

FLY HIGH

Teacher's Guide

3



PEARSON
Longman

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FlyHigh 3

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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.

Methodology

Topics

Fly High is organized into seven Cycles, and each Cycle is based on a theme chosen to reflect the children's world, their interests and activities. Vocabulary within each Cycle is organized into lexical sets, which makes it easier for children to learn and memorise.

The lexical sets in *Fly High 3* are: *travel and countries, family, school subjects, months and seasons, household activities, around town, musical instruments, food, sport, adjectives, jobs, the beach, and the environment*.

Language presentation

Key words and target grammar items are introduced in context through humorous cartoon stories featuring the *Fly High* characters. Each story has two episodes. This breaks the language down into manageable chunks and gives the children the opportunity to guess what happens next and to look forward to the conclusion. Through the stories, the children get to know and identify with the characters, and share in many amusing situations and adventures.

The main characters in *Fly High 3* are five zoo animals that wear clothes, talk and play in a band: Chatter the monkey, Tag the tiger, Karla the kangaroo, Patty the penguin and Trumpet the elephant. Sally the zoo keeper supplies the adult human element needed in a primary course.

The children can act out the stories, before moving on to focussed language practice. This helps to reinforce the new language in a fun and non-threatening way.

Grammar

The target grammar is presented clearly in the *Learn with Tag* box and the meaning reinforced by means of humorous cartoons and examples. Children can refer to the examples to help them with the exercises that follow.

Language practice

The new language is practiced through a variety of activities that enable the teacher to change pace and keep the children interested.

Skills

There is a strong focus on skills in *Fly High*. All four skills are developed, and each Cycle contains a minimum of two writing tasks, three listening activities, a story for extended reading and two games to practise speaking in a natural context. Eight *Read with Trumpet* passages, found at the back of the Pupil's Book, provide further reading and writing practice.

Songs and games

There are at least two songs in each cycle of *Fly High* 3. Songs are one of the best ways for children of this age to learn and remember language. Singing songs builds confidence in the language through repetition, and promotes musical skills and development of rhythm. Many songs in *Fly High* have accompanying actions, which also supports kinaesthetic learners.

Games provide motivating and meaningful ways of practising the new language and are very popular with children. Each cycle of *Fly High* 3 contains two or more games in which the children can speak in a genuinely communicative context. The teacher's notes also suggest extra games. There is a further list of games on p.xi of this Teacher's Guide.

Recycling and review

Regular recycling and review serves to reinforce the vocabulary and structures that have been taught. In *Fly High*, recycling is provided by these features:

- *Sally's Story* presents new vocabulary but no new structures. The structures from the whole Cycle are used in new contexts to reinforce meaning and offer further practice. There are seven stories, featuring adaptations of traditional fairy stories as well as newly written ones.
- The *Fly High* Review offers traditional practice activities to revise the structures and vocabulary from the whole Cycle. Each Review includes an activity that provides practice for Cambridge Young Learners exams.
- The *Read with Trumpet* passages are designed to be used at the end of each of the seven Cycles. These passages present new vocabulary, but no new structures. They recycle the structures taught thus far, as well as revisiting

and expanding upon the topics in the lessons and in the *Sally's Story* readings.

- Three Fun Time sections also revise the language the children have learnt, but in a more game-like context. These can be used at the end of term.

Evaluation

Children's progress can be evaluated in the following ways:

- 1 Ongoing assessment: the teacher monitors progress during classroom activities and by checking homework.
 - 2 Formal testing: *Fly High* provides photocopiable tests as follows: seven Quizzes, seven Progress Reviews and three End-of-Term Tests. The Quizzes can be used before the Reviews to identify what needs most remedial work. The Progress Reviews can be used as a class test after working through the exercises in the Review lesson. The End-of-Term tests cover the work from all the previous Cycles.
- These resources can be printed from the Resources section of the Active Teach component.
- 3 Self-assessment: at the end of every Review in the Activity Book, the children have the opportunity to evaluate their own progress. Under the heading **My English**, there is a number of statements, or questions and answers, which use the key language presented and practised in the previous Cycle. They can be used for substitution practice.

Suggested procedure for My English

- Explain that you want the children to think about their work during the past Cycle of lessons. Tell them to read the sentences/questions silently.
- Deal with each item in turn. Use flashcards, real objects or oral prompts to substitute new words into the framework given. Individual children or pairs make new sentences/questions using the new words.
- Focus on the three different faces next to the sentence or question. Explain that they represent *Good*, *Very good* and *Excellent*. Ask the children to assess themselves, then colour the face they think best represents their effort and achievement.
- Repeat for the next item.

