etc.

Learn with Oscar

- Ask volunteers to read out the sentences in the grammar box. Focus the children's attention on how most adverbs are made by adding *-ly* or *-ily* to the adjective.
- Write some other known adjectives on the board, e.g. *slow, quick, bad, kind, helpful, lazy*. Ask individual children to come to the board and to write the corresponding adverb (*slowly, quickly, badly, kindly, helpfully, lazily*).
- Ask the children to look again at the story on page 10 and to circle all the adverbs.



Learn with Oscar

Dr Wild drives carefully.
Oscar sleeps quietly.
careful carefully
happy happily
good well

1 Read the story and write True or False.

- 1 Dr Wild drives carefully and well. True
- 2 She stops the car quickly.
- 3 They can see Toto's feathers.
- 4 Kelly can see Toto.
- 5 Dr Wild likes Claudia and Magnus.

2 Match and write.

~~badly~~ slowly well quickly happily quietly



- 1 He's drawing badly
- 2 She's singing
- 3 They're walking
- 4 She's running
- 5 They're playing
- 6 He's sleeping

3 Think and write with Dr Wild.

drive talk eat run sing draw write read



My friend Pauline talks quickly.

1 Read the story and write True or False.

- Read the example statement and answer with the class.
- Ask the children to look at the story on page 10 and decide whether the other statements are true or false.
- Check the activity.

Answers

- 2 False 3 True 4 False 5 False

2 Match and write.

- Ask the children to look at the picture. Ask questions about what the people in the park are doing, e.g. a. *What's the baby doing?* c. *What are they doing?* etc.
- Ask the children to match the people to the activities below by writing a letter on each line.
- Read the words at the top of the picture aloud with the class. Ask the children to look at the picture and write the correct adverb in each sentence.
- Check the answers.

Answers

- 2 d / well 5 c / happily
3 f / slowly 6 a / quietly
4 b / quickly

3 Think and write with Dr Wild.

- Ask the children to look at the picture of Dr Wild and ask a volunteer to read out her speech bubble.
- Ask individual children questions using the verbs at the top of the activity. Ask *Do you sing (well)? Do you run (quickly)? Does your mum drive (carefully)?* etc. Use the lesson flashcards if you wish, to remind the class of the new vocabulary.
- Then ask the children to write sentences about themselves and their friends and family, using the verbs in the word bank and the adverbs from the lesson. Monitor and offer help as necessary.
- Ask individual children to read out one or two of their sentences.

Optional activity

Play a miming game with the class. Demonstrate first yourself. Choose a verb, e.g. *walk*, and mime doing the action in a particular way, using one of the adverbs learnt in the lesson, e.g. *quickly*. Elicit the sentence *You're walking quickly* from the class. You could make this into a team game. One person from each team comes to the front and mimes an action in a particular way. The other team describe what he/she is doing.

Homework

- Ask the children to complete pp. 8–9 in their Activity Book.
- The children can do Lesson 3 Vocabulary and Learn with Oscar on their CD-ROM.

Quiz 1

- You can now use the photocopiable **Quiz 1**. See the **Active Teach** Resources section.

4

Let's phone Mel.

Objective: read a description; punctuate a sentence; listen for information; talk about what someone is doing

Vocabulary review: vocabulary from Lessons 1–4.

Grammar review: grammar from Lessons 1–4.

Materials: Class CD

Warm-up

- Play a game to revise vocabulary from the previous lesson. Give the children instructions to do various actions in a particular way, e.g. *Stand up (quietly). Sit down (quickly). Open your books (carefully).*

Review

- Check the homework from the previous lesson.

1 Look at the photo. Then read and circle.

- Say *Open your book at page 12.*
- Pre-reading: ask the children to look at the photo. Ask questions, e.g. *Who is it? What's she doing? What does she look like? What's on the table? What can you see in the photos?* etc.
- Ask the children to read the description and to circle the correct answer in each case.
- Check the activity by asking individual children to read out sentences.

Answers

- | | |
|-----------|------------|
| 1 long | 6 swimming |
| 2 brown | 7 swimming |
| 3 brown | 8 quickly |
| 4 brother | 9 well |
| 5 reading | |

2 Read and answer.

- Read out the example question and answer. Ask the children to point to the answer in the text.
- Ask the children to look at the text in Exercise 1 and answer questions 2–4.

4

Let's phone Mel.

1 Look at the photo. Then read and circle.



2 Read and answer.

- | | |
|--|-------------------------------------|
| 1 Where does Mel live? In Bristol | 3 What does she do at the weekends? |
| 2 What are her hobbies? | 4 Is she lazy? |

Writing Class: punctuation

3 Look at these examples.

Then look at Mel's homework again.
Count the punctuation.

- | | |
|----------------------|----|
| 1 CAPITAL LETTERS | 18 |
| 2 Apostrophes ['] | |
| 3 Commas [,] | |
| 4 Question marks [?] | |
| 5 Full stops [.] | |

Has Mel's brother got a bike, a watch and rollerblades?
Yes, he has.

Answers

- playing on the computer, reading, swimming.
- She helps her mum and dad. She goes out with her friends.
- No, she isn't.

Writing Class: punctuation

3 Look at these examples.

- Read the example sentences with the class. Draw their attention to the punctuation highlighted in red. Ask them to point to a capital letter, an apostrophe, a comma, a question mark and a full stop. For each type of punctuation elicit when we use it (e.g. capital letters at the beginning of a sentence and for names).
- Ask the children to look again at Mel's homework and to circle all the capital letters, then count them (18). Ask them to do the same for the other types of punctuation listed in the box. Encourage the children to work in pairs so that they can help each other.
- Check the activity.

- 4 Listen and write the numbers. Then ask your friends and write.

name Mel	number 6754430	name	number
name Beth	number	name	number
name Harry	number	name	number
name Kit	number	name	number

What's your phone number?

It's ...

- 3 Listen and circle.



- 5 Choose places from 5 and write. Then act it out.



Answers

Beth 3220698
Harry 4731109
Kit 7855021

- 5 Listen and circle. 1 Track 10

- Ask the children to look at the pictures. Say *He's cooking. It's a school.* etc. and ask them to point to the correct picture.
- Read the first question and play the first part of the CD. Ask the children to tell you where Kit is (at home) and show them how the answer is circled.
- Play the rest of the CD, pausing for the children to circle the correct picture each time.
- Check the activity.

Answers

2 b 3 c 4 a 5 b 6 b

- 6 Choose places from 5 and write. Then act it out.

- Read the speech bubbles aloud with the class. Ask them to use places and activities from Exercise 5 to complete the speech bubbles.
- Ask the children to work in pairs. One asks the questions and the other answers. Encourage them to act out the dialogue. They can do this more than once, substituting other places and activities as they wish.
- Ask volunteers to act out their dialogues in front of the class.

Homework

- Ask the children to complete pp. 10–11 in their Activity Book.
- The children can do Lesson 4 Skills on their CD-ROM.

Answers

- 2 6 apostrophes
3 5 commas
4 0 question marks
5 9 full stops

- 4 Listen and write the numbers. Then ask your friends and write. 1 Track 09

- Ask the children to look at the photos and read the words in the speech bubbles aloud with the class. Ask several children *What's your phone number?*
- Play the first part of the CD. Ask the children to point to the example as they listen.
- Play the CD all the way through, pausing to give the children time to write. Ask them to write the phone numbers.
- Check the answers.
- Divide the class into groups of four. Ask them to write the name of each person in the group on one of the cards on the right. Invite them to ask *What's your phone number?* and to write each person's phone number.

FlyHigh File

Objective: read and talk about where people come from, countries and nationalities

Grammar Review: grammar from Lessons 1–4

Materials: world map (optional)

Warm-up

- Ask *Where are you from? What nationality are you?* Elicit answers from the class.
- Use a world map and ask the children to find their country. Use the map to revise other countries and nationalities. Ask, e.g. *Where is (England)?*

Review

- Check the homework from the previous lesson.

1 Read about the United Kingdom.

- Say *Open your book at page 14.*
- Pre-reading: ask the children to look at the flag in exercise 1. Ask *What country is the flag from?* Elicit *The United Kingdom*. Ask the children to tell you what they know about the United Kingdom, e.g. *What is the capital city? What nationality are the people? What language do they speak?* Invite the children to tell you anything else they know about the UK.
- Ask the children to read the text silently. Then ask some questions to check comprehension, e.g. *Where is Heathrow airport? What do you need to travel by plane?*



Before reading an information text, elicit from the children what they know about the subject. This will engage and motivate them and will activate their knowledge and vocabulary so that they can understand the text better.

FlyHigh File: Countries and nationalities

1 Read about the United Kingdom.



Heathrow is a very big airport in London. London is the capital city of the United Kingdom. Aeroplanes fly to lots of different countries from Heathrow every day.

What do you need when you travel by plane? You need a passport and a ticket. Look at these children. They're travelling to their home countries. Where do you think they come from?



2 Look and guess. Where do the children come from?



2 Look and guess. Where do the children come from?

- Ask the children to look at the photos.
- Read the names of the countries aloud with the class. Encourage the children to tell you what they know about the countries, e.g. capital cities, nationality of the people and the language they speak.
- Ask them to guess where each of the children in the photos comes from.

3 Read and check. Then number.

- Ask a volunteer to read the example numbered text. Ask the children to tell you which of the children on page 14 the text describes.
- Ask them to read the other texts and match them to the children on page 14.
- Check the activity.

3 Read and check. Then number.

My name is Marina and I'm Argentinian. I'm travelling to Argentina. I live in the capital city, Buenos Aires. Buenos Aires is a beautiful city! I speak Spanish. My flag is blue and white.

1 I'm Russian and my name is Anton. Russia is a very big country! I live in the capital city, Moscow. I speak Russian. My flag is white, red and blue.

I'm Marko, I'm Ukrainian and I'm travelling to Ukraine. I live in the capital city, Kiev. There are lots of great places to go in Kiev. I speak Ukrainian and my flag is blue and yellow.

I'm Agata and I'm going to my country, Poland. I live in the capital city, Warsaw. I speak Polish. My flag is white and red. I'm Polish. I love my country!

4 Read and complete.

FACT FILE	FACT FILE	FACT FILE	FACT FILE
Country: <u>Argentina</u>	Country: _____	Country: _____	Country: _____
Capital City: _____	Capital City: <u>Moscow</u>	Capital City: _____	Capital City: _____
Nationality: _____	Nationality: _____	Nationality: <u>Polish</u>	Nationality: _____
Language: _____	Language: _____	Language: _____	Language: <u>Ukrainian</u>

My Project

Make a passport.



Name
Arda Berkan
City
Ankara
Nationality
Turkish
Language
Turkish



I'm Arda and I'm from Turkey. I live in Ankara. I speak Turkish. My flag is red and white. I'm Turkish.

15

My Project

- Ask the children questions about the boy. Ask *What's his name? Where does he live? What's his nationality? What language does he speak?* etc.
- Ask a volunteer to read the text about Arda aloud.
- Ask the children to make their own 'passport' using the one on page 15 as a model.

Homework

- Ask the children to complete pp. 12–13 in their Activity Book.
- The children can do the reading activity for this File on their CD-ROM.

Answers

Marina: photo 3
Marko: photo 2
Agata: photo 4

4 Read and complete.

- Ask the children to look at the first fact file. Ask them to look at the text in Exercise 3 to find the capital city, nationality and language of Argentina. Tell them to write the answers in the fact file.
- Ask the children to complete the other fact files.
- Check the answers.

Answers

Argentina, Buenos Aires, Argentinian, Spanish
Russia, Moscow, Russian, Russian
Poland, Warsaw, Polish, Polish
Ukraine, Kiev, Ukrainian, Ukrainian

5

There was a storm.

Objective: talk about the weather yesterday

Vocabulary: storm, behind, windy, thunder and lightning, in front of

Grammar: There was / were / wasn't / weren't

Materials: Class CD; Lesson 5 Flashcards

Warm-up

- Ask *What's the weather like today?* Elicit the answer and revise weather words that the children know by drawing weather icons on the board, e.g. *cloudy, rainy, sunny, snowy, hot, cold.*

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 11

- Say *Open your book at page 16.*
- Present the new vocabulary with the lesson's flashcards.
- Call out the words at random. Ask the children to spell them and point to the correct pictures.

There was a storm. 1 Track 11

- Pre-reading: ask the children to look at the pictures. Ask questions, e.g. *What's the weather like in picture (1)? Is it day or night? Who is on the boat? What has Claudia got?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *Where were Jack and Kelly yesterday evening? Was it sunny? Was there a storm in the morning? Where do you think Toto was in the morning?*

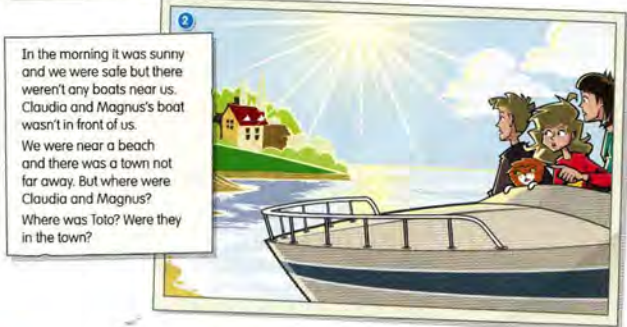
5



There was a storm.



Yesterday evening we were on a small boat. Our boat was behind Claudia and Magnus's boat. We were near Toto but Dr Wild was worried. There were big black clouds in the sky. Suddenly there was heavy rain and it was very windy. There was a terrible storm with thunder and lightning. It was a bad night on the boat.



In the morning it was sunny and we were safe but there weren't any boats near us. Claudia and Magnus's boat wasn't in front of us. We were near a beach and there was a town not far away. But where were Claudia and Magnus? Where was Toto? Were they in the town?

Optional activity

Ask several children to come to the front of the class. Give them instructions, e.g. *Mark, stand in front of Anna. Anna, stand behind Mark. John, stand behind Anna.* Ask the children to arrange themselves in the correct order. Involve more children and speed up the instructions to make the game more challenging.

Learn with Oscar

- Ask volunteers to read out the sentences in the grammar box.
- Write on the board *Today* and *Yesterday* in two columns. In the *Today* column, write *There is a storm.* In the *Yesterday* column, write *There a storm.* Ask the children to fill the gap. Do the same for *There are clouds.* *There clouds.*
- Write in the *Today* column sentences using *isn't/aren't* and questions, e.g. *There aren't any boats. Are there any people? Is there a town?* Ask individual children to come up to the board and write the sentences and questions in the past.



Learn with Oscar

There **was** a storm.
Was there a town?
There **were** black clouds.
Were there any people?

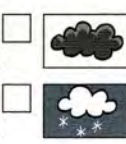
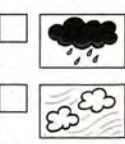
There **wasn't** a boat in front of them.
There **weren't** any boats behind them.

1 Read the story and write True or False.

- 1 Dr Wild was on a big boat. **False**
- 2 Jack was worried.
- 3 It was windy and there was a storm in the night.
- 4 There was thunder and lightning in the morning.
- 5 There weren't any boats behind them in the morning.
- 6 There was a town near the beach.

2 Listen and number. Then ask and answer.

- 1 Poland
- 2 Argentina
- 3 Russia
- 4 Ukraine
- 5 England
- 6 Turkey



What was the weather like in Poland yesterday?

It was snowy.

3 Write There was/were or There wasn't/weren't.

- 1 **There were** two big boats on the sea.
- 2 **There was** one small boat.
- 3 **There were** two children with their mum.
- 4 **There was** any sand on the beach.
- 5 **There were** any clouds in the sky.



17

- Check the answers. Then read the speech bubbles aloud with the class. Ask the children to work in pairs, asking and answering about the weather in the various countries.

Answers

- 2 windy
- 3 cold and rainy
- 4 thunder and lightning
- 5 cloudy
- 6 sunny and hot

3 Write There was/were or There wasn't/weren't.

- Ask the children to look at the photo and read the caption. Ask questions about the photo, e.g. *What was the weather like? How many boats were there? Were there any children? Were there any clouds?* etc.
- Ask the children to complete the sentences about the photo using the options in the rubric.
- Check the activity.

Answers

- 2 There was
- 3 There were
- 4 There wasn't
- 5 There weren't

1 Read the story and write True or False.

- Read the example statement and answer with the class.
- Ask the children to look at the story on page 16 and decide whether the other statements are true or false.
- Check the activity.

Answers

- 2 False
- 3 True
- 4 False
- 5 True
- 6 True

2 Listen and number. Then ask and answer.



1 Track 12

- Ask the children to look at the pictures and elicit the weather in each one. Read the names of the countries aloud with the class.
- Play the CD. Pause after the first part. Show them the example number 1. Play the CD all the way through and ask the children to number the remaining pictures.

Homework

- Ask the children to complete pp. 14–15 in their Activity Book.
- The children can do Lesson 5 Vocabulary and Learn with Oscar on their CD-ROM.

6

We landed on a beach.

Objective: talk about what happened yesterday

Vocabulary: aquarium, town hall, police station, pet shop, museum, café

Grammar: Past simple regular: affirmative

Review: He/it wasn't, There were

Materials: Class CD; Lesson 6 Flashcards

Warm-up

- Ask the children what they can remember about the story in the previous lesson. Ask *Where were Kelly and Jack? Where was Toto? What was the weather like in the evening? Where were Kelly and Jack in the morning?*
- Talk about places you can visit in a town. Elicit known vocabulary from the class, e.g. *library, zoo, park, shops.*

Review

- Check the homework from the previous lesson.
- Invite some of the children to read aloud what they have written for Exercise 6, **What about you? Write about yesterday.**

Vocabulary 1 Track 13

- Say *Open your book at page 18.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the correct word stress, i.e. *aquarium, town hall, police station, pet shop, museum, café.*

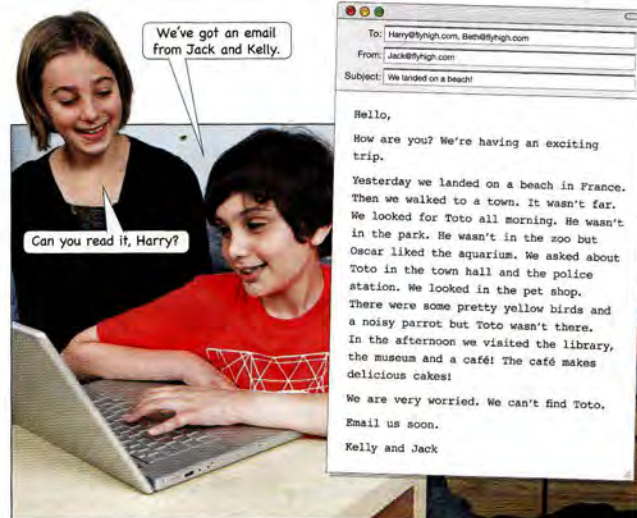
We landed on a beach. 1 Track 13

- Pre-reading: ask the children to look at the photo. Ask questions, e.g. *Who is looking at the laptop? What are they reading? Who is the email from?*
- Follow the steps for presenting stories – see Introduction, p.v.
- Ask some questions to check understanding and to engage the children. Ask *Was Toto in the park? Was he in the zoo? Was he in the pet shop? What animals were in the pet shop?*

6



We landed on a beach.



1 Read and match.

- | | |
|--------------------------------------|---------------------|
| 1 Jack and Kelly are in | a the zoo. |
| 2 There was an aquarium in | b the café. |
| 3 There were some yellow birds in | c Toto. |
| 4 There were some delicious cakes in | d the pet shop. |
| 5 Jack and Kelly can't find | e a town in France. |

18

1 Read and match.

- Read the example sentence aloud and show the children how to match the sentences halves by drawing a line.
- Ask the children to read Kelly and Jack's email again and to match the remaining sentences.
- Check the activity.

Answers

2 a 3 d 4 b 5 c

Learn with Oscar

- Ask volunteers to read out the sentences in the grammar box.
- Write on the board *I walk to school... He plays football... We listen to music... Say Yesterday...* and elicit sentences in the past tense. Ask volunteers to write the sentences on the board.
- Ask individual children *What did you do yesterday?* Encourage them to answer using the past tense.



Learn with Oscar

Yesterday we landed on a beach. We walked to a town. We looked for Toto.

1 Listen and circle. Then say.



1 ask for help /



2 look at the dinosaurs / the watches



3 wait for a friend / a table



4 watch the fish / the sharks



5 play with a rabbit / a dog



6 listen to a talk about birds / a concert



Yesterday, Magnus asked for a map.

2 Look at 2 and write.

- | | |
|--|--------------------------------|
| 1 He <u>asked for a map</u> in the police station. | 4 They _____ in the aquarium. |
| 2 They _____ in the museum. | 5 She _____ in the pet shop. |
| 3 She _____ in the café. | 6 They _____ in the town hall. |

3 Listen and number the pictures. Then sing.



Yesterday I stayed at home.
Yesterday I helped my dad.
Yesterday I washed the car,
Yesterday morning.



2 Yesterday I walked to the park.
Yesterday I played with my friends.
Yesterday I jumped and skipped,
Yesterday afternoon.



3 Yesterday I watched TV.
Yesterday I listened to music.
Yesterday I looked at the stars,
Yesterday evening.

19

Answers

- | | |
|-----------------|----------------------|
| 2 the dinosaurs | 5 a dog |
| 3 a table | 6 a talk about birds |
| 4 the sharks | |

3 Look at 2 and write.

- Read the example sentence aloud with the class and ask them to point to the corresponding picture in Exercise 2.
- Ask the children to complete sentences 2-6 using the information from Exercise 2.
- Check the activity.

Answers

- | |
|----------------------------------|
| 2 looked at the dinosaurs |
| 3 waited for a table |
| 4 watched the sharks |
| 5 played with a dog |
| 6 listened to a talk about birds |

4 Listen and number the pictures. Then sing.



1 Track 15

- Ask the children to look at the pictures.
- Play the CD. Pause after the first part and ask them which picture it describes. Ask them to write a number 1 in the box next to the correct picture. Play the rest of the song, pausing after each part so that the children can number the pictures.
- Play the CD again and ask the children to sing the song.

Answers

Left to right: 3 1 2

Homework

- Ask the children to complete pp. 16-17 in their Activity Book.
- The children can do Lesson 6 Vocabulary and Learn with Oscar on their CD-ROM.

It is useful to practise the pronunciation of the past tense. Write on the board: *I talked; I listened; I visited*. Focus on the final sounds, i.e. /t/, /d/ and /ɪd/. Ask the children to repeat the words after you, paying particular attention to the pronunciation. Elicit other verbs in the past which end with each sound and write them in three columns on the board. e.g. /t/ *looked, liked, watched, walked, helped, washed*; /d/ *played, stayed*; /ɪd/ *waited, wanted, landed*.

2 Listen and circle. Then say. 1 Track 14

- Ask the children to look at the pictures and to identify each place.
- Play the CD. Pause after the first part and show the children the circled answer.
- Play the rest of the CD, pausing after each part so that the children can circle the correct answer.
- Check the activity.
- Read the speech bubble aloud with the class.
- Ask individual children to make sentences in the past tense using the information in questions 2-6.

7

Did you talk to them?

Objective: ask about what happened yesterday; describe people

Vocabulary: notice, blond, moustache, beard, thin, wavy, face

Grammar: Past simple regular: negatives and questions

Review: Past simple regular: affirmative; *There was, He/She was/wasn't*

Materials: Class CD

Warm-up 1 Track 15

- Play the CD and ask the children to sing the song from the previous lesson.

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 16

- Say *Open your book at page 20.*
- Present the new vocabulary with the pictures on page 20.
- Use extra repetition to practise the correct sounds and word stress in *moustache* [ɑ:], *notice* [əʊ] and *wavy* [eɪ].

Did you talk to them? 1 Track 16

- Pre-reading: ask the children to look at the pictures. Ask questions, e.g. *Where are Jack and Kelly? Who is the man in picture 4? Who is the woman in picture 5? Do you think they've got Toto?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *Did the boy see a toucan? Where was Toto? Was the man in the car tall? Did the boy see the woman's face? Did he talk to Magnus and Claudia?*

7



Did you talk to them?



Learn with Oscar

- Ask volunteers to read out the sentences in the grammar box. Focus the children's attention on how negatives and questions are formed in the past tense.
- Write on the board: you TV yesterday? Ask a volunteer to come to the board and to fill in the gaps (*Did/watch*). Ask the volunteer to write his/her answer on the board (*Yes, I did./No, I didn't.*). Ask other children the same question.
- Write other known verbs and phrases on the board, e.g. *play with your friends, listen to music, walk to school, help your mum*. Ask the children to say whether they did or didn't do these things yesterday. e.g. *I played with my friends. I didn't listen to music*. Encourage them to do this in pairs.



Learn with Oscar

Did you notice a man and a woman?
Did they look at you?
What did they look like?

Yes, I did.
No, they didn't.
I don't know. I didn't look carefully.

1 Read the story and circle.

- 1 Kelly showed / didn't show the boy a photo of Toto.
- 2 A car stopped / didn't stop near the boy in the morning.
- 3 The boy noticed / didn't notice a toucan in the car.
- 4 The boy looked / didn't look at Claudia's face.
- 5 The boy talked / didn't talk to Magnus and Claudia.
- 6 The boy followed / didn't follow Magnus and Claudia.

2 Read and number. Then ask and answer.



He was tall with a black moustache and beard. He was not very tall with short blond hair and blue eyes.
She was thin with wavy brown hair and glasses. She was pretty with long red hair and brown eyes.

3 Think and write with Dr Wild.

Look: short/tall/thin/pretty Hair: long/short/wavy + colour
Eyes: blue/brown/green/grey Other: beard/moustache/glasses



The man was tall with short brown hair, blue eyes and a moustache.

21

1 Read the story and circle.

- Read the example sentence with the class.
- Ask the children to look at the story on page 20 and to circle the correct answer in numbers 2–6.
- Check the activity.

Answers

- | | |
|---------------|-----------------|
| 2 stopped | 5 didn't talk |
| 3 noticed | 6 didn't follow |
| 4 didn't look | |

Optional activity

You can use pictures from magazines to practise describing people. Play a game by showing a picture to the children very quickly, then asking *What did he / she look like?* It is useful to do this before doing Exercise 2 so that you can revise known vocabulary for describing people, e.g. *glasses, short, pretty, blue eyes, short/long hair*, etc.

2 Read and number. Then ask and answer.

- Ask the children to look at the pictures. Ask questions, e.g. *Who has got a moustache / long hair? Who is thin / tall?*
- Ask a volunteer to read the first description and to say which picture it describes (2). Ask the children to match the other descriptions to the pictures.
- Check the answers.
- Read the speech bubble aloud with the class. Ask the children to work in pairs. Invite them to ask and answer questions about the pictures.

Answers

- 1 He was not very tall with short blond hair and blue eyes.
- 2 He was tall with a black moustache and beard.
- 3 She was pretty with long red hair and brown eyes.
- 4 She was thin with wavy brown hair and glasses.

3 Think and write with Dr Wild.

- Ask the children to look at the picture of Dr Wild and ask a volunteer to read out her speech bubble.
- Read the vocabulary prompts aloud with the class and read the example description.
- Then ask the children to write a description of a person they remember from a film or book, using the word prompts. Monitor and offer help as necessary.
- Invite individual children to read out their descriptions.

Optional activity

Ask the children to write their descriptions on a loose piece of paper. On another piece of paper ask them to draw a picture of the person they have described. Collect all the descriptions and pictures. Pin the pictures on the wall. Ask volunteers to read out the descriptions and ask the class to find the matching picture.

Homework

- Ask the children to complete pp. 18–19 in their Activity Book.
- The children can do Lesson 7 Vocabulary and Learn with Oscar on their CD-ROM.

Quiz 2

- You can now use the photocopiable **Quiz 2**. See the **Active Teach** Resources section.

8

I'd like tickets for the museum, please.

Objective: read a diary; listen for information; ask about buying tickets

Vocabulary review: vocabulary from Lessons 5–7.

Grammar review: grammar from Lessons 5–7, I'd like

Materials: Class CD

Warm-up

- Ask the children what they did yesterday morning, afternoon and evening. Draw clocks on the board to revise the time expressions if necessary. Ask *Did you (learn English) yesterday morning? Did you (play football) in the afternoon? Did you (watch TV) in the evening?*

Review

- Check the homework from the previous lesson.

1 Read and write morning, afternoon or evening under the pictures.

- Say *Open your book at page 22.*
- Pre-reading: ask the children to look at the photos. Ask questions, e.g. *How many computers can you see? Where do you think they are? Who is Harry talking to? Where are Harry and Beth? etc.*
- Ask the children to look at the text and tell you where it comes from (a diary). Ask them to read the text and to label the pictures.
- Check the activity.

Answers

morning: played on the swings
evening: watched TV
afternoon: looked at computers

8

SKILLS

I'd like tickets for the museum, please.

- 1 Read and write **morning, afternoon** or **evening** under the pictures.

November
17 Saturday

It was cold and windy today. In the morning I walked to the park with Beth. We played on the swings and the slide in the playground. I climbed a tree and Beth watched me.

After lunch we visited the Science Museum and looked at the old computers. There was a café behind the museum. Beth wanted a strawberry ice cream but I wanted a chocolate cake. The cake was delicious.

There was a storm in the evening and it was horrible outside. I stayed at home and watched a film with my mum. It was about a spy with a funny moustache and beard. I liked the film but my mum didn't like it.



- 2 Read, ask and answer.

- Did Harry walk to the park with Mel?
- Did Beth climb the tree?
- Did Harry and Beth look at old computers in the museum?
- Did Beth want a strawberry ice cream?
- Did Harry and his mum go to the cinema?
- Did Harry watch a spy film with his mum?

Writing Class: and, but

- 3 Look at the examples.

Then look at Harry's diary again. Find and circle **and** in red and **but** in blue.

It was sunny **and** there weren't any clouds in the sky.
It was cloudy **but** it didn't rain.

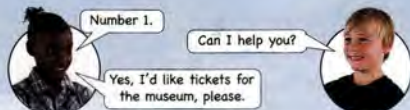
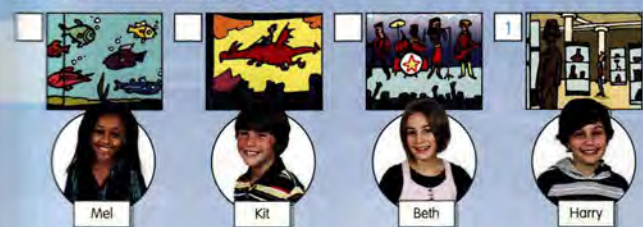
2 Read, ask and answer.

- Read out the first question. Ask the children to find the answer in the text. Ask a volunteer to answer *No, he didn't.*
- Ask the children to work in pairs and to answer questions 2–6. Tell them to write their answers in their notebooks.

Answers

- No, he didn't.
- No, she didn't.
- Yes, they did.
- Yes, she did.
- No, they didn't.
- Yes, he did.

3 Listen and number. Then say.

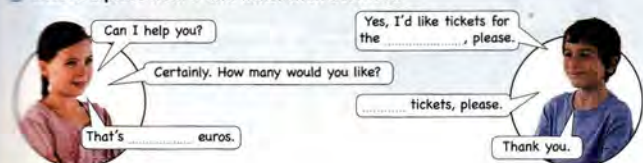


5 Listen again and write.



1 Tickets 2 Euros 10
2 Tickets Euros
3 Tickets Euros
4 Tickets Euros

6 Choose a place from 5 and write. Then act it out.



Writing Class: and, but

3 Look at the examples.

- Read the example sentences with the class. Draw their attention to the words highlighted in red and blue and check that the children understand them.
- Ask the children to look again at Harry's diary and to circle the words *and* and *but*. Encourage the children to work in pairs so that they can help each other.
- Check the activity.

4 Listen and number. Then say.

- Ask the children to look at the pictures and ask what they can see.
- Play the first part of the CD. Ask the children to point to the example answer as they listen.
- Play the CD all the way through, pausing to give the children time to number the pictures.
- Check the answers.
- Read the speech bubbles aloud with the class. Ask the children to work in pairs. One child asks the question and their partner answers. Then they swap roles.

Answers

2 concert 3 cinema 4 aquarium

5 Listen again and write.

- Ask the children to look at the tickets. Ask *How much is a ticket for the (museum)? (Five euros).*
- Play the first part of the CD again. Ask *How many tickets would Harry like? How much are the tickets?* Show the children the example answers.
- Play the rest of the CD, pausing for the children to write the number of tickets and price each time.
- Check the activity.

Answers

2 Tickets 4 / Euros 8
3 Tickets 5 / Euros 20
4 Tickets 3 / Euros 21

6 Choose a place from 5 and write. Then act it out.

- Read the speech bubbles aloud with the class. Ask the children to work in pairs. They choose a place from Exercise 5 to complete the speech bubbles.
- In their pairs, one asks the questions and the other answers. Encourage them to act out the dialogue. They can do this more than once, substituting other tickets and prices as they wish.
- Ask volunteers to act out their dialogues in front of the class.

Optional activity

Ask the children to make their own simple tickets. They can choose the place and price for each ticket. They can use these when acting out the dialogue to make it more memorable.

Homework

- Ask the children to complete pp. 20–21 in their Activity Book.
- The children can do Lesson 8 Skills on their CD-ROM.

FlyHigh File

Objective: read and write about extreme weather conditions; make a weather wheel

Vocabulary: hurricane, last, flood, cause, tornado, produce, travel, destroy, natural disaster

Review: weather

Grammar Review: grammar from Lessons 5–8.

Materials: Lesson 5 Flashcards, card, scissors, weather wheel template

Warm-up

- Use the flashcards from Lesson 5 to revise weather vocabulary. Ask *What's the weather like today? What was the weather like yesterday?* Revise other known weather vocabulary.

Review

- Check the homework from the previous lesson.



Encourage the children to tell you what they know about hurricanes in English if possible, but use L1 when necessary.

1 Look and guess. Tick the true sentences.

- Say *Open your book at page 24.*
- Pre-reading: ask the children to look at the photos and tell you what they can see. Say *This is a hurricane.* Ask questions to find out what the children know about hurricanes: *Are they big or small? Is it windy or sunny in a hurricane? Where/When are there hurricanes?* Ask the children to tell you anything else they know about hurricanes.
- Read the sentences in the first lower caption and tell the children that the true sentence is ticked.
- Ask the children to read the rest of the text individually. Encourage them to guess and tick the true sentence in each case.
- Then ask the whole class which sentences they think are true. Encourage them to guess the meaning of the words in bold.

FlyHigh File: Hurricanes

1 Look and guess. Tick the true sentences.

This is a hurricane.

a Hurricanes **last** more than a month.

b Hurricanes can be 1,000 kilometres across. ✓

This is a flood.

a Hurricanes **cause** terrible floods.

b There aren't any floods in towns.

This is a tornado.

a Hurricanes can **produce** tornadoes.

b The winds **travel** at 3,000 kilometres an hour.

Winds and floods destroy houses.

a A hurricane destroyed the capital city of England.

b A hurricane caused the worst **natural disaster** in the USA.

24

2 Read and check.

- Ask the children to read the text and check whether their predictions in Exercise 1 were correct.
- Check the activity by reading each sentence in Exercise 1 and asking *Is it true?*

Answers

- a Hurricanes cause terrible floods. ✓
 a Hurricanes can produce tornadoes. ✓
 b A hurricane caused the worst natural disaster in the USA. ✓

3 Read and check.

A hurricane is a very big storm with heavy rain and strong winds. Hurricanes can be a thousand kilometres across. They last for more than a week. The winds are 120 to 300 kilometres an hour. Sometimes the hurricane winds produce tornadoes.

Hurricanes come between May and November when the ocean is warm. A hurricane starts over the ocean and moves from east to west. It moves about 25 kilometres every hour. When it comes

on land, it causes terrible floods and people must move to a different town. Some years there are a lot of hurricanes and some years there aren't many.

Every hurricane has a name. In August 2005 there was a very strong hurricane in the USA. Its name was Katrina. The winds destroyed many houses, trees and cars and there were terrible floods, especially in the beautiful old city of New Orleans. Many people died. It was the worst natural disaster in the history of the USA.

3 Read and write True or False.

- 1 A hurricane is a very big snow storm. **False**
- 2 Hurricanes come between November and May.
- 3 Hurricanes move about 25 kilometres every hour.

- 4 There are a lot of hurricanes every year.
- 5 Every hurricane has a name.
- 6 The worst natural disaster in America was in 2005.

My Project

Make a weather wheel and write about the weather for a week.

- On Monday it was cold and windy.
- On Tuesday it rained in the morning. In the afternoon it was cloudy.
- On Wednesday it was cloudy and the sky was grey all day.
- On Thursday there was a storm with thunder and lightning.
- On Friday it was sunny and hot and there wasn't any wind.



25

Answers

- 2 False 3 True 4 False 5 True 6 True

My Project

- Ask the children to look at the picture of the weather wheel. Ask *What's the weather like today?* Elicit *It's windy.*
- Ask volunteers to read out the text. Ask questions about the text, e.g. *Was it (cloudy) on (Friday)?*
- Ask the children to make their own weather wheel and to write about last week's weather. Show the children how to cut out the template and assemble it. See the Active Teach resources section for the template.

Homework

- Ask the children to complete pp. 22–23 in their Activity Book.
- The children can do the reading activity for this File on their CD-ROM.

The first time the children read the text, give them a time limit of e.g. five minutes. Encourage them to read quite quickly only to confirm the predictions they made in Exercise 1. Reassure them that they don't need to understand every word in the text.

3 Read and write True or False.

- Read the example statement and answer aloud with the class. Encourage them to show you where in the text they found the answer.
- Ask the children to read the other statements and decide if each is true or false.
- Check the activity.

The FlyHigh Review

Objective: review Lessons 1–8

Vocabulary review: vocabulary from Lessons 1–8.

Grammar review: grammar from Lessons 1–8.

Materials: Class CD

Warm-up 1 Track 15

- Sing the song from Lesson 6 to energise the children and to prepare them for the lesson.

Review

- Check the homework from the previous lesson.

1 Say it with Aunt Sophie.

a) Listen and point. Then repeat. 1 Track 19

- Say *Open your book at page 26.*
- Play the CD. Ask the children to point to the words as they listen. Ask them to repeat the words, focussing on the pronunciation of the final sound. Draw their attention to the symbols used to indicate the sounds.

b) Listen and circle. Then repeat. 1 Track 20

- Play the CD. Pause after the first word and show them how the correct symbol is circled. Play the rest of the CD pausing after each word for the children to repeat the word and circle the correct symbol.
- Check the activity.

Answers

2 /t/ 3 /d/ 4 /d/ 5 /ɪd/ 6 /t/ 7 /t/ 8 /d/ 9 /ɪd/

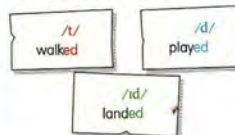


Using phonetic symbols can help the children with pronunciation. However this should not become too technical. To make it fun, draw the phonetic symbols for the activity on three large pieces of paper. Divide the class into three groups and give one child in each group one of the symbols to hold. Play the CD and each group stands up when they hear their sound. The child with the symbol holds it up for everyone to see.

The FlyHigh Review

1 Say it with Aunt Sophie.

a) Listen and point. Then repeat.



b) Listen and circle. Then repeat.

1 visited	t	d	ɪd	6 watched	t	d	ɪd
2 washed	t	d	ɪd	7 asked	t	d	ɪd
3 lived	t	d	ɪd	8 stayed	t	d	ɪd
4 listened	t	d	ɪd	9 needed	t	d	ɪd
5 waited	t	d	ɪd				

2 Write and number.

- The person with blond hair needs a compass.
- The person with a moustache and beard needs a torch.
- The person with long red hair and a pretty face needs a diary.
- The person with short black hair needs a can opener.
- The person with wavy brown hair needs a laptop.
- The person with a thin face and glasses needs binoculars.



3 What about you? Choose and write.

dance speak English drive sing write talk swim walk
well badly slowly quietly quickly carefully happily

- My teacher speaks English well.
- I drive
- My dad sings
- My friend writes
- My mum talks
- swims

26

2 Write and number.

- Ask the children to look at the pictures and identify each object. Read the example and ask the children to complete sentences 2–6.
- Ask the children to look at the pictures of the people. Ask, e.g. *Who has got a (moustache)?* Read sentence number 1 again and ask the children to point to the person it describes.
- Ask them to match each of the remaining sentences to one of the people on the right.

Answers

- a can opener
- f diary
- e torch
- c laptop
- b binoculars



1

Read and write.

lazy helpful friendly funny clever

1 He's washing the dishes and she's sweeping the floor. They're helpful.

2 Aunt Jane and Uncle Tim are working but their niece is lying in bed. She's

3 My nephew is telling a story and everybody is laughing. He's

4 The Russian girl knows a lot and she learns quickly. She's

5 My friend is talking to the new girl in our class. He's

Listen and tick.**Look and write.**

a storm with thunder and lightning cloudy hot and sunny windy and cold a lot of snow

1 On Monday it was  hot and sunny.2 On Tuesday there was 3 On Wednesday there was 4 On Thursday it was 5 On Friday it was 

27

3 What about you? Choose and write.

- Read the verbs and adverbs at the top of the activity. Ask the children to mime each of the adverbs to check understanding.
- Ask the children to use the word prompts to complete the sentences.
- Check the activity.

4 Read and write.

- Read the example sentence and answer aloud with the class.
- Ask the children to use the words at the top of the activity to complete the remaining sentences.
- Check the activity.

Answers

2 lazy 3 funny 4 clever 5 friendly

5 Listen and tick.

1 Track 21

- Ask the children to look at the pictures and ask them what they can see.
- Play the CD. Pause after the first part and ask *Did they visit the pet shop or the aquarium?* Elicit *the aquarium* and ask the children to tick the correct box.
- Play the rest of the CD, pausing after each exchange for the children to tick the correct picture.
- Check the activity.

Answers

1 aquarium 2 museum 3 police station 4 cinema

6 Look and write.

- Ask the children to look at the pictures and ask *What's the weather like?* Read the example sentence and answer aloud with the class.
- Ask the children to use the words at the top of the activity to complete the remaining sentences.
- Check the activity.

Answers2 a storm with thunder and lightning 3 a lot of snow
4 windy and cold 5 cloudy**Review of Cycles 1 and 2**

You can now review the language the children have learned in Cycles 1 and 2, in the following ways.

Word List

- Ask the children to review the vocabulary from Lessons 1-8. Tell them to use the Word List on p. 124 of their Pupil's Book.

Activity Book

- Do the **My English** section on p. 25 together in class. See Introduction p. ii for guidance.

Homework

- Tell the children to complete pp. 24-25 in their Activity Book for homework.
- The children can do the activity for Review 1 on their CD-ROM.

Progress Review 1

- You can now use photocopiable **Progress Review 1**. See the **Active Teach** Resources section.

Storytime Robinson Crusoe

Objective: read and listen to a story

Vocabulary: *ill, tool, gun, knife, journey, land, island, tent, cave, strange, footprint*

Vocabulary review: *vocabulary from Lessons 1–8*

Grammar Review: *grammar from Lessons 1–8.*

Materials: Class CD; weather wheels from FlyHigh File: Hurricanes lesson

Warm-up

- Use the weather wheels the children made in the Fly High File lesson to revise weather vocabulary. Ask *What's the weather like today?* and invite the children to show the correct weather on their wheel. Ask *What was the weather like yesterday / on Monday?* and ask them to do the same.
- Ask the children to do the activity in pairs.

Review

- Check the homework from the previous lesson.

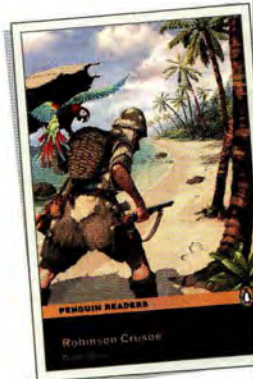


If you have a copy of *Robinson Crusoe*, bring it into class to show the children. You can talk about the pictures on the front and back covers, and about any other pictures inside. You can also talk about other features of real books, e.g. the title, the author, the blurb on the back cover. This will help motivate the children to read.



Robinson Crusoe

1 Read and listen.



In September 1659 I leave Brazil for Africa with ten other men. It is very hot and the weather is good. But after twelve days there is a great storm. The sea plays with me for a very long time. It leaves me on the beach. I am very tired and ill. Where are all the other men? I don't know.

The sea is quiet now. I've got nothing with me – no food, no **tools**, no **gun** or **knife**. I swim to the ship and find many important things there: food and drink, guns, pens and paper, money, clothes, knives, books. I make a small boat and make eleven **journeys** between the beach and the ship. Then the storms start again and I stay on **land**.

The wind and rain are strong all night. The next morning I can't see the ship. It is under the sea, with my ten friends.

28

1 Read and listen. 1 Track 22

- Say *Open your book at page 28.*
- Pre-reading: ask the children to look at the pictures on pages 28–29 and tell you what they can see. Elicit known vocabulary, e.g. *man, beach, parrot, boat, storm*. Say *This is the story of Robinson Crusoe*. Ask whether any children have read the book in their own language. If so, encourage them to share what they can remember with the class (use L1 if necessary). Ask questions to prompt the children about the story: *Do you know the story of Robinson Crusoe? What happened to him?*



I am on an **island**. I find a place for my home. I make a **tent** in a **cave**. I cut down young trees and build a strong wall round my home. I have two rooms in my home. I live and sleep in the tent and I use the cave for my food and water.

There is rain every day for two months from the middle of August to the middle of October. I can't leave my house because the rain is very heavy but I am busy.

The end of September is a sad day for me. One year on this island. One year with no people and no talking. I am very quiet and sad all day.

Then one day I go to the beach and I see something **strange**. It is a man's **footprint**. How is this possible? I walk up and down the beach and look at the mark again. **Strange** ideas are in my head. Is there a man in the trees? Who is on my island?

I stay in my house for three days. I can't sleep. Are there other people on the island?

Glossary

cave	a space inside a mountain
	you make this when you walk on the beach
	this is something dangerous that cowboys and policemen use
	not well
	this is land with sea all around it
	going from one place to another place
	you use this to cut things
	we live on this, fish live in the sea
	not like things you know or see every day
	a place to sleep in the mountains or on the beach
	you use these to make things

29

Glossary

- Ask the children to look at the Glossary on page 29. Read the example sentence and answer. Ask the children to find the word **cave** in the story text.
- Ask them to read the other definitions and find the corresponding words in the text. Tell them that all the words they need to find are in bold in the text.
- Check the activity.

Answers

footprint
gun
ill
island
journeys
knife
land
strange
tent
tools

Optional activity

Divide the class into groups of three or four. Encourage them to act out the story. Ask one child to play the part of Robinson Crusoe. The other children read the story out loud, taking turns to read one paragraph at a time. Encourage them to put as much expression into their reading as they can.

Homework

- Play the CD. Ask the children to follow the story in their books as they listen.
- Ask some questions to check understanding and to engage the children. Ask *How many men were there on Robinson Crusoe's ship? What was the weather like? What happened to the ship? Where did Robinson Crusoe live on the island? How long was Robinson Crusoe on the island? How did he feel? Were there other people on the island?*

- Ask the children to complete pp. 26–27 in their Activity Book.

9

Magnus and Claudia had an accident!

Objective: talk about events in the past

Vocabulary: farm, cow, grass, owl, pond, bull

Grammar: Past simple irregular: affirmative

Review: Past simple regular

Materials: Class CD; Lesson 9 Flashcards

Warm-up

- Ask questions to remind the children of the *Fly High* story so far. Ask *Who is missing from the zoo? Who has got Toto? Are Claudia and Magnus good people? Where did Jack and Kelly look for him? Was he in the town? Where is Toto now?*

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 23

- Say *Open your book at page 30.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the long vowel sounds /au/ in *cow* and *owl*, and /a:/ in *grass* and *farm*. Practise the short vowel sounds /ɒ/ in *pond* and /ʊ/ in *bull*.

9



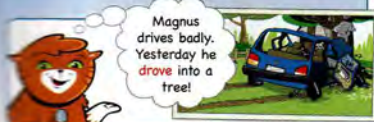
Magnus and Claudia had an accident!



Magnus and Claudia had an accident!

1 Track 23

- Pre-reading: ask the children to look at the pictures. Ask questions, e.g. *Where are Jack and Kelly? What animals can you see? What are they eating? What happened to Claudia and Magnus's car? Are they happy?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *What did Jack hear? Did Magnus drive his car well? Who fell in the duck pond? Were the ducks happy? Did a cow chase Claudia and Magnus?*



Learn with Oscar

see	saw	have	had
go	went	drive	drove
hear	heard	fall	fell

Read the story and correct one word.

- Claudia and Magnus went to a shop. farm
- Magnus walked into a tree.
- They swam in a duck pond.
- They were wet and happy.
- There were cows, ducks, an owl, a horse and a mouse on the farm.

Listen and number.



Choose and write.

had drove fell heard saw went



Last night we (1) drove to the farm and we (2) heard an old woman. We asked her for a room for the night. We (3) saw some bread and milk and then we (4) went to bed. We (5) heard lots of strange noises but we were tired and we (6) fell asleep very quickly!



31

Learn with Oscar

- Ask a volunteer to read out Oscar's thought bubble. Tell the children that not all verbs in the past are formed by adding *-ed*. Then read the verbs in the grammar box aloud with the class.
- Write the verb infinitives on the board (*see, go, hear, have, drive, fall*). Ask volunteers to come up to the board and write the past forms.
- Play a game to help the children remember the past forms. Divide the class into two. Ask one half to shout out the infinitives. The other group shouts out the corresponding past form. Then the groups swap over.

Optional activity

Ask the children to make verb cards in pairs. Player A writes the infinitives of the verbs *see, go, hear, have, drive, fall* on a piece of paper and cuts them out. Player B writes the past forms of the verbs and cuts them out. They shuffle the cards together and lay them facing down on the table. Player A picks up two cards. If the two cards are a matching pair, e.g. *see* and *saw*, Player A keeps the cards. If the cards don't match Player A puts them back on the table in the same position. Player B has a turn. The aim of the game is to win as many matching pairs as possible.

1 Read the story and correct one word.

- Read the example aloud with the class.
- Ask the children to look at the story on page 30 and correct sentences 2–5.
- Check the activity.

Answers

- walked drove
- swam fell
- happy angry
- mouse bull

2 Listen and number. 1 Track 24

- Ask the children to look at the picture and ask *Where are Claudia and Magnus? What animals can you see? What noise does a (cow) make?* Encourage the children to make the animal noises.
- Play the CD. Pause after the first part and show them the example number 1. Play the CD all the way through and ask the children to number the animals.
- Check the activity.

Answers

- horse
- owl
- bull

3 Choose and write.

- Read the verbs at the top of the activity. Ask a volunteer to read the example. Do the rest of the exercise orally. Read out the text and ask the children to fill the gaps.
- Ask the children to write the answers individually in their Pupil's Book.
- Check the activity.

Answers

- saw
- heard
- had
- fell
- went

Homework

- Ask the children to complete pp. 28–29 in their Activity Book.
- The children can do Lesson 9 Vocabulary and Learn with Oscar on their CD-ROM.

10 Did they find Toto?

Objective: ask about events in the past

Vocabulary: *scared, confused, nervous, unhappy*

Review: *farm, cow, owl, bull, pond*

Grammar: Past simple irregular: negatives and questions

Review: Past simple irregular: affirmative

Materials: Class CD; Lesson 9 Flashcards

Warm-up

- Use the flashcards from Lesson 9 to revise vocabulary.
- Show each flashcard and ask the children to tell you the word. Take one flashcard away but do not let the children see which one you have removed. Show them the remaining five flashcards. Ask them to say the word each time and then tell you which flashcard is missing. Repeat the activity, removing a different flashcard each time.

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 25

- Say *Open your book at page 32.*
- Present the new vocabulary with the pictures on page 32.
- Use extra repetition to practise the correct word stress, i.e. *scared, confused, nervous, unhappy*. Also practise the sounds /ɜ:/ in *nervous* and /eə/ in *scared*.

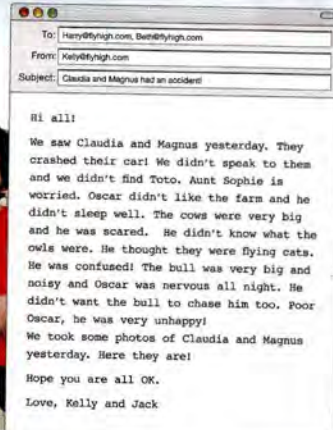
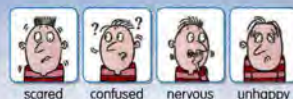
Optional activity

Play a miming game to practise the new vocabulary and to revise other adjectives. Mime being scared and ask *How do I feel?* Elicit *You're scared*. Ask volunteers to mime the new adjectives and some known ones, e.g. *happy, excited, angry, worried*. Ask the class to guess what they are miming.

10

Did they find Toto?

Kelly and Jack sent some photos and an email.



1 Match and write.

They didn't like this animal! - Magnus drove very badly! - They didn't see the pond!



Beth: Did Claudia and Magnus have an accident?

Harry: Yes, they did. Magnus drove very badly.

Mel: Did they fall in?

Harry: Yes, they did.

Beth: Did the bull chase them?

Harry: Yes, it did.

Did they find Toto? 1 Track 25

- Pre-reading: ask the children to look at the photo. Ask questions, e.g. *Who can you see? Who is the email to/from? What's on the table? Who can you see in the picture?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *Did Jack and Kelly find Toto? Did Oscar like the farm? How did he feel?*

1 Match and write.

- Ask the children to look at the pictures and tell you what they can see.
- Ask volunteers to read out the dialogue for picture 1 and the example answer. Then ask the children to complete the dialogues for pictures 2 and 3.
- Check the activity.

Answers

- 2 They didn't see the pond!
- 3 They didn't like this animal!



Learn with Oscar

Did Oscar sleep well?

No, he didn't. He didn't sleep all night.

Did he hear the owl?

Yes, he did.

Choose and write.

~~nervous~~ unhappy scared confused



Look at all those people!



Help! I don't like big dogs.



Where do I go? Here or there?



My friend isn't talking to me today.

1 She's nervous. 2 3 4

Complete, then write four questions. Then ask and answer.

~~see~~ have

1 go out with your friends/to the cinema/to school
2 bread and honey for breakfast/a good time at school/fun
3 a white cat/your best friend/a funny film

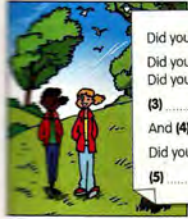
Did you go out with your friends yesterday? 3
2 4

Did you go out with your friends yesterday?

No, I didn't.

Listen and write. Then sing.

Did Was see hear have laugh dance



Did you (1) have a good day yesterday? Did you (6) the wind blowing?
Did you sing? Did you (2) ? Did you go to the sea?
Did you play? Did you (7) the birds flying?
(3) you talk to your friends, And sitting in trees?
And (4) with them too? Did you have a good day yesterday?
Did you look at the sky? Did you have a good day yesterday?
(5) it grey, was it blue?

33

2 Choose and write.

- Ask the children to look at the pictures and tell you what they can see.
- Read the example sentence aloud with the class.
- Ask the children to use the words at the top of the activity to write sentences about pictures 2–4.
- Check the activity.

Answers

- 2 He's scared.
- 3 He's confused.
- 4 She's unhappy.

3 Complete, then write four questions. Then ask and answer.

- Read number 1 aloud with the class. Ask them to tell you which verbs they should use for numbers 2 and 3 (*have/see*).
- Read the example question. Ask the children to choose three more expressions and to write three questions, using the example as a model.
- Ask several children to read out their questions. Then ask the children to work in pairs and ask their partner the questions they have written.

4 Listen and write. Then sing. 1 Track 26

- Ask a volunteer to read the example. Ask the children to fill the gaps in the text, using the words at the top of the activity.
- Play the CD and tell the children to check their answers.
- Play the CD again and ask the children to sing the song.

Answers

- 2 dance 5 Was
- 3 Did 6 hear
- 4 laugh 7 see

Homework

- Ask the children to complete pp. 30–31 in their Activity Book.
- The children can do Lesson 10 Vocabulary and Learn with Oscar on their CD-ROM.

Learn with Oscar

- Ask volunteers to read out the questions and answers in the grammar box.
- Write on the board *you to the park yesterday? Yes, I / No, I*. Ask a volunteer to come to the board and fill the gaps. Ask other children the same question and encourage them to answer *Yes, I did.* or *No, I didn't.*
- Write the following prompts on the board: *sleep well, have breakfast, go to school, drive a car, see your grandma.* Elicit questions in the past. Encourage the children to ask each other questions using the prompts.

It is useful to get the children to ask and answer questions in open pairs, i.e. across the class. This gives you an opportunity to monitor and correct errors before the children go on to work in closed pairs.

11

Claudia couldn't hear.

Objective: talk about illnesses; read and write about what people could or couldn't do

Vocabulary: *well, cold, headache, sore throat, earache, ill, stomachache*

Review: *pond, unhappy*

Grammar: *could/couldn't*

Review: Past simple

Materials: Class CD; Lesson 11 Flashcards

Warm-up 1 Track 26

- Play the CD and ask the children to sing the song from the previous lesson.

Review

- Check the homework from the previous lesson.
- Invite some of the children to read aloud what they have written for Exercise 6, **What about you? Write true sentences about your day yesterday.**

Vocabulary 1 Track 27

- Say *Open your book at page 34.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the sound /eɪk/ in *headache, earache* and *stomachache*.

11



Claudia couldn't hear.



Claudia couldn't hear. 1 Track 27

- Pre-reading: ask the children to look at the picture. Ask questions, e.g. *Where are Claudia and Magnus? Are they well? Where's Toto? Is he happy?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *Has Magnus got earache? Has he got a cold? Has Claudia got a headache? Did they go out? Did Toto like Claudia and Magnus?*

Learn with Oscar



Oscar **couldn't** sleep yesterday. He **could** hear the owls and the bull!

1 Read the story and tick the correct sentence.

- 1 a) Claudia and Magnus couldn't find their car. ☐ 3 a) Magnus could sleep but he couldn't speak. ☐
 b) Claudia and Magnus couldn't drive their car. ☒ b) Magnus could speak but he couldn't sleep. ☐
 2 a) Claudia had a headache and Magnus had earache. ☐ 4 a) Claudia could eat but she couldn't drink. ☐
 b) Magnus had a headache and Claudia had earache. ☐ b) Claudia could drink but she couldn't eat. ☐

2 Label the drawing.

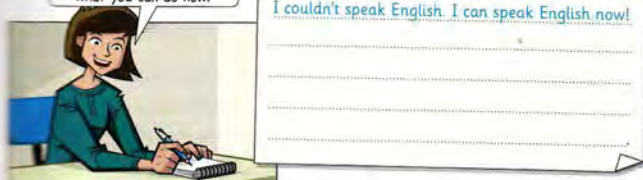
headache earache stomachache sore throat cold



3 Think and write with Dr Wild.

write English write read draw sing dance ride a bike swim

Think about what you could do when you were three and what you can do now.



35

Learn with Oscar

- Ask volunteers to read out the sentences in the grammar box. Focus the children's attention on the past form of *can*.
- Say *I can read today. Yesterday ...* Elicit *I could read*. Repeat using *can't/couldn't*. Say *I can't swim today. Yesterday ...* Elicit *I couldn't swim*.
- Write on the board: *I can cry. When I was a baby I ... cry. I can read now. When I was a baby I ... read*. Ask the children to fill the gaps.

1 Read the story and tick the correct sentence.

- Read the first two sentences aloud with the class. Ask them which one is true and show them the example tick.
- Ask the children to look again at the story on page 34 and to tick the correct sentence in numbers 2–4.
- Check the activity.

Answers

2 b 3 b 4 b

2 Label the drawing.

- Ask the children to look at the picture and say the parts of the body numbered 1–5.
- Ask the children to look at the example. Ask them to write the words at the top of the activity inside the other labels. They then draw a line from each label to the matching part of the body.
- Check the answers.

Answers

2 headache 4 sore throat
3 cold 5 stomachache

3 Think and write with Dr Wild.

- Ask the children to look at the picture of Dr Wild and ask a volunteer to read out her speech bubble.
- Read the vocabulary prompts aloud with the class and read the example sentence.
- Ask the children to write three or four sentences about themselves, using the word prompts. Monitor and offer help as necessary.
- Invite individual children to read out what they have written.



It is useful to do this type of activity orally first, before asking the children to write. This will help to give them confidence and ideas for writing. Ask volunteers around the class to make sentences using the words prompts.

Homework

- Ask the children to complete pp. 32–33 in their Activity Book.
- The children can do Lesson 11 Vocabulary and Learn with Oscar on their CD-ROM.

Quiz 3

- You can now use the photocopiable **Quiz 3**. See the **Active Teach Resources** section.

12

I'm sorry I couldn't come.

Objective: read a letter; listen for information; talk about being ill

Vocabulary review: vocabulary from Lessons 8–11.

Grammar review: grammar from Lessons 8–11.

Materials: Class CD

Warm-up

- Play a miming game to revise vocabulary from Lesson 11.
- Mime one of the illnesses, e.g. clutch your head to mime *headache* and say *I'm not well. I've got a Elicit headache*. Repeat with the other illnesses. Ask volunteers to mime some of the illnesses while the rest of the class guess.

Review

- Check the homework from the previous lesson.

1 Read the letter and answer the questions.

- Say *Open your book at page 36*.
- Pre-reading: ask the children to look at the text and ask *What is it?* Elicit *It's a letter*. Encourage the children to talk about when they write letters and to whom. Ask *Do you write letters? Who do you write to? Why?*
- Read the first question and ask the children to quickly find the answer. Do the same for questions 2 and 3.
- Check the activity.

Answers

- 1 Dear Grandma
- 2 Love from Mel
- 3 They went to a farm.

12

I'm sorry I couldn't come.

SKILLS

1 Read the letter and answer the questions.

- 1 Who is the letter to and how does it start?
- 2 Who is the letter from and how does it finish?
- 3 Where did Mel and Beth go on Saturday?

2 Read and tick the correct pictures.



Bristol
20th March

Dear Grandma,

How are you? I hope you are well.

I'm sorry I couldn't come to your birthday dinner on Sunday. I was ill.

I went to a farm with my friend Beth on Saturday. We arrived at ten o'clock in the morning. It was sunny then and I didn't wear my coat but in the afternoon it rained. There were lots of cows on the farm. Beth didn't like them. She was scared. I thought that was funny! Cows aren't dangerous! There was a horse there too. Beth can ride horses but I can't and I couldn't get on it. I fell off lots of times. She thought that was funny!

The next day I had a cold and a sore throat. I didn't go to school on Monday but I'm well again now.

I hope you had a nice time on your birthday. Seventy years old. That's great!

Send my love to Grandpa.

Love from Mel

Writing Class: on, in, at

3 Look at the examples.

Then look at Mel's letter again.
Find and circle **on** in red, **in** in blue and **at** in green.

- I went to a farm **on** Sunday. We went
- for a walk **in** the morning. My dad
- took me home **at** six o'clock.

36



You could make this into a race to encourage the children to find the answers quickly. In this type of reading activity it is important that the children do not spend too much time reading the text in detail. They should 'scan' the text quickly in order to find the answers to questions 1-3, but do not need to read or understand every word in the text.

2 Read and tick the correct pictures.

- Ask the children to look at the pictures and tell you what they can see.
- Ask them to read the letter again and tick the correct pictures.
- Check the activity by asking *Was Mel at Grandma's birthday? Could she ride the horse well? Did she go to school on Monday?*

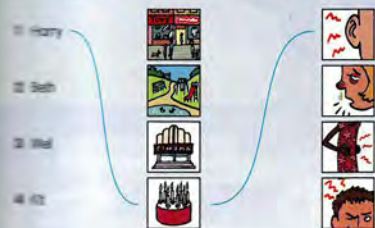
Answers

- 1 a
- 2 a
- 3 b

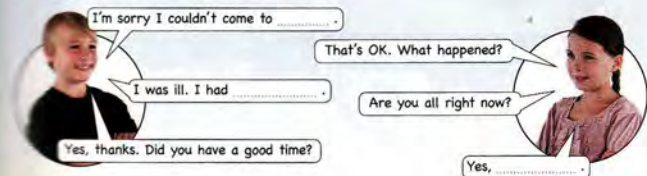
Listen and number.



Listen again and match. Then say.



Choose from 5 and write. Then act it out.



37

Writing Class: on, in, at

3 Look at the examples.

- Read the example sentences with the class. Draw their attention to the highlighted words and make sure the children understand how they are used.
- Ask the children to look again at Mel's letter and to circle the words *on*, *in* and *at* in different colours. Encourage the children to work in pairs so that they can help each other.
- Check the activity.

4 Listen and number. 1 Track 28

- Ask the children to look at the pictures and tell you what they can see.
- Play the first part of the CD. Ask the children to point to the example answer as they listen.
- Play the CD all the way through, pausing to give the children time to number the pictures.
- Check the answers.

Answers

2 cinema 3 shops 4 park

5 Listen again and match. Then say.



1 Track 29

- Ask the children to look at the pictures and identify the places and illnesses.
- Play the first part of the CD again and ask the children to follow the example matching line. Ask a volunteer to read the girl's speech bubble.
- Play the rest of the CD, pausing for the children to match the names and pictures.
- Check the activity. Then ask the children to talk about the pictures in pairs, using the speech bubble as a model.

Answers

2 Beth / cinema / stomachache
3 Mel / shops / cold
4 Kit / park / headache

6 Choose from 5 and write. Then act it out.

- Read the speech bubbles aloud with the class. Ask them to use two of the pictures from Exercise 5 to complete the speech bubbles.
- Ask the children to work in pairs. In turn, one asks the questions and the other answers. Encourage them to act out the dialogue. They can do this more than once, substituting other places and illnesses as they wish.
- Ask volunteers to act out their dialogues in front of the class.

Homework

- Ask the children to complete pp. 34–35 in their Activity Book.
- The children can do Lesson 12 Skills on their CD-ROM.

FlyHigh File

Objective: read and write about dinosaurs

Vocabulary: continent, plant, lizard, land, sea, sky

Vocabulary review: vocabulary from Lessons 9–12.

Grammar Review: grammar from Lessons 5–12.

Materials: paper

Warm-up

- Ask the children to tell you the names of animals they know, e.g. *cat, dog, parrot, owl, cow, horse, bull*. Write the words on the board.
- Say, e.g. *I'm big. I'm brown and white. I eat grass. I can make milk. I live on the farm*. Ask the children to guess the animal (*cow*). Repeat with other animals.



You could make this into a team game. Divide the class into two teams. The first team to answer correctly wins a point. Encourage the children to put their hands up if they know the answer, rather than shouting out.

Review

- Check the homework from the previous lesson.

1 Look and guess.

- Say *Open your book at page 38*.
- Pre-reading: ask the children to look at the pictures and tell you what they can see. Say *These are dinosaurs*. Ask questions to find out what the children know about dinosaurs: *Are there dinosaurs today? When did they live? Were they big or small? What happened to the dinosaurs?* Invite the children to tell you anything else they know about dinosaurs.
- Read the questions at the bottom of the page and encourage the children to guess the answers. Tell them they don't need to read the dinosaur names at this stage.

FlyHigh File: Dinosaurs

Millions of years ago there weren't any people in the world. There were dinosaurs.



1 Look and guess.

- 1 What did they eat?
- 2 What could they do?
- 3 Where did they live?
- 4 What did they look like?

38

2 Read and check. Then write the questions from 1.

- Ask a volunteer to read out the first text and the example question.
- Ask the children to read the other texts quickly. Tell them to choose one of the questions from Exercise 1 to write at the top of each text.

Answers

- What did they eat?
- What did they look like?
- What could they do?

Read and check. Then write the questions from 1.

Where did they live?

Dinosaurs lived on every continent in the world. Some lived on land, some in the sea and some in the sky.

Some dinosaurs ate only meat. They ate other dinosaurs! They ate dinosaur eggs too. Some dinosaurs ate only plants. They didn't eat grass; there wasn't any grass in the world then. They ate leaves. Some small dinosaurs ate lizards and insects and some ate fish.

There were many different dinosaurs.

Sauropods were giants! They had small heads and very big bodies. Pterosaurs were like huge birds. They had wings and tails. The Saltopus was small, like a chicken. We don't know what colour dinosaurs were but we think they were brown, green or yellow.

Some dinosaurs could run very fast.

But some couldn't run. The Sauropods were very heavy and walked slowly.

Some, like the Kronosaurus, could swim and the Pterosaurs could fly. We think all the dinosaurs could make a lot of strange noises!

Read and circle the names in the pictures.

Read and write True or False.

1 Dinosaurs ate grass. **False**

2 Some dinosaurs could fly.

3 Some dinosaurs ate meat and eggs.

4 All dinosaurs could run.

5 All dinosaurs were big.

6 Dinosaurs didn't make a noise.

My Project

Write about the **Tyrannosaurus Rex** or another of your favourite dinosaurs.

The Tyrannosaurus Rex had a big head and a big body. It ate meat and it could run.



39

3 Read and circle the names in the pictures.

- Ask the children to look again at the pictures on page 38.
- Read the example answer for picture 1. Ask the children to look again at the texts on page 39 and tell you where the answer is.
- Ask the children to read the texts on page 39 again and circle the correct dinosaur name in each picture.
- Check the activity.

Answers

- Pterosaur
- Kronosaurus
- Sauropod



You may find the following pronunciation tips for dinosaur names useful.

Saltopus **Sal-toe-puss**

Pterosaur **Ter-a-sor**

Sauropod **Saw-ra-pod**

Kronosaurus **Kro-na-sawr-us**

Brachiosaurus **Brack-ee-oh-saw-rus**

4 Read and write True or False.

- Read the example statement and answer.
- Ask the children to read the texts in Exercise 2 again and decide whether the statements are true or false.
- Check the activity.

Answers

2 True 3 True 4 False 5 False 6 False

My Project

- Ask the children to look at the picture of the dinosaur. Ask them if they know its name (T-Rex). Ask the children what they know about the T-Rex. Ask *Was it big or small? What did it eat? Could it run?*
- Ask volunteers to read out the labels on the picture and the text.
- Ask the children to choose their favourite dinosaur and to write about it using the text about the T-Rex as a model.



If the children are interested and want to find out more about dinosaurs, discuss where they could find more information, e.g. in reference books, encyclopaedias, on the internet.

Homework

- Ask the children to complete pp. 36–37 in their Activity Book.
- The children can do the reading activity for this File on their CD-ROM.

13

They went through the town.

Objective: give directions

Vocabulary: train station, road, market, castle, bridge

Review: farm

Grammar: Prepositions of movement: *along, past, across, around, through*

Review: Present simple, past simple

Materials: Class CD; Lesson 13 Flashcards

Warm-up

- Write on the board *In town*. Ask the children to work in pairs and write down all the places they can think of in a town. Give them a time limit of, e.g. two minutes and tell them that the pair with the longest list will be the winners. At the end of the game ask various pairs to read out their lists. Elicit words such as *park, shops, supermarket, cinema, hotel, river, playground, swimming pool*.

Review

- Check the homework from the previous lesson.
- Invite several children to read out their projects about Dinosaurs.

Vocabulary 1 Track 30

- Say *Open your book at page 40*.
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the long vowel sounds /ɑ:/ in *market* and *castle*, /əʊ/ in *road* and /eɪ/ in *train station*.

They went through the town.

1 Track 30

- Pre-reading: ask the children to look at the picture. Ask questions, e.g. *What have Jack and Kelly got? What can you see on the map? Who can you see in the train station?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *What is Magnus doing in the train station? Where is the station? Did Claudia and Magnus get in their car? Where do you think they are going?*

13



They went through the town.



'Where did Claudia and Magnus go?' asked Jack.
 'I don't know,' said Dr Wild. 'They didn't stay at the farm.'
 'There's a photo in yesterday's newspaper,' said Kelly. 'I think it's Magnus. He's at the train station. He's buying tickets.'
 'It is Magnus. We must go to the station,' said Dr Wild. 'Have you got the map, Jack?'
 'Yes, I have,' said Jack. 'We walk along this road. It goes past the market and around the castle. Then we go across the bridge.'
 'Do we go through the park?' asked Kelly.
 'Yes, we do,' said Jack. 'The station is opposite the park.'
 Dr Wild and the children left the hotel and walked quickly to the station.
 'I can see Claudia and Magnus,' shouted Jack. 'They're getting on the train. Run!'
 Dr Wild and the children got on the train with Oscar, and it left the station.

Learn with Oscar

- Ask volunteers to read the captions in the grammar box. Ask the children to follow the direction of the arrows in each picture as they listen.
- Draw a very simple map on the board with the following items: a road with a park on one side and a castle on the other side. Draw several routes on the map with your finger, e.g. go along the road/past the castle/around the castle/through the park/across the road. Elicit sentences from the children about which direction you are going.
- Ask volunteers to come to the board. Say, e.g. *Go across the road*. Ask them to draw the route on the map with their finger or with pen. Repeat with other volunteers and directions.

Learn with Oscar



Read the story and match.

- 1 Dr Wild and the children went past
- 2 They went around
- 3 They went across
- 4 They went through
- 5 They went to

- a the park.
- b the bridge.
- c the train station.
- d the castle.
- e the market.

Listen and tick.



Look and write.

across through around past along



- 1 The boy walked past the farm.
- 2 He walked through the field.
- 3 He ran around the forest.
- 4 He went across the mountain.
- 5 He ran along the beach.

41

Answers

- | | |
|-----------------|----------|
| 2 train station | 4 bridge |
| 3 hotel | 5 market |

3 Look and write.

- Ask the children to look at the picture and tell you what they can see. Elicit *a farm, a forest, a mountain, a river, a beach*.
- Read the example answer. Ask the children to follow the boy's footprints from the farm to the beach and to complete the sentences.
- Check the activity.

Answers

- | | |
|-----------|----------|
| 2 across | 4 around |
| 3 through | 5 along |

Optional activity

Ask the children to draw their own simple maps, using some of the elements from the lesson. Ask them to give each other simple directions in pairs, e.g. *Go along the (road). Go through the (park)*. Tell them to trace the directions on the map with their finger.

Homework

- Ask the children to complete pp. 38–39 in their Activity Book.
- The children can do Lesson 13 Vocabulary and Learn with Oscar on their CD-ROM.

1 Read the story and match.

- Read the example aloud with the class and ask the children to follow the matching line.
- Ask the children to look at the story on page 40 and match the remaining sentences.
- Check the activity.

Answers

- | | | | |
|-----|-----|-----|-----|
| 2 d | 3 b | 4 a | 5 c |
|-----|-----|-----|-----|

2 Listen and tick. 1 Track 31

- Ask the children to look at the pictures. Say *Point to the (supermarket)*. Ask the children to look at the arrow in each picture and elicit the prepositions *along, around, past, across, through*.
- Play the CD. Pause after the first part and show them the example tick. Play the CD all the way through and ask the children to tick the correct pictures.
- Check the activity.

14

How much were the tickets?

Objective: describe a quantity of people or things

Vocabulary: money, seat, search, carriage, look after, luggage

Grammar: Quantifiers: *much, many, a lot of, a little, a few*

Review: Present continuous, past simple

Materials: Class CD, Lesson 13 Flashcards

Warm-up

- Use the flashcards from Lesson 13 to revise vocabulary.
- Show each flashcard and ask the children to tell you the word. Then show a flashcard covered with a piece of paper. Slowly slide the paper down and encourage the children to guess what the picture on the flashcard is before you reveal the whole picture.

Review

- Check the homework from the previous lesson.
- Invite some of the children to read aloud what they have written for Exercise 6, **Choose and write about your journey to school.**

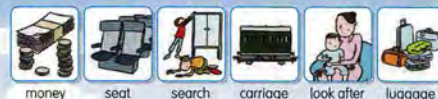
Vocabulary 1 Track 32

- Say *Open your book at page 42.*
- Present the new vocabulary with the pictures on page 42.
- Use extra repetition to practise the sound /ɪdʒ/ in *carriage* and *luggage*.

How much were the tickets? 1 Track 32

- Pre-reading: ask the children to look at the picture. Ask questions, e.g. *Who can you see? Where are they? What's Jack doing? Who do you think he's talking to?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *How much were the train tickets? Have Jack and Kelly got much money? Are there many people on the train? Are Claudia and Magnus on the train?*

14



How much were the tickets?



Mel: Where are you?
Jack: We're on a train.
Mel: How much were the tickets?
Jack: Fifty euros.
Mel: Did you have fifty euros?
Jack: Yes, but we haven't got much money now. I've got a little but Kelly hasn't got any! We need to go to the bank soon.
Mel: Are there many people on the train?
Jack: Yes, there are a lot of people. There are only a few empty seats.
Mel: Are Claudia and Magnus on the train?
Jack: We think so. Kelly and I are searching every carriage. We hope they've got Toto with them.
Mel: What's Dr Wild doing?
Jack: She's looking after the luggage and Oscar. Oscar is drinking a little milk.
Mel: Send our love to Oscar!
Jack: We will!

1 Read and match.

- | | |
|--|-------------------------------------|
| 1 Where are Kelly and Jack? | a She's looking after Oscar. |
| 2 How much were the tickets? | b He's drinking a little milk. |
| 3 What are Kelly and Jack doing? | c They were fifty euros. |
| 4 Are Claudia and Magnus on the train? | d They think so. |
| 5 What's Dr Wild doing? | e They're on a train. |
| 6 What's Oscar doing? | f They're searching every carriage. |

42

1 Read and match.

- Ask a volunteer to read out the example.
- Ask the children to match the remaining questions and answers.
- Check the activity.

Answers

2 c 3 f 4 d 5 a 6 b

Learn with Oscar

- Ask volunteers to read out the questions and answers in the grammar box.
- Write the words *luggage* and *people* on the board in two columns. Say other words from the story, e.g. *seats, tickets, children, money, milk*. Ask the children which column each word should go in and check they understand why.
- Write on the board *there children?*
there money? Ask a volunteer to come to the board and fill the gaps.

Learn with Oscar



Is there
much luggage?
Are there
many people?



There's **a little** luggage.
There **isn't much** luggage.
There **are a few** people.
There **aren't many** people.

Look and say **There isn't much ... / There aren't many ...**

spaghetti money milk carrots tomatoes

There **aren't many** seats.



Now circle and write **a little** or **a few**.

1 There **is** / are **a little** money.

2 There **is** / are **a few** seats.

3 There **is** / are **a little** milk.

4 There **is** / are **a few** tomatoes.

5 There **is** / are **a little** spaghetti.

6 There **is** / are **a few** carrots.

Listen and circle. Then sing.



We're travelling on the train,
We're travelling on the train.
Out of the (1) door / **a window**
what can you see,

From the train, from the train?

A (2) little / lot of blue sky and

(3) not many / many clouds,

From the train, from the train.

A (4) lot of / few people and

(5) a little / not much rain

From the train, from the train.

We're travelling on the train,
We're travelling on the train.

43

- Then write on the board *There ... a few children.*
There ... many children. There ... a little money. There ... much money. Ask other volunteers to come and fill the gaps. Use the other word prompts on the board for oral practice.

2 Look and say **There isn't much ... / There aren't many ...**

- Ask the children to look at the picture and tell you what they can see.
- Ask *Is there much (spaghetti)?* and *Are there many (carrots)?* Elicit answers.
- Ask the children to talk about the picture in pairs, using the word prompts at the top of the activity.
- Check the activity by asking several children to say their sentences aloud.



It may help the children if you write the word prompts in two columns on the board first. Write the countable nouns in one column and the uncountable nouns in another. Write the appropriate question form at the top of each column.

3 Now circle and write **a little** or **a few**.

- Read the example aloud with the class.
- Ask the children to circle the correct word and complete sentences 2-6.
- Check the activity.

Answers

2 are / a few

3 is / a little

4 are / a few

5 is / a little

6 are / a few

4 Listen and circle. Then sing. 1 Track 33

- Ask the children to look at the picture and tell you what they can see.
- Read the first few lines and the example sentence. Then ask the children to circle the correct words in the remaining text.
- Play the CD and tell the children to check their answers.
- Play the CD again and ask the children to sing the song.

Answers

2 little

3 not many

4 few

5 not much

Homework

- Ask the children to complete pp. 40-41 in their Activity Book.
- The children can do Lesson 14 Vocabulary and Learn with Oscar on their CD-ROM.

15

I heard something!

Objective: describe a picture and people in the class

Vocabulary: *stew, rice, cabbage, steak, peas*

Grammar: *somebody/anybody/nobody, something/anything/nothing*

Materials: Class CD 1 and 2; Lesson 15 Flashcards

Warm-up 1 Track 33

- Play the CD and ask the children to sing the song from the previous lesson.

Review

- Check the homework from the previous lesson.

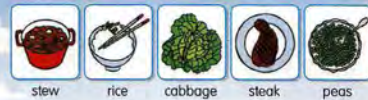
Vocabulary 2 Track 02

- Say *Open your book at page 44.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the long vowel sounds /ju:/ in *stew*, /aɪ/ in *rice*, /eɪ/ in *steak* and /i:/ in *peas*. Practise the correct word stress in *cabbage*.

I heard something! 2 Track 02

- Pre-reading: ask the children to look at the pictures. Ask questions, e.g. *Where are Jack and Kelly? What are Claudia and Magnus doing?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *What's Claudia eating? Has she got lots of cabbage? Did Magnus hear anything? Did they see Jack and Kelly? Did Claudia like Oscar?*

15



I heard something!



Learn with Oscar

- Ask volunteers to read out the questions and statements in the grammar box.
- Say *I can see somebody with (blond hair)*. Ask the children to identify the person in the classroom. Then say *I can see something (blue)*. Ask them to identify the thing in the classroom. Invite volunteers to say sentences, using *something/somebody*.
- Write on the board *I can see with blond hair. Can you see with blond hair? I can see blue. Can you see blue?* Ask volunteers to come up and fill the gaps.



Learn with Oscar

I heard **somebody**. I heard **something**.
Did you hear **anybody**? Did you hear **anything**?
There's **nobody** here. No, **nothing**.

1 Read the story and write True or False.

- 1 Jack couldn't see Magnus or Claudia. **False**
- 2 Kelly didn't eat anything.
- 3 Nobody was hungry.
- 4 Claudia heard something.
- 5 Magnus didn't see anybody next to the door.
- 6 Claudia didn't want the cat.

2 Look and write.

- nothing somebody anybody something
anything nobody
- 1 Nobody is eating stew, rice and cabbage.
 - 2 The man isn't eating.
 - 3 There's isn't between the man and the woman.
 - 4 is eating steak, chips and peas.
 - 5 There's in the glass.
 - 6 The woman is eating.



3 Think and write with Dr Wild.

writing eating standing up wearing a coat reading sitting behind me talking

Look at the people in your class. Write about what they are doing, using **Somebody** or **Nobody**.



Somebody is writing.
Nobody is eating.

45

Optional activity

Play a game of *I-Spy* with the class. Think of a person or object in the classroom. Say *I spy with my little eye, something beginning with (B). (board)*. Or *I spy with my little eye somebody beginning with (J). (John)*. The children have to guess what or who you are thinking of. Invite volunteers to have a turn saying *I Spy*, and encourage the class to guess the answers.

1 Read the story and write True or False.

- Read the example aloud with the class.
- Ask the children to look again at the story on page 44 and to decide whether sentences 2–6 are true or false.
- Check the activity.

Answers

2 True 3 False 4 True 5 True 6 False

2 Look and write.

- Ask the children to look at the picture. Ask, e.g. *Is anybody eating pizza? What is the man drinking? Who's sitting next to the woman?* etc.
- Read the example sentence. Ask the children to use the words at the top of the activity to complete sentences 2–6.
- Check the answers.

Answers

2 anything 5 nothing
3 anybody 6 something
4 Somebody

3 Think and write with Dr Wild.

- Ask the children to look at the picture of Dr Wild and ask a volunteer to read out her speech bubble.
- Read the vocabulary prompts aloud with the class and read the example description.
- Then ask the children to write sentences about what the children in the class are doing, using the word prompts. Monitor and offer help as necessary.
- Invite individual children to read out their sentences.

Homework

- Ask the children to complete pp. 42–43 in their Activity Book.
- The children can do Lesson 15 Vocabulary and Learn with Oscar on their CD-ROM.

Quiz 4

- You can now use the photocopiable **Quiz 4**. See the **Active Teach** Resources section.

16

I'd like chips.

Objective: read a report; listen for information; order food from a menu

Vocabulary review: vocabulary from Lessons 9–15.

Grammar review: *What would you like? I'd like ... I'll have ...*

Review: grammar from Lessons 5–15.

Materials: Class CD

Warm-up

- Ask the children if they have been on any school trips recently. Ask *Where did you go? How did you get there? What did you see? What did you have for lunch? Did you have a good time?* Encourage them to tell you as much as possible about the trip. If the children haven't been on a school trip then they can talk about a family outing instead.

Review

- Check the homework from the previous lesson.

1 Read and number the pictures.

- Say *Open your book at page 46.*
- Pre-reading: ask the children to look at the photos. Tell them Beth went on a school trip. Ask questions, e.g. *Where did she go? How did she get there? What did she see?* Ask the children if they know the name of the castle (*Windsor Castle*). Ask *Where is Windsor Castle? Who lives at Windsor Castle?* If anyone in the class has visited Windsor Castle, ask them to tell the class what they saw there.
- Ask the children to look at the text and tell you what it is (a report of a school trip). Ask a volunteer to read out the first few sentences and point to the example number 1.
- Ask the children to read the text and to number the remaining pictures.
- Check the activity.