Course components

Pupil's components

Pupil's Book

Fly High Pupil's Book 3 presents, practises and revises the target language. It consists of:

- a welcome spread which introduces the characters
- seven theme-based Cycles each containing six lessons
 - ◆ four presentation and practice lessons (28 in total). Each lesson presents five to seven new vocabulary items.
 - ◆ *Sally's Story*; the stories feature adaptations of traditional fairy tales, newly written stories and factual passages. Four to seven new vocabulary items are presented, but no new structures.
 - ◆ one Review revising the language from the whole Cycle.
- eight *Read with Trumpet* passages. The passages provide real-world readings, which recycle and expand upon topics and language structures already presented. Each *Read with Trumpet* passage features five or six new vocabulary items.
- three Fun Time lessons after Cycles 2, 5 and 7, which can be used as end-of-term reviews
- an end-of-year Music Show which can be performed for the school if possible
- a Picture Dictionary (with listening element) which illustrates the key words in each lesson
- full colour stickers for use with sticker listening activities

Each lesson is on a double page spread for ease of use, and provides material for at least one class hour.

Pupil's audio CD

The Pupil's audio CD is packaged with the Pupil's Book and contains all the cartoon presentations, *Sally's Stories*, *Read with Trumpet* passages and songs for children to listen to at home.

Activity Book

The Activity Book follows the same structure as the Pupil's Book. It provides further practice and consolidation of the language presented in the Pupil's Book through a range of exercises. There is a further personalised writing task in every Cycle, helping to develop the children's writing skills in a context that is relevant to them.

At the end of the procedural notes in each lesson of the Teacher's Guide, there are specific references to the Activity Book pages that should be given for homework after each lesson.

The Answer Key to the Activity Book is included at the end of this Teacher's Guide.

CD-ROM

The CD-ROM provides extra grammar and vocabulary practice for the children to do at home or in the classroom. It includes interactive games and activities based on the key language in each cycle of *Fly High*. It also includes additional exercises to exploit songs from the Pupil's Book, extra listening practice and animated versions of *Sally's Stories*.

The children can check their scores at the end of each Cycle, and they receive a printable Certificate if they achieve a total score above 60%.

Fun Grammar and audio CD

Fly High Fun Grammar complements the *Fly High* series, and can be used in class or for homework. *Fun Grammar 3* includes:

- clear and simple explanations for all the grammar points in the Pupil's Book
- a variety of practice activities, with constant recycling
- further exploitation of songs from the Pupil's Book
- games and role play activities
- regular Reviews, end-of-term *I can do this!* tests and a *Look what I can do!* end-of-year test

The accompanying audio CD includes the grammar explanations, listening tasks, songs and example dialogues for the speaking activities. The *Fun Grammar* Teacher's Guide contains answers to the exercises, audioscripts and further photocopiable tests.

Teacher's components

Teacher's Guide

The Teacher's Guide contains:

- this Introduction
- a list of ideas for games that can be used in the classroom with minimal preparation (see page xi)
- a list of flashcards (see page xii)
- a list of useful classroom language for teachers and pupils (see page xiii)
- lesson-by-lesson teaching notes
- the answer key for the Activity Book (see page 105)
- a lesson-by-lesson word list (see page 113)

Each spread of the Teacher's Guide notes contains a reduced colour facsimile of the Pupil's Book spread, for easy reference. As well as step-by-step guidance on how to teach the lesson, the teacher's notes include:

- lesson objectives, target vocabulary and grammar, and a list of materials needed for each lesson
- ideas for optional activities
- useful teaching tips
- regular references back to the methodology notes in the Introduction
- suggestions for teaching the *Read with Trumpet* pages and the *Fly High* Music Show

Class audio CDs

The Class audio CDs contain all the audio material in the Pupil's Book, including the cartoon stories and reading passages, listening tasks and songs. Complete audioscripts for the recordings which are not included on the pages of the Pupil's Book can be found in the appropriate part of each lesson in this Teacher's Guide.

Flashcards

There are 131 vocabulary flashcards for the key items presented in the Pupil's Book. A complete list of the flashcards is provided on page xii of this Teacher's Guide.