Answers

- Windsor Castle
- fish and chips
- park
- Beth with pencil

16

I'd like chips.

SKILLS

1 Read and number the pictures.

Our school trip to Windsor Castle

Yesterday our class went on a school trip to Windsor Castle. First we went to the train station and bought our tickets.

Then we got on the train. There was nobody else in our carriage. I sat next to Mel. I like trains.

We arrived in Windsor at eleven o'clock and we walked across the road to the castle. It's very old. A man showed us around the castle. He told us many stories about the old kings and queens.

Then we had lunch. I had fish with a lot of chips and some peas. Afterwards we walked in Windsor Great Park. Finally we went to the shop and I bought a pencil. It was a wonderful day.



2 Read and answer.

- Where did the class go yesterday?
- Was there anybody else in the carriage?
- What time did the class arrive in Windsor?
- What did Beth eat for lunch?
- What did the class do after lunch?
- What did Beth buy?

Writing Class : first, then, afterwards, finally

3 Look at the examples.

Then look at Beth's report again. Find and circle the adverbs.

- First we walked around the town.
- Afterwards we walked in the park.
- Then we ate lunch.
- Finally we went home.

2 Read and answer.

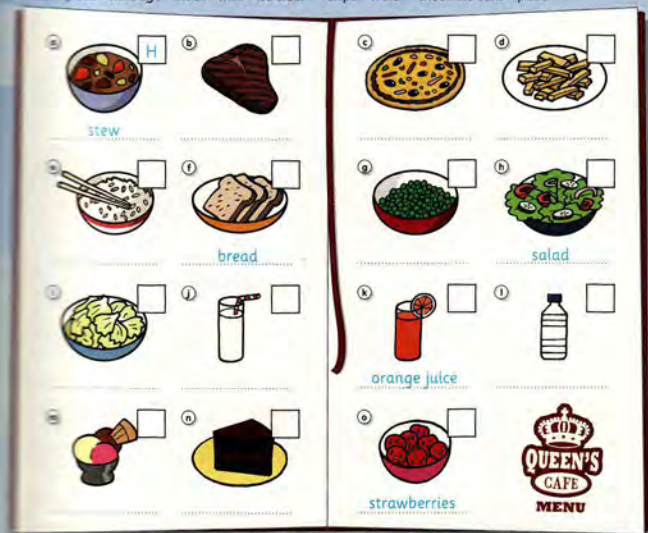
- Read out the first question. Ask the children to find the answer in the text. Ask a volunteer to answer *They went to Windsor Castle.*
- Ask the children to work in pairs and to answer questions 2–6. Tell them to write their answers in their notebooks.

Answers

- They went to Windsor Castle.
- No, there wasn't.
- They arrived at 11 o'clock.
- She had fish with chips and peas.
- They walked in Windsor Great Park.
- She bought a pencil.

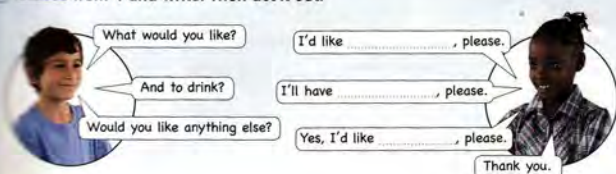
Complete the menu.

peas cabbage steak milk ice cream chips water chocolate cake pizza



Listen and write H (Harry), K (Kit) or M (Mel).

Choose from 4 and write. Then act it out.



Writing Class: first, then, afterwards, finally

Look at the examples.

- Read the example sentences with the class. Draw their attention to the words highlighted in red and check that the children understand how to use them.
- Ask the children to look again at Beth's report and to circle the words *first*, *then*, *afterwards* and *finally* in the text. Encourage the children to work in pairs so that they can help each other.
- Check the activity.

Complete the menu.

- Ask the children to look at the pictures. Ask *What's this?* Elicit *It's a menu*. Ask the children where they use a menu.
- Say *Point to the (chips)*. Ask volunteers to read the example words on the menu.
- Ask the children to label the remaining pictures on the menu using the words at the top of the page.
- Check the activity.

Answers

b steak c pizza d chips e rice
g peas i cabbage j milk l water
m ice cream n chocolate cake

5 Listen and write H (Harry), K (Kit) or M (Mel).



2 Track 03

- Play the first part of the CD. Ask the children to point to the example *H* as they listen. Ask them to write an *H* next to the other food that Harry chose.
- Play the CD all the way through, pausing to give the children time to label the food that Kit (K) and Mel (M) chose.
- Check the answers.

Answers

H – stew, rice, cabbage, water, chocolate cake
K – steak, chips, peas, orange juice, ice cream
M – pizza, salad, bread, milk, strawberries

6 Choose from 4 and write. Then act it out.

- Read the speech bubbles aloud with the class. Ask them to use the information from Exercise 4 to complete the speech bubbles as they wish.
- Ask the children to work in pairs. In turn, one asks the questions and the other answers. Encourage them to act out the dialogue. They can do this more than once, substituting other food and drink as they wish.
- Ask volunteers to act out their dialogues in front of the class.

Optional activity

Ask the children to make their own menus. They can use these when acting out the dialogue to make it more memorable.

Homework

- Ask the children to complete pp. 44–45 in their Activity Book.
- The children can do Lesson 16 Skills on their CD-ROM.

FlyHigh File

Objective: read about a sightseeing tour: make an information leaflet

Vocabulary: art gallery, church, cathedral, tower, Big Wheel, bell, hill, street

Review: vocabulary from Lessons 5–16.

Grammar Review: grammar from Lessons 5–16.

Materials: Class CD, Lessons 6 and 13 Flashcards, paper to make a leaflet

Warm-up

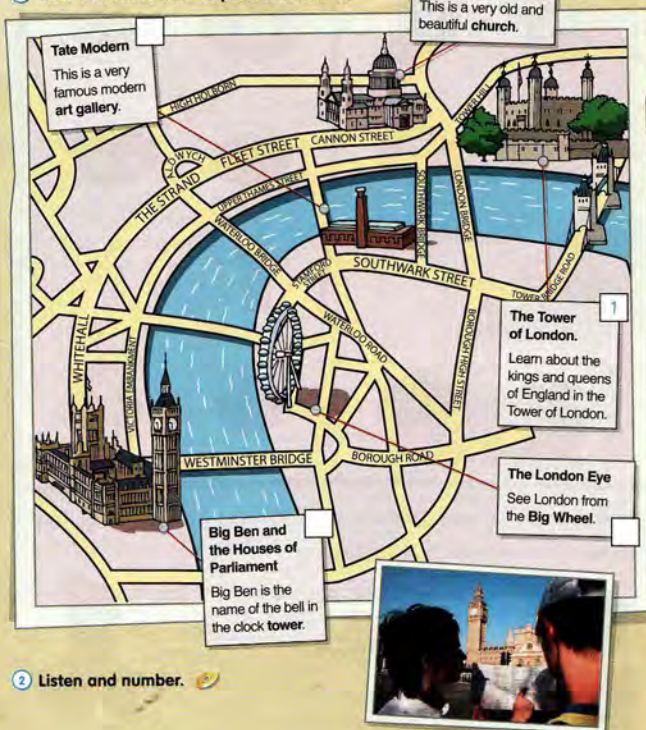
- Use the flashcards from Lessons 6 and 13 to revise places in a town. Ask the children questions about their own town: *Is there a market/river/bridge/hotel/castle?* Revise other known vocabulary, e.g. *cinema, museum, town hall, café, pet shop*, etc.

Review

- Check the homework from the previous lesson.

FlyHigh File: London bus tour

1 Read about the famous places in London.



2 Listen and number.

Optional activity

Bring in some pictures of London if you can, e.g. postcards, pictures from magazines or travel brochures. Seeing real photos will help to motivate the children. You could also ask the children to bring in any pictures they have got.

2 Listen and number. 2 Track 04

- Play the first part of the CD and show the children the example number 1.
- Play the rest of the CD and ask them to number the places on the map.
- Check the activity.

1 Read about the famous places in London.

- Say *Open your book at page 48.*
- Pre-reading: ask the children to look at the picture and tell you what they can see (a map of London). Ask questions to find out what the children know about London: *Where is London? Is it big or small? Is there a river? Are there museums? What colour are the buses?* etc. Invite the children to tell you anything else they know about London.
- Ask the children to look at the map again. Say *Point to (The Tower of London)*. Repeat for the other places marked on the map.
- Ask the children to read the labels on the map. Then ask questions to check understanding. Ask *What is (Tate Modern)? Who lived in the Tower of London? Is Big Ben a bell?* etc.

Read and draw the route.

I went on a sightseeing tour around London on a double-decker bus when I was in England. It was great. We started at the Tower of London and we went across Southwark Bridge. We went along Southwark Street, past Tate Modern. That is an art gallery. We didn't go into the art gallery.

Then we went along Stamford Street, past Waterloo Bridge and stopped at the London Eye. That is a Big Wheel and we went on it. You could see all of London from the top. Then we went across Westminster Bridge. I could see Big Ben and the Houses of Parliament. We went along Whitehall, the Strand, Aldwych and Fleet Street and past St Paul's Cathedral. Then we went along Cannon Street and we finished the tour at the Tower of London again.

Now answer True or False.

- 1 The tour was by double-decker bus. **True**
- 2 The tour started and finished at the same place.

- 3 He walked around the art gallery.
- 4 He went across Waterloo Bridge.
- 5 He went on the London Eye.

My Project

Think of some interesting places in your town. Make an information leaflet.

Come to Bridgetown!



Come and see the old castle. It's in Main Street.



In High Street there is a History Museum. There are lots of interesting things to see there. There is a famous bridge over the river.

49

4 Now answer True or False.

- Read the example sentence and answer. Ask the children to read the text in Exercise 3 again, and to decide whether the sentences are true or false.
- Check the activity.

Answers

2 True 3 False 4 False 5 True

My Project

- Ask the children to look at the picture of the information leaflet and tell you what they can see.
- Ask volunteers to read out the text. Ask questions about the text, e.g. *Is there a castle? Where is it? Is there a river? etc.*
- Ask the children to think about their own town and to make their own information leaflet.



Brainstorm things there are to do in the town before the children start the activity. If you have any tourist leaflets about your own town or another town, bring them to class for the children to look at. Encourage them to plan the design of their leaflet. Working in pairs or groups may be a good idea so that they can pool ideas.

Answers

- 2 Tate Modern
- 3 The London Eye
- 4 Big Ben and the Houses of Parliament
- 5 St Paul's Cathedral.

3 Read and draw the route.

- Read the first few sentences aloud and ask the children to point to the starting point of the tour on the map. Ask them to read the text and to draw the route on the map. Encourage them to work in pairs so that they can help each other.
- Check the activity.

Homework

- Ask the children to complete pp. 46–47 in their Activity Book.
- The children can do the reading activity for this File on their CD-ROM.

The FlyHigh Review

Objective: review Lessons 9–16

Vocabulary review: vocabulary from Lessons 9–16.

Grammar review: grammar from Lessons 9–16.

Materials: Class CD 1 and 2

Warm-up 1 Track 33

- Sing the song from Lesson 14 to energise the children and to prepare them for the lesson.

Review

- Check the homework from the previous lesson.
- Invite some of the children to read aloud what they have written for Exercise 5, **What about you?** Complete the chart.

1 Say it with Aunt Sophie.

a) Listen and point. Then repeat. 2 Track 05

- Say *Open your book at page 50.*
- Play the CD. Ask the children to point to the words as they listen. Ask them to repeat the words, focussing on the pronunciation of the initial sound. Draw their attention to the symbols used to indicate the sounds.

b) Listen and repeat. Then write. 2 Track 06

- Play the CD. Pause after the first word and ask them to repeat it. Then read the example answer. Play the rest of the CD pausing after each word for the children to repeat the word and write the correct letter/s.
- Check the activity.

Answers

2 h 3 wh 4 w 5 w 6 wh 7 h 8 wh

2 Read and write.

- Ask a volunteer to read the example. Ask the children to use the adjectives at the top of the activity to complete sentences 2–6.
- Check the activity.

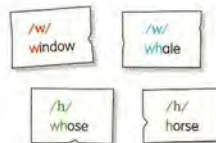
Answers

2 tired 5 He was worried.
3 She was confused. 6 He was scared.
4 She was nervous.

The FlyHigh Review

1 Say it with Aunt Sophie.

a) Listen and point. Then repeat.



b) Listen and repeat. Then write.



2 Read and write.

tired worried scared ~~unhappy~~ confused nervous

- The boy didn't have any money. He was unhappy.
- The woman slept badly. She was
- Claudia didn't understand the map.
- The girl had an exam.
- The man couldn't see his luggage at the airport.
- Magnus saw a big bull in front of him.

3 Look and write the questions. Then answer with A few/A little/A lot.

steaks chips peas cabbage rice stew



- How many chips are there? A few.
- How much cabbage is there? A little.
- How _____?
- How _____?
- How _____?
- How _____?

3 Look and write the questions. Then answer with A few/A little/A lot.

- Ask the children to look at the pictures and identify the foods.
- Ask a volunteer to read out the example questions and answers. Then ask the children to complete the remaining questions and answers.
- Check the activity.

Answers

3 much stew is there / A lot. 5 many steaks are there / A few.
4 many peas are there / A lot. 6 much rice is there / A little.

4 Listen and match. Then write and say.

2 Track 07

- Ask the children to look at the pictures and identify the illnesses.
- Play the first part of the CD. Ask the children to follow the example line. Play the rest of the CD and ask them to match the words in the first column to the pictures.
- Check the activity, then ask the children to write the words on the lines.

2 Listen and match. Then write and say.

stomachache earache headache cold and sore throat

1 man /not eat anything.

2 dad earache /not go to work.

3 brother /not go to school.

4 sister /not speak.

Circle and write.

castle market bridge church train station road

The man drove (1) along / across the road and (2) past / across the
 Then he went (3) around / through the and (4) along / around the
 He went (5) past / around the and he came to the (6)

Write.

1 I didn't drive a double-decker bus. I drove a car.
 2 I didn't go to the theatre yesterday. I went to the farm.
 3 I didn't see the horses. I saw the cows.
 4 I didn't fall in the river. I fell in the pond!

7 What about you? Answer.

1 Where did you go after school yesterday?
 2 What time did you go to bed last night?
 3 What did you eat for breakfast?
 4 What did you do last lesson?

- 6 Write.**
- Read the example sentence and answer aloud with the class.
 - Ask the children to write the verbs in the past in numbers 2-4.
 - Check the activity.

Answers

2 went 3 saw 4 fell

- 7 What about you? Answer.**
- Ask the children to answer the questions about themselves.
 - Check the activity by asking individual children to read out their answers.

Review of Cycles 3 and 4

You can now review the language the children have learned in Cycles 3 and 4, in the following ways.

Word List

- Ask the children to review the vocabulary from Lessons 9-16. Tell them to use the Word List on pp. 124-5 of their Pupil's Book.

Activity Book

- Do the **My English** section on p. 49 together in class. See Introduction p. ii for guidance.

Homework

- Tell the children to complete pp. 48-49 in their Activity Book for homework.
- The children can do the activity for Review 2 on their CD-ROM.

Progress Review 2

- You can now use photocopiable **Progress Review 2** in class. See the **Active Teach** Resources section.

- Ask a volunteer to read out the girl's speech bubble. Ask the children to work in pairs, making similar sentences about the other pictures.
- Monitor and offer help as necessary.

Answers

2 dad / cold and sore throat
 3 brother / stomachache
 4 sister / headache

5 Circle and write.

- Ask the children to look at the pictures and tell you what they can see.
- Read out the example sentence. Ask the children to read the text. They circle and write the correct words.
- Check the activity.

Answers

2 across / bridge 5 past / church
 3 through / market 6 train station
 4 around / castle

Storytime

Alice in Wonderland

Objective: read and listen to a story

Vocabulary: hare, place, wine, tea, polite, wide, angrily

Grammar Review: *There was/were*, present simple, past simple

Materials: Class CD

Warm-up

- Revise adverbs by miming actions in different manners.
- Tell the children to do various actions. Say, e.g. *Talk quietly. Stand up slowly. Sit down quickly. Open your book carefully. Sing happily. Sing sadly* etc.

Review

- Check the homework from the previous lesson.



If you have a copy of *Alice in Wonderland*, bring it into class to show the children. You can talk about the pictures on the front and back covers, and about any other pictures inside. You can also talk about other features of real books, e.g. the title, the author, the blurb on the back cover. This will help motivate the children to read.



Alice in Wonderland

1 Read and listen.



The Mad Hatter's Tea Party

There was a tree in front of the house. Under the tree was a big table with a lot of chairs round it. But there were only three at the table: the Mad Hatter, the March Hare and a large brown mouse. The Mouse sat between the Mad Hatter and the March Hare. It was asleep, so they talked over its head.

When they saw Alice, they cried, 'No, no, you can't sit here! There isn't a **place** for you!'

'There are a lot of places,' Alice said. She sat down in a chair at one end of the table.

'Have some **wine**,' the Mad Hatter said politely.

Alice looked round the table but there was only **tea**.

'I don't see any wine,' she answered.

'There isn't any,' said the March Hare.

'Then why did you say, "Have some wine"? It wasn't very **polite** of you,' Alice said angrily.

'We didn't invite you to tea, but you came. That wasn't very polite of you,' said the March Hare.

'No, it wasn't. Cut your hair!' said the Mad Hatter.

'Oh, be quiet,' said Alice.



52

1 Read and listen. 2 Track 08

- Say *Open your book at page 52*.
- Pre-reading: ask the children to look at the pictures on pages 52–53 and tell you what they can see. Elicit known vocabulary, e.g. *girl, queen, rabbit, watch*. Say *This is the story of Alice in Wonderland*. Ask whether any children have read the book in their own language. If so, encourage them to share what they can remember with the class (use L1 if necessary). Ask questions to prompt the children about the story: *Do you know the story of Alice in Wonderland? What happened to her? Who did she meet?*



The Mad Hatter opened his eyes very **wide** but he said nothing. Then he took out his watch and looked at it. 'What day is it?' he asked.

'Alice thought for a little. 'Wednesday, I think,' she said.

'My watch says Monday,' the Mad Hatter said. 'You are wrong. I was right. Butter isn't good for a watch.' He looked **angrily** at the March Hare.

'But it was the best butter,' answered the March Hare.

'Yes, but you put it in with the bread knife. Perhaps some bread got in.'

The March Hare took the watch from the Mad Hatter and looked at it sadly. Then he put it in his tea. He took it out and looked at it again. 'It was the best butter, you know,' he repeated.

'Alice looked at the watch. 'It's a strange watch!' she said. 'It tells you the day but it doesn't tell you the time.'

'So, does your watch tell you the year?' asked the Mad Hatter.

'No,' Alice answered, 'but it's the same year for a very long time.'

'And my watch doesn't tell the time because it's always tea-time.'

Glossary

angrily the way you speak or act when something has made you unhappy or cross

..... a big rabbit

..... where you sit or stand

..... this is when you say please and thank you

..... a hot, brown drink

..... open as much as possible

..... a red or white drink for men and women

Glossary

- Ask the children to look at the Glossary on page 53. Read the example sentence and answer. Ask the children to find the word *angrily* in the story text.
- Ask them to read the other definitions and find the corresponding words in the text. Tell them that all the words they need to find are in bold in the text.
- Check the activity.

Answers

hare
place
polite
tea
wide
wine

Optional activity

Divide the class into groups of four. Give each child a role, e.g. Alice, the Mad Hatter, the March Hare, the narrator. Encourage them to act out the story. Encourage them to put as much expression into their reading as they can.

Homework

- Ask the children to complete pp. 50–51 in their Activity Book.

- Play the CD. Ask the children to follow the story in their books as they listen.
- Ask some questions to check understanding and to engage the children. Ask *Who was at the table? Was there any wine? Did the March Hare invite Alice to tea? Did the Mad Hatter's watch tell the time? What did the March Hare put in the watch? How do you think Alice felt?*

17

Is it yours?

Objective: ask who things belong to

Vocabulary: rescue, scarf, glove, jacket, belt, trainers, tie

Review: station, torch

Grammar: Possessive pronouns

Review: somebody

Materials: Class CD

Warm-up

- Ask questions to remind the children of the *Fly High* story so far. Ask *Did Jack and Kelly find Toto in the town?* *What did Magnus buy at the train station?* *Did Jack and Kelly get on the train?* *What were Claudia and Magnus eating?* *Did Claudia like Oscar?* etc.

Review

- Check the homework from the previous lesson.

Vocabulary 2 Track 09

- Say *Open your book at page 54.*
- Present the new vocabulary with the pictures on page 54.
- Use extra repetition to practise the short vowel sounds /e/ in *belt*, /ʌ/ in *glove* and /æ/ in *jacket*, and the long vowel sound /ɑ:/ in *scarf*. Practise the diphthongs /eɪ/ in *trainers*, and /aɪ/ in *tie*.

Is it yours? 2 Track 09

- Pre-reading: ask the children to look at the pictures. Ask questions, e.g. *Where are Jack and Kelly?* *Are Claudia and Magnus on the train?* *Who has got Toto?* *What's in the bag?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *Is Oscar safe?* *Who dropped the white glove?* *Whose is the bag?* *Is there a coat in the bag?* *Are there trainers in the bag?* *Are they Jack's trainers?*

17



rescue



scarf



glove



jacket



belt



trainers



tie

Is it yours?



54

Learn with Oscar

- Ask volunteers to read out Jack's speech bubbles and Oscar's thought bubbles.
- Write on the board *I've got a bag. It's*. Ask the children to fill the gap. Write other similar sentences on the board, using *you/he/she/we/they*. e.g. *You've got a tie. It's*. Ask volunteers to fill the gaps each time.
- Go around the classroom and pick up objects belonging to various children. Pick up a pencil/some pencils and ask *Whose is it/are they?* Encourage the children to point at the owner of the pencil/s and answer *It's/They're (his)*. Repeat with other objects and children.

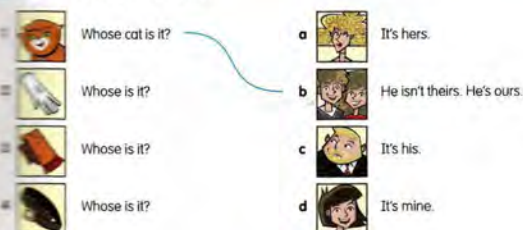
Optional activity

Put several objects belonging to various children in a bag. Ask volunteers to come up and take an item or items out of the bag. They hold up the item/s and ask *Whose is it/are they?* The child who the item/s belong(s) to should claim it/them by saying *It's/They're mine*.

Learn with Oscar



Read the story and match.



Listen and match. Then write.



Ask and answer.



2 Listen and match. Then write.



2 Track 10

- Ask the children to look at the pictures.
- Play the CD. Pause after the first part and read the example. Play the CD all the way through and ask the children to draw matching lines from each object to Kelly or Jack.
- Ask the children to complete sentences 1 and 2. Check the activity.

Answers

- gloves / trainers
- belt / tie / jacket

3 Ask and answer.

- Ask the children to look at the pictures and identify them. Ask volunteers to read out the questions and answers in the speech bubbles. Make sure that the children understand that the items in the middle section of the diagram belong to both Kelly and Jack.
- Ask the children to ask and answer similar questions in pairs.
- Check the activity.

Homework

- Ask the children to complete pp. 52–53 in their Activity Book.
- The children can do Lesson 17 Vocabulary and Learn with Oscar on their CD-ROM.

1 Read the story and match.

- Ask the children to look at the pictures and identify the objects and people.
- Read the example aloud with the class and ask them to follow the matching line.
- Ask the children to look again at the story and match the remaining questions and answers.
- Check the activity.

Answers

- a
- d
- c

18

You don't have to shout!

Objective: talk about what you have to/don't have to do

Vocabulary: arrive, leave, start, lose, bring, finish

Grammar: have to/don't have to, has to/doesn't have to

Review: Past simple

Materials: Class CD; Lesson 18 Flashcards

Warm-up

- Use classroom objects to play a game. Show each object, e.g. ruler, pencil, book. Ask the children to tell you the word. Give out the objects to several children. Then ask *Who's got the (pencil)?* Encourage the child who has the pencil to answer *I've got the pencil. It's mine. Say (Jane)'s got the pencil. It's* Elicit *hers*. Repeat with other objects.

Review

- Check the homework from the previous lesson.

Vocabulary 2 Track 11

- Say *Open your book at page 56.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the correct word stress and sounds in *arrive* /əˈraɪv/ and *finish* /ˈfɪnɪʃ/. Also practise the long vowel sounds /i:/ in *leave*, /ɑ:/ in *start* and /u:/ in *lose*.

You don't have to shout! 2 Track 11

- Pre-reading: ask the children to look at the photo. Ask questions, e.g. *Who can you see? Who do you think they are talking to?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *Where are Jack and Kelly now? What time did they arrive? Have they got Toto? Is Kelly hungry? Who has got to do their homework?*

18



You don't have to shout!



Kit: Is there an email from Jack and Kelly?
Mel: No, there isn't but they're online. We can talk to them.
Kit: Hello. Any news?
Mel: Kit, you don't have to shout! They can hear you.
Kelly: We're in Poland. We arrived this morning at half past ten.
Jack: Claudia and Magnus got off the train and we left the train quickly.
Kelly: Magnus dropped his bag. We started to follow but we lost them. We left the bag at the station.
Mel: Have they got Toto?
Kelly: Yes, they brought Toto with them.
Jack: We have to go now. Oscar is hungry and Kelly has to feed him. Then we must go to bed. We have to get up early and look for Toto.
Mel: Yes, and I have to do my homework.
Kelly: It's very late.
Kit: It's OK. She doesn't have to finish it tonight.
Jack: That's good.
Mel: Bye.

1 Read and write True or False.

- Kelly and Jack are in Poland. **True**
- They arrived at half past eleven in the morning.
- Claudia and Magnus stayed on the train.
- Kelly and Jack lost Claudia and Magnus.
- Claudia and Magnus brought Toto with them.
- Kit has got some homework to do.

56

1 Read and write True or False.

- Read the example aloud with the class.
- Ask the children to read the story again and decide whether sentences 2–6 are true or false.
- Check the activity.

Answers

- 2 False 3 False 4 True 5 True 6 False

Optional activity

Divide the class into groups of four. Allocate each person in the group a role: Mel, Kit, Jack, Kelly. Ask them to read out the dialogue in their groups. Encourage them to use as much expression in their reading as possible.



Learn with Oscar

I/You/We/They

We **have to** look after Oscar.
I **don't have to** feed him.

They **have to** look for Toto.
They **don't have to** start looking tonight.

He/She/It

Kelly **has to** feed him.
She **doesn't have to** brush him. I do.

Look and say.



1 tidy the bedroom



2 get up early



3 feed the dog



4 walk to school



5 do homework



6 wear a uniform



They **have to** tidy the bedroom.
He **doesn't have to** get up early.

Choose and write.

bring finishes leave- start arrive

Every day, I have to (1) leave home at eight o'clock. I (2) arrive at school at half past eight.
My lessons (3) finish at nine o'clock. I don't have to (4) bring my lunch to school.
I can eat in the canteen. School (5) starts at three o'clock.

Sing. Then answer the questions for you.

What do you have to do today?
What do you have to do?
Do you have to stay at home today?
Do you have to go to school?
Do you have to do your homework?
Do you have to clean your room?

I don't have to stay at home today.
I don't have to go to school.
I don't have to do my homework.
I don't have to clean my room.
I can go to the park and play with my friends.
I can climb or ride my bike.
I can watch TV or make a cake.
I can do whatever I like.
It's Saturday afternoon.



57

Learn with Oscar

- Ask volunteers to read out the sentences in the grammar box.
- Write on the board *I go to school every day.*
I get up early on Sunday. Then write *Mel do her homework.* *She finish it tonight.* Ask volunteers to come up and fill the gaps.
- Write the following prompts on the board: *do my homework, eat breakfast in the morning, walk to school, play football after school.* Ask volunteers to tell you what they have to/don't have to do, e.g. *I have to do my homework. I don't have to walk to school.* Encourage other children to remember what the volunteers said, e.g. *(Marta) has to do her homework. (Adam) doesn't have to walk to school.*

2 Look and say.

- Ask the children to look at the pictures and tell you what they can see. Ask volunteers to read the captions and the text in the boy's speech bubble.

- Ask the children to work in pairs. Tell them to talk about each picture using *He/She has to/doesn't have to* or *They have to/don't have to*...
- Check the activity by asking volunteers to say their sentences aloud.

Answers

- She has to feed the dog.
- He doesn't have to walk to school.
- She has to do her homework.
- They have to wear a uniform.



Encourage the children to use the pictures to say what they have to/don't have to do. Personalising the activity in this way will make the language more relevant and memorable.

3 Choose and write.

- Read the example sentence aloud with the class.
- Ask the children to use the verbs at the top of the activity to complete the text.
- Check the activity.

Answers

2 arrive 3 start 4 bring 5 finishes

4 Sing. Then answer the questions for you.



2 Track 12

- Ask the children to look at the picture. Ask *Do they have to go to school today?*
- Play the CD and ask the children to sing the song.
- Ask the children to work in pairs. Tell them to ask each other the questions in the song.

Homework

- Ask the children to complete pp. 54–55 in their Activity Book.
- The children can do Lesson 18 Vocabulary and Learn with Oscar on their CD-ROM.

19

Dr Wild went to the bank to get some money.

Objective: describe the purpose of a trip

Vocabulary: bank, post office, send, find, garage, hire

Review: bridge, country, aquarium

Grammar: Infinitives of purpose

Review: Past simple

Materials: Class CD; Lesson 19 Flashcards

Warm-up 2 Track 12

- Play the CD and ask the children to sing the song from the previous lesson.

Review

- Check the homework from the previous lesson.
- Invite some of the children to read aloud what they have written for Exercise 6, **What about you? Complete using have to/don't have to.**

Vocabulary 2 Track 13

- Say *Open your book at page 58.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the sound /aɪ/ in *find* and /aɪə/ *hire*. Practise the correct word stress and sounds in *garage*. /'gærɑ:ʒ/.

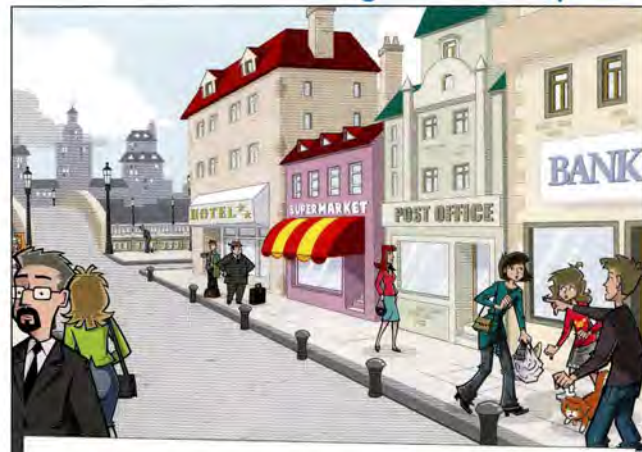
Dr Wild went to the bank to get some money. 2 Track 13

- Pre-reading: ask the children to look at the picture. Ask questions, e.g. *Where are Jack, Kelly and Aunt Sophie? Is there a (bank)? Is there a (cinema)? What is Aunt Sophie carrying?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *Where did Aunt Sophie go in the morning? What did she buy? Did Claudia and Magnus come out of the post office? What do you think was in the box? Where did Claudia and Magnus go?*

19



Dr Wild went to the bank to get some money.



The next morning Dr Wild, Jack and Kelly were very busy. They had a lot to do. Dr Wild went to the bank to get some money. Then she went to the supermarket. She bought some bread to make sandwiches for lunch. She also bought some food for Oscar. Kelly and Jack went to the post office to send a postcard to their mum and dad. Then they ran back to find Dr Wild. They had some news.

'We saw Claudia and Magnus. They came out of that hotel with a large box,' said Kelly.

'I think Magnus had their passports.'

'Where did they go?' asked Dr Wild.

'They went across the bridge,' said Jack. 'It's the road to Ukraine. Do you think they are leaving the country?'

'I don't know,' said Dr Wild. 'But we must follow them. Let's go to the garage to hire a car.'

58

Learn with Oscar

- Ask volunteers to read out the sentences in the grammar box.
- Write on the board *Why did Aunt Sophie go to the supermarket?* Elicit the answer *To buy some food.* and write it on the board.
- Ask *Why do you come to school?* Elicit *To learn.* Ask the children other similar questions, e.g. *Why do you go to go to the bank/post office/market/playground/cinema/pet shop?* etc. Elicit answers *(to get money/to send a letter/to buy food/to play/to watch a film/to buy a pet).*

Learn with Oscar

Dr Wild went to the supermarket to buy some food.
She bought some fish to feed Oscar.

Read the story and answer.

- 1 Why did Dr Wild go to the bank? *To get some money*
- 2 Why did she go to the supermarket?
- 3 Why did Kelly and Jack go to the post office?
- 4 Why did they go to the garage?

Write and match.

bank post office garage shop café library



- 1 First Claudia went to the garage
- 2 Then she went to the
- 3 Next she went to the
- 4 Then she went to the
- 5 After lunch she went to the
- 6 Finally she went to the

- a to get some money.
- b to find a book about birds.
- c to buy a newspaper.
- d to hire a car.
- e to have some lunch.
- f to send a parcel.

Think and write with Dr Wild.

swimming pool shops post office café library cinema bank aquarium park
buy some chocolate watch a film read a book see the fish play football ride my bike
buy a T-shirt send a letter



Imagine it's Saturday.
Where are you and your
family going and why?

I'm going to the library to read a book.

59

Answers

- 2 bank / a
- 3 post office / f
- 4 café / e
- 5 library / b
- 6 shop / c

3 Think and write with Dr Wild.

- Ask the children to look at the picture of Dr Wild and ask a volunteer to read out her speech bubble.
- Read the vocabulary prompts aloud with the class and read the example sentence.
- Ask the children to write three or four sentences about where they and their family are going and why, using the word prompts. Monitor and offer help as necessary.
- Invite individual children to read out what they have written.



Do the activity orally with the whole class first. This will help to prepare the children for writing. Ask individual children *Why are you going to the (park)?* Encourage the children to answer with full sentences, e.g. *I'm going to the park to ride my bike.* Tell the children that they can use their own ideas if they wish.

Homework

- Ask the children to complete pp. 56–57 in their Activity Book.
- The children can do Lesson 19 Vocabulary and Learn with Oscar on their CD-ROM.

Quiz 5

- You can now use the photocopiable **Quiz 5**. See the **Active Teach** Resources section.

Answers

- 2 To buy some bread.
- 3 To send a postcard.
- 4 To hire a car.

2 Write and match.

- Ask the children to look at the pictures. Ask *Where is Claudia in number (1)?* Elicit the answers.
- Read the first sentence aloud and ask the children to follow the example matching line. Ask them to complete each sentence using a word from the word bank. Then ask them to match the sentence halves.
- Check the answers.

20

I arrive at twenty to nine.

Objective: read a composition; listen for information; write the time; talk about a school timetable

Grammar review: Present simple, *have to*/*don't have to*

Materials: Class CD; teaching clock (optional)

Warm-up

- Use the teaching clock to revise telling the time. Set the clock to different times and ask *What time is it?* If you don't have a teaching clock, draw some simple clock faces on the board.
- Ask the children questions about their daily routine. Ask *What time do you get up in the morning?* *What time do you have breakfast/go to school/go to bed?* etc.

Review

- Check the homework from the previous lesson.
- Invite some of the children to read aloud what they have written for Exercise 6, **Complete with your own ideas.**

1 Read. Who wrote this homework? Tick the correct picture.

- Say *Open your book at page 60.*
- Pre-reading: ask the children to look at the photos and ask *What time is it? What does (Beth) do at ten past eight?* Elicit the answer *She rides her bike to school.*
- Ask the children to read the text quickly and decide who wrote it (Kit).
- Check the activity by asking the children to tell you where in the text they found the answer (*We stop for lunch at quarter past twelve.*).



Encourage the children to scan the text and find the answer as quickly as they can. Set them a time limit of e.g. three minutes. Tell them they do not need to understand all the words in the text the first time they read it.

20

I arrive at twenty to nine.

SKILLS

1 Read. Who wrote this homework? Tick the correct picture.



2 Look and match.

- My first lesson starts. ... **b.**
- We finish school.
- I have a guitar lesson.
- I have a swimming lesson.



Writing Class: writing the time

3 Look at the examples.

Then look at Kit's composition again. Circle, write and draw clocks.



It's ten **past** eight. It's quarter **to** nine.

2 Look and match.

- Ask the children to look at the clocks. Ask *What time is it?* Ask the children to tell you the time on each clock.
- Ask a volunteer to read out the first sentence and point to the correct clock. Ask the children to read Kit's text again and match each sentence to one of the clocks.
- Check the activity by asking *What time does Kit finish school? (at ten past three). Which clock is it? (a).*

Answers

2 a 3 d 4 c

2 Listen and match.



3 Listen again and draw.

After school activities		
	Place	Activity
1	Music room	Guitar lesson
2	Playing field	Football match
3	Swimming pool	Swimming lesson
4	School hall	Dance lesson

4 Choose from 4 and write. Then act it out.



Writing Class: writing the time

3 Look at the examples.

- Read the example sentences with the class. Draw their attention to the highlighted words and make sure the children understand how they are used.
- Ask the children to look again at Kit's homework and to circle the time phrases. In their notebooks or on a piece of paper, ask the children to draw a clock face showing each time they have circled in the text. Ask them to write the time under each clock.
- Check the activity by asking individual children to come to the board and draw/write the times in the text.

4 Listen and match. 2 Track 14

- Ask the children to look at the pictures and tell you what they can see.
- Play the first part of the CD. Ask the children to point to the example answer as they listen.

- Play the CD all the way through, pausing to give the children time to match the photos and the pictures.
- Check the answers.

Answers

2 a 3 d 4 b

5 Listen again and draw. 2 Track 15

- Ask the children to look at the timetable. Ask *Where is the (guitar lesson)?* Elicit the answer *In the music room.*
- Play the first part of the CD again and ask the children to follow in their books. Ask *What time does Kit have a guitar lesson?* Elicit the answer *At quarter to four.*
- Play the rest of the CD, pausing for the children to draw the time for each activity.
- Check the activity.

Answers

2 ten past four
3 twenty past five
4 five to six

6 Choose from 4 and write. Then act it out.

- Read the speech bubbles aloud with the class. Ask them to use the information from Exercises 4 and 5 to complete the speech bubbles as they wish.
- Ask the children to work in pairs. One asks the questions and the other answers. Encourage them to act out the dialogue. They can do this more than once, substituting other activities and times as they wish.
- Ask volunteers to act out their dialogues in front of the class.

Homework

- Ask the children to complete pp. 58–59 in their Activity Book.
- The children can do Lesson 20 Skills on their CD-ROM.

FlyHigh File

Objective: read about clothes in different centuries; write about your favourite clothes

Vocabulary: breeches, cap, trainers, tunic, apron, ordinal numbers (11th to 21st)

Review: clothes

Grammar review: *There were*, past simple

Materials: paper; photos of clothes from magazines (optional)

Warm-up

- Revise clothes vocabulary with the class. Point to yourself and ask *What am I wearing? What colour is my (skirt)?* etc. Point to various children and ask *What's he/she wearing?* Elicit known vocabulary, e.g. *trousers, jeans, skirt, dress, trainers, shoes, hat, shirt.*

Optional activity

To make the activity more fun and to revise more vocabulary, you could use pictures cut out from magazines. Put several pictures around the classroom and describe the clothes in one of the pictures. Ask the children to point to the correct picture. Repeat with other pictures.

Review

- Check the homework from the previous lesson.

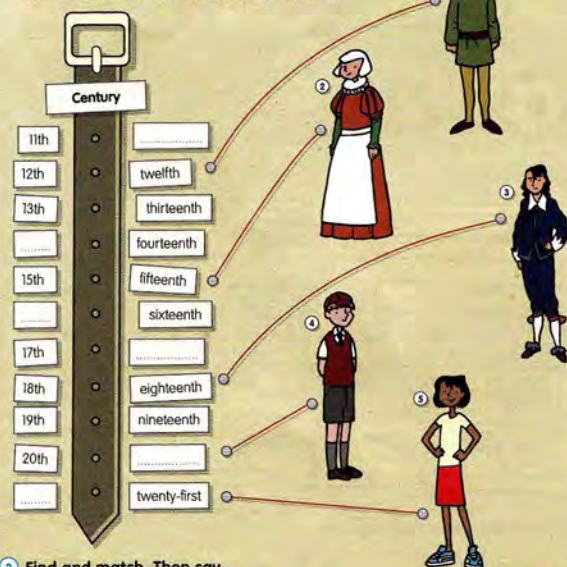
1 Complete the time line.

- Say *Open your book at page 62.*
- Pre-reading: ask the children to look at the time line and the pictures. Ask them to tell you which picture represents clothes today (5).
- Write the current year on the board. Ask the children *What year is it? What century is it? Say It's (2012). It's the 21st century.* Write other years on the board and ask the children which century they were in.
- Ask the children to look at the timeline on the page. Read the first number (11th) and ask the children to find the matching word in the word bank (*eleventh*). Ask them to complete the time line using the words and numbers in the word bank.

FlyHigh File: Clothes through the ages

1 Complete the time line.

21st seventeenth 16th 14th eleventh twentieth



2 Find and match. Then say.

12th century 15th century 18th century 20th century 21st century



The breeches are from the 18th century.

62

Answers

eleventh
14th
16th
seventeenth
twentieth
21st

2 Find and match. Then say.

- Ask the children to look at the pictures and read the captions. Say *Point to the (breeches).*
- Ask the children to find each of the items of clothing in one of the pictures in Exercise 1 (e.g. the breeches in picture 3).
- Ask a volunteer to read the speech bubble aloud. Ask the children to work in pairs and to talk about which century the other clothes are from.

Answers

cap – 20th century
trainers – 21st century
tunic – 12th century
apron – 15th century

Read and check.

For hundreds of years children's clothes in Europe didn't change much. Clothes stayed the same from the fifth to the twelfth century.

Boys in the twelfth century wore a short tunic with a belt and trousers. Girls wore trousers with a long dress on top.

From the fourteenth century girls wore a dress with a belt, and a cap on their head.

They often wore aprons to keep their dresses clean. Boys wore a shirt, a belt, trousers and boots or pointed shoes. Poor children didn't always have shoes.

From the sixteenth to the eighteenth century

children wore the same clothes as men and women. The girls wore long dresses. The boys wore dresses too until they were seven years old. Then they wore a shirt, a jacket and short trousers called breeches, with long socks and shoes. Until the end of the nineteenth century most children had only one new dress or shirt a year.