Active Teach CD-ROM for Interactive Whiteboard

Fly High Active Teach is designed for any Interactive Whiteboard (IWB). It can also be used with a computer and projector. It contains all the Pupil's Book lesson pages in digital form, together with the class audio material. In addition, it provides:

- animated *Sally's Stories*
- interactive flashcards for all the vocabulary in the Pupil's Book, accessible by topic or in alphabetical order
- printable Teacher's Resources, including Quizzes, Progress Reviews and End-of-Term tests

Teaching with *Fly High 3*

Warm-up

Signal the beginning of the lesson clearly and start with a warm-up activity that is enjoyable and involves the whole class. You can use the suggested Warm-up activities in the step-by-step teaching notes. Alternatively, you can choose (or add) a game from the relevant section in the Teacher's Guide, sing a song or use a guessing game the children have enjoyed in a previous lesson.

Checking homework

It is important that the children know that their homework will always be checked. However, using class time to mark homework leaves many teachers feeling that they are wasting precious teaching time; meanwhile, the children often get bored and restless.

Suggested procedure:

- Find out whether the children had any difficulties doing their homework and deal with general queries or areas of difficulty.
- Check quickly that the children have done all the work, but don't correct all the Activity Books in every lesson. Select the work of different children each time, making sure that you are not predictable.
- Check only one or two exercises as a whole class. Correct some Activity Books during the lesson while the children are working on something else.
- Collect all the Activity Books at regular intervals (maybe once a week) and correct the children's work carefully.

Presenting vocabulary

The new words for each lesson are always presented in Picture Dictionary style at the top of the Pupil's Book page, and recorded on the audio CD. The way you choose to present the words and their meaning – using the Pupil's Book pictures, flashcards, realia or mime – will depend on the kind of words that are introduced and on whether you would like to bring in some variety. If the new words are related to things in the classroom, or small objects that can easily be brought into the

lesson, use realia that can be touched, handled and labelled. Relating the new words to tangible objects makes the words instantly more memorable for the children. When the book introduces action verbs, miming the words is a sensible way to convey the meaning. Otherwise, use the Pupil's Book pictures or flashcards (where they are available).

Avoid the use of L1 as much as possible. Translation into the children's own language should only be used to confirm – if necessary – what they have already understood.

Suggested procedure for vocabulary:

- Use the small pictures in the Pupil's Book, flashcards, real objects or mime to find out if the children already know a word.
- Play the CD and point to the small pictures, hold up flashcards or objects, or mime. Stop the CD after each word and repeat it. Say it again after a pause; then ask the children to repeat it as a class and to point to the picture in their book. Ask children to repeat individually.
- Point to the small pictures, hold up flashcards/objects again in random order, or mime, and elicit the words from the class and individual children.
- Deal with aspects of pronunciation of each item: silent letters, word stress and weak syllables, long and short vowels. See detailed lesson notes in the teaching notes.

Presenting the cartoon story

Children love stories because they are interesting and fun and appeal to their imagination. The cartoon stories feature the new vocabulary and present the target grammar in context.

Suggested procedure for stories:

- Allow the children to look at the frames and encourage them to describe what they can see.
- Establish the link with the previous story if there is one. For more confident learners, get them to tell you in their own words what happened in the first part of the story.
- Use mother tongue (L1) where necessary to ask questions about the characters that are involved, where they are and what they are doing. Use the questions and structures the

children have been taught so that you can gradually speak more English (e.g. *What's this? What are they?*).

- Ask the children to find the words they have just learned as well as words from previous lessons. Point to pictures and review words from earlier lessons.
- Play the CD; ask the children to listen and to point to each character as they are speaking. Play the CD again. Pause after every frame and ask the children to repeat the dialogues.
- Ask simple questions in L1/English to check understanding.
- Give each child a role. Play the CD again and ask the children to repeat their parts. Encourage them to copy the characters' voice and intonation and to mime some of the actions.
- Encourage the children to repeat their parts without playing the CD.
- Let the children practise in groups. You could then invite a group to perform for the class.

Teaching grammar

When teaching grammar to young learners, it is best to avoid the use of lengthy explanations, rules and metalanguage. The *Learn with Tag* box focuses attention on the target grammar using examples. The humorous pictures provide meaning support and help the children to remember the language. Allow them to refer to the box for the exercises that follow.

Suggested procedure for Learn with Tag:

- Focus attention on The *Learn with Tag* box. Ask the children to look at the cartoon pictures and elicit what they can see.
- Read the examples; the children repeat.
- Use flashcards, objects or mime to substitute other vocabulary in the examples. The children repeat the new sentences.
- Invite individual children/pairs to repeat around the class.
- Ask the children to practise in pairs.

Language practice: speaking

Each cycle of *Fly High 3* contains two or more games for communicative practice. Some are whole class games, others can be played in pairs or groups. Be sure that you have all the materials you need for the game before the class, such as flashcards, realia or materials you need to make yourself. Refer to the list of materials in the lesson notes.

Suggested procedure for games:

- Ask the children to look at the photo in their Pupil's Book and read the model dialogue.
- Demonstrate the game with the class. This can be done as follows:
 - 1 teacher takes role A – whole class responds in role B
 - 2 teacher takes role A – individual children take role B
 - 3 two children take role A and B (open pairs)
- When you are confident that the children understand what to do, put them into closed pairs.
- Walk around the class and monitor. Make sure the children are actively involved. Provide help with pronunciation etc. where necessary.

Teaching songs

All the songs in *Fly High 3* Pupil's Book are presented and sung by the main characters, who are all members of the *Fly High Band*. The lyrics recycle language that has been taught in the lesson and help the children practise pronunciation in an easy way. They can be used as a warm-up at the beginning of a lesson as well as ending the lesson.

Suggested procedure for songs:

- Ask the children to look at the picture(s) and talk about what they can see, saying who the characters are and what they are doing.
- Play the CD and ask the children to listen and follow in their books. They can also clap the rhythm.
- Recite the lines of the song rhythmically like a chant. Say each line and ask the children to repeat. Demonstrate the movements if the song lends itself to action.

- Play the CD. Ask the children to sing along and make the movements.
- For some of the songs, you can divide the class into groups and give them a part to sing.
- Use the lesson flashcards and hold them up as the words are heard in the song.

Setting homework

Where necessary, use L1 to set homework in order to avoid any misunderstanding. Write page and exercise numbers clearly on the board and allow enough time for the children to copy them into their notebooks. Circulate and check that they haven't forgotten anything. If there are any exercises that you feel require explanation or clarification, do this with the class.

Ending the lesson

Try to round up and end the lesson in a way that makes the children feel good and eager to come to the next lesson. Sing a song or play a game they like, which doesn't need extra preparation. Always end on a positive and cheerful note.

Extended reading: *Sally's Story and Read with Trumpet passages*

The extended reading passages consolidate known structures in new contexts. They provide a fresh point of interest for the children and help to develop the skill of extended reading for pleasure.

Suggested procedure for Sally's Stories and Read with Trumpet passages

- Pre-reading: tell the children to look at the pictures, and ask questions in L1 about each frame. Invite suggestions about what is happening in the story, or what the passage is about.
- Ask the children to find the new words in the story or passage as well as words from previous lessons.
- Play the CD twice. Encourage the children to follow the text in their books.

- Ask simple questions in L1 to check understanding of the main points of the story or passage.
- Use the comprehension exercise as a way of getting the children to read for detail. Encourage them to look back at the text to find answers.
- Where appropriate, you can have the children take character parts, and finally act out part or all of the story.

Using *My Picture Dictionary*

The Picture Dictionary contains the key words from each Cycle in the sequence in which they are presented. The words are recorded on the audio CD. It offers a way for the children to review the words they have learned in each Cycle. They label the pictures after completing the Cycle and, in this way, build up their own reference dictionary. The Picture Dictionary can be used in class after the Review activities have been done, or assigned for homework.

Practical tips and techniques

Maintaining motivation

Teaching young learners is great fun and can be highly rewarding; they are full of enthusiasm, motivated and eager to learn and to please their teacher. At the same time, young learners have a very short attention span and get easily bored and restless. Here are some suggestions for maintaining motivation and attention:

- Young learners are happiest in a classroom environment that is friendly and inviting. The use of pictures, posters and displays of the children's own drawings and projects all help to make the classroom colourful and interesting and create a sense of belonging and ownership. Involving the children in how their classroom looks is also worthwhile. For the festival lessons, or for special times of the school year, decorate the classroom accordingly to make it a fun place to be in.
- All children need recognition and love. Encouragement and support for what they do in the process of learning will keep their motivation levels high. At the same time, it is important to be sensitive to any individual difficulties or barriers to learning. Expecting too much of young learners, or placing them in situations in which they are likely to fail, can destroy not only their motivation but also their self confidence and self belief.
- Error correction is necessary, but it should be done in a positive and tactful way. Avoid the words *No* or *That's wrong* and instead use expressions such as *Good try! Try again*. Then praise the child's effort at correcting him/herself.