After 1900 there were many different fashions. The boy wearing a cap, shorts, a shirt and a jacket lived in the twentieth century. This is his school uniform. He is ready to go to school. The twenty-first century girl is wearing a T-shirt, skirt and trainers. These are her casual clothes.

Answer the questions.

1 Did fashion change from the fifth to the twelfth century?

2 When did boys wear a short tunic with a belt and trousers?

3 Did girls and women wear the same fashion in the seventeenth century?

4 How old were boys when they wore trousers in the eighteenth century?

5 How many new dresses did girls have a year in the nineteenth century?

6 Did fashion change much in the twentieth century?

My Project

Draw and write about your favourite clothes and when you wear them.

My favourite clothes are a skirt and a T-shirt. My favourite skirt is white and my favourite T-shirt is blue with a picture of a horse on it. My mum and dad gave me the T-shirt for my birthday because I like horses. I wear these clothes when I go to parties.



63

Read and check.

- Ask the children to read the text on page 63 to find whether their answers in Exercise 2 were correct.
- Check the activity by asking *When are the (breeches) from?* Ask the children to point to the part of the text where they found the answer.

Answers

breeches – 16th to 18th century.
cap – 20th century.
trainers – 21st century.
tunic – 12th century.
apron – 14th to 15th century.

4 Answer the questions.

- Read the first question. Ask the children to read the first part of the text again to find the answer. (No.)
- Ask the children to read the text again and answer questions 2–6. Tell them to write their answers in their notebooks.
- Check the activity.

Answers

- no
- in the 12th century
- yes
- seven
- one
- yes

My project

- Ask the children to look at the picture of the girl. Ask *What's she wearing? What colour is it/are they?*
- Ask a volunteer to read out the text.
- Ask the children to write about their favourite clothes, using the text as a model.

Optional activity

You could make a time line in your classroom and ask the children to draw their own pictures of clothes from different centuries to stick on the time line. They could use the text on page 63 for ideas, or research some of their own ideas from books or the internet.

Homework

- Ask the children to complete pp. 60–61 in their Activity Book.
- The children can do the reading activity for this File on their CD-ROM.

21

The red van is faster!

Objective: compare vehicles

Vocabulary: van, motorbike, fire engine, scooter, helicopter

Grammar: comparatives with -er

Review: *There is/are*, present simple, present continuous

Materials: Class CD; Lesson 21 Flashcards

Warm-up

- Start drawing a simple car on the board. Ask the children to guess what you are drawing before you finish the picture. Brainstorm other ways of travelling, e.g. bike, bus, boat, plane, train. Then ask a volunteer to come up to the board and draw a vehicle. Ask the class to guess what it is as quickly as possible. Repeat with other volunteers.

Review

- Check the homework from the previous lesson.

Vocabulary 2 Track 16

- Say *Open your book at page 64.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the correct word stress in motorbike, fire engine, scooter, helicopter. Practise the schwa sound /ə/ at the end of *scooter* /'sku:tə/ and *helicopter* /'helɪkɒptə/.

The red van is faster! 2 Track 16

- Pre-reading: ask the children to look at the pictures. Ask questions, e.g. *Who's on the motorbike? Is Aunt Sophie driving a fire engine? What's in front of/behind the van? What can you see at the airport?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *Which van is faster? Is the motorbike faster than the van? Are there lots of planes at the airport? Is the yellow helicopter old or new? Can Aunt Sophie fly a helicopter?*

21



The red van is faster!



Learn with Oscar

- Ask a volunteer to read Oscar's thought bubble in the grammar box. Draw children's attention to the spelling of *bigger* and *happier*.
- Ask a volunteer to come to the front of the class. Stand next to him/her and say *I'm (taller) than (Anna)*. Write other adjectives on the board, e.g. *short, old, young, happy*. Elicit sentences from the class comparing yourself and the volunteer.
- Write some of the sentences on the board with gaps. e.g. *I'm (tall) than (Anna)*. Ask volunteers to come up and fill the gaps.

Learn with Oscar

The yellow helicopter is older than the green one.

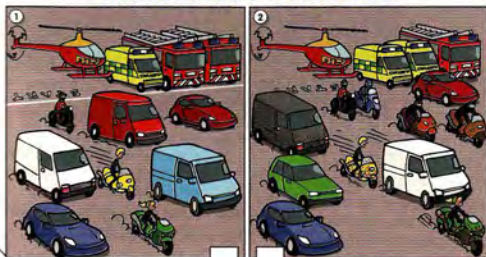
old big happy
older bigger happier

Read the story and write True or False.

- 1 The white van is slower than the red one. ...True...
- 2 The red van is bigger than the white one.
- 3 The van is faster than the motorbike.
- 4 The motorbike is smaller than the van.
- 5 The yellow helicopter is bigger than the green one.
- 6 The green helicopter is newer than the yellow one.

Listen and tick the correct picture. Then look and say.

GREAT TRANSPORT RACE



I can see three vans and a scooter.

Picture 1.

Look at Picture 2 in 2. Circle.

- 1 The black scooter is older / slower than the blue one.
- 2 The green motorbike is slower / faster than the yellow one.
- 3 The yellow motorbike is slower / faster than the white van.
- 4 The white van is cleaner / smaller than the motorbikes.
- 5 The man is taller / bigger than the woman.
- 6 The woman is happier / dirtier than the man.

65

- Check the activity.
- Ask volunteers to read out the speech bubbles below the pictures. Ask the children to work in pairs. Tell one partner to describe one of the pictures and their partner guesses which one. They then swap roles.

Answer

Picture 2

3 Look at Picture 2 in 2. Circle.

- Ask the children to look again at Picture 2 in Exercise 2. Read the example sentence aloud and ask them to point to the black and blue scooters.
- Ask the children to look at Picture 2 and circle the correct word in sentences 2-6.
- Check the activity.

Answers

- | | |
|-----------|-----------|
| 2 faster | 5 taller |
| 3 slower | 6 happier |
| 4 cleaner | |

Homework

- Ask the children to complete pp. 62-63 in their Activity Book.
- The children can do Lesson 21 Vocabulary and Learn with Oscar on their CD-ROM.

1 Read the story and write True or False.

- Read the first sentence and the example aloud with the class.
- Ask the children to look again at the story on page 64 and decide whether sentences 2-6 are true or false.
- Check the activity.

Answers

- 2 False 3 False 4 True 5 True 6 True

2 Listen and tick the correct picture.

Then look and say. 2 Track 17

- Ask the children to look at the pictures. Say *Point to a (red van)*. Ask *How many (vans) are there in picture (1)?*
- Play the CD. Ask the children to tick the picture the man is describing. Play the CD again, pausing after each sentence so that the children can point to the vehicles and count them.

22

They are the silliest people in the world!

Objective: compare people and places

Vocabulary: silly, catch, runner, noisy, light

Review: helicopter, country

Grammar: superlatives with -est

Review: could/couldn't, have to, past simple, comparatives with -er

Materials: Class CD; Lesson 21 Flashcards

Warm-up

- Use the flashcards from Lesson 21 to revise transport vocabulary. Say, e.g. *The scooter is bigger than the car.* Ask the children to say *True* or *False*. Use the opportunity to revise known adjectives, e.g. *big, small, fast, slow, heavy, quiet.*

Review

- Check the homework from the previous lesson.
- Invite some of the children to read aloud what they have written for Exercise 6, **What about you? Write full answers.**

Vocabulary 2 Track 18

- Say *Open your book at page 66.*
- Present the new vocabulary with the pictures on page 66.
- Use extra repetition to practise the short vowel sounds /ɪ/ and /i/ in *silly*, /æ/ in *catch* and /ʌ/ in *runner*. Practise the diphthongs /ɔɪ/ in *noisy* and /aɪ/ in *light*.

They are the silliest people in the world! 2 Track 18

- Pre-reading: ask the children to look at the picture. Ask questions, e.g. *Who can you see? Who's flying Jack and Kelly's helicopter? Who's in the yellow helicopter? Who is Kelly talking to?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *Which helicopter is the fastest? Is Toto happy? Which river can they see? Is it the longest in Europe?*

22



silly



catch



runner



noisy



light

They are the silliest people in the world!



Kelly: We couldn't catch Claudia and Magnus at the airport.

Beth: Jack is the fastest runner in our school!

Kelly: Yes but they got in their helicopter first. I think they're the silliest people in the world. They didn't choose the fastest one! They chose the slowest, heaviest, oldest, noisiest one. Dr Wild is a pilot and we got the fastest, lightest and quietest helicopter.

Beth: Can you see Toto?

Kelly: Yes! I think he's the saddest bird in the world at the moment. We have to catch Claudia and Magnus! It's amazing up here. We can see the River Danube.

Beth: Is that the longest river in Europe?

Harry: No. The Volga is longer.

Beth: How's Oscar?

Kelly: He's really happy. He thinks he's a helicopter pilot. He's the funniest cat in the world!

1 Read and circle.

- He runs very fast.
- They are very silly.
- It is old and heavy.
- He is very sad.
- It is very long.

a Jack

a Oscar and Toto

a the green helicopter

a Toto

a the green helicopter

b Magnus

b Claudia and Magnus

b the yellow helicopter

b Oscar

b the river

66

1 Read and circle.

- Ask a volunteer to read out the example.
- Ask the children to read the story again and circle the correct answer in numbers 2–5
- Check the activity.

Answers

- 2 b 3 b 4 a 5 b



Learn with Oscar

fast fastest
big biggest
noisy noisiest

I'm a fast runner. Kelly is faster than me. Jack is the fastest runner!

Choose and write.

runner heavy noisy light silly

- 1 I don't like clowns. I think they're silly.
- 2 She's a good She came first in the race at school.
- 3 My school bag has got ten books in it. It's really
- 4 I haven't got any books in my bag. It's
- 5 My brother is playing the drums. I can't hear you. It's very

Write and match. Then ask and answer.

- 1 high The highest mountain is a Vatican City.
- 2 long The river is b Mount Everest.
- 3 fast The animal is c Russia.
- 4 big The animal is d the cheetah.
- 5 small The country is e the Nile.
- 6 big The country is f the blue whale.



What's the highest mountain in the world?



Mount Everest.

Listen and write. Then sing.

sweeter cleverest bigger funnier faster cleverest

He's a little bit lazy and a little bit fat.
But we think Oscar is the (1) cleverest cat!
Other cats are (2), they run (3) too.
But other cats can't do what Oscar can do.
He's (4) than them and he's (5) too.
He always makes us laugh when we're sad and blue.
He's a little bit silly and he can't catch mice,
But we don't mind because we think he's very nice.
He's a little bit lazy and a little bit fat.
But we think Oscar is the (6) cat!



67

Learn with Oscar

- Ask a volunteer to read out Oscar's thought bubble in the grammar box.
- Draw three circles on the board, one small, one medium and one large. Point to the small circle and say *It's small*. Point to the medium circle and say *This circle is bigger*. Point to the large one and say *This circle is the biggest*.
- Write on the board *big, small, heavy, light, old, new*. Pick up several classroom objects, e.g. a bag, a book, a pencil. Ask the children to compare the objects using the word prompts, e.g. *The bag is the biggest. The pencil is the smallest*. Do this orally first, then ask volunteers to write some of their sentences on the board.

Optional activity

Make the practice more personalised to engage the children. Ask three children to come to the front of the class. Ask them to stand in order of tallest to shortest. Elicit sentences, e.g. *Anna is taller than Max. John is the tallest. Anna has got the longest hair. Max is the oldest*, etc.

2 Choose and write.

- Ask a volunteer to read out the example sentence.
- Ask the children to use the words at the top of the activity to complete numbers 2-5.
- Check the activity.

Answers

- | | |
|----------|---------|
| 2 runner | 4 light |
| 3 heavy | 5 noisy |

3 Write and match. Then ask and answer.

- Read the example aloud with the class and ask them to follow the matching line.
- Ask the children to complete the remaining sentences using the word prompts. They then match each sentence to the answer.
- Check the activity.
- Ask volunteers to read out the speech bubbles. Then ask the children to work in pairs. They ask and answer about the places and animals in Exercise 3.

Answers

- 2 longest / e
- 3 fastest / d
- 4 biggest / f
- 5 smallest / a
- 6 biggest / c

4 Listen and write. Then sing. 2 Track 19

- Ask the children to look at the picture and tell you what they can see. Ask what they know about Oscar. (*He's funny/lazy/friendly*.)
- Read the example sentence. Then ask the children to use the words at the top of the activity to fill the gaps in the text.
- Play the CD and tell the children to check their answers.
- Play the CD again and ask the children to sing the song.

Answers

- | | |
|-----------|-------------|
| 2 bigger | 5 funnier |
| 3 faster | 6 cleverest |
| 4 sweeter | |

Homework

- Ask the children to complete pp. 64-65 in their Activity Book.
- The children can do Lesson 22 Vocabulary and Learn with Oscar on their CD-ROM.

23

Oscar has got the most comfortable bed!

Objective: compare objects and sports

Vocabulary: expensive, soft, comfortable, modern, dangerous, exciting, tobogganing

Grammar: comparatives and superlatives with *more* and the *most*

Review: *There was*, present simple, past simple, comparatives with *-er*, superlatives with *-est*

Materials: Class CD; Lesson 23 Flashcards, magazine pictures of sports (optional)

Warm-up 2 Track 19

- Play the CD and ask the children to sing the song from the previous lesson.

Review

- Check the homework from the previous lesson.
- Invite some of the children to read aloud what they have written for Exercise 7, **Write about your friends in your class.**

Vocabulary 2 Track 20

- Say *Open your book at page 68.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the correct word stress and pronunciation of *expensive* /ɪk'spensɪv/, *modern* /'mɒdn/ (silent r), *exciting* /ɪk'saɪtɪŋ/, *tobogganing* /tə'bɒɡənɪŋ/, *comfortable* /'kʌmfəbəl/ and *dangerous* /deɪndʒərəs/.

Oscar has got the most comfortable bed! 2 Track 20

- Pre-reading: ask the children to look at the pictures. Ask questions, e.g. *What are the hotels called? (Posh, Trendy). Which hotel are Jack and Kelly staying in? What's the weather like? What's Oscar doing?*
- Follow the steps for presenting stories – see Introduction, p. v.

23



Oscar has got the most comfortable bed!



'What a beautiful place!' said Kelly. They were in the mountains and there was lots of snow.
'Where are we now?' asked Jack.
'We're in Ukraine,' said Dr Wild. 'Where are Claudia and Magnus?'
'They went into that big hotel,' said Jack.
'They've got more money than us!' said Kelly.
'Yes,' said Dr Wild. 'We haven't got much money. That hotel is the most expensive in the town.'
'I think this hotel is better,' said Jack.
'It's more comfortable too,' said Kelly. 'Look at Oscar. He's got the softest bed! It's the most comfortable!'
'This hotel is more modern too,' said Jack. 'There's a computer in every bedroom.'
'Look at those people skiing,' said Kelly. 'It's exciting.'
'I like tobogganing better,' said Jack. 'I think it's more exciting than skiing. Skiing is more dangerous too.'

- Ask some questions to check understanding and to engage the children. Ask *Which country are they in? Are Claudia and Magnus in the same hotel as Jack and Kelly? Have Jack and Kelly got a lot of money? Is there a computer in every room? Does Jack like skiing or tobogganing?*

Learn with Oscar

- Ask volunteers to read out the sentences in the grammar box.
- Draw three items, e.g. a book, a ball, a pencil on the board. Add three price tags with different prices, e.g. 2 euros, 5 euros, 20 euros. Point to each item and ask *How much is it?*
- Write on the board *The (pencil) is than the book. The book is than the pencil.* Ask a volunteer to fill the gaps.
- Write on the board *The pencil is the cheap The ball is the expensive.* Ask another volunteer to fill the gaps.
- Change the prices on the items. Elicit other similar comparisons, using the new prices.

Learn with Oscar



cheap
cheaper
the cheapest

expensive
more expensive
the most expensive

Read the story and write True or False.

- 1 Dr Wild has got more money than Claudia and Magnus. **False**
- 2 Hotel Trendy is more expensive than Hotel Posh.
- 3 Hotel Posh is more modern than Hotel Trendy.
- 4 Kelly's bed is the most comfortable.
- 5 Skiing is more dangerous than tobogganing.

Choose and write.

exciting expensive modern comfortable

- 1 Skiing is **more exciting** than walking.
- 2 Tobogganing is **the most exciting**.
- 3 The car is _____ than the scooter.
- 4 The motorbike is _____.
- 5 The red shoes are _____ than the blue ones.
- 6 The white shoes are _____.
- 7 The blue phone is _____ than the black one.
- 8 The purple phone is _____.



Think and write with Dr Wild.

cheapest most interesting most exciting most dangerous



Think about different sports and write.

I think motorbike racing is the most dangerous sport.

2 Choose and write.

- Ask the children to look at the pictures and tell you what they can see.
- Read the example sentences. Ask the children to look at the pictures and to complete the sentences in 2–4, using the word prompts at the top of the activity.
- Check the answers.

Answers

- 2 more expensive / the most expensive
- 3 more comfortable / the most comfortable
- 4 more modern / the most modern

3 Think and write with Dr Wild.

- Ask the children to look at the picture of Dr Wild and ask a volunteer to read out her speech bubble.
- Read the vocabulary prompts aloud with the class and read the example sentence.
- Then ask the children to write sentences about different sports using the word prompts. Monitor and offer help as necessary.
- Invite individual children to read out their sentences.



Before asking children to write, show them some pictures of different sports cut out from magazines, e.g. skiing, football, running, swimming, walking, cricket. Elicit sentences, e.g. *Playing football is more exciting than walking. Skiing is the most exciting.* This will help to give the children ideas for writing. Alternatively, brainstorm different sports with the class and write them on the board. The children can then use the words as prompts for writing.

Optional activity

Ask the children to do the same activity in pairs. They each draw three items with price tags and make comparisons, using *cheaper than/more expensive than* and *the cheapest/the most expensive*.

1 Read the story and write True or False.

- Read the example aloud with the class.
- Ask the children to look again at the story on page 68 and to decide whether sentences 2–5 are true or false.
- Check the activity.

Answers

- 2 False
- 3 False
- 4 False
- 5 True

Homework

- Ask the children to complete pp. 66–67 in their Activity Book.
- The children can do Lesson 23 Vocabulary and Learn with Oscar on their CD-ROM.

Quiz 6

- You can now use the photocopiable **Quiz 6**. See the **Active Teach** Resources section.

24

Which bike do you like best?

Objective: read an advertisement; listen for information; compare items in a shop

Grammar review: comparatives and superlatives

Materials: Class CD

Warm-up

- Draw a picture of a bike on the board. Ask *What's this?* and elicit *It's a bike*. Ask several children *Have you got a bike? What colour is it? Do you like cycling? Where do you ride your bike?* etc. Write prompts for the questions on the board, e.g. *got/bike? colour? like/cycling? where/ride?* Ask the children to ask and answer the questions in pairs or groups.

Review

- Check the homework from the previous lesson.
- Invite some of the children to read aloud what they have written for Exercise 6, **Answer the questions**.

1 Read and complete. Write the names of the bikes.

- Say *Open your book at page 70*.
- Pre-reading: ask a volunteer to read out Kit's speech bubble. Ask the children to look at the pictures and read the names of the bikes aloud with the class. Ask questions, e.g. *How much is the (red) bike? Which bike is the biggest/cheapest? Which is the most expensive? Which one do you like best?*
- Ask the children to look at the pictures of the bike parts and read the labels. Say *Point to the (handlebars)* etc.
- Ask the children to read the text quickly and to write the names of the bikes.
- Check the activity.

Answers

- Sunny Friend
- King of the Road
- Red Storm

24

SKILLS

Which bike do you like best?



1 Read and complete. Write the names of the bikes.

COME TO CYCLE WORLD

Red Storm

ONLY £210

King of the Road

ONLY £450

Sunny Friend

ONLY £99.99

wheel gears handlebars brake saddle

(1) is the biggest bike in the shop. It isn't the fastest bike but it's the most comfortable with a nice, big, black saddle and handlebars – and a fabulous, big, yellow basket for all your books!

(2) is the most modern bike we've got. It's brilliant! It's got a comfortable, small, blue saddle and with twenty-seven gears it's the fastest bike in the shop. With this bike you can go faster than all your friends! Do you want a really amazing bike? Then (3) is for you! This fantastic, small, red bike has got stronger brakes than all the others and better and bigger lights too. It's not the cheapest bike in the shop but we think it's the best!

2 Look, read and answer.

- Which bike is the cheapest? Sunny Friend
- Which bike is the fastest?
- Which bike is the most comfortable?
- Which bike is the most modern?
- Which bike has got the biggest lights?
- Which bike is the most expensive?

Writing Class: adjective order

3 Look at the examples.

Then look at the advertisement again. Find and write the adjectives in the correct order.

Opinion Size Colour

It's got a comfortable, small, blue saddle.

2 Look, read and answer.

- Read out the first question and example answer. Ask the children to point to the answer in the text.
- Ask the children to work in pairs and to answer questions 2–6.
- Check the activity.

Answers

- King of the Road
- Sunny Friend
- King of the Road
- Red Storm
- King of the Road

Write the prices in order.
Most expensive €215 Cheapest

Listen, circle and write.

Mel thinks ...

1 the yellow / pink ones are the most comfortable. 4 the yellow / purple ones are the biggest and highest.
2 the white / yellow ones are the most modern.
3 the purple / white ones are the strongest. 5 she can only buy the ones.

Choose and write. Then act it out.
more comfortable more expensive cheaper stronger heavier
more modern more exciting smaller bigger lighter

Which trainers do you like best?
I'm not sure. The ones are but the ones are
How much are the ones?
I like the ones best!

euros.

5 Listen, circle and write. 2 Track 21

- Play the first part of the CD. Read the first sentence and the example answer.
- Play the CD all the way through, pausing to give the children time to circle the correct word in sentences 2–4 and write the correct word in sentence 5.
- Check the answers.



Encourage the children to guess what Mel thinks before they listen, by reading the sentences and looking at the pictures. Predicting the answers before listening will help to motivate the children and give them a reason to listen.

Answers

- | | |
|----------|----------|
| 2 yellow | 4 purple |
| 3 white | 5 pink |

6 Choose and write. Then act it out.

- Read the speech bubbles aloud with the class. Ask them to use the word prompts, the information from Exercise 4 and their own preferences to complete the speech bubbles.
- Ask the children to work in pairs. One asks the questions and the other answers. Encourage them to act out the dialogue. They can do this more than once, substituting other colours and prices as they wish.
- Ask volunteers to act out their dialogues in front of the class.

Homework

- Ask the children to complete pp. 68–69 in their Activity Book.
- The children can do Lesson 24 Skills on their CD-ROM.

Writing Class: adjective order

3 Look at the examples.

- Read the example sentence with the class. Draw their attention to the order of the highlighted adjectives.
- Ask the children to look again at the advertisement and to find adjectives in the text. Tell them to write the adjectives in the correct order in their notebooks. e.g. *nice, big, black saddle*. Encourage the children to work in pairs so that they can help each other.
- Check the activity.

4 Write the prices in order.

- Ask the children to look at the pictures. Ask *What are these? How much are the (white) trainers? Which trainers are the most expensive/the cheapest?*
- Ask the children to write the prices in order from the most expensive to the cheapest.
- Check the activity.

Answers

€ 215 €150 €87 €45

FlyHigh File

Objective: read and write about the planets

Vocabulary: planet, rock, ring, gas, star, ice, furthest

Review: quickly

Grammar review: comparatives and superlatives

Materials: paper for project

Warm-up

- Do a short quiz with the class to revise language from previous lessons. Divide the class into two teams and ask questions, e.g. *What's the highest mountain in the world/ in Europe? What's the longest river in the world/Europe? What's the fastest animal in the world? What's the biggest animal? What's the biggest/smallest country?* etc. The team who get most correct answers are the winners.

Review

- Check the homework from the previous lesson.
- Invite some of the children to read aloud what they have written for Exercise 6, **Choose your favourite kite and write.**

1 Look and guess.

- Say *Open your book at page 72.*
- Pre-reading: ask the children to look at the picture and tell you what they can see (*The Solar System/planets*). Ask questions to find out what the children know about the solar system: *How many planets are there? What are they called? What planet do we live on? Is the sun a planet?* etc. Invite the children to tell you anything else they know about the planets in the Solar System.
- Read the questions in Exercise 1 and ask volunteers to answer. Encourage the children to make guesses.
- Ask a volunteer to read the information about the sun. Ask the children to point to the sun in the picture. Ask them to guess which planet is Earth.

Answers

- | | |
|----------|-----------|
| 1 yes/no | 4 Pluto |
| 2 Venus | 5 Jupiter |
| 3 Pluto | |

FlyHigh File: Planets

1 Look and guess.

- Do you know the names of the planets?
- Which is the hottest?
- Which is the coldest?
- Which is the smallest?
- Which is the biggest?

Did you know that the sun is a very big, very hot star? It gives lots of energy to nine planets and those planets are in our solar system.



2 Read and check. Then label the planets.

- Teach the vocabulary in the box before the children read. They can use the word/picture bank to help them understand the text while they read.
- Ask the children to read the text quickly to find the names of the planets and circle them in the text. Give them a time limit and tell them they do not need to understand every word of the text at this stage.
- Ask the children to tell you the names of the planets. Ask them to read the text again, more slowly this time, to check whether their guesses in Exercise 1 were correct.
- Ask the children to label planets 2–9.
- Check the activity.

Read and check. Then label the planets.

The planet nearest to the sun is Mercury. It's the fastest planet. It goes around the sun very quickly. But it is not the hottest planet. Venus is the hottest planet and it is second nearest to the sun. The third planet is Earth. It's the most beautiful planet in the solar system. The next planet is Mars. It's smaller than Earth. The first four planets are made of rock. Next to Mars is the biggest planet, Jupiter. It's made of gas, not rock. Jupiter hasn't got one moon like Earth, it's got sixteen! The planet with the most










moons is Saturn. It's got more than sixty moons! It's the sixth furthest from the sun and there are rings round it. They're rings of ice! Next is Uranus. It's four times bigger than Earth. Then comes Neptune. It's blue and beautiful. There are often storms on Neptune. The last planet, furthest from the sun, is Pluto. Pluto is the smallest planet. It's smaller than our moon and it's the coldest planet too. Some people think Pluto isn't a planet because it's very small.

Read and write the name of the planet.

- Which planet ...
- 1 is nearest to the sun? *Mercury*
 - 2 is furthest from the sun?
 - 3 is the fastest?
 - 4 is the stormiest?
 - 5 has got the most moons?
 - 6 is the most beautiful?

My Project

Choose a planet and write about it.

	Jupiter	Venus	Neptune	
Made of	 gas	 rock	 gas	
Temperature	 very cold	 hot	 very cold	
Other information	 16 moons	 cloudy	 very stormy	



Neptune is a beautiful, blue planet. It's made of gas and it's very cold. It's very stormy.

73

3 Read and write the name of the planet.

- Read the first question and the example answer. Ask the children to read the text in Exercise 2 again and answer questions 2–6. Encourage them to work in pairs so that they can help each other.
- Check the activity.

Answers

- 2 Pluto
- 3 Mercury
- 4 Neptune
- 5 Saturn
- 6 Earth

My project

- Ask the children to look at the chart. Ask questions, e.g. *What's (Jupiter) made of? Is it hot or cold on (Venus)? Which planet is (cloudy)?* etc.
- Ask a volunteer to read out the text about Neptune.
- Ask the children to choose a planet they want to write about. Tell them to write the name of the planet in the empty column of the chart, and to complete the other information about their chosen planet. Ask them to write about their planet using this information, using the text about Neptune as a model.

Optional activity

Make a 'solar system' display for the classroom. Ask the children to draw pictures of the planets and cut them out. Stick the planets on the wall in the correct order from the sun and ask the children to label them. Then stick some of the texts the children have written next to the planets.

Homework

- Ask the children to complete pp. 70–71 in their Activity Book.
- The children can do the reading activity for this File on their CD-ROM.

Answers

- 2 Venus
- 3 Earth
- 4 Mars
- 5 Jupiter
- 6 Saturn
- 7 Uranus
- 8 Neptune
- 9 Pluto

The FlyHigh Review

Objective: review Lessons 17–24

Vocabulary review: vocabulary from Lessons 17–24.

Grammar review: grammar from Lessons 17–24.

Materials: Class CD

Warm-up 2 Track 12

- Sing the song from Lesson 18 to energise the children and to prepare them for the lesson.

Review

- Check the homework from the previous lesson.

1 Say it with Aunt Sophie.

a) Listen and point to the silent letter. Then

repeat.  2 Track 22

- Say *Open your book at page 74.*
- Play the CD. Ask the children to point to the words as they listen. Ask them to repeat the words, focussing on the pronunciation. Draw their attention to the silent letter in each word.

b) Listen and circle the silent letter. Then repeat.

 2 Track 22

- Play the second part of the CD. Pause after the first word and ask the children to repeat it. Then ask them to look at the circled silent letter 't'. Play the rest of the CD pausing after each word for the children to repeat the word and circle the silent letter.
- Check the activity.

Answers

2 k 3 b 4 l 5 w 6 s 7 g 8 h

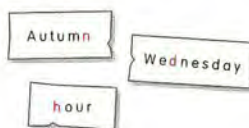
2 What about you? Circle and write.

- Ask a volunteer to read the example. Ask the children to circle *have to* or *don't have to* in sentences 2–6 and to use the words at the top of the activity to complete the sentences about themselves.
- Check the activity by asking several children to read their completed sentences.

The FlyHigh Review

1 Say it with Aunt Sophie.

a) Listen and point to the silent letter. Then repeat.



b) Listen and circle the silent letter. Then repeat.



2 What about you? Circle and write.

do get up catch go wear bring

- I have to / don't have to get up early on school days.
- I have to / don't have to a bus to school.
- I have to / don't have to a tie at school.
- I have to / don't have to money for my lunch to school.
- We have to / don't have to homework every day.
- I have to / don't have to to bed early.

3 Write the questions. Then complete the answers.

belt trainers gloves jacket

- Whose are they?
They're my gloves. They're mine.
- Whose is it?
It's her. It's.
- It's his. It's.
- They're our. They're.



Answers

- | | |
|---------|------|
| 2 catch | 5 do |
| 3 wear | 6 go |
| 4 bring | |

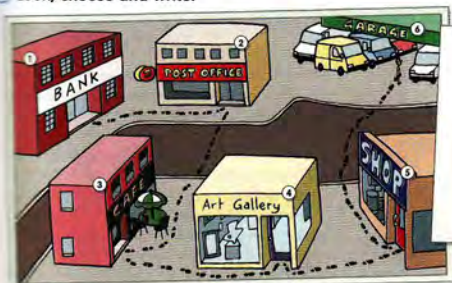
3 Write the questions. Then complete the answers.

- Ask the children to look at the pictures and identify the items.
- Ask a volunteer to read out the example question and answer. Then ask the children to complete the remaining questions and answers.
- Check the activity.

Answers

- jacket / hers
- Whose is it? / belt / his
- Whose are they? / trainers / ours

3 Look, choose and write.



To do...

- look at the pictures
- ~~get some money~~
- have lunch
- send a letter
- hire a van
- buy a scarf

1 The man went to the bank to get some money.

2 He went to

3

4

5

6

3 Write.

1 Police cars are faster

(fast) than fire engines.

2 Taxis are

(expensive) than buses.

3 Motorbikes are

(noisy) than scooters.

4 Trains are

(comfortable) than buses.

5 Helicopters are

(exciting) than planes.

6 Vans are

(big) than cars.

3 Write true sentences.

1 Hydrogen is/light gas

Hydrogen is the lightest gas.

2 Pluto is/far planet in the solar system

3 Hippos are/dangerous animals in the world

4 Earth is/beautiful planet in the solar system

5 Ducks have got/soft feathers

75

Answers

- 2 more expensive
- 3 noisier
- 4 more comfortable
- 5 more exciting
- 6 bigger

6 Write true sentences.

- Read the example sentence aloud with the class.
- Ask the children to write complete sentences for numbers 2–5. Encourage them to work in pairs so that they can help each other.
- Check the activity.

Answers

- 2 Pluto is the furthest planet in the solar system.
- 3 Hippos are the most dangerous animals in the world.
- 4 Earth is the most beautiful planet in the solar system.
- 5 Ducks have got the softest feathers.

Review of Cycles 5 and 6

You can now review the language the children have learned in Cycles 5 and 6, in the following ways.

Word List

- Ask the children to review the vocabulary from Lessons 17–24. Tell them to use the Word List on p. 125 of their Pupil's Book.

Activity Book

- Do the **My English** section on p. 73 together in class. See Introduction p. ii for guidance.

Homework

- Tell the children to complete pp. 72–73 in their Activity Book for homework
- The children can do the activity for Review 3 on their CD-ROM.

Progress Review 3

- You can now use photocopiable **Progress Review 3** as a test in class. See the **Active Teach** Resources section.

4 Look, choose and write.

- Ask the children to look at the picture and identify the places.
- Ask a volunteer to read the 'To do' list. Then read the example sentence aloud with the class.
- Ask the children to write a sentence about each thing on the 'To do' list, using the example sentence as a model.
- Check the activity.

Answers

- 2 the post office to send a letter.
- 3 He went to the café to have lunch.
- 4 He went to the art gallery to look at the pictures.
- 5 He went to the shop to buy a scarf.
- 6 He went to the garage to hire a van.

5 Write.

- Ask a volunteer to read the example sentence.
- Ask the children to use the word in brackets to compare the vehicles in each sentence.
- Check the activity.

Storytime

The Prince and the Pauper

Objective: read and listen to a story

Vocabulary: *palace, poor, beg, gates, soldiers, beggar, rich, servant, cheap, pauper*

Grammar review: Present simple, past simple, infinitives of purpose, *have to*

Materials: Class CD

Warm-up

- Revise known adjectives and their opposites to prepare for the story. Elicit some known adjectives by miming or drawing, e.g. *happy, beautiful, clean, big, expensive, old*. Write each adjective on the board in a list. Then ask volunteers to come up and write the opposite adjectives, e.g. *sad, ugly, dirty, small, cheap, new*.

Review

- Check the homework from the previous lesson.



If you have a copy of *The Prince and the Pauper*, bring it into class to show the children. You can talk about the pictures on the front and back covers, and about any other pictures inside. You can also talk about other features of real books, e.g. the title, the author, the blurb on the back cover. This will help motivate the children to read.



The Prince and the Pauper

1 Read and listen.



Every day Tom went to the **palace** where the King of England lived. Tom was **poor** and he **begged** on the way and sometimes got money. More often he got a kick.

Then one day Tom saw a boy in the palace. He looked at the boy's beautiful clothes and he knew. It was Prince Edward, the king's son! He ran to the **gates**.

'I want to see the prince,' he cried.

One of the **soldiers** hit Tom. Tom fell and everybody laughed. But the prince saw and was very angry.

'Why did you hit that poor boy?' he shouted at the soldiers. 'Open the gates. Bring him in.'

'But sir ...,' said the soldier. 'He's only a poor, dirty **beggar**.'

'My father is king of **rich** people and poor people,' answered Prince Edward. 'Bring in the boy.'

The prince took Tom inside the palace, up some stairs and into one of his rooms.

'Are you hungry?' he asked.

'I'm always hungry, sir,' answered Tom.

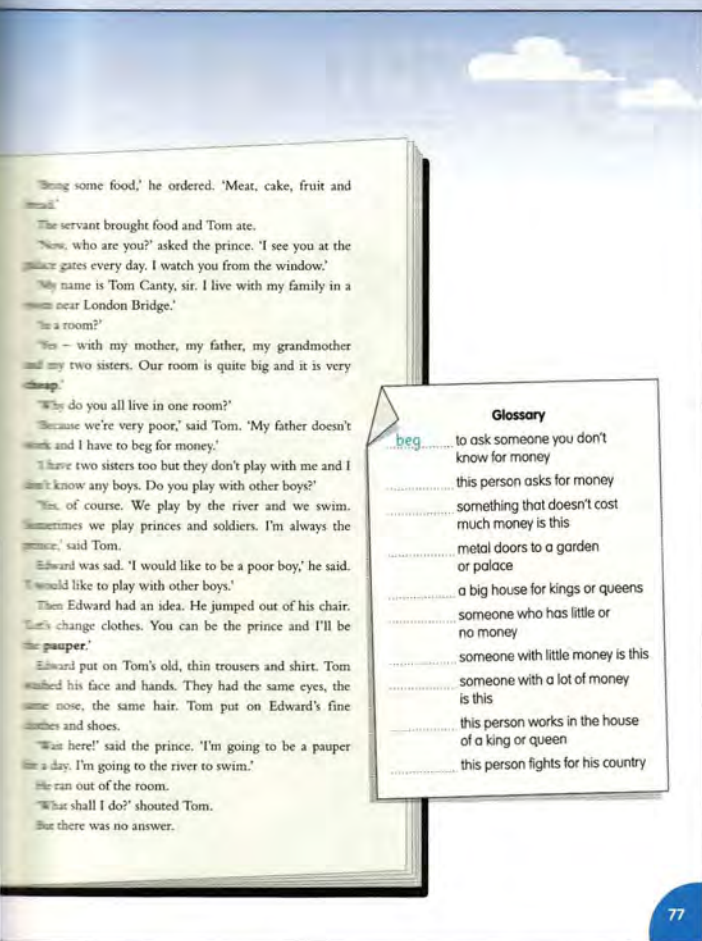
Edward called a **servant**.



76

1 Read and listen. 2 Track 23

- Say *Open your book at page 76*.
- Pre-reading: ask the children to look at the pictures and tell you what they can see. Point to the photo of the prince and say He's a prince. Ask *What's he wearing? Where do you think he lives? Has he got lots of money? What does he do every day? Is he happy?* etc. Encourage the children to make guesses.
- Say *This is the story of The Prince and the Pauper*. Ask whether any children have read the book in their own language. If so, encourage them to share what they can remember with the class (use L1 if necessary). Ask questions to prompt the children about the story: *Do you know the story of The Prince and the Pauper? What happened?*



Glossary

- Ask the children to look at the Glossary on page 77. Read the example sentence and answer. Ask the children to find the word **beg** in the story text.
- Ask them to read the other definitions and find the corresponding words in the text. Tell them that all the words they need to find are in bold in the text.
- Check the activity.

Answers

beggar
cheap
gates
palace
pauper
poor
rich
servant
soldier

Optional activity

Divide the class into groups of four. Give each child a role, e.g. Prince Edward, Tom, the soldier, the narrator. Encourage them to act out the story. Encourage them to put as much expression into their reading as they can.

Homework

- Ask the children to complete pp. 74–75 in their Activity Book.

Objective: talk about what people want to do

Vocabulary: join in, fancy dress, costume, alien, superhero, pop star

Review: tobogganing, detective.

Grammar: want to + infinitive

Materials: Class CD

Warm-up

- Ask questions to remind the children of the *Fly High* story so far. Ask *Where did Claudia and Magnus go on the train? Did Jack and Kelly follow them? Who can fly a helicopter? Did Claudia and Magnus fly in the fastest helicopter? Where did they stay in Ukraine?* etc.

Review

- Check the homework from the previous lesson.

Vocabulary 2 Track 24

- Say *Open your book at page 78.*
- Present the new vocabulary with the pictures on page 78.
- Use extra repetition to practise the correct word stress in *join in*, *fancy dress*, *costume*, *alien*, *superhero* and *pop star*. Practise the diphthongs /eɪ/ in *alien*, /ɔɪ/ in *join in* and /ɪə/ and /əʊ/ in *hero*.

I want to join in. 2 Track 24

- Pre-reading: ask the children to look at the pictures. Ask questions, e.g. *Where are Jack and Kelly? What costumes can you see? What costume is Jack wearing? Who's got Oscar?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *Who's the alien? What does Jack want to be? What does Kelly want to be? Is Oscar safe?*



join in



fancy dress



costume



alien



superhero



pop star

I want to join in.



Learn with Oscar

- Ask volunteers to read out the sentences in the grammar box.
- Write on the board *I to be a pop star. Kelly to be a pop star.* Ask a volunteer to fill the gaps.
- Ask the children to look again at the pictures on page 78 and tell you what costumes they can see. Write a list on the board (*alien, pirate, spy, clown, spaceman, pop star, superhero, Dracula*). Ask individual children *What do you want to be?* Encourage them to answer *I want to be a choosing a costume from the list on the board.*
- Say (*Maria*) *wants to be a (clown).* Then ask the children to remember what other children in the class want to be and elicit similar sentences.

Learn with Oscar

I/You/We/They

I want to go tobogganing.

He/She/It

He wants to go fast.

Read the story and match.

- 1 They want to find
- 2 Kelly wants to wear
- 3 She wants to be
- 4 Jack wants to be
- 5 They want to join
- 6 Oscar wants to go

- a tobogganing.
- b a superhero.
- c in the fun.
- d a pop star.
- e Claudia and Magnus.
- f a costume.

Listen and match. Then write.



Mel wants to be an alien.

Harry wants to be a _____.

Beth wants to be a _____.

Kit wants to be a _____.

Ask and answer.

have a drink make a phone call go tobogganing eat an ice cream take the cat home take photos



79

Optional activity

You can personalise this further by asking the children to talk about what they want to do after school. Brainstorm various activities, e.g. go to the park, tobogganing, play football, go shopping. Ask the children to talk about what they want to do in pairs.

2

Listen and match. Then write. 2 Track 25

- Ask the children to look at the pictures and identify the costumes.
- Play the CD, pausing after the first part. Ask the children to follow the example line. Ask a volunteer to read the example sentence.
- Play the CD all the way through and ask the children to draw matching lines from each character to a costume. Then ask them to complete sentences 2–4.
- Check the activity.

Answers

- 2 spy
- 3 pop star
- 4 superhero

3

Ask and answer.

- Ask the children to look at the picture. Ask volunteers to read out the question and answer in the speech bubbles.
- Invite the children to ask and answer similar questions in pairs about all the characters in the picture. Tell them to use the words in the word bank as prompts.
- Check the activity.

Answers

- Claudia – take the cat home
Kelly – eat an ice cream
Aunt Sophie – take photos
Magnus – make a phone call
Jack – have a drink

Homework

- Ask the children to complete pp. 76–77 in their Activity Book.
- The children can do Lesson 25 Vocabulary and Learn with Oscar on their CD-ROM.

1 Read the story and match.

- Ask a volunteer to read the example sentence and ask the children to follow the matching line.
- Ask the children to look again at the story and match the remaining sentences.
- Check the activity.

Answers

- 2 f 3 d 4 b 5 c 6 a

26

He likes tobogganing!

Objective: ask about what people like doing; write about what people are good at

Vocabulary: ice skating, surfing, skateboarding, rock climbing, cycling, fishing

Review: tobogganing

Grammar: like +ing; be good at +ing; I'm happy when I'm +ing

Review: Superlative, past simple, somebody

Materials: Class CD; Lesson 26 Flashcards

Warm-up

- Revise known sports and activities. Mime e.g. *skiing*, and elicit the word. Give the children one minute to write down as many sports as they can think of. They can do this in pairs.
- Ask various pairs to read out their lists.

Review

- Check the homework from the previous lesson.
- Invite some of the children to read aloud what they have written for Exercise 5, **What about you? Answer the questions.**

Vocabulary 2 Track 26

- Say *Open your book at page 80.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the correct word stress in *ice skating*, *surfing*, *skateboarding*, *rock climbing*, *cycling* and *fishing*. Practise the diphthong /aɪ/ in *ice* /aɪs/, *cycling* /ˈsaɪklɪŋ/ and *climbing* /ˈklaɪmɪŋ/.

26



He likes tobogganing!

1 Read and write the names.



Beth: Kelly and Jack sent us some more photos yesterday.

Mel: There's a funny photo of Oscar on a toboggan.

Kit: He's the funniest cat in the world! He likes tobogganing!

Beth: I like tobogganing too. It's fun. I love winter sports. I like skiing and ice skating too.

Mel: You're good at ice skating, Beth.

Beth: Thank you.

Mel: I like going to the beach. I enjoy swimming and surfing.

Beth: You like skateboarding and rollerblading too.

Mel: True.

Harry: I like climbing. I'm happy when I'm climbing trees.

Beth: Do you like rock climbing too, Harry?

Harry: Yes, I do but it's difficult. What about you, Kit?

Kit: I like cycling and fishing. Last weekend I went to the mountains with my dad. We went cycling in the morning and fishing in the afternoon. I caught a bicycle wheel! I'm not very good at fishing.

He likes tobogganing! 2 Track 26

1 Read and write the names.

- Pre-reading: ask the children to look at the photos. Ask *What's he/she doing?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *Does (Oscar) like tobogganing?* *Does (Mel) like ice skating?* etc. Then ask the children to write a name under each photo.
- Check the activity.

Answers

2 Mel 3 Harry 4 Beth

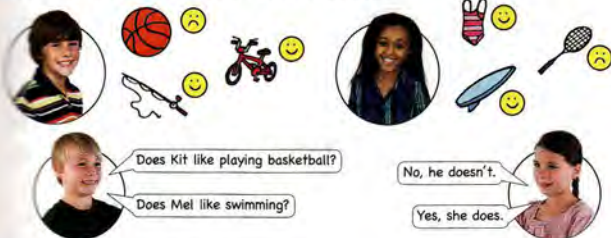
Learn with Oscar

- Ask volunteers to read out the sentences in the grammar box.
- Elicit some sports, e.g. *cycling*, *fishing*, *surfing* and write them on the board. Put a smiley face next to e.g. *cycling*

Learn with Oscar

Oscar likes tobogganing.
He's good at making friends.
He's happy when he's playing with Jack and Kelly.

Ask and answer. Then ask and answer about you.



Circle and write.



1 She ☐ isn't good at ☐ skateboarding. 3 He is / isn't good at
2 She is / isn't good at 4 He is / isn't good at

Listen and write. Then sing.

sleeping drinking morning somebody eating

I'm happy when I'm (1) eating. I'm happy when (4)
a lovely juicy fish. is stroking my head.
I'm happy when I'm (2) I'm happy in the (5)
milk from my dish. and in the evening too.
I'm happy when I'm (3) But most of all I'm happy
in my comfortable bed. when I'm with you.



81

and *fishing* and a sad face icon next to *surfing*. Write on the board *I like and I good at I happy when I Ask volunteers to fill the gaps.*

- Ask individual children *Do you like (cycling)? Are you good at (cycling)? Are you happy when you're (cycling)?* Elicit *Yes, I do./No, I don't.* and *Yes, I am./No, I'm not.* Write on the board *(Anna) (cycling). She good at She happy when she Ask volunteers to fill the gaps.*

2 Ask and answer. Then ask and answer about you.

- Ask volunteers to read the speech bubbles. Tell the children to point to the pictures as they listen.
- Ask the children to work in pairs. They ask and answer about the pictures using the questions in the speech bubbles as a model.
- Check the activity by asking volunteers to say their dialogues aloud.
- Invite the children to ask and answer about what they like/don't like doing in pairs.



Before starting the personalised pairwork, tell the children that they will need to remember one or two things to tell the class about their partner, e.g. *He/She likes (fishing)*. This will motivate them to listen to their partner's responses and will give them a reason for listening.

3 Circle and write.

- Ask the children to look at the pictures and name the activity. Read the example sentence aloud with the class.
- Ask the children to circle the correct verb in numbers 2-4 and to complete each sentence.
- Check the activity.

Answers

- 2 isn't / rock climbing
- 3 is / making cakes
- 4 isn't / ice skating

4 Listen and write. Then sing. 2 Track 27

- Ask the children to look at the picture. Ask *When is Oscar happy?* Encourage guesses, e.g. *He's happy when he's drinking milk.*
- Ask a volunteer to read the first line of the song. Ask the children to complete the text using the words at the top of the activity.
- Play the CD. Ask the children to listen and check their answers. Play the CD again and ask them to sing the song.

Answers

- 2 drinking
- 3 sleeping
- 4 somebody
- 5 morning

Optional activity

Ask the children to write an additional verse for the song, describing when they're happy. They can sing their personalised verses using the karaoke version of the song, or read them out aloud to the class.

Homework

- Ask the children to complete pp. 78-79 in their Activity Book.
- The children can do Lesson 26 Vocabulary and Learn with Oscar on their CD-ROM.

27

What shall we do?

Objective: talk and write about plans for the future

Vocabulary: use, escape, reach, borrow, hold

Vocabulary review: alien, rescue, helicopter

Grammar: Shall we? What about ...ing?

Grammar review: have to, be good at ... +ing, past simple

Materials: Class CD; Lesson 27 Flashcards

Warm-up 2 Track 27

- Play the CD and ask the children to sing the song from the previous lesson.

Review

- Check the homework from the previous lesson.
- Invite some of the children to read aloud what they have written for Exercise 6, **What about you? Complete with your own ideas.**

Vocabulary 2 Track 28

- Say *Open your book at page 82.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the correct word stress and the diphthongs /eɪ/ in *escape* /ɪ'skeɪp/ and /əʊ/ in *borrow* /'bɒrəʊ/ and *hold* /həʊld/.

What shall we do? 2 Track 28

- Pre-reading: ask the children to look at the picture. Ask questions, e.g. *Where are Jack, Kelly and Aunt Sophie? What's Oscar doing? Who is he with?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *Who was the spy? Who was the alien? Is Dr Wild good at skiing? Whose is the toboggan?*

27



What shall we do?



- Jack:** Oh no! Did you see? Magnus was the alien! Claudia was the spy!
- Kelly:** They've got Oscar!
- Jack:** What shall we do now? They're halfway down the mountain.
- Dr Wild:** We have to rescue Oscar.
- Jack:** What about using the helicopter?
- Dr Wild:** No time for that! They're escaping! We must stop them before they reach the town.
- Kelly:** What about skiing after them?
- Dr Wild:** I'm not very good at skiing.
- Kelly:** Shall we ask the other people to help?
- Dr Wild:** Yes! That's a good idea.
- Kelly:** Excuse me, can you help us? That man and woman have got our cat! We have to catch them.
- Man:** That's terrible. You can borrow our toboggan.
- Jack:** Thank you.
- Man:** Shall I hold it for you?
- Kelly:** Yes. Thank you.
- Dr Wild:** Are we all on?
- Kelly:** Yes, we are.
- Dr Wild:** Off we go! Everybody to the rescue!

Learn with Oscar

- Ask volunteers to read out the text in the grammar box.
- Write on the board *It's snowing. What we do? we make a snowman? What about a snowman?* Ask volunteers to fill the gaps.
- Write other prompts on the board, e.g. *It's hot/raining/cold.* Ask volunteers to make suggestions about what to do.



1 Read the story, circle and match.

- 1 What shall we **do** / doing
- 2 What about use / using
- 3 What about ski / skiing after
- 4 Shall we ask / asking
- 5 Shall I hold / holding

- a the helicopter?
- b the toboggan for you?
- c the other people to help?
- d now?
- e Claudia and Magnus?

2 Read and circle.



3 Think and write with Dr Wild.

play football/tennis/basketball/volleyball/computer games
go to the swimming pool/park/cinema/for a walk/watch TV/listen to music/make a cake



83

Answers

- | | |
|-----------|----------|
| 2 rescue | 5 reach |
| 3 holding | 6 borrow |
| 4 escape | |

3 Think and write with Dr Wild.

- Ask the children to look at the picture of Dr Wild and ask a volunteer to read out her speech bubble.
- Read the vocabulary prompts aloud with the class and read the example sentence.
- Ask the children to write three or four ideas about what they and their family or friends could do at the weekend, using the word prompts. Monitor and offer help as necessary.
- Invite individual children to read out what they have written.



Do the activity orally with the class first. This will help to prepare the children for writing. Encourage the children to share their ideas with the class, e.g. *Shall we (watch TV)?* Encourage the class to answer *Yes, good idea.* or *No, what about (going to the park)?*

Homework

- Ask the children to complete pp. 80–81 in their Activity Book.
- The children can do Lesson 27 Vocabulary and Learn with Oscar on their CD-ROM.

Quiz 7

- You can now use the photocopiable **Quiz 7**. See the **Active Teach** Resources section.

Answers

- 2 using / a
- 3 skiing after / e
- 4 ask / c
- 5 hold / b

2 Read and circle.

- Ask the children to look at the picture and tell you what they can see.
- Read the example sentence aloud. Ask the children to read the text and circle the correct word in each sentence.
- Check the answers.

28

Shall we meet in the park or at my house?

Objective: read an email; listen for information; suggest activities for a holiday

Vocabulary review: vocabulary from Lesson 26, tobogganning

Grammar review: grammar from lessons 25–27

Materials: Class CD, Lesson 26 Flashcards

Warm-up

- Use the flashcards from Lesson 26 to revise sports. Show each flashcard and elicit the word. Then show the flashcards again and ask individual children *Do you like (rock climbing)? Are you good at (cycling)?* etc. Encourage the children to ask each other similar questions.

Review

- Check the homework from the previous lesson.
- Invite some of the children to read aloud what they have written for Exercise 6, **Read and make your own suggestions. Use *Shall we ...?* or *What about ...?***

1 Read and tick the activities in the email.

- Say *Open your book at page 84.*
- Pre-reading: ask the children to look at the photo and ask *What is Harry doing? Who is he writing to? What's the subject of the email?*
- Ask the children to read the text quickly and tick the activities that are mentioned in the email.
- Check the activity.

Before they read, ask the children to predict what questions they think Harry asks Kit in the email. e.g. *Shall we play football? What about playing tennis?* This will give them a reason to read, i.e. checking their predictions.

28

SKILLS

Shall we meet in the park or at my house?

1 Read and tick the activities in the email.



To: Kit@high.com
From: Harry@high.com
Subject: Where shall we meet?

Hi Kit,

Thanks for your email. I'm very excited that you can come and stay for the weekend. Shall we meet in the park or at my house? We can have lunch at my house. What shall we do after lunch? Do you want to play football or go fishing? I know you like fishing and there's a lake near my house. You can use my dad's fishing rod and I can borrow one from my friend. In the evening we can watch a film or what about playing computer games? I've got the Winter Games Wii. I like playing the ice skating game but I'm not very good at it. Have you got any DVDs or computer games? Can you bring them with you, please?

See you soon.
Harry

2 Read and circle.

- | | | |
|-----------------------------|-------------------------|---------------------|
| 1 Kit can come and stay for | a Saturday and Sunday | b the week. |
| 2 They can have lunch | a at Kit's house. | b at Harry's house. |
| 3 Harry wants Kit to bring | a the Winter Games Wii. | b some DVDs. |

Writing Class: using *or* in questions

3 Look at the examples.

Then look at Harry's email again. Circle *or* and say the alternatives.

Have you got any DVDs *or* computer games? Do you want to watch a film *or* play computer games?

Answers

play football
play computer games
watch films
go fishing

2 Read and circle.

- Ask a volunteer to read out the example sentence. Ask the children to read Harry's email again and circle the correct answer in numbers 2 and 3.
- Check the activity.

Answers

2 b 3 b

1. Kai wants to go				rollerblading	today.
2. Harry wants to go					today.
3. Mei wants to go					today.

What shall we do this afternoon?

I don't know. Have you got any ideas?

What about.....?

Do you like.....?

OK. Let's go.

I don't want to go..... today.

Yes, is a great idea.

- 1 The Activity Holiday Centre
- 2 The Beach Camp Holiday
- 3 The Mountain Activity Centre



- Ask the children to look at the pictures. Play the first part of the CD. Read the example answer aloud with the class.
- Play the rest of the CD again and ask the children to circle the correct activity and complete the sentences.
- Check the activity.

2 fishing 3 tobogganing

- Read the speech bubbles aloud with the class. Ask them to work in pairs and use the information from Exercise 4 to complete the speech bubbles as they wish.
- Encourage the children to act out the dialogue. They can do this more than once, substituting other activities as they wish.
- Ask volunteers to act out their dialogues in front of the class.

3 Look at the examples.

- Read the example sentences with the class. Draw their attention to the highlighted words and make sure the children understand how they are used.
- Ask the children to look again at Harry's email and to circle *or* and say the alternatives.
- Check the activity.

4 Listen and number.  **2** Track 29

- Ask the children to look at the pictures and tell you what they can see.
- Play the first part of the CD. Ask the children to tell you the picture it describes and to write the number 1 in the correct tick box.
- Play the CD all the way through, pausing to give the children time to number the pictures.
- Check the answers.

- Ask the children to complete pp. 82–83 in their Activity Book.
- The children can do Lesson 28 Skills on their CD-ROM.

FlyHigh File

Objective: read and write about sporting legends

Vocabulary: football player, score, goal, world record, Olympic flag, gold medal, medicine, compete, train

Review: need, expensive, ice-skating

Grammar review: Present simple, past simple, superlatives, *be good at ... +ing*

Materials: paper for the project, pictures from magazines (optional)

Warm-up

- Ask the children to think about their favourite sports people. Elicit and write some names on the board and ask *Where is he/she from? What is he/she good at? Why do you like him/her?* Encourage the children to talk in pairs about their favourite sports star.



Bring some pictures cut out of magazines to prompt the children and to engage them.

Review

- Check the homework from the previous lesson.

1 Look and guess.

- Say *Open your book at page 86.*
- Pre-reading: ask the children to look at the photos. Ask *Who's this?* Ask the children to look very quickly at the texts and tell you the names of the men.
- Ask the children to tell you anything they know about Lionel Messi and Michael Phelps. Prompt them with questions if necessary, e.g. *Where's he from? How old is he? Is he good at (playing football)?* Ask volunteers to read out the captions.
- Then ask them to read the questions in pairs and guess the answers.

FlyHigh File: Sporting legends



This is **Lionel Messi**. He's one of the best football players in the world.



He scores a goal nearly every game.

GOAL!



He holds the world record for 100 metres butterfly. It's 49.82 seconds.



This is **Michael Phelps**. He's one of the best swimmers in history.



Olympic flag

gold medal

1 Look and guess.

- Who eats eight eggs, cheese, toast, pancakes and cereal for breakfast?
- Who lives in Spain?

- Who needed medicine to grow when he was eleven years old?
- Who has got very big feet?

86

Answers

- Michael Phelps
- Lionel Messi
- Lionel Messi
- Michael Phelps

2 Read and check.

- Ask the children to read the text quickly and find out whether their guesses in Exercise 1 were correct.
- Check the activity.

Read and check.

Lionel Messi always wanted to be a football player. He was born in Argentina in 1987 and he played for his first team in 1992 when he was five years old.

By eleven he was very good at football but there was a problem. He was short and he wasn't growing taller. He needed medicine to grow but it was expensive. When he was thirteen, his family moved to Spain and the Barcelona football club paid for his medicine.

Today he plays for FC Barcelona and for Argentina. He's a brilliant goal scorer and one of the best football players in the world.

Michael Phelps is an amazing American swimmer. When he was fifteen, he competed in the 2000 Olympics. The same year he broke a world record. He's got fourteen Olympic gold medals – more than anybody in the world.

He wants to win more medals so he works very hard. Every day he swims for about five hours.

He's tall with a long body and big feet and he needs to eat a lot. He eats a very big breakfast. He likes eating lots of pasta and sandwiches for lunch. For dinner he has another enormous meal. He eats the same as five men every day.

He loves his sport and he's happy when he's swimming. Some people think he's the best swimmer in history.

Read and answer.

- 1 Where was Lionel Messi born? *Argentina*
- 2 How old is he?
- 3 How did Barcelona help him?
- 4 What teams does Messi play for?
- 5 What nationality is Michael Phelps?

- 6 What did he do when he was fifteen years old?
- 7 How many Olympic gold medals has Michael Phelps got?
- 8 How much does Michael Phelps eat every day?

My Project

Find out and write about a sporting legend from your country.

I love ice skating and I'm quite good at it. I go to the ice rink every day after school and train for an hour. I want to be as good as Oksana Domnina and Maxim Shabalin. They're Russian ice dancers. They won the World Championship for ice dancing in 2010.



87

Read and answer.

- Read the example question and answer. Ask the children to find the answer in the text.
- Ask the children to read the text again and answer questions 2–8.
- Check the activity.

Answers

- 2 (as applicable)
- 3 They paid for his medicine.
- 4 FC Barcelona and Argentina
- 5 American
- 6 He competed in the 2000 Olympics.
- 7 fourteen
- 8 a lot / the same as five men

Optional activity

If you want to make the activity more communicative, divide the class into two groups. Ask one group to read the text about Lionel Messi and to answer questions 1–4 about him. Ask the other group to read and answer questions 5–8 about Michael Phelps. Then put the children in pairs, with one partner from each group. They tell each other about the sports star they have read about, using the questions as prompts.

My project

- Ask the children to look at the photo. Ask *What are they doing? Are they good at it? Do you know who they are/ where they're from?*
- Ask a volunteer to read out the text.
- Ask the children to write about a famous sporting legend from their country.



Brainstorm ideas before the children write. Elicit the names of famous sports people from your country and write them on the board. Ask the class to share anything they know about them. This will give the children more ideas for writing and will help those children who don't know much about the subject.

Homework

- Ask the children to complete pp. 84–85 in their Activity Book.
- The children can do the reading activity for this File on their CD-ROM.

88

I'm going to hide!

Learn with Oscar

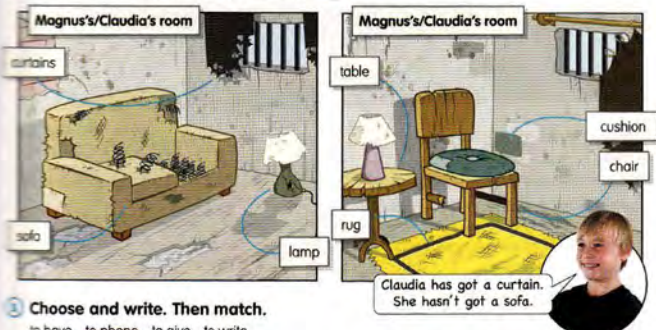
I
I'm going to hide.
He/She/It
She's going to call the police.

We/You/They
They're going to go to prison.

1 Read the story and correct one word.

- 1 Dr Wild is going to help the police. phone
- 2 Jack is going to sleep upstairs.
- 3 Claudia and Kelly are behind the curtains.
- 4 Toto is playing behind a cushion.
- 5 Claudia and Magnus are going to go to school.

2 Listen and circle. Then look and say.



3 Choose and write. Then match.

to have to phone to give to write



- 1 She 's going to phone. Sally at the zoo.
- 2 They going to their friends.
- 3 I going water. Toto some food and
- 4 He going some milk.

2 Listen and circle. Then look and say.



2 Track 32

- Ask the children to look at the pictures and ask volunteers to read the captions aloud.
- Play the CD. Ask the children to listen and circle *Magnus's* or *Claudia's* for each room.
- Check the activity.
- Ask a volunteer to read out the boy's speech bubble. Ask the children to work in pairs. They take turns describing each room.

Answers

1st picture – Magnus's room
2nd picture – Claudia's room

3 Choose and write. Then match.

- Ask the children to look again at the pictures. Read the example sentence aloud and ask them to point to correct picture (c).
- Ask the children to complete sentences 2-4 and match each sentence to one of the pictures.
- Check the activity.

Answers

2 're / to write / d
3 'm / to give / a
4 's / to have / b

Homework

- Ask the children to complete pp. 86–87 in their Activity Book.
- The children can do Lesson 29 Vocabulary and Learn with Oscar on their CD-ROM.

Answers

- 2 sleep look
- 3 Kelly Magnus
- 4 playing hiding
- 5 school prison

30

Are they going to come home now?

Objective: ask about what people are going to do

Vocabulary: plan, picnic, invitation, banner

Grammar: Future: negatives and question with *going to*

Review: *going to ...*, *Shall we ...?*

Materials: Class CD

Warm-up

- Talk about what the children are going to do this weekend. Ask *What are you going to do this weekend?* Elicit sentences, e.g. *I'm going to go shopping. I'm going to visit my grandma. I'm going to play football.* etc.

Review

- Check the homework from the previous lesson.

Vocabulary 2 Track 33

- Say *Open your book at page 90.*
- Present the new vocabulary with the pictures on page 90.
- Use extra repetition to practise the initial vowel sounds /p/ in *picnic*, *plan* and /b/ in *banner*. Practise the schwa sound /ə/ at the end of *banner* /'bænə/ and *invitation* /ɪnvɪ'teɪʃən/.

Are they going to come home now?

2 Track 33

- Pre-reading: ask the children to look at the photo. Ask questions, e.g. *Who can you see? What are they doing?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *Who has got Toto? How are Jack and Kelly going to come home? Who's going to make a cake? Who's going to send party invitations?*

30



Are they going to come home now?



Harry: Jack and Kelly have got Toto!
Kit: That's great!
Mel: Are they going to come home now?
Harry: Yes, they are but they aren't going to travel by train.
Kit: Are they going to fly home?
Harry: Yes, I think so.
Kit: Is Dr Wild going to take Toto to the zoo?
Harry: Yes, she is. Shall we have a party for them?
Mel: Yes! Let's plan a big picnic!
Harry: Yes, let's have a picnic. We can go to the park, take lots of food and then play games. Good idea!
Kit: Are you going to make a cake, Beth?
Beth: Yes, I am! I'm going to make a big chocolate cake!
Kit: I'm going to send invitations to all our friends.
Beth: I'm going to make a Welcome Home banner!

1 Read and write True or False.

- Jack and Kelly are going to go home. *True*
- They are going to travel by train.
- Dr Wild is going to take Toto to the zoo.
- Harry and his friends are going to plan a party for Jack and Kelly.
- Mel is going to send invitations to all their friends.
- Beth is going to make a cake and a banner.

1 Read and write True or False.

- Ask a volunteer to read out the example sentence.
- Ask the children to read the story again and decide whether sentences 2-6 are true or false.
- Check the activity.

Answers

- 2 False 3 True 4 True 5 False 6 True

Learn with Oscar

Are we going to go home now?

I: Am I going to see my friends again? Yes, I am.

He/She/It: Is he going to fly home? Yes, he is.

We/You/They: Are they going to go by train? No, they aren't.

I'm not going to go to school. He isn't going to go by train. They aren't going to fly in a plane.

Yes, we are.

Write **Yes** or **No** for you. Then ask and answer.

What are you going to do this evening?

Yes

No, I'm not. I'm going to read a book.

Circle and write.

have make eat drink write make



- 1 They are / aren't going to have a picnic.
- 2 The boy is / isn't going to make a banner.
- 3 The girl is / isn't going to eat a cake.
- 4 Dad is / isn't going to write invitations.
- 5 They are / aren't going to make sandwiches.
- 6 They are / aren't going to drink milk.

Listen and circle. Then sing.

Are you going to (1) come be to our party? We're going to (4) get / make some pizza.

It's going to (2) look / be just great. We've got lots of (5) things / work to do.

We're going to (3) make / have a picnic. It's going to (6) be / have such wonderful fun.

Please come and don't be late! And Toto is going to (7) fly / come too!

Learn with Oscar

- Ask volunteers to read out the speech bubbles in the grammar box. Read the other questions and sentences in the grammar box aloud.
- Write on the board *I'm going to go home now*. Then write *..... going to go home now? Yes, I No, I*. Ask a volunteer to fill the gaps and draw the children's attention to how the question and short answer are formed.
- Say, e.g. *He's going to go home now*. Elicit the question *Is he going to go home now?* Do the same for statements and questions with *She/It* and *You/We/They*. Elicit the short answer form each time.
- Practise negative statements in the same way.

2 Write **Yes** or **No** for you. Then ask and answer.

- Ask the children to look at the pictures and name the activities.
- Ask volunteers to read Harry and Mel's speech bubbles. Then ask the children to write *Yes* or *No* under each activity depending on whether they are going to do it or not.
- Ask the children to work in pairs, asking and answering about what they are going to do that evening.
- Check the activity by asking volunteers to tell the class what they are/aren't going to do.

3 Circle and write.

- Ask the children to look at the picture. Read the example sentence aloud with the class.
- Ask the children to circle the correct words and write the verbs in sentences 2-6.
- Check the activity.

Answers

- 2 is / make
- 3 isn't / make
- 4 isn't / write
- 5 are / eat
- 6 aren't / drink

4 Listen and circle. Then sing. 2 Track 34

- Ask a volunteer to read the example sentence. Ask the children to circle the correct words in the song text.
- Play the CD and tell the children to check their answers.
- Play the CD again and ask the children to sing the song.

Answers

- | | |
|--------|----------|
| 2 be | 5 things |
| 3 have | 6 be |
| 4 get | 7 come |

Homework

- Ask the children to complete pp. 88-89 in their Activity Book.
- The children can do Lesson 30 Vocabulary and Learn with Oscar on their CD-ROM.

31

Why did they want Toto?

Objective: talk about why people do/did things

Vocabulary: rare, robber, steal, jewellery, valuable, painting, diamond

Review: prison, helpful

Grammar: Why? Because

Review: going to, present simple, past simple, There were, be good at ... +ing, I'm happy when I'm ... +ing

Materials: Class CD 2 and 3, Lesson 31 Flashcards

Warm-up 2 Track 34

- Play the CD and ask the children to sing the song from the previous lesson.

Review

- Check the homework from the previous lesson.
- Invite some of the children to read aloud what they have written for Exercise 5, **What about you? Tick or cross.** Then write true sentences.

Vocabulary 3 Track 02

- Say *Open your book at page 92.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the correct word stress and pronunciation of *jewellery* /'dʒu:əlri/, *valuable* /'væljuəbl/ and *diamond* /'daɪəmənd/. Practise the weak schwa sound /ə/ in *robber* /'rɒbə/ and the silent 'r' in *rare* /reə/.

Why did they want Toto? 3 Track 02

- Pre-reading: ask the children to look at the picture. Ask questions, e.g. *Are Toto and Oscar safe? Where are Claudia and Magnus?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *Are Claudia and Magnus going to go on holiday? What did Claudia collect? Did she buy rare birds? What did the police find in Claudia and Magnus's house?*

31



rare

robber

steal

jewellery

valuable

painting

diamond

Why did they want Toto?



Policeman: Claudia and Magnus are going to go to prison. They aren't going to come out for a long time!

Dr Wild: Why did they want Toto and Oscar, officer?

Policeman: Because Claudia collects rare birds and she liked Oscar!

Kelly: Why didn't they buy a cat and a toucan?

Policewoman: Because Claudia and Magnus are robbers.

Policeman: They never buy anything, they always steal things. We found lots of jewellery and valuable paintings in their house in Switzerland.

Policewoman: There were lots of valuable diamonds too!

Dr Wild: Thank you for your help, officer.

Policeman: Thank you, Dr Wild, and thank you, Kelly and Jack. You were very brave and helpful.

Dr Wild: Now we must go home.

Jack: Yes! We can't wait to see Mel, Harry, Beth and Kit.

Learn with Oscar

- Ask volunteers to read out the sentences in the grammar box.
- Ask *Why did Claudia take Oscar?* Elicit the answer *Because she liked him.*
- Write on the board *did Claudia like Oscar?* *Because* Ask a volunteer to fill the gaps, then invite volunteers to tell you their ideas. e.g. *Because he was soft/cute/friendly/clever.* Ask the children other questions, e.g. *Do you like birds/cats/spiders? Why? Why not?* Encourage them to answer using *Because.*

Learn with Oscar

Why did Claudia want me and Toto?
Because she liked us!



Why didn't we like Claudia?
Because she was a robber!

3 Read the story and match.

- 1 Why aren't Claudia and Magnus in the hotel?
- 2 Why did Claudia want Toto?
- 3 Why did she want Oscar?
- 4 Why didn't they buy some animals?
- 5 Why did the policeman thank Kelly and Jack?

- a Because they were brave and helpful.
- b Because they are going to go to prison.
- c Because they are robbers.
- d Because she collects rare birds.
- e Because she liked him.

2 Choose and write.

paintings valuable robbers diamonds jewellery stealing



This is Magnus and Claudia's house. Why did the police in Switzerland go there? Because they knew Claudia and Magnus were dangerous (1) robbers! They found many (2) paintings there. Under the bed there was a big bag of (3) diamonds. In the cupboard there was a lot of (4) jewellery and there were two (5) valuable in front of the bed. They liked (6) stealing!

3 Think and write with Dr Wild.



Think about your favourite hobby. Tick the things you like about it and write.

I like swimming because I'm good at it and I like sport.

I can do it with my friends.

I like sport.

I get lots of fresh air.

I can do it at home.

I like collecting things.

I wear special clothes.

I can do it on my own.

I'm happy when I'm doing it.

I'm good at it.

I can do it at the weekends.

It's good fun.

I learn lots of new things.

93

Answers

- 2 valuable
- 3 diamonds
- 4 jewellery
- 5 paintings
- 6 stealing

3 Think and write with Dr Wild.

- Ask the children to look at the picture of Dr Wild and ask a volunteer to read out her speech bubble.
- Ask the children to think about their favourite hobby and to tick the things they like about it. Ask volunteers to tell you what they like and why.
- Then ask the children to write sentences about their hobby using the phrases they have ticked. Monitor and offer help as necessary.
- Invite individual children to read out their sentences.

Homework

- Ask the children to complete pp. 90–91 in their Activity Book.
- The children can do Lesson 31 Vocabulary and Learn with Oscar on their CD-ROM.

Quiz 8

- You can now use the photocopiable **Quiz 8**. See the **Active Teach** Resources section.

1 Read the story and match.

- Ask volunteers to read out the example question and answer.
- Ask the children to look again at the story on page 92 and to match the remaining questions and answers.
- Check the activity.

Answers

- 2 d
- 3 e
- 4 c
- 5 a

2 Choose and write.

- Ask the children to look at the picture and tell you what they can see.
- Read the example sentence. Ask the children to look at the picture and to complete the text, using the words at the top of the activity.
- Check the answers.

32

Would you like to come to our party?

Objective: invite someone to a party

Materials: Class CD

Warm-up

- Say *It's my birthday. I'm going to have a party. Ask What do you want to do at my party?* Elicit as many ideas from the children as possible, e.g. *I want to dance/play games/ eat cake/talk to friends, give presents.* etc.

Review

- Check the homework from the previous lesson.
- Invite some of the children to read aloud what they have written for Exercise 5, **Choose and write**.

1 Read and answer.

- Say *Open your book at page 94.*
- Pre-reading: ask the children to look at the picture and ask *What is it? (an invitation). Who is it from/to?*
- Read the example question and answer aloud. Ask the children to read the invitation and Roz's email to find the answers to questions 2–5.
- Check the activity.

Answers

- at Greenwoods Park
- at 3 o'clock
- Yes, she is.
- She's going to take sandwiches, crisps and juice.

32

SKILLS

Would you like to come to our party?



WOULD YOU LIKE TO COME TO OUR PARTY?

To: Roz
The occasion: A Welcome Home picnic for Jack and Kelly
The time: 3.00 in the afternoon
The date: Saturday August 8th
The place: Greenwoods Park
RSVP Tel: Kit 7855021 Email: kit@flyhigh.com

I've got an invitation from Kit!

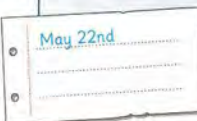
1 Read and answer.

- What is the occasion?
A Welcome Home picnic for Jack and Kelly
- Where is the party?
- What time is it?
- Is Roz going to go?
- Is she going to take anything to the picnic?

Writing Class: writing dates

2 Look at the example.

Then look at the invitation and message again and circle the dates.
Then write them in order.



Writing Class: writing dates

2 Look at the example.

- Read the example date with the class. Draw their attention to the way the date is written.
- Ask the children to look again at Kit's invitation and Roz's email and to find three dates. Tell them to write the dates in the correct order. i.e. *May 22nd, August 3rd, August 8th.* Encourage the children to work in pairs so that they can help each other.
- Check the activity.

1 Listen and circle.

	1	2	3
Occasion	Birthday party Fancy dress party	Birthday party Fancy dress party	Picnic School dance
Date	Saturday September 15th Saturday September 5th	Friday October 31st Friday October 3rd	Wednesday March 5th Wednesday March 25th
Time	7.30 5.30	3.45 4.15	7.30 5.30
Place	Peter's house The park	The school Tom's house	The school Kate's house

2 Choose a party from 3 and complete.

WOULD YOU LIKE TO COME TO MY PARTY?

To:

The occasion:

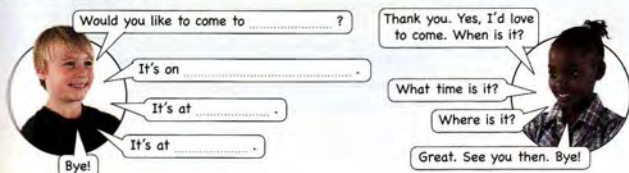
The time:

The date:

The place:

RSVP Tel: Email:

3 Write. Then act it out.



95

4 Choose a party from 3 and complete.

- Ask the children to look at the invitation. Do the activity orally first. Choose one of the parties from Exercise 3 and ask volunteers to tell you the occasion, time, date and place.
- Ask the children to work individually. Tell them to choose a party and complete the invitation.
- Check the activity.

5 Write. Then act it out.

- Ask volunteers to read out the speech bubbles.
- Ask the children to complete the speech bubbles individually. Then encourage them to act out the dialogues in pairs. They can do this again, substituting other dates, times and places as they wish.
- Ask volunteers to act out their dialogues in front of the class.

Homework

- Ask the children to complete pp. 92–93 in their Activity Book.
- The children can do Lesson 32 Skills on their CD-ROM.

3 Listen and circle. 3 Track 03

- Ask the children to look at the chart. Ask volunteers to read the dates and times aloud.
- Play the first part of the CD. Read the example answer aloud with the class.
- Play the CD all the way through, pausing to give the children time to circle the correct answers for each dialogue.
- Check the answers.

Answers

- Saturday September 5th / 5.30 / Peter's house
- Fancy dress party / Friday October 31st / 4.15 / Tom's house
- School dance / Wednesday March 25th / 7.30 / The school

FlyHigh File

Objective: read about the Duke of Edinburgh's Award; write about your own plans

Vocabulary: award, physical, volunteering, skills, expedition, photography, sewing, knitting, DJ

Review: cycling

Grammar review: Present simple, comparatives, superlatives, going to

Materials: paper for project

Warm-up

- Talk about the children's hobbies to prepare them for the lesson. Write on the board *Have you got a hobby? What is it? Why do you like it?* Ask the children to ask each other the questions in pairs. Then ask volunteers to tell the class about their own or their partner's hobby.

Review

- Check the homework from the previous lesson.

1 Read and number the photos.

- Say *Open your book at page 96.*
- Pre-reading: ask the children to look at the photos and tell you what they can see. Ask *What's she doing? What are they doing? Do you like (playing basketball)?* etc.
- Read the title of the website and ask *What's an award? When do you get an award?* Encourage the class to guess. Invite the children to tell you if they have any awards and what they were for (use L1 if necessary).
- Ask the children to read the information in Exercise 1 and number the photos 1-4.
- Ask the children some comprehension questions to check understanding and to engage them, e.g. *How old do you have to be? How long does it take? How many sections are there?*

Answers

Left to right, top to bottom: 2 3 4 1

FlyHigh File: Duke of Edinburgh's Award



1 Read and number the photos.

Children of fourteen and over can do the Duke of Edinburgh's Award. A teacher helps them. It takes about six months to do an award.

You have to do something from each of these sections:

- 1 **Physical:** getting better at a sport or dancing
- 2 **Volunteering:** helping other people or animals
- 3 **Skills:** learning how to do something new
- 4 **Expedition:** going on a two-day trip and staying one night in a tent

Tell the children they don't need to understand every word of the text at this stage. Encourage them to use key words in the text to match the text to the photos, e.g. 1 sport, 2 helping people, 3 learning, 4 a trip.

2 Read and write the sections from 1.

- Ask a volunteer to read out the first paragraph and the example *Volunteering*.
- Ask the children to read the remaining text and write a heading for each paragraph, using the words from Exercise 1.
- Ask the children questions to check comprehension, e.g. *Who can you help when you're volunteering? How long do you have to do each section for? Where do you sleep in the Expedition section?*
- Check the activity.

2 Read and write the sections from 1.

Planning for a Bronze medal

Volunteering... You can help old people, children, people with special needs, animals or people who live on the streets. You can help with gardening, shopping, cooking, cleaning or talking to people who don't have friends or family. You must do volunteering for three months.

Physical... What are your hobbies? You can do photography, computer skills, painting, singing, playing a musical instrument, sewing, knitting, making things or being a DJ! It doesn't matter what you do, the most important thing is to learn something new. You do this section for three months.

Expedition... What sport do you like doing? Choose your favourite and do something new in it for three months. You can do swimming, football, basketball, climbing, tennis or dancing. You can do anything! The idea is to get fitter and better at it.

Skills... You do this with four to seven other people. You can go sailing, walking, cycling, horse riding or climbing. You plan the two-day expedition; what you're going to eat and where you're going to go, and you camp for one night in a tent. It's a great adventure!

3 Read and complete.

Sections	Volunteering	Physical	Expedition	Skills
Three things you can do	1 helping children 2 3	1 2 3	1 2 3	1 2 3
How long does it take?	3 months			

My Project

Complete the plan for you and write.

	do a sport	help people	learn something new
What are you going to do?	football	shopping for grandma	
When are you going to start?	Monday	tomorrow	

I'm going to do two things.
I'm going to learn to play football better.
I'm going to start on Monday.

I'm going to help people too.
I'm going to do the shopping for my grandma.
I'm going to start tomorrow!

97

Answers

paragraph 2: Skills

paragraph 3: Physical

paragraph 4: Expedition

3 Read and complete.

- Read the first part of the chart and the example answers. Ask the children to read the text in Exercise 2 again and to complete the chart. Encourage them to work in pairs so that they can help each other.
- Check the activity.

Suggested Answers

Volunteering

2 helping old people

3 help with gardening

Physical

1 swimming

2 football

3 basketball

three months

Expedition

1 sailing

2 walking

3 cycling

two days

Skills

1 photography

2 computer skills

3 painting

three months

My project

- Ask the children to look at the plan. Ask volunteers to read out the sentences on the right.
- Ask the children to write their own plan for learning something new. Tell them to write notes in the chart first, then to write their plan in their notebook, using the example texts as a model. Monitor and offer assistance as necessary.
- Ask volunteers to read out their plans.



Remind the children about their plans to learn something new in the following days and weeks. Ask children to share their achievements with the class and give an award to children who fulfil their plan, e.g. a certificate or a special sticker.

Homework

- Ask the children to complete pp. 94–95 in their Activity Book.
- The children can do the reading activity for this File on their CD-ROM.

The FlyHigh Review

Objective: review Lessons 25–32

Vocabulary review: vocabulary from Lessons 25–32

Grammar review: grammar from Lessons 25–32

Materials: Class CD 2 and 3

Warm-up 2 Track 34

- Sing the song from Lesson 30 to energise the children and to prepare them for the lesson.

Review

- Check the homework from the previous lesson.
- Invite some of the children to read aloud what they have written for Exercise 6, **What about you? Complete.**

1 Say it with Aunt Sophie

a) Listen and point. Then repeat.  **3 Track 04**

- Say *Open your book at page 98.*
- Play the CD. Ask the children to point to the words as they listen. Ask them to repeat the words, focussing on the pronunciation.

b) Listen and circle. Then say all the words.

 **3 Track 05**

- Play the CD. Pause after the first word and ask the children to repeat it. Show them the circled example. Play the rest of the CD pausing after each word for the children to repeat the word and circle the correct word.
- Check the activity.

Answers

2 their	3 munch	4 eighth	5 thin
6 teeth	7 that	8 tank	9 teas

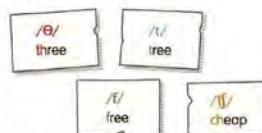
2 What about you? Complete and write your answers.

- Ask the children to look at the pictures. Ask volunteers to read the example question and answer aloud.
- Ask the children to complete each question using the words at the top of the activity. They then answer about themselves.
- Check the activity by asking several children to read their completed sentences.

The FlyHigh Review

1 Say it with Aunt Sophie.

a) Listen and point. Then repeat.



b) Listen and circle. Then say all the words.

1 (three) tree	6 teach teeth
2 fair their	7 fat that
3 month munch	8 thank tank
4 eight eighth	9 teas these
5 thin fin	

2 What about you? Complete and write your answers.

cycling tobogganing ice-skating rock climbing fishing skateboarding

- Do you like ice skating?
Yes, I do / No, I don't
- Are you good at _____?
- Do you want to go _____?
- Are you happy when you are _____?
- Do you like _____?
- Do you want to go _____?

3 Listen and match. Then ask and answer.



Answers

2 cycling	5 fishing
3 rock climbing	6 tobogganing
4 skateboarding	

3 Listen and match. Then ask and answer.

 **3 Track 06**

- Ask the children to look at the pictures and tell you what they can see.
- Play the first part of the CD and ask the children to follow the example line. Play the CD all the way through, pausing after each part so that the children can match the pictures in the top and bottom rows.
- Check the activity.
- Ask volunteers to read out the speech bubbles. Then ask the children to work in pairs, asking and answering about the robbers.

Answers

2 d	3 c	4 a
-----	-----	-----

knock over ~~jump on~~ close sit on clean use
the sofa the cushion the phone the rug the lamp the curtains



- 1 The cat **is** / **are** going to **jump on the sofa**
- 2 Grandpa **is** / **are** going to _____
- 3 The girl **is** / **are** going to _____
- 4 The boy and the dog **is** / **are** going to _____
- 5 Mum **is** / **are** going to _____
- 6 Dad **is** / **are** going to _____

1. 😊 We want to to borrow the team.