Classroom management

Children need a clear framework of recognisable and comfortable routines with an element of predictability (though not boredom). Knowing what to expect in a lesson gives young learners a sense of security. The basic pattern of each lesson should therefore follow roughly the same structure: warm up, checking homework, language input and practice, setting homework and ending the lesson.

However, within this framework, the children also need variety to prevent them from getting tired, distracted and bored. For example, you can vary the types of activity you use for the warm-up stage. A number of optional activities are also suggested in the lesson notes, which can be used as appropriate to add variety or fun to the lessons.

Using English and the children's own language (L1)

For most children, the language classroom is the only place where they are exposed to the language, so it is important that the teacher speaks English as much as possible to develop listening and speaking skills. Adapt the language to their level by using and recycling vocabulary and grammar they have learnt. Accept the contributions the children make in their own language, but answer in English whenever possible. It won't be long before the class understands everything you say in English.

Help the children to use the language they have learnt by sticking pictures, flashcards, posters etc. on the walls and refer the children to them for help.

Sometimes it is appropriate to use the children's own language because it gives them a sense of security. Especially at the beginning of the year, it is important to ask comprehension questions, explain an activity, give and check instructions and set homework in L1. Once the children have become familiar with routine procedures, start asking simple questions, giving and checking instructions in English and continue to develop this as much as possible, at a suitable pace for your class, throughout the year.

Giving and checking instructions

In a class with young learners, much teacher language is about giving instructions. To ensure that the children understand what you want them to do, use short sentences, and demonstrate, mime or use gestures to underline the meaning. For example, if you want the class to open their books at page (6), open your book at that page and write the number on the board. If you want them to listen, put your hand to your ear when you say *Listen!*

When working with the Pupil's Book and Activity Book, give the children time to read the instructions, look at any pictures that illustrate the exercise, and the example. Initially, it will be necessary to explain the exercises and the examples in L1. However, it is time well spent training the children to gradually become more independent. Teach them to read the instructions and the examples carefully in order to work out for themselves what they have to do.

Setting time limits

Some children work slowly and need more time to get started while others complete their work quickly, get restless and might interrupt or disturb those students who are still working.

- Set reasonable time limits for each activity or exercise and keep to them.
- Avoid putting pressure on slower children. Tell them that they can finish their work at home if they need to.
- Check the work of early finishers and give them something quiet to do: drawing a picture, colouring, or a story book to look at will keep them busy and happy.

Monitoring

While the children are working individually or in pairs, the teacher has the opportunity to observe how the children work, identify difficulties and offer help where necessary.

- Written exercises: while the children are doing an exercise, walk around the class without interrupting them. Look at their work and offer help if necessary by referring them to the story or the *Learn with Tag* box. Rather than providing the correct answers, encourage the children to use what they have just learnt.
- Speaking activities: while the children are involved in the activity, walk around and make sure they are all doing the exercise. Don't interrupt or correct them, unless they ask you for help, but make a note of frequent errors. Once they have finished speaking, write some of the errors on the board and ask the class to correct them.

- Listening activities: avoid walking around the class while the CD is playing so that the children don't get distracted. Check the answers with the whole class.

Revising vocabulary and spelling

Fly High 3 introduces an average of six new words per lesson. Make vocabulary revision a regular part of the classroom routine. Try to vary the way you review or test vocabulary and make sure you combine different aspects of what it means to know a word (meaning, pronunciation, spelling). Below are some suggestions. You can also use the Flashcards feature on the Active Teach CD-ROM Interactive Whiteboard software for some of the activities.

- Picture dictation

This type of dictation can be used to review words that are easy to draw, for numbers, colours or prepositions of place. Select the words you want to review. Give each child a piece of blank paper. Say for example *Draw a pencil. Draw a rubber. Draw a (yellow) bag*. The children draw a picture of the word they hear. As the children are learning more language, make the task more challenging, for example: *There's a book on the table*.

- Gap-fill spelling (letters)

Prepare a handout with the words you want to review. Put one or more gaps in each word. Call out the words and ask the children to complete the words by writing the missing letters.

- Gap-fill spelling (words)

Prepare a handout with short sentences and put a gap in the place of the word you want to review. Read out the whole sentences. Ask the children to complete the missing words.

- Spelling with flashcards

Select a number of flashcards. Hold up a card, showing the picture. The children say the word and write it down. Ask a child *Can you spell [word]?*

- Group dictation/spelling

Prepare three or four sets of flashcards with the words you want to review. Divide the class into groups and place the flashcards face down in the centre of their desk. In turns, each child picks up a card and shows the picture to his/her friends. They have to say the word and write it. The child with the card shows the word so that the other children can check the spelling.

- Matching 1

Prepare sufficient sets of picture and word cards. Shuffle the sets and distribute the cards to the children. Ask the children to walk quietly round the classroom in order to find the matching cards.

- Matching 2

Use the same sets of cards. Divide the class into groups of three or four children. Give a shuffled set of cards to each group. The children should spread them face down on their desk. In turns, each child picks up two cards. If they match, he/she can keep them. If they don't, they place the cards back on the table. The children play the game until there are no cards left.

List of Games

Can you remember?

Display a set of flashcards on the board and number them. Ask *What's Number 1? What's Number 5?*, etc. For each correct answer, turn the flashcard over. When all the flashcards are hidden, repeat the questions. Turn the flashcard over to check the answer. If the answer is correct, remove it and continue. You can play this as a team game. Teams win a point for each correct answer.

I spy

Select a set of flashcards from two lessons and hold them in your hands. Say *I spy/I can see something beginning with (b)*. Ask the children to guess the word. When the children guess correctly, show the flashcard. Play the same game with classroom objects, the children's clothes, pictures or posters. Look around the room and say e.g. *I spy/I can see something beginning with (d)*. The children have to guess the object. This can be played in teams, with points scored for each correct answer.

Hangman

Use this game to review known words. Choose a word and write one dash for each letter on the board. Children guess letters. Write the correct guesses into the word; for incorrect guesses, draw one piece of the Hangman picture. If the children guess the word before you finish drawing the hangman, they win.



Snap!

Divide the class into groups of three or four children. Allocate each group a set of flashcards from two or three topic areas. Deal them out to the players. Each player holds his/her cards face down in a pile. In turn, players turn over the top card of their pile and place it face up in the centre of the desk, making a new pile. If a card matches the topic of the previous one, the player who first says *Snap!* takes all the cards and adds them face down to the bottom of his/her pile. If a player runs out of cards, he/she is out. The winner is the player who manages to get all of the cards.

Hot seat

Use this game to review known words. One pupil comes to the front of the class and sits with his/her back to the board. Choose a word and write it on the board. The rest of the class must describe the word to the pupil in the 'hot seat' (without saying the word or spelling it!) until he or she guesses it correctly. You can also play this as a team game with one pupil from each team in the 'hot seat'; the first pupil to guess the word scores a point for his/her team.

Last letter, first letter

In groups or as a whole class, select a group of words to practise. The first pupil has to say a word from the set. The next pupil has to say a word which begins with the last letter of the previous word. For example, if the word set is *food* and pupil A says *banana*, pupil B has to say a word beginning with *a* – *apple*; pupil C then has to say a word beginning with *e* and so on. You can continue the game until the 'chain' is broken.

Dictation variation

This game helps children to remember how to construct a sentence and to remember the spelling of new words. Dictate a series of words to the class, which form a sentence, but in the wrong order. For example, dictate *watching, they, TV, are*. The children write down the words and try to reconstruct the 'hidden' sentence (*They are watching T.V.*) as quickly as possible.

Noughts and crosses

This game can be used to review a range of language, vocabulary or structures. Draw a 3x3 grid on the board. Write 1-3 across the top and a-c down one side. Divide the class into two teams, the Noughts and the Crosses. Prepare a set of questions. The teams take turns to answer. If a team gets the answer right, they can choose a square in the grid by giving a grid reference. Write O or X in the square. The aim of the game is for a team to be the first to win three Os or Xs in a row - vertically, diagonally or horizontally.

Examples of questions:

Word sets: Say, e.g. *Name an (item of food) beginning with (c)*. Correct the sentence, e.g. *The postman come at seven o'clock*. etc.

Simon says

Use this game to review actions and classroom instructions. The children have to follow instructions and do as they are told when they hear *Simon says ...* but do nothing when an instruction is not preceded by these words.