2. 😞 He join a gold medal.

3. 😊 I be a basketball.

4. 😞 They us to score a good swimmer.

5. 😊 She win a goal.

1 What shall we <u>do</u> (do) on Saturday?	3 What about invitations? (send)
What about a picnic? <u>having</u> (have)	Shall we everybody? (invite)
2 Where shall we _____ (go) ?	4 What shall we _____ (wear) ?
What about the park? _____ (go) to	What about fancy dress costumes? (wear)

- Ask a volunteer to read the example sentence.
- Ask the children to write *want to / don't want to* or *wants to / doesn't want to* in each gap and to complete each sentence by drawing a matching line.
- Check the activity.

2 doesn't want to / the team 4 don't want / a goal
3 want to / a good swimmer 5 wants to / a gold medal

- Read the example questions aloud with the class.
- Ask the children to use the correct form of the verb in brackets to complete the questions in 2–4.
- Check the activity.

2 go / going 3 sending / invite 4 wear / wearing

You can now review the language the children have learned in Cycles 7 and 8, in the following ways.

- Ask the children to review the vocabulary from Lessons 25-32. Tell them to use the Word List on pp. 125-6 of their Pupil's Book.

- Do the **My English** section on p. 97 together in class. See Introduction p. ii for guidance.

- Tell the children to complete pp. 96–97 in their Activity Book for homework.
- The children can do the activity for Review 4 on their CD-ROM.

- You can now use photocopiable **Progress Review 4**. See the **Active Teach** Resources section.

- Ask the children to look at the picture. Ask a volunteer to read the example sentence aloud.
- Ask the children to circle the correct word in numbers 2-6 and to complete each sentence using the verbs and nouns at the top of the activity.
- Check the activity.

2 is / use the phone
3 is / sit on the cushion
4 are / knock over the lamp
5 is / close the curtains
6 is / clean the rug

The Voyages of Sindbad the Sailor

Objective: read and listen to a story

Vocabulary: sailor, voyage, dangerous, captain, ship, sail, wood, afraid

Review: nothing, nobody, windy, rich, journey, country

Grammar review: Present simple, past simple, There were

Materials: Class CD

Warm-up

- Draw some waves on the board and elicit *It's the sea*. Ask individual children *Do you like the sea? Why? Why not?* Encourage the children to answer using *Because*.
- Ask *What can you do in the sea?* Encourage children to tell you what activities you can do on or in the water, e.g. *surfing, swimming, water skiing*. Ask individual children *Can you (sail)? Do you like (sailing)? Why/Why not?*

Review

- Check the homework from the previous lesson.



If you have a copy of *The Voyages of Sindbad the Sailor*, bring it into class to show the children. You can talk about the pictures on the front and back covers, and about any other pictures inside. You can also talk about other features of real books, e.g. the title, the author, the blurb on the back cover. This will help motivate the children to read.



The Voyages of Sindbad the Sailor

1 Read and listen.



I am Sindbad the **Sailor**. This is the story of my sixth **voyage**. 'I will make one last voyage,' I thought. It was a long and **dangerous** voyage. It was very windy. We were lost. The **captain** pointed to a mountain in front of us.

'Can you see that mountain?' the captain shouted. 'There is a cave at its foot. The sea will take our **ship** into it. I cannot stop it now. There is no way out of the cave. When a man goes in there, he dies!'

The sailors tried to **sail** the ship out of the fast water but they could do nothing. The mountain came nearer and nearer. Suddenly the water carried our ship into the cave. Inside, the ship hit the walls and broke. There were men and **wood** everywhere in the water.

'Where are you?' I called.

I listened but nobody answered. I could do nothing to help my friends. The water was fast and it carried me through the cave on some wood from the ship.

My journey through those black caves was very long. I was tired and **afraid**. I fell asleep.

I woke to the sound of shouts. I opened my eyes and looked around me. I was next to a great river. People looked down on me. The noise came from them.



100

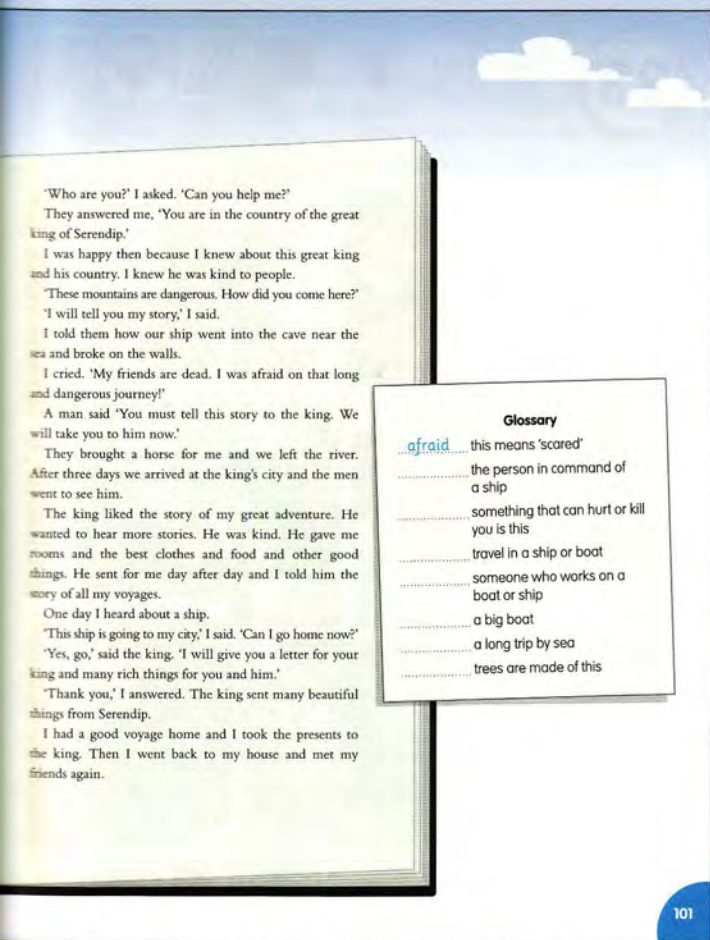
1

Read and listen.



3 Track 07

- Say *Open your book at page 100*.
- Pre-reading: ask the children to look at the pictures and tell you what they can see. Elicit known vocabulary, e.g. *boat, sail, whale, sea, storm, island*.
- Say *This is the story of Sindbad the Sailor*. Ask questions to prompt the children about the story: *Do you know the story of Sindbad the Sailor? What do you think happened to him?* Encourage the children to make guesses about the story. Ask whether any children have read the books about Sindbad in their own language. If so, encourage them to share what they can remember with the class (use L1 if necessary).



Glossary

- Ask the children to look at the Glossary on page 101. Read the example sentence and answer. Ask the children to find the word *afraid* in the story text.
- Ask them to read the other definitions and find the corresponding words in the text. Tell them that all the words they need to find are in bold in the text.
- Check the activity.

Answers

captain
dangerous
sail
sailor
ship
voyage
wood

Optional activity

Divide the class into groups of four. Ask the group to take turns reading the story. While one child reads, the others mime the actions in the story.

Homework

- Ask the children to complete pp. 98–99 in their Activity Book.

- Play the CD. Ask the children to follow the story in their books as they listen.
- Ask some questions to check understanding and to engage the children. Ask *Why did the ship go into the cave? What happened to it? Who did Sindbad meet? Was the king kind? What did he give Sindbad to take home?*

33

Jack has disappeared!

Objective: talk about what has happened recently

Vocabulary: *disappear, explain, return, hot air balloon, trip*

Review: *rescue, need, use, invitation*

Grammar: Present perfect: affirmative (recent events)

Review: *somebody*

Materials: Class CD; Lesson 33 Flashcards

Warm-up

- Ask questions to remind the children of the *Fly High* story so far. Ask *Where are Claudia and Magnus going to go? Did Jack and Kelly find Toto? Why did Claudia and Magnus want Toto? What did the police find in Claudia's house?* etc.

Review

- Check the homework from the previous lesson.

Vocabulary 3 Track 08

- Say *Open your book at page 102.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the correct word stress in *disappear*, *explain*, *return* and *hot air balloon*. Practise the diphthongs /ɪə/ in *disappear* and /eɪ/ in *explain*, and the /ɜ:/ sound and silent 'r' in *return*.

Jack has disappeared! 3 Track 08

- Pre-reading: ask the children to look at the pictures. Ask questions, e.g. *Where's Jack? Who's got Toto? What do Jack and Kelly fly in? Where do you think they are going?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *Can Aunt Sophie fly a hot air balloon? Where are they going in the hot air balloon? Did they have a good trip?*

33



disappear



explain



return



hot air balloon



trip

Jack has disappeared!



Learn with Oscar

- Ask volunteers to read out the sentences in the grammar box.
- Walk over to the door and open it. Write on the board *I open the door*. Ask a volunteer to close the door. Write on the board *(Paul) close the door*. Ask volunteers to fill the gaps.
- Write some verb prompts on the board: *walk to school, open my book, listen to a story, answer a question, talk to a friend, play in the playground*. Encourage the children to say what they've done today so far, e.g. *I've listened to a story*. Elicit sentences around the class, then ask the children to talk in pairs.



We've rescued Oscar. He's jumped into the hot air balloon.

Learn with Oscar

I/You/We/They

They **have** returned home.
have = 've

He/She/It

He **has** returned home.
has = 's

1 Read the story and number in order.

- | | |
|--|--|
| <input type="checkbox"/> a Dr Wild has noticed a forest. | <input type="checkbox"/> d Jack has disappeared. |
| <input type="checkbox"/> b Jack has returned with a man. | <input type="checkbox"/> e Jack has explained that they need to go home. |
| <input type="checkbox"/> c They've arrived home from the trip. | <input type="checkbox"/> f Kelly has looked everywhere for Jack. |

2 Listen and circle the correct pictures. Then say.



She's washed the curtain.

3 Circle, choose and write.

open return email watch talk jump



It's half past six now.

- | | |
|--|---|
| 1 They 's / 've returned home safely. | 4 Dr Wild 's / 've to Sally on the phone. |
| 2 Kelly 's / 've the invitation to the picnic. | 5 Oscar 's / 've on the sofa. |
| 3 Jack 's / 've some photos to Harry. | 6 They 's / 've the News. |

103

2 Listen and circle the correct pictures. Then say.



3 Track 09

- Ask the children to look at the pictures and tell you what they can see.
- Play the CD, pausing after the first part. Ask *What has Claudia washed?* Elicit *the curtain*. Ask the children to circle the picture of the curtain in their Pupil's Book.
- Play the CD all the way through and ask the children to circle the correct picture each time.
- Check the activity.

Answers

1 the curtain the lamp 3 the chair 4 the jigsaw puzzle

3 Circle, choose and write.

- Ask the children to look at the pictures. Ask questions, e.g. *What time is it in picture (1)? What is Aunt Sophie doing in picture (1/2)? Where is Oscar in picture (1/2)? What has Kelly got in picture (1)? What's she doing in picture (2)?* etc. Focus on the differences between pictures 1 and 2.
- Ask a volunteer to read the example sentence. Do the rest of the activity orally first with the class. Then ask the children to complete the exercise individually in their Pupil's Book.
- Check the activity.

Answers

- 2 's / opened
3 's / emailed
4 's / talked
5 's / jumped
6 've / watched

1 Read the story and number in order.

- Ask a volunteer to read the sentence numbered 1, and ask the children to find this sentence in the story on page 102.
- Ask the children to look again at the story and number the remaining sentences 2–6, according to the order they appear in the story.
- Check the activity.

Answers

- 2 f
3 b
4 e
5 a
6 c



In order to consolidate the concept of the present perfect tense, encourage the children to focus on the changes between picture 1 and 2. e.g. the invitation is closed in picture 1 and open in picture 2.

Homework

- Ask the children to complete pp. 100–101 in their Activity Book.
- The children can do Lesson 33 Vocabulary and Learn with Oscar on their CD-ROM.

34

Have you seen these photos?

Objective: ask about what people have done

Vocabulary: horse riding, camping, canoeing, Chinese, restaurant

Review: trip, hot air balloon

Grammar: Present perfect: negatives and questions (life experiences)

Review: Present perfect: affirmative

Materials: Class CD; Lesson 34 Flashcards

Warm-up

- Talk about what the children like doing when they're on holiday. Encourage the children to say *I like (swimming).* etc. Write a list of activities on the board and ask the children to talk in pairs about which ones they like doing.
- Ask various pairs to tell the class what they like doing.

Review

- Check the homework from the previous lesson.
- Invite some of the children to read aloud what they have written for Exercise 6, **What about you? Tick the activities you have done today. Then write.**

Vocabulary 3 Track 10

- Say *Open your book at page 104.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the correct word stress in *horse riding, camping, canoeing, Chinese and restaurant.* Practise the long vowel sounds /ɔ:/ in *horse*, /u:/ in *canoeing* and /i:/ in *Chinese*.

Have you seen these photos?

3 Track 10

1 Read and answer.

- Pre-reading: ask the children to look at the photos and pictures and tell you what they can see.
- Follow the steps for presenting stories – see Introduction, p. v.

34



horse riding



camping



canoeing



Chinese



restaurant

Have you seen these photos?



Kit: Wow! Have you seen these photos? Jack has sent us some photos of their trip. Here they are in a hot air balloon. Have you ever flown in a hot air balloon?

Beth: No, I haven't but I've been in a plane. We went to America last year. Have you been to America?

Kit: No, I haven't.

Beth: Here's Kelly at that farm. She's riding a horse. I love horse riding.

Kit: I've never ridden a horse.

Beth: I don't know when they took this photo. It's a tent in the mountains.

Kit: Perhaps they went camping.

Beth: I've never slept in a tent.

Kit: I have. We go camping every summer. It's great.

Kit: Look at this photo. Jack is canoeing.

Beth: Have you ever been canoeing?

Kit: Yes, I have. It was great.

Beth: Here they are in a Chinese restaurant. Have you ever eaten Chinese food?

Kit: Yes, I have. It was delicious.

1 Read and answer.

- | | | |
|---------------------|------------------|-----------------------|
| 1 Beth has flown in | a) a plane. | b) a hot air balloon. |
| 2 Beth has been to | a) Russia. | b) America. |
| 3 Beth has ridden | a) an elephant. | b) a horse. |
| 4 Kit has slept | a) in a tent. | b) on a farm. |
| 5 Kit has been | a) horse riding. | b) canoeing. |
| 6 Kit has eaten | a) Chinese food. | b) American food. |

104

- Ask some questions to check understanding and to engage the children. Say *Has Beth been in a hot air balloon? Has Kit been to America?* etc.
- Ask a volunteer to read the example sentence in Exercise 1. Ask the children to read the dialogue again and circle the correct answer in numbers 2–6.
- Check the activity.

Answers

2 b 3 b 4 a 5 b 6 a

Learn with Oscar

- Ask volunteers to read out the sentences in the grammar box.
- Write on the board *I've been to England. He's been to America.* Then write you ever to England? he ever to America? Ask volunteers to come up and fill the gaps.

Learn with Oscar



Have you ever flown in a hot air balloon?
Yes, I have.

Has Kit ever been to America?
No, he hasn't. He hasn't been to America.

see seen
send sent
fly flown
be/go been
eat eaten
sleep slept
ride ridden

2 Complete with a tick or cross. Then ask and answer.

ridden a horse/been canoeing/ flown in a plane/ seen a hot air balloon/ eaten Chinese food/ slept in a tent

You					
Your friend					



Have you ever flown in a plane?

Yes, I have.

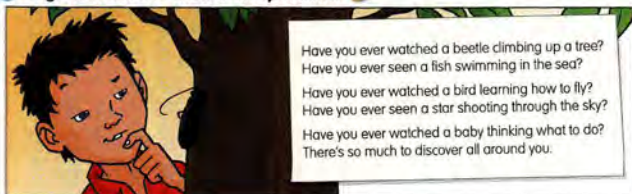
Have you ever been canoeing?

No, I haven't.

3 Write.

- 1 I have
- 2 I haven't
- 3 My friend has
- 4 My friend hasn't

4 Sing. Then ask and answer the questions.



105

- Ask individual children *Have you ever been to (America)?* Ask more questions, using the irregular participles in the grammar box. e.g. *Have you ever flown in a helicopter? Have you ever eaten English food? Have you ever ridden a bike? Have you ever sent an email? Have you ever slept at your friend's house?* Encourage them to answer *Yes, I have./No, I haven't.*

2 Complete with a tick or cross. Then ask and answer.

- Ask the children to look at the pictures and say the activity, e.g. *fly in a plane.*
- Tell the children some true sentences about yourself, e.g. *I've flown in a plane. I haven't been canoeing.* Ask the children to look at the chart and tick the activities they have done and put a cross against those that they haven't done.
- Ask volunteers to read out the speech bubbles below the chart. Invite the children to ask and answer in pairs about the activities in the chart and complete the *Your friend* part of the chart with a tick or a cross.
- Ask several pairs to tell the class about what they have done and what their partner has done.



Practise the questions as a whole class before the children work in pairs. Point to each picture and ask *Have you ever (been canoeing)?* Ask the whole class to repeat the question. This will give the children more confidence when they work in pairs.

3 Write.

- Ask the children to look at their completed chart in Exercise 2.
- Ask them to complete each sentence, using the information in the chart.
- Check the activity.

4 Sing. Then ask and answer the questions.



3 Track 11

- Play the CD. Ask the children to listen and follow the words in their Pupil's Book. Play the CD again and ask them to sing the song.
- Invite the children to ask each other the questions in pairs.
- Ask volunteers to tell you what they and their partner have done, e.g. *I've seen a fish swimming in the sea. (Alex) has watched a baby.*

Optional activity

Ask the children to write an additional verse for the song, asking more *Have you ever...?* questions. They can sing their personalised verses using the karaoke version of the song. Alternatively they can ask the questions of the class.

Homework

- Ask the children to complete pp. 102–103 in their Activity Book.
- The children can do Lesson 34 Vocabulary and Learn with Oscar on their CD-ROM.

35

I haven't brushed Oscar yet!

Objective: ask if things have happened yet

Vocabulary: brush, polish, change

Grammar: Present perfect with yet

Review: Present perfect (recent events), anybody

Materials: Class CD

Warm-up 3 Track 11

- Play the CD and ask the children to sing the song from the previous lesson.

Review

- Check the homework from the previous lesson.
- Invite some of the children to read aloud what they have written for Exercise 6, **What about you? Write the questions and answer for you.**

Vocabulary 3 Track 12

- Say *Open your book at page 106.*
- Present the new vocabulary with the pictures on page 106.
- Use extra repetition to practise the /j/ sound in *brush* and *polish*, and the /tʃ/ and /dʒ/ sounds in *change*.

I haven't brushed Oscar yet!

3 Track 12

- Pre-reading: ask the children to look at the picture. Ask questions, e.g. *What's Kelly wearing? Where is Jack's T-shirt? Where is Oscar? Why do you think he jumped out of the window?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *Has Kelly polished her shoes? Has Aunt Sophie brushed Oscar? Does Oscar like the brush? Why did Oscar hide? etc.*

35



brush

polish

change

I haven't brushed Oscar yet!



106

Learn with Oscar

- Ask volunteers to read out the text in the grammar box.
- Depending on whether you have a morning or afternoon class, ask *Have you had your lunch/dinner yet?* Elicit the answer *No, I haven't.* Write on the board you your (lunch) ? I haven't my (lunch) Ask a volunteer to fill the gaps.
- Write other prompts on the board, e.g. *done your homework, had a Maths lesson, had a shower, brushed your teeth, eaten breakfast, had dinner.* Ask volunteers to say what they have done and what they haven't done yet today. e.g. *I've brushed my teeth but I haven't done my homework yet.*



1 Read the story and tick the correct sentence.

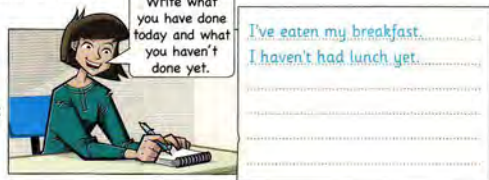
- Picture 1** a) Kelly has polished her shoes. ☒ b) Kelly hasn't polished her shoes yet. ☐
- Picture 2** a) Jack has changed his clothes. ☐ b) Jack hasn't changed his clothes yet. ☐
- Picture 3** a) Dr Wild has brushed Oscar. ☐ b) Dr Wild hasn't brushed Oscar yet. ☐
- Picture 4** a) They have caught Oscar. ☐ b) They haven't caught Oscar yet. ☐
- Picture 5** a) Kelly has caught Oscar. ☐ b) Kelly hasn't caught Oscar yet. ☐

2 Look and tick or cross. Then ask and answer.



3 Think and write with Dr Wild.

had a shower
brushed your hair
eaten your breakfast
learnt some English
had lunch
done your homework
talked to your friends
tidied your room
watched TV



1 Read the story and tick the correct sentence.

- Ask the children to look at frame 1 of the story on page 106. Ask a volunteer to read out the example sentence for picture 1.
- Ask the children to look again at the story and to tick the correct sentence for each frame.
- Check the activity.

Answers

Picture 2 b
Picture 3 b
Picture 4 b
Picture 5 a

2 Look and tick or cross. Then ask and answer.

- Ask the children to look at the pictures. Ask *What's the time in picture (1)? What's Kelly wearing in picture (2)? Are her shoes clean in picture (1)?* etc.
- Read the example answer aloud. Ask the children to tick the other things that Kelly has done and put a cross against the things that she hasn't done yet.
- Ask volunteers to read out the speech bubbles. Then ask the children to ask and answer in pairs about what Kelly has/hasn't done yet, using the speech bubbles as a model.

Answers

2 X
3 ✓
4 ✓
5 X

3 Think and write with Dr Wild.

- Ask the children to look at the picture of Dr Wild and ask a volunteer to read out her speech bubble.
- Read the list of prompts aloud with the class and ask individual children *Have you (had a shower) yet?* Ask the children to tick the things in the list that they have done and put a cross next to those they haven't done yet.
- Ask a volunteer to read the example sentences aloud. Encourage the children to write three or four sentences about themselves, using the activities they have ticked or crossed. Monitor and offer help as necessary.
- Invite individual children to read out what they have written.

Homework

- Ask the children to complete pp. 104–105 in their Activity Book.
- The children can do Lesson 35 Vocabulary and Learn with Oscar on their CD-ROM.

Quiz 9

- You can now use the photocopiable **Quiz 9**. See the **Active Teach** Resources section.

36

You should take your camera.

Objective: read a postcard; listen for information; talk about going on holiday, write an address

Vocabulary review: *rescue, helpful, trip, hot air balloon*

Grammar review: Present perfect, present simple

Materials: Class CD; Lesson 34 Flashcards

Warm-up

- Use the flashcards from Lesson 34 to ask about what the children have done. Show each flashcard and elicit the activity. Ask individual children *Have you ever (been camping/eaten in a Chinese restaurant)?* etc. Encourage the children to ask each other the questions either around the class or in pairs.

Review

- Check the homework from the previous lesson.

1 Read and tick the animals Sally has seen.

- Say *Open your book at page 108.*
- Pre-reading: ask the children to look at the photos and identify the animals. Ask them to look at the text and ask *What's this?* Elicit a *postcard*. Ask *Who is it to/from?*
- Ask the children to read the text quickly and tick the animals that Sally has seen.
- Check the activity by eliciting sentences, e.g. *She's seen (hippos).*

Answers

hippos
zebras
giraffes
elephant
lions
rhino

36

SKILLS

You should take your camera.

1 Read and tick the animals Sally has seen.



Dear Kelly and Jack

Thank you very much for rescuing Toto. Your aunt has told me how helpful you were. We're very happy that he's back at the zoo. He's very happy too! I've come to South Africa for a holiday. Have you ever been to South Africa? It's a beautiful country and I've seen a lot of amazing animals here – hippos, zebras, giraffes, elephants, lions and a rhino. They live in the wild in Kruger National Park. Tomorrow is my last day and I want to go on a trip in a hot air balloon. I hope I don't fall out! See you back in England.

Love from Sally



Miss K and Mr J Wild
8 Tower Street
Bristol, BR8 1JP

2 Read and answer.

- Who has talked to Sally?
- Where is Toto?
- Where is Sally?
- Do the giraffes live in the zoo?
- What does Sally want to do tomorrow?

Writing Class: writing an address

3 Look at the example.

Find the address and answer the questions.

House number, street name: 17 Castle Road
Town or city: London
Postcode: E12 7RJ

- Who is the postcard to?
- What house number and street do they live in?
- What town do they live in?
- What is the postcode?

2 Read and answer.

- Ask a volunteer to read out the first question. Ask the children to find the answer in Sally's postcard as quickly as they can.
- Check the activity.
- Ask the children to read Sally's postcard and answer questions 2–5.

Answers

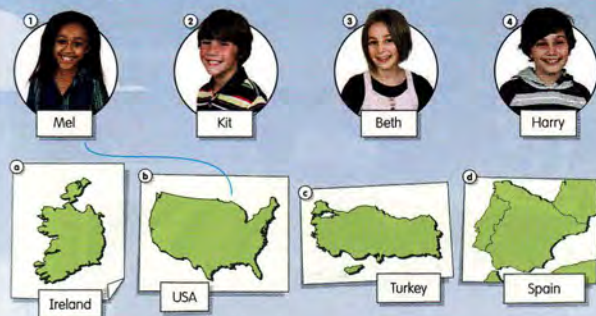
- Aunt Sophie has talked to Sally.
- He's in the zoo.
- She's in South Africa.
- No, they don't.
- She wants to go in a hot air balloon.

Writing Class: writing an address

3 Look at the example.

- Read the example address with the class.
- Ask the children to look again at the address on Sally's postcard and to answer the questions.
- Check the activity.

4 Listen and match.



5 Listen again and complete the chart.

Where is he/she going?	How long is the trip?	What should he/she take?
1 the USA / England	3 weeks	a camera
2 Ukraine / Turkey		
3 Spain / Argentina		
4 Ireland / Australia		

6 Choose from the ideas in 5 and write. Then act it out.



Answers

- Miss K and Mr J Wild (Kelly and Jack)
- 8 Tower Street
- Bristol
- BR8 1JP

Optional activity

Ask the children to work in pairs. One child tells their partner their address and their partner writes it down and reads it back to them. Alternatively you could invent some English addresses and dictate them to the class. e.g. 12 West Street, Bristol, B3 6EM. 73 Church Road, London, N2 4RM.

4 Listen and match.



3 Track 13

- Ask the children to look at the maps of the countries. Ask volunteers to read the captions.
- Play the first part of the CD. Ask the children to follow the matching line.

- Play the CD all the way through, pausing to give the children time to draw matching lines between Kit, Beth and Harry and the countries.
- Check the answers.

Answers

2 c 3 d 4 a

5 Listen again and complete the chart.



3 Track 14

- Ask the children to look at the chart. Play the first part of the CD. Read the example answers aloud with the class.
- Play the rest of the CD and ask the children to circle the correct country and write the correct answers in the chart.
- Check the activity.

Answers

- Turkey / 2 weeks / sun cream
- Spain / 1 week / a coat
- Ireland / 10 days / an umbrella

6 Choose from the ideas in 5 and write. Then act it out.

- Read the speech bubbles aloud with the class. Ask them to use the information from Exercise 5 to complete the speech bubbles as they wish.
- Ask the children to work in pairs. Encourage them to act out the dialogue. They can do this more than once, substituting other countries and details as they wish.
- Ask volunteers to act out their dialogues in front of the class.

Homework

- Ask the children to complete pp. 106–107 in their Activity Book.
- The children can do Lesson 36 Skills on their CD-ROM.

FlyHigh File

Objective: read about the Arctic and Antarctic; write about a country

Vocabulary: North Pole, South Pole, Arctic, Antarctic, scientist, light, dark, polar bear, walrus, seal, fox

Grammar Review: Present simple, comparatives, superlatives

Materials: pictures from magazines, paper for the project

Warm-up

- Draw a sun and a snowflake on the board in 2 columns. Point to each one and ask *Is it hot or cold?* Ask *What animals live in hot/cold places?* Give the children two minutes to think of as many animals as they can which live in hot or cold places. Invite volunteers to tell you their lists and write them on the board.

Review

- Check the homework from the previous lesson.

1 Guess and tick or cross.

- Say *Open your book at page 110.*
- Pre-reading: ask the children to look at the photos and tell you what they can see. Elicit known vocabulary, e.g. *snow, ice, cold, penguins, bears, Earth, sea*. Ask volunteers to read the captions. Ask questions, e.g. *Is the Arctic in the North or South Pole?* Ask them to tell you anything else they know about the Arctic or Antarctic.
- Ask the children to look at Exercise 1. Read the animal names aloud with the class. Ask *Do (polar bears) live in the Arctic or Antarctic? (The Arctic).*
- Ask the children to complete the chart. Tell them to guess if they don't know the answer.

FlyHigh File: The Arctic and Antarctic

the Arctic

North Pole

scientist

I'm recording the temperature.

dark

light

South Pole

the Antarctic

1 Guess and tick or cross.

	polar bear	walrus	seal	fox	whale	penguin
The Arctic	✓					
The Antarctic	✗					

110

Answers

The Arctic: walrus, seal, fox, whale.
The Antarctic: seal, whale, penguin.

2 Read and check.

- Ask the children to read the text quickly and find out whether their guesses in Exercise 1 were correct.
- Check the activity.

2 Read and check.

The Arctic and Antarctic are the coldest places on Earth. There's a lot of snow and ice and it's always cold. In summer it's light all day and all night. In winter it's dark all the time.

The Arctic is an exciting place full of animals, birds and people. There are small towns with shops, cafés, libraries and schools. Whales, walrus, seals, foxes and polar bears live near the North Pole. In winter many animals, such as foxes and birds, change colour. They change from brown to white so they can hide in the snow from other animals.

In the Antarctic there are no trees or flowers because it's too cold. It's colder than the Arctic, and

on 21st July 1983 the temperature was minus 89°C. This is the lowest temperature ever recorded. It's the coldest, windiest and driest continent on the planet. The Antarctic has about 90% of the world's ice.

There are very few people in the Antarctic – only a few scientists visiting the Research Stations. However, you can travel there for a holiday. People go to the Antarctic because it's very beautiful and there are a lot of birds and animals to see. There aren't any polar bears, foxes or walrus but there are whales and seals and seventeen different kinds of penguin. It's an amazing place.

3 Read and write Arctic or Antarctic.

- 1 The South Pole is in the middle of this continent.
Antarctic
- 2 It's the windiest place in the world.
- 3 Animals change colour in winter.
- 4 Penguins live here.
- 5 You can see polar bears and walrus here.
- 6 It has the coldest temperature ever recorded.
- 7 People live here.
- 8 Scientists visit here to do research.

My Project

Design and make a poster about your country for a visitor.

Ireland is a small island. There are a lot of hills and rivers in Ireland. It's very green because it rains a lot. You can see a lot of birds and farm animals. There are cows, sheep and horses in the fields. It's very pretty.



111

My Project

- Ask the children to look at the photo and map. Say *This is Ireland*. Ask individual children *Have you ever been to Ireland?* If anyone in the class has visited Ireland, encourage them to tell the class about their trip.
- Ask a volunteer to read out the text.
- Ask the children to choose a country they want to write about. It can be their own country or another country they are interested in. Tell them to make a poster, using the text about Ireland as a model.
- Have the children make posters in groups so that they can share their ideas about the design and content of their posters.
- Ask the groups to present their completed posters to the class. Display the finished posters around the class.

Homework

- Ask the children to complete pp. 108–109 in their Activity Book.
- The children can do the reading activity for this File on their CD-ROM.

3 Read and write Arctic or Antarctic.

- Read the first sentence and the example answer. Ask the children to find the answer in the text.
- Ask the children to read the text again and answer questions 2–8.
- Check the activity.

Answers

- | | |
|-------------|-------------|
| 2 Antarctic | 6 Antarctic |
| 3 Arctic | 7 Arctic |
| 4 Antarctic | 8 Antarctic |
| 5 Arctic | |

Goodbye

Objective: talk about the Fly High story; sing a song

Vocabulary review: trip

Grammar Review: past simple

Materials: Class CD

Warm-up

- Review the *Fly High* story. Ask questions, e.g. *What happened to Claudia and Magnus? How did Jack and Kelly get home? Are Toto and Oscar safe now? Are they happy to be home?*

Review

- Check the homework from the previous lesson.

Party time!

- Say *Open your book at page 112.*
- Pre-reading: ask the children to look at the picture on pages 112-3. Ask questions, e.g. *Where are Jack and Kelly? What are they doing? Who are they talking to? Are they excited? What's Oscar doing? Is he happy?*

Goodbye

Party time!



1 Listen and read. Then ask and answer. 🎧



What was your favourite part of the story?



I liked

112

1 Listen and read. Then ask and answer.



3 Track 15

- Play the CD and ask the children to follow in their Pupil's Book. Ask questions to check understanding and to engage the children. Ask *What was Jack's favourite part of the trip? Did Kelly like it? Did Oscar like the farm? What was Mel's favourite part of the story?*
- Tell the children to look back through their Pupil's Books to find their favourite episode/s of the story and to re-read it. This will help to jog their memory.
- Ask individual children around the class *What was your favourite part of the story?* Then invite the children to ask each other the same question in pairs. Ask volunteers to share their answers with the class.



2 Sing.

We've learnt lots of new things,
And made some new friends too.
We've had parties and meals and trips,
There were so many things to do!
What a great adventure!
What a lot of fun!
We've had good times, happy times, funny times,
Now our work is done!

We've all been together,
In good times and in bad.
We've laughed and sung and worked and played,
What a good time we've had!
What a great adventure!
What a lot of fun!
We've had good times, happy times, funny times,
Now our work is done!

113

Optional activity

Ask the children to act out the dialogue in groups of seven. Allocate the roles of Beth, Kelly, Kit, Harry, Jack, Kelly and Aunt Sophie. Encourage the children to mimic their character's voice and to read with expression. Ask volunteers to perform their dialogues at the front of the class.

2 Sing. 3 Track 16

- Play the CD and ask the children to follow in their Pupil's Book.
- Play the CD again and ask them to sing along.

The FlyHigh Review

Objective: review Lessons 33–36

Vocabulary review: vocabulary from Lessons 33–36.

Grammar review: grammar from Lessons 33–36.

Materials: Class CD

Warm-up 3 Track 16

- Play the CD and ask the children to sing the song from the previous lesson.

1 Say it with Aunt Sophie.

a) Listen and point. Then repeat. 3 Track 17

- Say *Open your book at page 114.*
- Play the CD. Ask the children to point to the words as they listen. Ask them to repeat the words, focussing on the pronunciation.

b) Listen and write the correct letters.

Then repeat.  3 Track 18

- Play the CD. Pause after the first two words and ask the children to repeat them. Show them the example. Play the rest of the CD pausing after each word for the children to write the correct letter in the gap.
- Check the activity.

Answers

2 i 3 a 4 u 5 o 6 i 7 a 8 a 9 i
10 o 11 o 12 a



Adding an 'e' to the end of a word changes the previous vowel sound in the word. Tell the children this is the 'magic 'e'. This will make it more memorable and fun for them.

2 Complete and number.

- Ask the children to look at the pictures. Ask a volunteer to read the example sentence aloud. Ask the class to point to the correct picture (c), numbered 1.
- Ask the children to complete the sentences using the words in brackets. Tell them to number the pictures 2–6 accordingly.
- Check the activity.

The FlyHigh Review

1 Say it with Aunt Sophie.

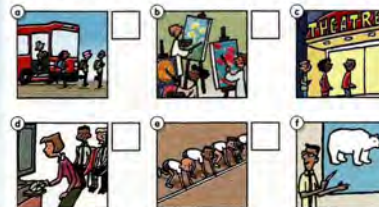
a) Listen and point. Then repeat.



b) Listen and write the correct letters. Then repeat.

1 p l a n p l a n e 7 f _ _ _ r f _ _ _ re
2 b _ _ t b _ _ te 8 _ _ _ t _ _ _ te
3 m _ _ d m _ _ de 9 p _ _ n p _ _ ne
4 _ _ _ s _ _ _ se 10 r _ _ d r _ _ de
5 h _ _ p h _ _ pe 11 n _ _ t n _ _ te
6 f _ _ n f _ _ ne 12 b _ _ r b _ _ re

2 Complete and number.



- The children have arrived (arrive) at the theatre.
- The race (not start) yet.
- They (not watch) the DVD yet.
- The teacher (explain) where polar bears live.
- The class (return) from the school trip.
- The Art lesson (not finish) yet.

3 Write questions and answers.



- (see) Has he ever seen a hippo? Yes, he has.
- (ride) Has he ever ridden a horse? No, he hasn't.
- (catch) _____ a fish? _____
- (eat) _____ carrot cake? _____
- (be) _____ the USA? _____
- (sleep) _____ in a tent? _____

Answers

- hasn't started / e
- has returned / a
- haven't watched / d
- hasn't finished / b
- has explained / f

3 Write questions and answers.

- Ask the children to look at the pictures. Ask volunteers to read the example questions and answers. Then ask the children to complete each question and write the answer.
- Check the activity.

Answers

- Has he ever caught / Yes, he has.
- Has he ever eaten / No, he hasn't.
- Has he ever been to / No, he hasn't.
- Has he ever slept / Yes, he has.

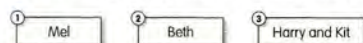
4 Look and write **should** and the correct verb.

polish change wash brush have



- 1 Her hair is a mess. She should brush it.
- 2 It's lunchtime. She should wash her hands.
- 3 She's going to a party. She should change her clothes.
- 4 Her shoes are dirty. She should polish them.
- 5 It's bedtime. She should have a shower.

5 Listen and tick or cross. Then write about their holiday plans.



- 1 Mel isn't going to go cycling.
She 's going to play tennis.
- 2 Beth is going to go canoeing.
She is going to go sailing.
- 3 Harry and Kit are going to go camping.
They are going to go horse riding.

6 What about you? Write about your holiday plans.

- 1 Where are you going to go on holiday?
- 2 How are you going to get there?
- 3 Who are you going to go with?
- 4 Where are you going to stay?
- 5 What are you going to do?
- 6 Are you going to go swimming?

4 Look and write **should** and the correct verb.

- Ask the children to look at picture 1. Ask a volunteer to read the example sentence aloud.
- Ask the children to complete sentences 2–5 using *should* and a verb from the word bank.
- Check the activity.

Answers

- | | |
|-----------------|-----------------|
| 2 should wash | 4 should polish |
| 3 should change | 5 should have |

5 Listen and tick or cross. Then write

about their holiday plans. 3 Track 19

- Ask the children to look at the pictures and ask a volunteer to read the captions.
- Play the first part of the CD and ask the children to point to the example answers as they listen. Play the rest of the CD, pausing so that they can tick or cross the pictures.
- Read the example sentences aloud with the class. Then ask them to complete the sentences about Beth, Harry and Kit. Check the activity.

Answers

- 2 Beth is going to go canoeing. She isn't going to go sailing.
- 3 Harry and Kit are going to go camping. They aren't going to go horse riding.

6 What about you? Write your holiday plans.

- Read the first question aloud and ask volunteers to answer.
- Ask the children to read the remaining questions and answer about themselves.
- Check the activity by asking several children to read out their answers.

Optional activity

- Ask the children to work in pairs. They can ask each other the questions about their holiday plans. Encourage them to remember their partner's answers so that they can tell the class.

Review of Cycle 9

You can now review the language the children have learned in Cycle 9, in the following ways.

Word List

- Ask the children to review the vocabulary from Lessons 33–36. Tell them to use the Word List on p. 126 of their Pupil's Book.

Activity Book

- Do the **My English** section on p. 111 together in class. See Introduction p. ii for guidance.

Homework

- Tell the children to complete pp. 110–111 in their Activity Book for homework.
- The children can do the activity for Review 5 on their CD-ROM.

Progress Review 5

- You can now use photocopiable **Progress Review 5**. See the **Active Teach** Resources section.

End-of-Year Test

- You can now use photocopiable **End-of-Year Test**. See the **Active Teach** Resources section.

The FlyHigh Show

Objective: consolidate vocabulary and grammar in an enjoyable way

Vocabulary review: vocabulary from *Fly High Pupil's Book 4*

Grammar review: grammar from *Fly High Pupil's Book 4*

Materials: Class CD; thick paper or card to make masks



You may want to prepare the children to act out *The amazing adventure!* for the school or a parents' evening. The number of lessons needed for presenting and practising the play will vary, so the suggested procedure may need to be amended for your teaching situation. Depending on the amount of time available, and the level of the children, you could encourage them to learn their parts by heart. If that is not possible, they should at least be able to sing the songs by heart. The whole class should take part in the performance; those who don't have roles can join in with the songs. Essential props are chairs and dinosaur masks. A large picture of the front of a train, on a piece of cardboard, is optional.

Warm-up

- Write on the board *Who is your favourite character in the book? Why? Which was your favourite lesson in the book? Why? Which was your favourite song? Why?* Ask the children to read and think about the questions.
- Put the children in small groups. They take turns asking and answering the questions on the board.

Review

- Check the homework from the previous lesson.

The FlyHigh Show

The amazing adventure!



Child 1: What shall we do today?
Child 2: I don't know. What's the weather like?
Child 3: It's raining.
Child 4: Do we have to do our homework?
All: No! It's Saturday!
All sing: What do you have to do today? (Lesson 18)
Child 5: There are big black clouds in the sky and it's raining a lot now!
Child 6: It's very windy too.

Child 1: I like storms!
Child 2: What did you do yesterday? Did you do anything exciting?
All sing: Did you have a good day yesterday? (Lesson 10)
Child 3: Well, we had a good day yesterday.
Child 4: But it wasn't very exciting.
Child 5: We went to school.
Child 6: I helped my parents.
All sing: Yesterday I stayed at home. (Lesson 6)
Child 1: I played with my old toys. Look. This is my old train. I loved this when I was younger. It was my favourite toy.
Child 2: Look! Can you see what I can see?
Child 3: It's a train!
Child 4: Where did it come from?
Child 5: It came with the storm!
Child 6: Look. There's a train driver. She's coming here.



Train driver: Come with me. We're going on an adventure!
Child 4: It's stopped raining now!
Child 5: Where are we going?
Girl train driver: It's a surprise. Follow me!
Child 1: Do we need tickets?
Girl train driver: Don't worry. I've got them!
All sing: We're travelling on the train. (Lesson 14)

The amazing adventure! 3 Track 20

- Tell the children they are going to read a play. Say *Open your book at page 116*. Use the pictures to help them predict what the play is about. Ask questions, e.g. *How do the children feel in picture 1? What are they doing in picture 2? Where do you think they're going? How do they feel in picture 3? What are the animals? (dinosaurs) Where do you think they are?*
- Play the CD section by section and let the children listen and follow in their books. After each section, ask questions to check comprehension e.g. *What day is it? (Saturday) What's the weather like? (stormy) What are the children travelling on? (a train) What animals can they see? (dinosaurs) Where are they? (in the past) Was the adventure wonderful? (Yes.)*
- Play the music for each song and ask the children if they can remember any of the words. Let them look back at the words of the song in their books if necessary. Encourage them to sing along to the music and perform actions as appropriate.



Girl train driver: The train has stopped.
We've arrived.

Child 2: Where are we?

Child 3: I can see the sea and some animals.

Child 4: Are they cows or horses?

Child 5: No, I think they're ...

All children: Dinosaurs!

Child 6: We're in the past!

Girl train driver: Don't be scared. We can see
the dinosaurs but they can't
see us.

Child 1: The world looks different.

Child 2: Yes, it does. Some of the dinosaurs are
flying, some are swimming.

Child 3: Take a photo.

Child 4: I haven't got my camera!

Child 5: This is amazing.

Girl train driver: Yes. Planet Earth is amazing
and full of surprises!

All sing: Have you ever watched a beetle
climbing up a tree? (Lesson 34)

Girl train driver: Time to go home!

Child 1: Can we stay here a bit longer?

Girl train driver: I'm afraid not. Your parents will
be worried. Everybody back on
the train.

All children: Goodbye dinosaurs.

*(Train driver exits quietly while the other children
are not looking)*

Child 2: Home again.

Child 3: Thank you. That was a wonderful
adventure.

Child 4: Where's the train driver?

Child 5: She's gone!

Child 6: Did that really happen? Did we really go
on a train and see dinosaurs?

Child 1: I don't know. I'm confused!

Child 2: But we had great fun.

All children: Yes, we did!

All sing: We've learnt lots of new things.
(Goodbye)

117

- Allocate roles around the class for the seven main characters in the show; Child 1, Child 2, Child 3, Child 4, Child 5, Child 6 and the girl train driver. Play the CD again and let the children repeat their lines, paying attention to the correct pronunciation and intonation.
- Divide the children into groups of seven and let them practise reading their parts in their groups. Give them plenty of time to practise.
- When they are ready, ask each group to stand up in turn and act out a section of the play. Play the CD for the songs, and invite the whole class to join in.
- If the children are going to perform the play for an audience, you can either select one group to play the seven main characters, while the rest form the 'choir' to join in with the songs, or involve more of the children in different scenes. Make sure to have a full 'dress rehearsal' so everyone knows where to stand and what to do with the props.

Teacher's Day

Objective: talk about Teacher's Day

Vocabulary: Ancient Greece, wax, stick, wrestling, strict, hit

Review: wood, eighteenth

Grammar Review: present simple, past simple

Materials: Class CD

Warm-up

- Write *School* on the board. Ask the children to work in pairs. Give them one minute to think of as many words as they can connected with *School*, e.g. *teacher, student, books, pens, pencils, desks, computer, learn, read, write, Maths, English, lessons, white/blackboard*. Ask volunteers to tell you their words and write them on the board.

Vocabulary 3 Track 21

- Say *Open your book at page 118*.
- Present the new vocabulary with the pictures on page 118.
- Use extra repetition to practise the correct stress and pronunciation of *Ancient Greece* /'eɪnʃənt 'ɡriːs/ and *wrestling* /'reslɪŋ/. (Draw attention to the silent 'w'.)

1 Read and write True or False.

- Pre-reading: Ask the children to look at the pictures and tell you what they can see. Ask questions, e.g. *Is it the 21st century? Is the teacher a man or a woman? What are the children writing on? What is the woman teacher holding? What do you think it's for?* etc.
- Ask volunteers to read the first paragraph and encourage the class to answer the questions aloud.
- Ask the children to think about the words on the board from the Warm-up. Ask *Did children in Ancient Greece have (computers)?* etc. Encourage the children to guess.
- Ask the children to read the rest of the text silently.
- Read the first sentence in Exercise 1 and ask volunteers whether it is true or false (*false*). Ask the children to read sentences 2–6 and to decide whether they are true or false.
- Check the activity.

Teacher's Day



Ancient Greece



wax



stick



wrestling



strict



hit

What is your teacher called? Is your teacher a man or a woman? How many teachers are there in your school?

In Ancient Greece the teachers were all men. There weren't any women teachers. There were grammar teachers, music teachers and PE teachers.

They didn't have blackboards or books. They wrote lessons for the children on wood. There was wax on the wood. They didn't have pens, they had sticks. They taught reading, writing, thinking and music. In the afternoons the PE teachers taught wrestling!

Much later, in the eighteenth century, there were women and men teachers. The teachers were very strict then and they sometimes hit the children with sticks.

In the nineteenth century the famous English author Charles Dickens wrote about a very strict teacher in his book

Hard Times. The teacher's name was Mr Gradgrind. He didn't like children thinking and having ideas. He said they must only learn facts. Teachers wrote on blackboards at the front of the class.

Today there are books, pens and computers and games in our schools. Men and women can be teachers. In their classrooms they sometimes have blackboards like in the 1800s but now they have whiteboards as well. Our teachers are sometimes strict but they are kind too and they like children thinking and having lots of ideas!



1 Read and write True or False.

- There were men and women teachers in Ancient Greece.
- Teachers wrote on blackboards in Ancient Greece.
- PE teachers taught wrestling in the afternoons in Ancient Greece.
- Charles Dickens was a famous English writer.
- Mr Gradgrind was a kind teacher.
- In the 18th century the teachers sometimes hit the children.

Answers

- False
- False
- True
- True
- False
- True



Before reading, give the children as much opportunity as possible to think about the subject. This will activate vocabulary and motivate them to read. The first time the children read the text, write a question on the board to give a focus to their reading. e.g. *Did teachers in the past have whiteboards?*

2 Listen and circle.

- | | | | |
|-----------------------------|------------------------------|------------------------------|----------------------------|
| 1 Mrs Baker teaches | a English | b Maths. | c Science. |
| 2 Her favourite food is | a chicken sandwiches. | b chicken and salad. | c chicken and chips. |
| 3 She would like to go to | a England. | b Russia. | c India. |
| 4 She's got a | a white cat. | b big cat. | c white dog. |
| 5 Her favourite sport is | a football. | b walking. | c swimming. |
| 6 Her favourite clothes are | a red skirt / black sweater. | b red sweater / black skirt. | c red dress / black shoes. |

3 What do you know about your teacher? Guess, then ask and write.

	My guess	My teacher's answer
What's your favourite food?		
Where in the world do you want to go?		
Have you got any pets?		
What's your favourite sport?		
What are your favourite clothes?		



4 Listen and number. Then sing.

- | | |
|--|-------------------------------------|
| You teach us what is wrong and right, | And we have lots of fun as well, |
| And lots of games to play. | Teacher, we love you! |
| You teach us words to say. | You teach us how to read and spell, |
| 1 You teach us how to think and write, | You teach us what to do. |



4 Listen and number. Then sing. 3 Track 23

- Ask a volunteer to read out the example sentence, numbered 1. Ask the children to read the other lines of the song and number them 2–8. Encourage them to work in pairs and make guesses.
- Play the CD and ask the children to check their answers.
- Play the CD again and ask the children to join in and sing.

Answers

You teach us how to think and write,
You teach us words to say.
You teach us what is wrong and right,
And lots of games to play.

You teach us how to read and spell,
You teach us what to do.
And we have lots of fun as well,
Teacher, we love you!

2 Listen and circle. 3 Track 22

- Tell the children they are going to listen to a student talking to their teacher. Play the first part of the CD. Read the example answer aloud with the class.
- Play the CD all the way through, pausing to give the children time to circle the correct answer in each sentence.
- Check the answers.

Answers

2 b 3 c 4 a 5 c 6 b

3 What do you know about your teacher? Guess, then ask and write.

- Ask volunteers to read the rubric and the questions in the chart aloud.
- Ask the children to write their guesses about you in the first column.
- Invite the children to ask you the questions aloud. Answer the questions and tell the children to write your answers in the chart. Ask them if their guesses were correct.

Valentine's Day

Objective: read about Valentine's Day

Vocabulary: message, rose, violet, heart

Grammar Review: Present simple, past simple, somebody

Materials: Class CD, card for Valentine's Day card

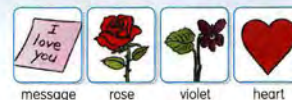
Warm-up

- Talk about family and friends with the class to prepare them for the lesson. Ask *Who is in your family? How do you show your (mum and dad) that you love them? Who's your best friend? Why? How do you show your friends that you like them?* etc. Encourage them to talk about how people show they care for each other. (use L1 if necessary).

Vocabulary 3 Track 24

- Say *Open your book at page 120.*
- Present the new vocabulary with the pictures on page 120.
- Use extra repetition to practise the diphthongs /əʊ/ in *rose* and /aɪə/ in *violet*, and the sound /ɑ:/ in *heart*. Practise the sound /ɪdʒ/ at the end of *message*.

Valentine's Day



message rose violet heart

1 Guess and circle. Then read and check.

- | | |
|---|---|
| 1 When is Valentine's Day? | February 14th / May 1st / July 4th |
| 2 How old is Valentine's Day? | 100 years old / 300 years old / 600 years old |
| 3 What do people send on Valentine's Day? | money / cards / clothes |
| 4 What do people give on Valentine's Day? | eggs / birds / flowers |



February 14th is a special day. It's Valentine's Day. It's a day to tell somebody that you love them. This tradition started in Europe more than 600 years ago. About 200 years ago, people started sending Valentine's cards. The cards have messages of friendship and love. Sometimes the cards do not say who they are from. It's a secret and the person never knows who sent the card. Today people send cards or give presents, such as flowers and chocolates, on Valentine's Day.

2 Listen to the traditional Valentine's messages and circle.



120

1 Guess and circle. Then read and check.

- Pre-reading: ask the children to look at the photo and tell you what they can see. Tell them they are going to read about Valentine's Day. Ask the class to tell you what they know about Valentine's Day (use L1 if necessary).
- Ask volunteers to read the questions in Exercise 1 aloud. Encourage the children to guess the answers.
- Ask the children to read the text about Valentine's Day and see if their guesses were correct.
- Check the activity.

Answers

- February 14th
- 600 years old
- cards
- flowers

2 Listen to the traditional Valentine's

messages and circle. 3 Track 25

- Ask the children to read the Valentine's messages. Tell them to guess the correct words and to circle them.
- Play the CD and tell the children to check their answers.
- Play the CD again and ask the children to join in and say the messages.

Answers

- | | |
|-----------|----------|
| 1 Roses | 5 two |
| 2 Violets | 6 leaves |
| 3 Sugar | 7 heart |
| 4 cabbage | |

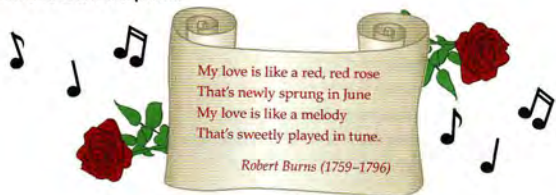
3 Read and tick the Valentine's Day messages.



4 Choose a message and make a Valentine card for your friend.



5 Read and learn the poem.



3 Read and tick the Valentine's Day messages.

- Ask a volunteer to read out the first message. Ask *Is it a Valentine's message? (No).*
- Ask the children to read the other messages and tick the ones that are Valentine's Day messages. Tell them to work in pairs so that they can help each other.
- Check the activity.

Answers

I love you. Be my Valentine.
I give you my heart. Be mine.
Happy Valentine's Day.

4 Choose a message and make a Valentine card for your friend.

- Ask the children to look at the pictures of the cards. Ask volunteers to read the messages aloud.
- Distribute the card and invite the children to make their own Valentine's Day card for a friend. Tell them to choose one of the messages from Exercise 3, or to write their own message.
- Monitor and offer assistance as necessary.
- Ask the children to finish their cards at home if there is no time to do this in class.



If you have any, bring some Valentine's cards into class for the children to look at and get ideas from.

5 Read and learn the poem.

- Read the poem aloud and ask the children to follow it in their Pupil's Book. Then ask the whole class to read the poem aloud with you.
- Tell the children to practise reading the poem aloud in pairs. Encourage them to learn the words.
- Invite volunteers to recite the poem in front of the class.



Tell the children that Robert Burns was a famous Scottish poet. Ask if they know of any other famous poets who wrote about love. Encourage the children to read the poem with feeling and with rhythm.

The Queen's Birthday

Objective: read about the Queen's birthday

Vocabulary: *gun salute, garden, midday, parade*

Grammar Review: Present simple, past simple, comparatives, superlatives

Materials: Class CD

Warm-up

- Talk about birthdays to prepare the children for the lesson. Ask individual children *When is your birthday? What do you do on your birthday? What did you get for your last birthday?* etc. Encourage the children to talk about how they usually celebrate their birthday.

Vocabulary 3 Track 26

- Say *Open your book at page 122.*
- Present the new vocabulary with the pictures on page 122.
- Use extra repetition to practise the correct word stress in *gun salute, garden, midday* and *parade*. Practise the /eɪ/ sound in *midday* and *parade*. Practise the /ɑː/ sound in *garden*.

1 Read and complete.

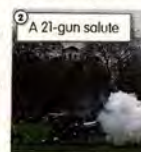
- Pre-reading: ask the children to look at the photos and tell you what they can see. Ask the class to tell you what they know about the Queen. Ask, e.g. *What's her name? How old is she? Where does she live? What does she do?* (use L1 if necessary).
- Tell the children they are going to read about the Queen's birthday. Ask them to guess how the Queen celebrates her birthday.
- Ask the children to read the text quickly to see if their guesses were correct.
- Ask a volunteer to read the example sentence in Exercise 1. Ask the children to read the text again and complete sentences 2–5.
- Check the activity.

The Queen's Birthday



The kings and queens of the United Kingdom celebrate two birthdays every year. Queen Elizabeth II was born on April 21st 1926. This is her real birthday. She also has an official birthday on a Saturday in June.

On April 21st the Queen spends a quiet day with her family and friends. At midday there are gun salutes in London – a 41-gun salute in Hyde Park, a 21-gun salute



in Windsor Great Park and a 62-gun salute in the Tower of London. On special birthdays the National Anthem is played on the radio. There aren't any big celebrations in April.

The main celebrations are in June, because the weather is usually better than in April. On her official birthday the Queen and her family watch



soldiers in a parade called the Trooping of the Colour. Thousands of people from around the world watch the Birthday Parade with her. This tradition started in 1748. It's the biggest royal celebration of the year in Britain.

1 Read and complete.

- The Queen was born in April.
- The Queen's official birthday is in _____.
- On the Queen's real birthday there are gun salutes in _____.
- The Trooping of the Colour for the King or Queen's birthday started in _____.
- The Birthday Parade is the biggest _____.

Answers

- June
- London
- 1748
- royal celebration of the year

2 Listen and circle. 3 Track 27

- Ask the children to look at the photo and tell you what they can see. Tell them they are going to listen to the boy talking about going to the Queen's Birthday Parade. Ask them to predict what he is going to see, e.g. *Queen, soldiers, horses, people, flags*.
- Ask volunteers to read out the sentences and ask the class to guess the answers before they listen. Play the CD and ask them to circle the correct option in each sentence.
- Play the CD again, pausing so that the children can tell you the correct answer in each sentence.

2 Listen and circle.



- 1 It's June 12th / June 14th.
- 2 At twenty to eleven the Queen leaves the Tower of London / Buckingham Palace.
- 3 The parade starts at eleven o'clock / half past eleven.
- 4 The foot soldiers and the soldiers on horses follow the Queen / the bands.
- 5 The parade lasts about an hour / two hours.
- 6 The planes fly past Buckingham Palace at half past twelve / one o'clock.



3 Listen to the British National Anthem and number the lines in order.

- Long to reign over us
- God save the Queen.
- Long live our noble Queen!
- Happy and glorious,
1. God save our gracious Queen!
- Send her victorious,
- God save the Queen.



4 Choose and make an official birthday programme. Then ask and answer.

When is your official birthday?

What kind of celebration are you going to have?

Where is it going to be?

Who are you going to invite?

What are you going to do?

My official birthday is on December 1st.
On my birthday I want to have a snow party in the forest.
I'm going to invite my friends.
We're going to make a snowman.
Then we're going to go for a ride on a dog sled.
Afterwards we're going to cook sausages in a tent.

123

Answers

- 1 God save our gracious Queen!
- 2 Long live our noble Queen!
- 3 God save the Queen.
- 4 Send her victorious,
- 5 Happy and glorious,
- 6 Long to reign over us
- 7 God save the Queen.

4 Choose and make an official birthday programme. Then ask and answer.

- Ask a volunteer to read the text aloud.
- Ask the children to imagine they are the King/Queen. Ask them to think about how they would like to celebrate their birthday. Ask them to read and answer the questions on the left. Then ask them to write about their official birthday programme, using the text in the Pupil's Book as a model.
- Monitor and offer assistance as necessary.
- Ask the children to ask each other in pairs about their birthday programme. Ask volunteers to read their programmes aloud.

Answers

- 1 June 14th
- 2 Buckingham Palace
- 3 eleven o'clock
- 4 the bands
- 5 an hour
- 6 one o'clock

3 Listen to the British National Anthem and number the lines in order. 3 Track 28

- Ask a volunteer to read the first line of the national anthem, numbered 1. Ask the children to read the other lines and guess the order.
- Play the CD and ask the children to number the remaining lines from 2-7.
- Play the CD and ask the children to follow in their books. They can sing along if they wish.

Activity Book Answer Key

Lesson 1

Pages 4–5

- 2 detective 3 nephew 4 niece
- b She's friendly. c She's clever. d He's helpful.
- 2 Does/No, she doesn't. 3 Is/Yes, he is. 4 Does/Yes, he does. 5 Do/Yes, they do. 6 Do/Yes, they do.
- 2 works 3 finds 4 help 5 play 6 eats 7 drinks
- 2 No, she doesn't work in a zoo.
3 No, she doesn't find missing cars.
4 No, they don't do their homework with Oscar.
5 No, he doesn't eat lots of salad.
6 No, he doesn't drink orange juice every day.
- 2 Are 3 Are 4 Do 5 Do
Children's own answers.

Lesson 2

Pages 6–7

- 2 torch 3 binoculars 4 laptop 5 can opener 6 passport 7 compass
- 1 compass 2 is packing binoculars
3 is packing a can opener 4 is packing a diary and a torch
- 1 water 2 needs/ball/boots 3 need/oranges/peaches
4 needs /cheese/bread/tomato 5 need/swimsuits/sun cream
- 2 Mary and Ken 3 Tom 4 Katy 5 Jim
- 2 No, he isn't. 3 No, she isn't. 4 Yes, they are. 5 He's wearing trousers and a T-shirt. 6 They're cooking burgers. 7 He's eating a sandwich. 8 No, they aren't.
- 2 Katy is wearing a T-shirt. 3 Mary and Ken are cooking burgers. 4 Jim is reading a book.

Lesson 3

Pages 8–9

- 2 quietly 3 quickly 4 slowly 5 well 6 badly carefully
- 2 quickly 3 carefully 4 happy 5 well 6 quiet 7 slowly
- 2 c/slowly 3 d/quietly 4 a/happily
- 2 is/carefully 3 are/happily 4 is/well 5 is/badly
6 is/quietly 7 are/slowly
- do my homework – carefully, tidy my bedroom – slowly,
play football – well
- Children's own answers.

Lesson 4

Pages 10–11

- 2 I'm eleven years old and I live in Bristol.
3 I'm not very tall and I've got short brown hair.
4 I've got a big family, my mum, my dad, two brothers and one sister.
5 What do you do at the weekends?
- 2 e 3 g 4 d 5 c 6 a 7 b
Children's own answers.
- Children's own answers.
- 2 a 3 a 4 b
- 1 057662 2 411036 3 779201
- 2 a 3 f 4 b 5 e 6 d
- 2 Where are you? 3 What are you doing?
4 Do you want to have

Fly High File: Countries and nationalities

Pages 12–13

- 2 flag 3 country 4 capital city 5 language
- 1 Capital city 2 Language 3 Poland 4 Polish 5 Polish
6 white and red 7 Kiev 8 Ukrainian 9 Ukrainian 10 blue and yellow 11 Argentina 12 Buenos Aires 13 blue and white 14 Russia 15 Moscow 16 Russian 17 white, red and blue
- 1 Scotland 2 Wales 3 Northern Ireland 4 London
5 Edinburgh 6 Cardiff 7 Belfast 8 red 9 white 10 blue 11 English 12 English
- Children's own answers.

Lesson 5

Pages 14–15

- 2 next 3 front 4 behind
- 2 next/d 3 front/a 4 behind/b
- rainy, snow, storm, sunny, windy
2 rainy 3 cloud 4 windy 5 sunny 6 storm
- 2 was 3 was 4 was 5 weren't 6 was 7 were 8 was
9 were 10 wasn't
- 2 Were/No, there weren't. 3 Were/Yes, there were.
4 Was/No, there wasn't. 5 Were/Yes, there were.
6 Was/No, there wasn't.
- Children's own answers.

Lesson 6

Pages 16–17

- 1 2 town hall 3 police station 4 pet shop 5 museum 6 café
- 2 2 museum 3 town hall 4 aquarium 5 pet shop 6 café
- 3 2 Yesterday afternoon, they painted dinosaurs in the museum.
3 Yesterday evening, they helped their mum at home.
4 Last night, they looked at the stars in the sky.
- 4 2 walked 3 painted 4 skipped 5 played 6 talked
7 looked 8 jumped
- 5 2 looked/at the books 3 visited/the museum 4 asked/about the dinosaurs 5 played/with Oscar 6 watched/TV
- 6 2 He cleaned a bucket and spade.
3 She dropped an ice cream.
4 He jumped in the sea.

Lesson 7

Pages 18–19

- 1 2 nose 3 thin 4 moustache 5 beard 6 face
- 2 2 Yes, he does. 3 No, he doesn't. 4 No, he doesn't.
5 Yes, he does.
- 3 Name: Jess Ollie Lucy
Nationality: Russian, English, French
Personality: helpful, friendly, kind
- 4 2 A car didn't stop near Kelly in the morning.
3 The boy didn't notice a cat in the car.
4 The boy didn't look at Magnus's face.
5 The boy talked to Kelly and Jack.
6 They didn't follow the boy.
- 5 2 waited 3 climbed 4 argued 5 wanted 6 didn't 7 played
8 stayed 9 watched 10 walked 11 talked 12 asked
- 6 2 Yes, they did. 3 Yes, she did. 4 No, they didn't.
5 Yes, he did. 6 No, he didn't.
- 7 2 Did Jess and Paul argue?/Yes, they did.
3 Did Paul play with the other children?/No, he didn't.
4 Did the boy and girl ask questions about Jess?/No, they didn't.

Lesson 8

Pages 20–21

- 1 2 but 4 and 5 but
- 2 2 In the morning I played tennis with my friend but I didn't play well.
3 In the afternoon my dad and I visited the aquarium and we visited the café.
4 I liked the dolphins but I didn't like the octopus.
5 Then we walked to the bus stop and we waited for a bus.
6 At home, my dad cooked some pasta and I helped him.
- 3 Children's own answers.

- 4 2 Yes, I'd like tickets for the museum, please.
3 The museum. Certainly. How many would you like?
4 Two tickets, please. One adult and one child.
5 That's twelve euros.
6 Thank you.
- 5 2 I'd like 3 please 4 How many 5 tickets 6 Thank you
- 6 2 Danny, X, Max 3 Danny, Max, X

Fly High File: Hurricanes

Pages 22–23

- 1 a hurricane b tornado c flood
- 2 2 last 3 die 4 travel 5 destroy
- 3 2 travelled 3 lasted 4 floods 5 died 6 destroyed
- 4 a money ✓ b radio ✓ c food ✓ d mobile phone ✓
f water ✓ i clothes ✓ j torch ✓
- 5 2 make plans 3 a safe room 4 week 5 town 6 pets
- 6 Tuesday/cloudy, Wednesday/rainy,
Thursday/stormy, Friday/windy

The Fly High Review 1

Pages 24–25

- 1 Children's own drawings
- 2 2 Are they going to the town hall? No, they aren't. They're going to the cinema./Is it rainy? No, it isn't. It's snowy.
3 Are they going to the park? No, they aren't. They're going to the aquarium./Is it snowy? No, it isn't. It's windy.
4 Is he going to the police station? No, he isn't. He's going to the museum./Is it windy? No, it isn't. It's stormy.
- 3 2 friendly 3 helpful 4 clever
- 4 2 There were two torches. There's one torch.
3 There was a diary. There isn't a diary.
- 5 2 played football
3 Did Amy climb a mountain? No, she didn't. She climbed a tree.
4 Did the dog jump in the pool? Yes, it did.
5 Did they listen to the band? Yes, they did.

My English: Children's own answers.

Storytime: Robinson Crusoe

Pages 26–27

- 1 1 knife 2 tent 3 island 4 gun 5 footprint 6 tools 7 cave
- 2 2 h 3 g 4 f 5 c 6 a 7 e 8 b
- 3 Picture 2 e Picture 3 g Picture 4 h Picture 5 a
Picture 6 c Picture 7 b Picture 8 f
- 4 2 True 3 True 4 False 5 False 6 False
- 5 2 c 3 a 4 e 5 b

Lesson 9

Pages 28–29

- 1 2 horse 3 grass 4 cow 5 pond 6 farm 7 owl
- 2 2 yesterday/every day 3 every day/yesterday 4 every day/yesterday 5 yesterday/every day 6 yesterday/every day
- 3 2 drove 3 slowly 4 pond 5 wasn't
- 4 have/had/spaghetti for lunch
fall/fell/in the river/off my bike
go/went/to school/to the park
see/saw/a funny film on TV/a white cat in the garden
hear/heard/some music on the radio/a good song
- 5 2 My brother had a party
3 We heard a bird
4 My dad fell off a horse
5 I saw my grandma
- 6 2 fell 3 had 4 heard 5 went 6 saw
- 7 Children's own answers.

Lesson 10

Pages 30–31

- 1 2 confused 3 scared 4 unhappy
- 2 2 a 3 a 4 b
- 3 2 Did you see the pond?
3 Did you fall in the pond?
4 Did you get wet?
- 4 b 5 c 4 d 2 e 3
- 5 2 No, he didn't. 3 Yes, he did. 4 No, he didn't.
5 No, he didn't. 6 Yes, he did.
- 6 Children's own answers.

Lesson 11

Pages 32–33

- 1 2 cold 3 well 4 stomachache 5 earache 6 sore throat
- 2 2 cold/couldn't 3 well/could 4 stomachache/couldn't
5 earache/could 6 sore throat/couldn't
- 3 2 He couldn't eat his dinner.
3 He could watch TV.
4 He could read books.
5 He couldn't play football.
6 He could phone his friends.
- 4 2 It was windy. We could fly our kite.
3 It wasn't rainy. They could play in the garden.
4 It wasn't sunny. She couldn't wash her car.
5 It wasn't snowy. They couldn't make a snowman.
- 5 2 couldn't 3 couldn't 4 can't 5 couldn't 6 could/couldn't
- 6 2 He could throw a ball./a
3 He couldn't read./c
4 He couldn't swim.b
5 He could talk./f
6 He couldn't make a cake./e

Lesson 12

Pages 34–35

- 1 on: Wednesday, Saturday
in: the evening, the morning, the afternoon
at: half past eleven, twelve o'clock, eight o'clock
- 2 2 at 3 in 4 at 5 in 6 on 7 at 8 in 9 on
- 3 Children's own answers.
- 4 2 a 3 d 4 e 5 c
- 5 2 f 3 b 4 d 5 a 6 c
- 6 Picture 1: 2 I had a stomachache.
Picture 2: 1 I'm sorry I couldn't come to the museum.
2 I had a sore throat.

Fly High File: Dinosaurs

Pages 36–37

- 1 2 land 3 lizards 4 plants
- 2 2 legs 3 neck 4 was 5 walked 6 couldn't 7 plants
8 didn't 9 had 10 long 11 could 12 eat 13 lizards
- 3 2 No, it couldn't. 3 No, it didn't. 4 Yes, it did. 5 Yes, it could.
- 4 Sauropods: on land; no; no; four; plants
Pterosaurs: in the air; yes; yes; two; fish and insects
- 5 They lived on land. They couldn't swim and they couldn't fly.
They had two big legs and two small legs. They ate other dinosaurs, insects and eggs.

Lesson 13

Pages 38–39

- 1 2 road 3 market 4 castle 5 bridge 6 hotel
- 2 2 hotel 3 castle 4 road 5 bridge 6 train station
- 3 2 through 3 along 4 across 5 past
- 4



- They are going to the train station.
- 5 2 through the forest
3 It went past a house.
4 It went around the lake.
5 It went along the river.
 - 6 Children's own answers.

Lesson 14

Pages 40–41

- 1 2 seat 3 look after 4 searching 5 money 6 carriages
- 2 2 How much were the binoculars? They were fifteen euros.
3 How much was the torch? It was eight euros.
4 How much were the sunglasses? They were twelve euros.
5 How much was the guitar? It was thirty-five euros.
6 How much was the watch? It was twenty-eight euros.
I've got twelve euros.
- 3 2 b 3 c 4 a 5 c 6 a
- 4 2 False 3 True 4 False 5 False 6 False 7 True
- 5 2 There's a lot of
3 There are a few
4 There's a little
5 There's a lot of
6 There's a lot of
7 There are a few
- 6 1 aren't/many 2 isn't/much 3 isn't/much; is
4 aren't/many; are

Lesson 15

Pages 42–43

- 1 2 chips 3 rice 4 steak 5 stew 6 cabbage

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

- 2 2 He's eating rice, stew and cabbage.
3 She's eating steak, chips and peas.
4 He isn't eating anything.
- 3 2 anybody 3 nothing 4 something 5 Somebody 6 Nobody
- 4 2 somebody for help 3 anybody outside the door
4 nobody saw them 5 anything to do 6 something to eat
- 5 2 a 3 a 4 c 5 b 6 b
- 6 2 She's playing with something.
3 She's phoning somebody.
4 He isn't eating anything.
5 She isn't reading anything.
6 He isn't listening to anybody.

Lesson 16

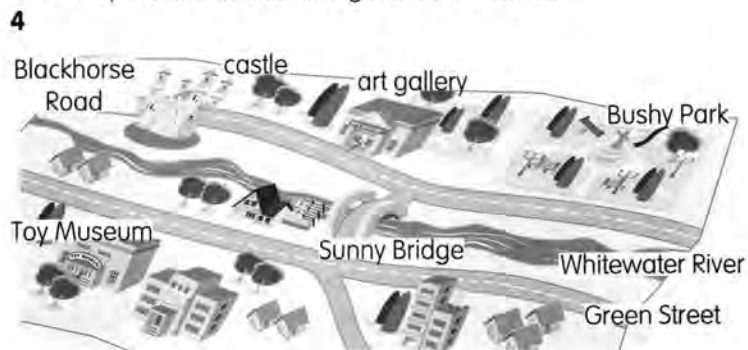
Pages 44–45

- 1 2 First/castle 3 Then/lunch in a café
4 Afterwards/the Great Park 5 Finally/to the shop
- 2 2 First we went to the museum and looked at the trains.
3 Then we had lunch in a park.
4 Afterwards we visited a castle.
5 Finally we walked along the city walls.
- 3 Children's own answers.
- 4 meat: chicken, steak
vegetables: carrots, potatoes, peas
drinks: milk, water, orange juice
fruit: peaches, cherries, apples
sweet: cake, ice cream, chocolate
- 5 a, c
- 6 2 And to drink? 3 Would you like anything else?

Fly High File: London bus tour

Pages 46–47

- 1 2 theatre 3 art gallery 4 cathedral 5 Big Wheel
6 double-decker bus 7 hill
- 2 a 4 b 3 c 5 e 2
- 3 2 They went on a tour in a bus.
3 They saw some black birds at the Tower of London.
4 They went on a boat along the River Thames.

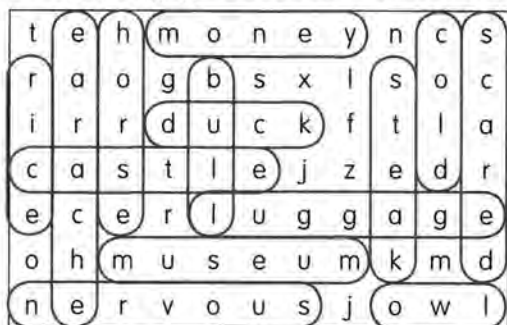


- 5 Children's own answers.

The Fly High Review 2

Pages 48–49

- 1 1 cold 2 castle/museum 3 horse/bull 4 steak/rice
5 money/luggage 6 duck/owl 7 nervous/scared



- 2 2 There were a lot of potatoes. There aren't many potatoes now.
3 There was a lot of cabbage. There isn't much cabbage now.
4 There was a lot of water. There isn't much water now.
5 There were a lot of peas. There aren't many peas now.
3 2 There weren't many cars on the road.
3 There was a bridge over the river.
4 Nobody was on the bridge.
5 The road went past the hotel.
6 There were a lot of people in the market.
4 Children's own answers.

My English: Children's own answers.

Storytime: Alice in Wonderland

Pages 50–51

- 1 2 wine 3 hare 4 polite 5 tea 6 wide 7 angrily
2 2 b 3 a 4 b
3 2 a 3 a 4 b 5 b 6 a
4 2 False 3 False 4 True 5 False 6 True
5 2 c 3 a 4 b

Lesson 17

Pages 52–53

- 1 Children colour the picture following the instructions.
2 2 his 3 his 4 hers 5 his 6 hers
3 2 is it/It's his. 3 is it/It's hers. 4 is it/It's hers.
5 are they/They're hers. 6 are they/They're his.
4 2 No, but that's mine. 3 They're ours. 4 That's hers.
5 We can't find his. 6 Have you got theirs?
5 2 yours 3 mine 4 glasses 5 hers 6 his 7 Whose 8 are
6 2 Whose cat is it?/e/It's mine. 3 Whose rabbits are they?/c/
They're theirs. 4 Whose bird is it?/a/It's hers.
5 Whose mice are they?/b/They're his.

Lesson 18

Pages 54–55

- 1 1 arrive 2 start/finish 3 bring/take 4 lose/find
2 2 started 3 left 4 arrived 5 visited 6 had 7 lost 8 met
9 had 10 found 11 took 12 finished
3 2 has to tidy her room.
3 has to feed the cat.
4 have to go shopping.
5 have to make my bed.
6 have to water the plants.
4 1 You have to listen
2 He has to run/He has to throw
3 She has to invite/She has to buy
4 They have to pack/They have to walk
5 2 have to walk with their bikes?/they don't
3 Does he have to put litter in the bin?/Yes, he does.
4 Does she have to stay off the grass?/No, she doesn't.
5 Does he have to wear a uniform?/Yes, he does.
6 Does she have to water the plants?/Yes, she does.
6 Children's own answers.

Lesson 19

Pages 56–57

- 1 2 library 3 garage 4 bank 5 café 6 post office
market/buy food
2 1 to buy some apples 2 garage/to hire a car 3 post office/
to send a letter 4 library/to read a newspaper
5 café/to have a drink 6 pet shop/to buy a rabbit
3 2 f 3 d 4 b 5 a 6 e
4 2 d/to tidy my clothes 3 e/to have a shower
4 b/to cook the dinner 5 a/to watch TV
5 2 she went to the post office to send a parcel
3 she went to the toy shop to buy a present
4 she went to the supermarket to buy some milk
5 she went to the library to hire a DVD
6 Children's own answers.

Lesson 20

Pages 58–59

- 1 2 a 3 d 4 b
2 2 five/two 3 twenty-five/four 4 quarter/five
3 2 I arrive at school at quarter to nine.
3 The first lesson starts at five past nine.
4 We have lunch at ten past twelve.
5 The afternoon lessons start at one o'clock.
6 School finishes at twenty past three.
7 After school I go to the swimming pool for my swimming lesson.

- 4 Children's own answers.
- 5 a 3 b 4 d 2
- 6 2 a/What for?
3 c/I've got a swimming lesson.
4 b/What time does it start?
5 f/At quarter to six.
6 d/See you later.
- 7 2 a trumpet lesson./ At ten past four.

Fly High File: Clothes through the ages

Pages 60–61

- 1 a trainers b dress c apron d tunic
- 2 2 The apron is from the fourteenth century.
3 The dress is from the eighteenth century.
4 The tunic is from the twelfth century.
5 The trainers are from the twenty-first century.
- 3 2 fourteenth/an apron, a shirt, trousers and boots
3 eighteenth/a dress and a hat
4 twenty-first/a cap, a T-shirt, shorts and trainers
- 4 2 work 3 uniform 4 nurses 5 name 6 shoes
- 5 1 firefighters, police officers, nurses and school children
2 No
3 the name and logo of the school
4 children at secondary school
5 a jacket
6 It's in the school colours.
- 6 T-shirt, shorts, jacket, cap, trainers

Lesson 21

Pages 62–63

- 1 2 airport 3 fire engine 4 helicopter 5 scooter 6 van
- 2 cleaner than the van.
2 The fire engine is bigger than the van. The van is smaller than the fire engine.
3 The motorbike is faster than the scooter. The scooter is slower than the motorbike.
4 The helicopter is older than the ambulance. The ambulance is newer than the helicopter.
- 3 2 False 3 True 4 False 5 True 6 True
- 4 2 taller 3 older 4 younger 5 happier 6 bigger 7 dirtier
- 5 2 My sister is younger than me.
3 My mum is shorter than my dad.
4 I'm taller than my sister.
5 My bedroom is bigger than my sister's.
6 I'm happier today than I was yesterday.
- 6 Children's own answers.

Lesson 22

Pages 64–65

- 1 2 light 3 catch 4 silly 5 runner
- 2 2 My brother is the noisiest person in our family.
3 Whales are the heaviest animals in the world.
4 The Volga is the longest river in Europe.
5 My friend has got the longest hair in the school.
6 I'm the fastest runner in my class.
- 3 2 Yes, she is. 3 No, she isn't. 4 Yes, he is.
5 No, she hasn't. 6 No, he hasn't.
- 4 2 heavier 3 silliest 4 funniest 5 noisier
- 5 2 Mont Blanc 3 The Elbrus 4 The Dom
5 is higher than Mont Blanc
- 6 2 Poppy is the silliest child in the class.
3 Katya is the shortest child in the class.
4 Ben is the tallest child in the class.
5 Betsy has got the longest hair in the class.
6 Tony has got the shortest hair in the class.
- 7 Children's own answers.

Lesson 23

Pages 66–67

- 1 2 soft 3 dangerous 4 tobogganing 5 exciting 6 modern
7 expensive
- 2 cheap/the cheapest, more dangerous/the most dangerous, beautiful/more beautiful, interesting/the most interesting, more exciting/the most exciting, boring/the most boring, funny/funnier, more comfortable/the most comfortable, soft/the softest, more modern/the most modern
- 3 B €89 C €150 2 C 3 Yes, it is. 4 No, it isn't.
- 4 comfortable: 2 comfortable 3 most comfortable
interesting: 1 is an interesting book 2 is more interesting than Book A 3 is the most interesting book
modern: 1 is a modern living room 2 is more modern than Living room A 3 is the most modern living room
- 5 2 bigger/smaller than Hotel Posh
3 noisier/quieter than Hotel Posh
4 the most expensive/the cheapest hotel in town
5 the worst/best hotel in town
- 6 Children's own answers.

Lesson 24

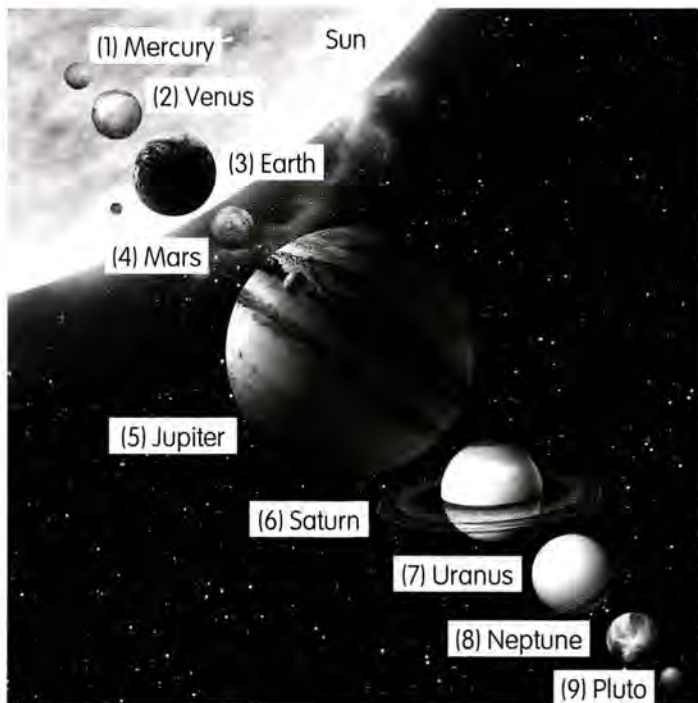
Pages 68–69

- 1 Opinion: expensive, beautiful, great, interesting, dangerous
Size: small, short, big, tall, high
Colour: purple, orange, white, black, yellow
- 2 Children's own answers.
- 3 Children's own answers.
- 4 the cheapest – Sunshine, the biggest – Rainbow Star,
the smallest – Sunshine, the longest tail – Green Dragon,
the shortest tail – Sunshine, the strongest – Rainbow Star
- 5 1 Rainbow Star 2 has/Green Dragon 3 exciting/children's
own answer 4 best/children's own answer
- 6 Children's own answers

Fly High File: Planets

Pages 70–71

- 1 1 rock 2 rings 3 ice 4 furthest 5 stars
- 2



- 3 2 is the biggest planet
3 is the coldest planet
4 is the nearest planet
5 is the furthest planet
6 is the smallest planet
- 4 2 No, you can't. 3 No, it doesn't. 4 a full moon
5 on July 20th 1969
- 5 1 rings/very cold 2 Mars/cold 3 Mercury/hot/rock
4 Saturn/very cold/gas/ice

The Fly High Review 3

Pages 72–73

- 1 2 scarf 3 jacket 4 tie 5 apron 6 belt 7 dress 8 gloves
trainers/feet
- 2 2 Whose fire engine is it?/d/It's theirs.
3 Whose van is it?/a/It's hers.
4 Whose scooter is it?/c/It's his.
- 3 2 the coldest 3 more expensive than 4 the most expensive
- 4 2 looked for some wood to make a fire.
3 needed some fish to cook for dinner.
4 brought a guitar to sing songs in the evening.
5 took binoculars to watch the birds.
- 5 2 Do you have to play games?
3 Do you have to work hard?
4 Do you have to paint pictures?
5 Do you have to listen to your teacher?
Children's own answers.

My English: Children's own answers.

Storytime: The Prince and the Pauper.

Pages 74–75

- 1 2 gate 3 soldier 4 beggar 5 servants 6 pauper
- 2 2 h 3 g 4 b 5 f 6 d 7 a 8 e
- 3 Picture 2 d Picture 3 f Picture 4 c Picture 5 h
Picture 6 e Picture 7 b Picture 8 g
- 4 2 False 3 True 4 False 5 False 6 True
- 5 2 sisters 3 room 4 poor 5 palace 6 servants 7 rich
8 food 9 boys 10 day

Lesson 25

Pages 76–77

- 1 2 alien 3 costumes 4 superhero 5 pop star 6 fancy dress
- 2 2 a 3 e 4 c 5 d
- 3 2 She wants to ride
3 They want to fly
4 She wants to make
5 They want to play
6 It wants to chase
- 4 2 want to go to bed
3 She wants to make a cake.
4 They want to climb the tree.
5 He doesn't want to carry the bag.
- 5 Children's own answers.

Lesson 26

Pages 78–79

- 1 3 fishing 5 rock climbing 6 skateboarding 9 surfing
12 ice skating
- 2 2 surfing 3 cycling 4 ice skating 5 rock climbing 6 fishing
- 3 2 is happy when he's watching TV
3 are happy when they're playing games
4 is happy when she's talking
5 is happy when it's singing
5 'm happy when I'm painting
- 4 3 He likes rollerblading.
4 She isn't good at skateboarding.
5 He's good at diving.
6 She doesn't like swimming.
7 He likes painting.
8 They're good at drawing.
- 5 2 I'm good at skateboarding.
3 He's happy when he's fishing.
4 She doesn't like rock climbing.
5 They're good at ice skating.
6 Do you like playing volleyball?
- 6 Children's own answers.

Lesson 27

Pages 80–81

- 1 2 borrow 3 escaping 4 hold 5 using 8 reaching
- 2 2 Shall we borrow a torch?
3 What about escaping through that gate?
4 Shall I hold the boat for you?
5 What about using a spade?
6 What about reaching the bridge before we stop for lunch?
a 4 b 5 d 6 e 3 f 2
- 3 2 What about using the compass?
3 What about looking at the map?
4 Shall we go home now?
- 4 2 Shall we/f 3 Shall we/a 4 What about/e
5 What about/c 6 Shall we/d
- 5 1 watching a different film
2 c/jump across/finding a bridge
3 a/go home/standing under the slide
- 6 Children's own answers.

Lesson 28

Pages 82–83

- 1 2 swimming or ice skating 3 cycling or fishing
4 skateboarding or rock climbing
- 2 2 Do you want to play tennis or football in the morning?
3 Do you want to have lunch at my house or in a café?
4 Do you want to go to the museum or the cinema in the afternoon?
5 Do you want to watch TV or play on the computer in the evening?

- 3 Children's own answers.
- 4 2 I don't know. Have you got any ideas?
3 What about surfing?
4 I don't want to go surfing today.
5 Do you like rock climbing?
6 Yes, rock climbing is a great idea.
7 OK. Let's go.
- 5 2 know 3 What about 4 want 5 Do 6 great idea
- 6 1 surfing 2 rock climbing 3 swimming 4 fishing

Fly High File: Sporting legends

Pages 84–85

- 1 2 world record 3 football player 4 gold medal
5 score a goal
- 2 1 go swimming/swimmer 2 play basketball/basketball player 4 go running/runner 5 play football/football player
- 3 2 tennis player 3 play football 4 play basketball
5 swimmer
- 4 2 used 3 swimming 4 competed 5 gold 6 won
7 Olympic 8 records
- 5 2 False 3 False 4 False 5 True 6 True 7 False
- 6 Favourite player: Serena Williams.
Nationality: American
Age: as applicable
Titles and medals: 25 Grand Slam titles, two Olympic gold medals

Lesson 29

Pages 86–87

- 1 2 curtain 3 vase 4 rug 5 lamp 6 sofa

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

- 2 b 3 c 4 d 6 e 5 f 1
- 3 2 d/a party 3 e/some more cushions 4 a/some stew
5 c/some new ones
- 4 3 is going to hide 4 's going to take 5 are going to catch
6 're going to go
- 5 2 I'm going to look after my little brother.
3 We're going to play a game.
4 He's going to hide somewhere.
5 I'm going to look for him.
6 It's going to be fun.

Lesson 30

Pages 88–89

- 1 1 fancy dress 2 plan 3 join in 4 banner 5 picnic
6 invitations
- 2 2 Is/b 3 Are/e 4 Is/f 5 Is/d 6 Are/a
- 3 2 Are they going to take photos? No, they aren't.
3 Is the dog going to swim in the river? Yes, it is.
4 Is she going to climb a tree? No, she isn't.
5 Is he going to play tennis? No, he isn't.
- 4 2 I'm not going to make a cake. I'm going to make
invitations.
3 He isn't going to play the guitar. He's going to play the
drums.
4 She isn't going to tidy the living room. She's going to tidy
the bedroom.
5 We aren't going to play basketball. We're going to play
football.
6 They aren't going to paint the walls. They're going to paint
the banner.
- 5 Children's own answers.

Lesson 31

Pages 90–91

- 1 2 Diamonds 3 paintings 4 rare 5 robber 6 steal
7 jewellery
- 2 1 robbers 2 Why/steal/Because/rare 3 paintings/Why/
because/valuable 4 jewellery/Why/Because/diamonds
- 3 2 d 3 a 4 b 5 e 6 c
- 4 2 f 3 d 4 h 5 c 6 g 7 b 8 e
- 5 Children's own answers.

Lesson 32

Pages 92–93

- 1 2 February 3 March 4 April 5 May 6 June 7 July
8 August 9 September 10 October 11 November
12 December
- 2 2 a 3 e 4 b 5 f 6 d 7 i 8 j 9 g 10 l 11 h 12 k
- 3 2 April 30th 3 August 2nd 4 December 5th
- 4 Children's own answers.
- 5 2 f 3 a 4 g 5 c 6 d 7 e
- 6 2 I'd love to 3 It's on Friday. 4 What time is it?
5 Where is it? 6 It's at my house. 7 See you then.
- 7 1 like to come to my party 2 is it 3 on Saturday May 27th
4 It's at five o'clock. 5 is it 6 in the park

Fly High File: Duke of Edinburgh's Award

Pages 94–95

- 1 a Physical b Expedition d Volunteering e Award
- 2 2 fourteen 3 four 4 sports 5 help 6 animals 7 learn
8 photography 9 trip 10 tent
- 3 2 a 3 c 4 c
- 4 Volunteering: because old people need a lot of help
Skills: take photos/because he wants to learn to take
good photos
Physical: swimming/because he loves swimming and he
wants to get better and faster
Expedition: ride his bike along the River Thames/because
he likes riding his bike
- 5 Expedition: walk up a mountain
Volunteering: help animals, help children
Physical: swim, play tennis
Skills: paint, write a story
- 6 Children's own answers.

The Fly High Review 4

Pages 96–97

- 1 2 buy/diamond/jewellery 3 use/compass/lost
4 knock over/lamp/chasing 5 borrow/tools/escape
6 have/picnic/birthday
- 2 2 He wants to eat a sandwich.
3 She wants to open the window.
4 He wants to drink some water.
5 They want to go to bed.
- 3 2 skiing 3 playing tennis 4 go rock climbing 5 to dive
6 cycling
- 4 2 Shall 3 want to 4 going to 5 What about 6 costume
7 be 8 Why 9 pop star 10 Because

My English: Children's own answers.

Storytime: The Voyages of Sindbad the Sailor

Pages 98–99

- 1 2 ships 3 captain 4 voyages 5 dangerous 6 afraid
7 wood
- 2 2 a 3 b 4 b 5 a 6 b
- 3 2 couldn't 3 a river 4 kind 5 liked 6 went
- 4 2 False 3 False 4 True 5 False 6 False
- 5 2 captain 3 ship 4 afraid 5 sailors 6 dangerous
7 through 8 stories 9 letter

Lesson 33

Pages 100–101

- 1 2 trip 3 hot air balloon 4 explain 5 disappear
- 2 2 f/have 3 a/have 4 c/has 5 b/have 6 d/has
- 3 2 's knocked over 3 's disappeared 4 's landed
- 4 2 've phoned/d 3 's returned/a 4 've explained/f
5 's cleaned/b 6 's disappeared/e
- 5 6 He's cooked lunch.
1 She's returned from a trip.
3 He's dropped a glass.
5 She's opened a window.
2 They've washed and dried the dishes.
- 6 Children's own answers.

Lesson 34

Pages 102–103

- 1 1 horse riding 5 camping 3 restaurant 2 Chinese
- 2 2 Chinese 3 horse riding, canoeing, camping
- 3 flown, eat, ride, slept, sent, been, see
- 4 2 Has/eaten/has 3 Have/ridden/haven't
4 Has/slept/hasn't 5 Has/seen/has 6 Have/been/have
- 5 2 He hasn't flown in a helicopter. He's flown in a plane.
3 She hasn't slept in a tent. She's slept in a castle.
4 They've seen an owl. They haven't seen a snake.
- 6 2 Have you ever sent a letter?
3 Have you ever climbed a tree?
4 Have you ever been horse riding?
5 Have you ever been canoeing?
6 Have you ever eaten Chinese food?
Children's own answers.

Lesson 35

Pages 104–105

- 1 2 Lucy 3 Annie 4 Sonia 5 Jen 6 Rosie
- 2 2 given 3 painted 4 caught 5 gone 6 flown 7 eaten
8 opened 9 had
- 3 5/Yes, he has. 4/No, they haven't. 1/Yes, she has.
2/Yes, they have.
- 4 2 hasn't put his bag in the car yet. 3 haven't seen them yet.
4 haven't looked at them yet.
- 5 2 Have the police caught the thief yet?
3 Claudia and Magnus have gone to prison.
4 Toto has flown around the garden.
5 Have they been to the zoo yet?
6 Dr Wild has given Toto back to the zoo.
- 6 3 She's polished her shoes.
4 She's washed her hair.
5 She hasn't packed her bag yet.
6 She hasn't given a present to Anna yet.

Lesson 36

Pages 106–107

- 1 1 Dr Sophie Wild
8 Duke Street
Bristol
BS17 3DY
- 2 Mr M Wolf
Tower Prison
Newgate Road
London
SW25 4QZ
- 2 Children's own answers.
- 3 Children's own answers.
- 4 1 You should take an umbrella.
2 You should take some sun cream./You should take a hat.
3 You should take a camera./You should take your diary.
- 5 2 first visit 3 How long 4 Five days 5 pretty country
6 good idea
- 6 2 July 21st–July 26th/She's going for five days.
3 video camera/She's going to take a video camera.

Fly High File: The Arctic and Antarctic

Pages 108–109

- 1 4 walrus 6 penguin 7 polar bear 9 fox 11 whale
- 2 2 dark 3 temperature 4 continent 5 light 6 scientist
- 3 2 Father Christmas 3 day 4 winter 5 icy 6 snow 7 skiing
8 forests 9 never 10 reindeer
- 4 1911/Roald Amundsen, 1929/Richard E Byrd,
1978/Emilio Marcos Palma
- 5 2 True 3 False 4 True 5 False 6 False

The Fly High Review 5

Pages 110–111

- 1 2 The polar bear hasn't caught a seal.
3 They've eaten Chinese food.
- 2 2 Have you ever seen a penguin?
3 Have you ever polished shoes?
4 Have you ever been sailing?
5 Have you ever sent a Valentine's Day card?
6 Have you ever scored a goal?
Children's own answers.
- 3 2 You should play football.
3 You should go to school by bike every day.
4 You should do your homework at home.
5 You should go to bed early.
6 You should sleep ten hours every night.
- 4 2 No, there isn't. 3 Yes, they do. 4 Yes, she is.
5 Yes, there is. 6 No, he isn't 7 Yes, it does. 8 No, she can't.
- 5 Children's own answers.

My English: Children's own answers.

Audioscripts

Lesson 1 Exercise 2

CD 1 Track 05

- Dr Wild:** I love my niece, Kelly, and my nephew, Jack. They aren't lazy. They always help me in the house. They are very helpful. They like Oscar and they are always kind to him. They are very good children and they are clever too.
- Kelly:** Oscar is so funny! He's a very clever cat but he is lazy. He likes sleeping and eating! I love him.
- Jack:** Dr Wild is great. She's our Aunt Sophie and she's very clever. She's got a lot of books and she knows a lot! She's always kind to me and Kelly and we are always happy at her house. She is very helpful – she helps people find missing animals.

Lesson 4 Exercise 4

CD 1 Track 09

- Narrator:** What's your phone number, Mel?
- Mel:** It's six, seven, five, double four, three, oh. That's six, seven, five, double four, three, oh.
- Narrator:** What's your phone number, Beth?
- Beth:** It's three, double two, oh, six, nine, eight. That's three, double two, oh, six, nine, eight.
- Narrator:** What's your phone number, Harry?
- Harry:** It's four, seven, three, double one, oh, nine. That's four, seven, three, double one, oh, nine.
- Narrator:** What's your phone number, Kit?
- Kit:** It's seven, eight, double five, oh, two, one. That's seven, eight, double five, oh, two, one.

Lesson 4 Exercise 5

CD 1 Track 10

- Harry:** Let's phone Kit. What's his number?
- Beth:** It's 7855021.
- Harry:** Hi, Kit, it's Harry.
- Kit:** Oh hi, Harry.
- Harry:** Where are you?
- Kit:** I'm at home.
- Harry:** What are you doing?
- Kit:** I'm watching TV.
- Harry:** Do you want to go to the cinema later?
- Kit:** Yeah. Great.
- Harry:** OK, see you soon. Bye.
- Kit:** Bye.
- Beth:** Let's phone Mel. What's her number?
- Harry:** It's 6754430.
- Beth:** Hi, Mel, it's Beth.
- Mel:** Oh hi, Beth.
- Beth:** Where are you?
- Mel:** I'm in town.
- Beth:** What are you doing?
- Mel:** I'm buying some new shoes.
- Beth:** Do you want to go for a pizza later?

- Mel:** Yeah. Great.
- Beth:** OK, see you soon. Bye.
- Mel:** Bye.

Lesson 5 Exercise 2

CD 1 Track 12

- Narrator:** One
- Man:** What was the weather like in Poland yesterday?
- Woman:** It was very cold and there was a lot of snow.
- Narrator:** Two
- Man:** What was the weather like in Argentina yesterday?
- Woman:** It was windy.
- Narrator:** Three
- Man:** What was the weather like in Russia yesterday?
- Woman:** It was cold and there was heavy rain in the morning.
- Narrator:** Four
- Man:** What was the weather like in the Ukraine yesterday?
- Woman:** It was stormy. There was a terrible storm with thunder and lightning in the night.
- Narrator:** Five
- Man:** What was the weather like in England yesterday?
- Woman:** It was cloudy. The sky was grey all day.
- Narrator:** Six
- Man:** What was the weather like in Turkey yesterday?
- Woman:** It was sunny and hot.

Lesson 6 Exercise 2

CD 1 Track 14

- Narrator:** Claudia and Magnus were in town yesterday.
- 1 First Magnus asked for a map in the police station.
 - 2 Then they visited the museum. They looked at the dinosaurs in the museum.
 - 3 Claudia was thirsty and she wanted a drink in the café. The café was busy. She waited ten minutes for a table.
 - 4 After that they visited the zoo. In the aquarium, they watched the sharks for a long time. Claudia loved the sharks.
 - 5 There was a pet shop near the zoo. In the pet shop, Claudia played with a dog. She wanted the dog very much.
 - 6 In the evening Claudia and Magnus listened to a talk about birds at the town hall. It was very interesting.

Lesson 8 Exercises 4 and 5

CD 1 Tracks 17 and 18

- Narrator:** One
- Ticket seller:** Can I help you?
- Harry:** Yes, I'd like tickets for the museum, please.
- Ticket seller:** The museum. Certainly. How many would you like?
- Harry:** Two tickets, please. One adult and one child.
- Ticket seller:** That's 10 euros.
- Harry:** Thank you.

Narrator: Two
 Ticket seller: Can I help you?
 Beth: Yes, I'd like tickets for the concert at the town hall, please.
 Ticket seller: The concert at the town hall. Certainly. How many would you like?
 Beth: Four tickets, please. Two adults and two children.
 Ticket seller: That's 8 euros.
 Beth: Thank you.

Narrator: Three
 Ticket seller: Can I help you?
 Kit: Yes, I'd like tickets for the cinema, please.
 Ticket seller: The cinema. Certainly. How many would you like?
 Kit: Five tickets, please. Five children.
 Ticket seller: That's 20 euros.
 Kit: Thank you.

Narrator: Four
 Ticket seller: Can I help you?
 Mel: Yes, I'd like tickets for the aquarium, please.
 Ticket seller: The aquarium. Certainly. How many would you like?
 Mel: Three tickets, please. One adult and two children.
 Ticket seller: That's 21 euros.
 Mel: Thank you.

The Fly High Review 1 Exercise 5

CD 1 Track 21

Boy: Last weekend my sister and I stayed with our grandma and grandpa. We were really busy.

Narrator: One
 Boy: In the morning we walked to the pet shop but it wasn't open. So we visited the aquarium instead. I loved the fish. They were very pretty.

Narrator: Two
 Girl: What about the afternoon? Did you stay in town?
 Boy: Yes, we did. We visited the museum. It was wonderful. The dinosaurs were my favourite. At the end of the afternoon, I wanted a drink but there wasn't time to go to the café.

Narrator: Three
 Girl: Did you play in the park?
 Boy: No, we didn't. My grandpa is a policeman and we were near the police station. We walked to the station and he showed us around. It was very interesting.

Narrator: Four
 Girl: Did you watch TV in the evening?
 Boy: No, we didn't. There was a show at the town hall and there was a good film at the cinema. We didn't watch the show at the town hall. We watched the film at the cinema.

Lesson 9 Exercise 2

CD 1 Track 24

Claudia: Where are we, Magnus? It's night. I can't see anything!
 Magnus: We're on a farm.

Narrator: One
 Claudia: I heard a noise. What was it?
 Magnus: It's OK, Claudia. It's a cow.

Narrator: Two
 Claudia: I heard another noise. What was it?
 Magnus: It's OK, Claudia. It's a horse.

Narrator: Three
 Claudia: I heard another noise. What was it?
 Magnus: It's OK, Claudia. It's an owl.

Narrator: Four
 Claudia: I heard another noise. What was it?
 Magnus: It's not OK, Claudia. It's a bull!

Lesson 12 Exercises 4 and 5

CD 1 Tracks 28 and 29

Narrator: One
 Harry: I'm sorry I couldn't come to your party.
 Boy: That's OK. What happened, Harry?
 Harry: I was ill. I had earache.
 Boy: Are you all right now?
 Harry: Yes, thanks. Did you have a good time?
 Boy: Yes, I had a fantastic cake.

Narrator: Two
 Beth: I'm sorry I couldn't come to the cinema.
 Roz: That's OK. What happened, Beth?
 Beth: I wasn't well. I had stomachache.
 Roz: Are you all right now?
 Beth: Yes, thanks. Did you have a good time?
 Roz: Yes, it was a really good film.

Narrator: Three
 Mel: I'm sorry I couldn't come to the shops.
 Girl: That's OK. What happened, Mel?
 Mel: I was ill. I had a cold and a sore throat.
 Girl: Are you all right now?
 Mel: Yes, thanks. Did you have a good time?
 Girl: Yes, I bought some new shoes.

Narrator: Four
 Kit: I'm sorry I couldn't come to the park.
 Boy: That's OK. What happened, Kit?
 Kit: I was ill. I had a headache.
 Boy: Are you all right now?
 Kit: Yes, thanks. Did you have a good time?
 Boy: Yes, I played football with Harry.

Lesson 13 Exercise 2

CD 1 Track 31

Claudia: Magnus, you must go to the pet shop. We need some bird food.
Magnus: OK. How do I go there?
Claudia: Listen carefully. First, you walk along the road for 100 metres.
Magnus: First, I walk along the road.
Claudia: You will come to the train station. Go around the train station.
Magnus: I go around the station.
Claudia: Next, go past the hotel.
Magnus: I go past the hotel.
Claudia: Now, look for the bridge.
Magnus: Do I go across the bridge?
Claudia: Yes, walk across the bridge and then you will see the market. Walk through the market.
Magnus: I walk through the market.
Claudia: There are some shops in front of you. The pet shop's on the far right.
Magnus: OK. See you later.
Claudia: Don't forget to buy the bird food.

Lesson 16 Exercise 5

CD 2 Track 03

Narrator: Harry
Teacher: What would you like, Harry?
Harry: I'd like stew, rice and cabbage please.
Teacher: That's stew, rice and cabbage, Harry. And to drink?
Harry: I'll have water, please.
Teacher: OK. Water for Harry. Would you like anything else?
Harry: Yes, I'd like chocolate cake, please.
Teacher: Chocolate cake. It looks delicious. Thank you, Harry.

Narrator: Kit
Teacher: Kit, what would you like?
Kit: I'd like steak, chips and peas, please.
Teacher: Steak, chips and peas for Kit. And to drink?
Kit: I'll have orange juice, please.
Teacher: Kit would like orange juice. Would you like anything else?
Kit: Yes, I'd like ice cream, please.
Teacher: OK, ice cream for Kit. Thank you, Kit.

Narrator: Mel
Teacher: Mel, what would you like?
Mel: I think I'll have a pizza, salad and bread, please.
Teacher: Pizza, salad and bread for you, Mel. And to drink?
Mel: I'll have milk, please.
Teacher: Milk for Mel. Would you like anything else?
Mel: Yes, I'd like strawberries, please.
Teacher: Strawberries, fine. Thank you, Mel.

FlyHigh File: London bus tour Exercise 2

CD 2 Track 04

Boy: I went on a sightseeing tour of London when I was in England.
Girl: Was it good?
Boy: It was great!
Girl: What did you see?

Narrator: One
Boy: The Tower of London. Some of the kings and queens of England lived there.

Narrator: Two
Boy: Tate Modern. That's an art gallery.

Narrator: Three
Boy: The London Eye. That's a big wheel next to the river.

Narrator: Four
Boy: Big Ben and the Houses of Parliament. Big Ben is the name of a bell.

Narrator: Five
Boy: St Paul's Cathedral. That's a very old church.

The FlyHigh Review 2 Exercise 4

CD 2 Track 07

Girl: Everybody in my family was ill yesterday.
Boy: What was the matter with your mum?
Girl: She had an earache. She couldn't go to work.
Boy: And your dad?
Girl: He had a cold and a sore throat. He couldn't speak all day.
Boy: Was your brother ill too?
Girl: Yes, he had a stomachache. He couldn't eat anything. He spent the day in bed.
Boy: And your sister?
Girl: She wasn't well. She had a bad headache. She couldn't go to school.
Boy: What about you?
Girl: I was fine. I looked after them.

Lesson 17 Exercise 2

CD 2 Track 10

Narrator: One
Dr Wild: What a mess! Jack, Kelly, let's tidy up. Whose scarf is this? Jack, is it yours?
Jack: No, it isn't mine. It's Kelly's.
Kelly: Yes, it's mine, Aunt Sophie.

Narrator: Two
Dr Wild: What about these gloves?
Jack: The gloves are hers too.
Kelly: Yes, they're mine.

Narrator: Three
Dr Wild: Jack, is this belt yours?
Jack: Yes, it's mine.
Kelly: The tie is also his.

Narrator: Four
 Dr Wild: Whose trainers are these? Kelly, are they yours?
 Kelly: Yes, they're mine.

Narrator: Five
 Dr Wild: This jacket looks like yours too, Kelly.
 Kelly: No, it isn't mine. It's his.
 Jack: Yes, it's mine. Thank you, Aunt Sophie.

Lesson 20 Exercises 4 and 5

CD 2 Tracks 14 and 15

Narrator: One
 Kit: I have to go to the music room now.
 Girl: What for?
 Kit: I've got a guitar lesson.
 Girl: What time does it start?
 Kit: At quarter to four.
 Girl: Quarter to four. OK. See you later, Kit.
 Kit: Bye.

Narrator: Two
 Harry: I have to go to the playing field now.
 Girl: What for?
 Harry: I've got a football match.
 Girl: What time does it start?
 Harry: At ten past four.
 Girl: Ten past four. OK. See you later, Harry.
 Harry: Bye.

Narrator: Three
 Mel: I have to go to the swimming pool now.
 Girl: What for?
 Mel: I've got a swimming lesson.
 Girl: What time does it start?
 Mel: At twenty past five.
 Girl: Twenty past five. OK. See you later, Mel.
 Mel: Bye.

Narrator: Four
 Beth: I have to go to the school hall now.
 Girl: What for?
 Beth: I've got a dance lesson.
 Girl: What time does it start?
 Beth: At five to six.
 Girl: Five to six. OK. See you later, Beth.
 Beth: Bye.

Lesson 21 Exercise 2

CD 2 Track 17

Presenter: Ladies and gentlemen, girls and boys, we are here at the Great Transport Race. I'm talking to you from the FHTV helicopter. Hello, everybody! There are two vans and three cars in the race. I can see two scooters and four motorbikes. A fire engine is waiting by the side and there are two ambulances. I hope we don't need them! And they're off!

Lesson 24 Exercise 5

CD 2 Track 21

Harry: Which trainers do you like best?
 Mel: The pink ones look the most comfortable.
 Harry: Yes. They're the cheapest too. Which ones are the most modern?
 Mel: The yellow ones.
 Harry: They're the most expensive! Which ones are the strongest?
 Mel: The white ones. And the purple ones are the biggest and the highest.
 Harry: Which ones do you want?
 Mel: I don't know!
 Harry: Mel, how much money have you got?
 Mel: Fifty euros. So ... I can only buy the ...

Lesson 25 Exercise 2

CD 2 Track 25

Kit: Yey! It's the fancy dress party today.
 Beth: There are a lot of costumes to choose from. What costume do you want to wear, Mel?
 Mel: I want to be an alien.
 Beth: What about you, Harry?
 Harry: I want to be a spy.
 Mel: And you, Beth? Which costume do you like?
 Beth: I want to be a pop star.
 Kit: That's a good idea. I want to be a superhero. Let's go together.

Lesson 28 Exercises 4 and 5

CD 2 Tracks 29 and 30

Narrator: One
 Girl: What shall we do this afternoon, Kit?
 Kit: I don't know. Have you got any ideas?
 Girl: What about skateboarding?
 Kit: I don't want to go skateboarding today.
 Girl: Do you like rollerblading?
 Kit: Yes, rollerblading's a great idea.
 Girl: OK. Let's go.

Narrator: Two
 Girl: What shall we do this afternoon, Harry?
 Harry: I don't know. Have you got any ideas?
 Girl: What about swimming?
 Harry: I don't want to go swimming today.
 Girl: Do you like fishing?
 Harry: Yes, fishing's a great idea.
 Girl: OK. Let's go.

Narrator: Three
 Boy: What shall we do this afternoon, Mel?
 Mel: I don't know. Have you got any ideas?
 Boy: What about skiing?
 Mel: I don't want to go skiing today.
 Boy: Do you like tobogganing?
 Mel: Yes, tobogganing's a great idea.
 Boy: OK. Let's go.

Lesson 29 Exercise 2

CD 2 Track 32

Claudia: This prison is horrible! I don't like my room. It's got one old, brown curtain. There isn't a sofa. There's a chair with an old cushion. The cushion is dirty. There's a rug but it's not a nice rug. It's yellow and brown. I've got a lamp but it's very small.

Magnus: Your room is better than mine! I haven't got a rug. I've got curtains but they're short and black. I've got a sofa but it isn't comfortable and there's only one cushion! There's a lamp but there isn't a table. I don't like this prison!

Lesson 32 Exercise 3

CD 3 Track 03

Narrator: One

Peter: Hi, Mel.

Mel: Oh, hi, Peter.

Peter: Would you like to come to my birthday party?

Mel: Your birthday party? Yes, I would! When is it?

Peter: It's on Saturday, September 5th.

Mel: Saturday, September 5th. OK. What time is it?

Peter: It's at half past five.

Mel: Half past five.

Peter: And it's at my house.

Mel: At Peter's house. Thanks, Peter. See you on September 5th!

Peter: Great. Thanks. Bye

Mel: Bye.

Narrator: Two

Tom: Hi, Harry. It's Tom here.

Harry: Hi Tom. How are you?

Tom: I'm fine, thanks. Harry, would you like to come to my fancy dress party?

Harry: Yes, that would be great. Thanks. When is it?

Tom: It's on Friday October 31st.

Harry: Friday October 31st. OK. What time is it?

Tom: It's at quarter past four.

Harry: Quarter past four. Where is it?

Tom: It's at my house.

Harry: At Tom's house. OK, See you on October 31st.

Tom: Thanks. Bye!

Tom: Bye.

Narrator: Three

Kate: Hi, Ben, it's Kate.

Ben: Oh, hello, Kate.

Kate: Ben, would you like to come to the school dance?

Ben: The school dance? Yes, I'd love to. Thanks. When is it?

Kate: It's on Wednesday March 25th.

Ben: Wednesday March 25th. What time is it?

Kate: It's at half past seven.

Ben: Half past seven. And it's at the school!

Kate: Yes, that's right.

Ben: Great. Thanks. See you on March 25th at half past seven.

Kate: Bye, Ben.

Ben: Bye, Kate.

The FlyHigh Review 4 Exercise 3

CD 3 Track 06

Narrator: One

Girl: Why is this robber in prison?

Boy: Because he stole some valuable paintings.

Narrator: Two

Girl: Why is this robber in prison?

Boy: Because she stole some gold jewellery.

Narrator: Three

Girl: Why is this robber in prison?

Boy: Because he stole some rare rugs.

Narrator: Four

Girl: Why is this robber in prison?

Boy: Because he stole some diamonds.

Lesson 33 Exercise 2

CD 3 Track 09

Claudia: Magnus, this is a horrible place. I don't like it in prison.

Magnus: I don't like it here either.

Claudia: My room is small and everything's dirty. I've tried to make it better. I've washed the curtain but it's a horrible colour and it's smaller than the window.

Magnus: Oh dear.

Claudia: I've cleaned the lamp but it's old and it doesn't work.

Magnus: That's bad.

Claudia: I've painted the chair. The colour is lovely but the chair isn't comfortable.

Magnus: Oh.

Claudia: I'm bored here and there isn't anything to do.

Magnus: What about reading a book?

Claudia: I haven't got any books. I've started a jigsaw puzzle.

Magnus: What picture does it show?

Claudia: It's a hot air balloon. I want a trip in a hot air balloon when we leave prison.

Magnus: So do I.

Lesson 36 Exercises 4 and 5

CD 3 Tracks 13 and 14

Narrator: One

Jack: Hi Mel.

Mel: I'm so excited. We're going to the USA tomorrow.

Jack: Have you been to the USA before?

Mel: No, I haven't. It's my first visit.

Jack: How long are you going for?

Mel: Three weeks.

Jack: It's a beautiful country. You should take your camera.

Mel: That's a good idea. Thank you.

Narrator: Two
 Kelly: Hi Kit.
 Kit: Hello Kelly. I'm so excited. We're going to Turkey tomorrow.
 Kelly: Have you been to Turkey before?
 Kit: No, I haven't. It's my first visit.
 Kelly: How long are you going for?
 Kit: Two weeks.
 Kelly: It's very hot. You should take some sun cream.
 Kit: That's a good idea. Thank you.

Narrator: Three
 Jack: Hi Beth.
 Beth: I'm so excited. We're going to Spain tomorrow.
 Jack: Have you been to Spain before?
 Beth: No, I haven't.
 Jack: How long are you going for?
 Beth: A week.
 Jack: It can be cold in the mountains. You should take a coat.
 Beth: That's a good idea. Thank you.

Narrator: Four
 Kelly: Hi Harry.
 Harry: I'm so excited. We're going to Ireland tomorrow.
 Kelly: Have you been to Ireland before?
 Harry: No, I haven't.
 Kelly: How long are you going for?
 Harry: Ten days.
 Kelly: It rains a lot. You should take an umbrella.
 Harry: That's a good idea. Thank you.

The FlyHigh Review 5 Exercise 5

CD 3 Track 19

Narrator: One
 Jack: Hello, Mel. Where are you going to go on holiday?
 Mel: I'm not going away. I'm going to stay at home.
 Jack: Are you going to go cycling with your friends?
 Mel: No, I'm not.
 Jack: What are you going to do?
 Mel: I'm going to play tennis every day.

Narrator: Two
 Roz: Hello, Beth. Where are you going to go on holiday?
 Beth: I'm going to stay in a house next to a lake with my family.
 Roz: What are you going to do?
 Beth: I'm going to go canoeing.
 Roz: Are you going to go sailing too?
 Beth: No, I'm not.

Narrator: Three
 Kelly: Hello, Kit. Where are you going to go on holiday?
 Kit: I'm going to go to the mountains with Harry and his family.
 Kelly: What are you going to do?
 Kit: We're going to go camping.
 Kelly: Are going to go horse riding?
 Kit: No, we're not.

Teacher's Day Exercise 2

CD 3 Track 22

Toby: My teacher's name is Mrs Baker. I really like learning English with her. I asked her some questions. Mrs Baker can I ask you some questions, please?
 Mrs. Baker: Yes, of course!
 Toby: What's your favourite food?
 Mrs. Baker: Hmm ... I like chicken and salad best.
 Toby: Where in the world do you want to go?
 Mrs. Baker: Oh, that's a difficult question. I think I'd like to go to India.
 Toby: India? Oh, that would be nice. Have you got any pets, Mrs Baker?
 Mrs. Baker: Yes, I've got a little cat. He's white and his name is Snowy.
 Toby: What's your favourite sport?
 Mrs. Baker: My favourite sport? Well, I like swimming in the summer.
 Toby: So do I! What are your favourite clothes?
 Mrs. Baker: The ones I'm wearing. This red sweater and my black skirt.
 Toby: Thank you, Mrs Baker.
 Mrs. Baker: My pleasure, Toby!

The Queen's Birthday Exercise 2

CD 3 Track 27

Boy: Today is June 14th and I'm going to the Queen's Birthday Parade. I'm very excited because I've never seen the Queen before. This is the programme for the day. At twenty to eleven the Queen leaves Buckingham Palace. The parade starts at eleven o'clock. First the Queen looks at the soldiers. Then the bands parade past the Queen. I love the music. The foot soldiers and the soldiers on horses follow the bands. Then the Queen goes back to Buckingham Palace in her carriage and the soldiers go home. The parade lasts about an hour. At one o'clock, the Queen and her family watch the planes fly past Buckingham Palace. I think she waves to them.

Lesson-by-Lesson Word List

Welcome: A great adventure!

detective
missing

1 Where's Toto?

clever
niece
nephew
helpful
friendly

2 We're getting ready!

laptop
binoculars
compass
can opener
need
diary
torch

3 Dr Wild drives well.

well
carefully
badly
slowly
quietly
happily
quickly

Fly High File: Countries and nationalities

country
capital city
flag
nationality
language

5 There was a storm.

storm
behind
windy
thunder and lighting
in front of

6 We landed on a beach.

aquarium
town hall
police station
pet shop
museum
café

7 Did you talk to them?

notice
blond
moustache
beard
thin
wavy
face

Fly High File: Hurricanes

hurricane
last
flood
cause
tornado
produce
travel
destroy
natural disaster

Storytime: Robinson Crusoe

ill
tool
gun
knife
journey
land
island
tent
cave
strange
footprint

9 Magnus and Claudia had an accident!

farm
cow
grass
owl
pond
bull

10 Did they find Toto?

scared
confused
nervous
unhappy

11 Claudia couldn't hear.

well
cold
headache
sore throat
earache
ill
stomachache

Fly High File: Dinosaurs

continent
plant
lizard
land
sea
sky

13 They went through the town.

train station
road
market
castle
bridge

14 How much were the tickets?

money
seat
search
carriage
look after
luggage

15 I heard something!

stew
rice
cabbage
steak
peas

Fly High File: London bus tour

art gallery
church
cathedral
tower
Big Wheel
bell
hill
street

Storytime: Alice in Wonderland

hare
place
wine
tea
polite
wide
angrily

17 Is it yours?

rescue
scarf
glove
jacket
belt
trainers
tie

18 You don't have to shout!

arrive
leave
start
lose
bring
finish

19 Dr Wild went to the bank to get some money.

bank
post office
send
find
garage
hire

Fly High File: Clothes through the ages

eleventh – 11th
twelfth – 12th
thirteenth – 13th
fourteenth – 14th
fifteenth – 15th
sixteenth – 16th
seventeenth – 17th
eighteenth – 18th
nineteenth – 19th
twentieth – 20th
twenty-first – 21st
breeches
cap
trainers
tunic
apron

21 The red van is faster!

van
motorbike
fire engine
scooter
helicopter

22 They are the silliest people in the world!

silly
catch
runner
noisy
light

23 Oscar has got the most comfortable bed!

expensive
soft
comfortable
modern
dangerous
exciting
tobogganing

Fly High File: Planets

planet
rock
ring
gas
star
ice
furthest

Storytime: The Prince and the Pauper

palace
poor
beg
gates
soldiers
beggar
rich
servant
cheap
pauper

25 I want to join in.

join in
fancy dress
costume
alien
superhero
pop star

26 He likes tobogganing!

ice skating
surfing
skateboarding
rock climbing
cycling
fishing

27 What shall we do?

use
escape
reach
borrow
hold

Fly High File: Sporting legends

football player
score
goal
world record
Olympic flag
gold medal
medicine
compete
train

29 I'm going to phone the police!

knock over
lamp
curtain
rug
sofa
cushion
prison

30 Are they going to come home now?

plan
picnic
invitation
banner

31 Why did they want Toto?

rare
robber
steal
jewellery
valuable
painting
diamond

Fly High File: Duke of Edinburgh's Award

award
physical
volunteering
skills
expedition
photography
sewing
knitting
DJ

Storytime: The Voyages of Sindbad the Sailor

sailor
voyage
dangerous
captain
ship
sail
wood
afraid

33 Jack has disappeared!

disappear
explain
return
hot air balloon
trip

34 Have you seen these photos?

horse riding
camping
canoeing
Chinese
restaurant

35 I haven't brushed Oscar yet!

brush
polish
change

Fly High File: The Arctic and Antarctic

North Pole
South Pole
Arctic
Antarctic
scientist
light
dark
polar bear
walrus
seal
fox

Teacher's Day

Ancient Greece
wax
stick
wrestling
strict
hit

Valentine's Day

message
rose
violet
heart

The Queen's Birthday

gun salute
garden
midday
parade

Pearson Education Limited
Edinburgh Gate
Harlow
Essex CM20 2JE
England
and Associated Companies throughout the world.

www.pearsonlongman.com

© Pearson Education Limited 2011

The right of Tessa Lochowski to be identified as author of this Work has been asserted by her in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers.

First published 2011

ISBN: 978-1-4082-3417-4

Printed in Slovakia by Neografia

Set in VagRounded

Acknowledgments

The publisher would like to thank the following for their kind permission to reproduce their photographs:

(Key: b-bottom; c-centre; l-left; r-right; t-top)

Alamy Images: ACE STOCK LIMITED 80bl, Alan Keith Beastall 80tl, amana images inc. 120, Anthony Kay / Flight 14tr, Ben Molyneux Travel Photography 46b, chrisstockphoto 80tr, Colin Palmer Photography 46cr, CountrySideCollection - Homer Sykes 96bl, imagebroker 17br, 22t, Johannes Leber 104t, Kuttig - People 48b, mediablitzimages (uk) Limited 84c, Neil McAllister 49r, OJO Images Ltd 14br, Paul Springett A 108bc, PhotoAlto 14cl, Rob Walls 96tr, SHOUT 60bl; **Jon Barlow:** 8, 9, 12, 15, 18, 22c, 22b, 23t, 25, 32, 42, 46tr, 56, 61t, 66, 70, 71t, 79l, 81t, 84, 90, 94, 109t, 112-113t, 121; **Trevor Clifford:** 13, 17c, 19, 21, 23c, 23b, 37, 47, 51, 57, 61b, 62, 65, 67, 71b, 79br, 81b, 85, 89, 91, 95, 98, 103, 105, 109b, 112b, 119l; **Corbis:** Radius Images 80br; **Education Photos:** John Walmsley 60t; Fotolia.com: allievn 108bl, Lance Bellers 46cl, Peter Betts 108 (lion); **Getty Images:** 122bl, Anwar Hussein 122r, Digital Vision / Inti St Clair 96br, Harry How 86bl, Joern Pollex 86tl, Jupiterimages 14cr, Kyle Niemi / US Coast Guard 24tr, Mike Theiss / National Geographic 24br, Pando Hall 123tr, Peter Cade 14bl, Peter Teller 96tl, Samir Hussein 123tl, Science Faction 104cl, Shaun Botterill 86tr, Sports Illustrated 87, John Stillwell 122tl, Tim Graham 123c; **iStockphoto:** blackwaterimages 119r; **Pearson Education Ltd:** Digital Stock 108 (zebra), Digital Vision 108 (giraffe), Photodisc / Getty Images 24bl, Photodisc / Jack Hollingsworth Photography 108tl, Photodisc / StockTrek 24tl, Photodisc. Alan D. Carey 108br; **Reuters:** Wolfgang Rattay (CHINA) 86br; **Shutterstock.com:** 46tl; **Thinkstock:** 49l, 60c, 60br, Football / 84cl, 104cr, Digital Vision 108 (hippo), Hemera 84bl, 104tr, 111r, Hemera Technologies 84cr, iStockphoto 84br, Medioimages / Photodisc 111l, Stockbyte 84b, 84bl (2)

All other images © Pearson Education

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

Illustrated by GS Animation/Grupa Smaczneho; Christos Skaltsas/eyescream;
Zaharias Papadopoulos/eyescream; Katerina Chrysohoou; HL Studios

Fly High

Teacher's Guide



Fly High is a motivating four-level course for young learners that integrates grammar and skills in a fun and engaging way.

The Teacher's Guide provides:

- step-by-step lesson notes, with ideas for optional activities
- audioscripts and answer key for the Pupil's Book
- the answer key for the Activity Book
- a lesson-by-lesson word list

The Active Teach CD-ROM contains:

- an interactive version of the Fly High Pupil's Book
- all classroom audio
- additional interactive exercises
- flashcards for all vocabulary items
- printable Teacher's Resources

Additional teacher resources include flashcards for the key target vocabulary.



PEARSON
Longman

www.pearsonlongman.com

Components

- | | |
|---------------------|-------------------------------|
| • Pupil's Book | • Class audio CDs |
| • Pupil's audio CDs | • Active Teach CD-ROM |
| • Activity Book | • Vocabulary flashcards |
| • Pupil's CD-ROM | • Fun Grammar Pupil's Book |
| • Teacher's Guide | • Fun Grammar Teacher's Guide |

ISBN 978-1-4082-3417-4



9 781408 234174 >