Every time a child makes a mistake, they miss a turn. After three mistakes, they are out and have to stop playing. You can play this as a team game. The team with the fewest missed turns or the group with most children still in the game wins.

In an alternative version of the game, carry out the instructions yourself as you say them, but make some mistakes. Children who copy your mistakes miss a turn.

Do the opposite!

This game is a more complicated version of *Simon says*. The rules are exactly the same, but this time, pupils should do the opposite of the instruction when it is preceded by *Simon says*. For example, when they are told *Simon says stand up!* The pupils should sit down. When they are told *Simon says don't open your books!* Pupils should open their books. When they are told *Touch your right ear!*, they should do nothing and so on.

Find someone who ...

This activity can be used to practise question structures. Students circulate and ask questions around the class: *Can you ski? Have you got three uncles? Do you like cheese? Did you go to the cinema yesterday?* until they have completed their grids.

| Find someone who... | Name |
|-------------------------------|------|
| can ski. | |
| has got three uncles. | |
| doesn't like cheese. | |
| went to the cinema yesterday. | |

List of Flashcards

Lesson 1

Africa
airport
aunt
uncle
cousin
holiday

Lesson 2

shy
England
spaghetti
cheese
ice cream
dinner

Lesson 4

passport
ticket
plane
money
suitcase
taxi

Lesson 6

photo album
weekend
ski
year
mountain
winter
summer

Lesson 8

wake up
early
show
bird
late
want

Lesson 9

cook
learn
talk
bored
home
doorbell
ring

Lesson 10

make
wash
dish
floor
strawberry
taste

Lesson 11

go shopping
library
cinema
supermarket
buy
rope

Sally's Story: The bear fight

fight
go for a walk
swing
saucepan

Lesson 14

ready
trumpet
drums
keyboard
tambourine

Lesson 15

orange
thirsty
peach
watermelon
glass
straw
juice

Lesson 16

fridge
water
flour
sugar
butter

Sally's Story: The babies are hungry!

mouse
tomato
sheep
potato
wolf
sandwich

Lesson 17

team
heavy
throw
dirty
draw

Lesson 18

world
rhino
young
giraffe
fat
thin

Lesson 19

cry
nurse
accident
middle
finger

Lesson 20

bandage
grapes
ambulance
yesterday

Lesson 21

reporter
photographer
work
newspaper

Lesson 23

mayor
proud

Lesson 24

flippers
sun cream
phone

Lesson 25

sandcastle
armbands
bucket
spade
sun

Lesson 26

worried
far
stay
near
scared
stuck
monster

Lesson 27

safe
fisherman
ask
save

Lesson 28

meet
dive

Sally's Story: Our beautiful world

litter
desert
camel
jungle
parrot
snow
ocean

Classroom Language

Greeting the children

Good morning, ().

Good afternoon, ().

Hello, ().

I'm glad to see you.

Is everybody here?

Who is away today?

Getting started

What day is it today?

What is today's date?

Write down today's date, please.

Now we're going to ().

Today we're going to ().

Let's start.

Are you ready?

Get your books and pencils out.

Open your books at page ().

Managing the class

Put down/pick up your pencils, please.

Come here, please.

Sit down./Stand up.

Put your hand up/down, please.

Give this/these out, please.

Hold up your picture./Show me your picture.

Draw/Colour/Stick/Cut out the picture.

Come up to the board.

Hurry up.

Come in.

Wait a minute, please.

Line up quietly.

It's break time/lunch time.

Doing an exercise/lesson

Look at number ().

Write in your notebooks.

Can you read this, please?

Say/Repeat after me.

Let's listen to the ().

Let's sing/say it together.

Sorry, I don't understand.

Can say that again, please?

What's (L1) in English?

What is it in (L1)?

Who knows the answer?

How do you spell it?

Who wants to write on the board?

Volunteers, please.

Is that right?

Let's check the homework.

Working in pairs/groups

Work with your partner/group.

Has everyone got a partner/group?

Who's your partner?/Who's in your group?

Don't show your partner.

Changes places with (_____), please.

Change your partner.

Now ask your partner.

Sit back-to-back.

Ending the lesson

That's all for today.

Collect the cards, please.

Put your books/things away, please.

The lesson is over.

OK, you can go now.

See you on (_____).

Have a nice (_____).

Say goodbye, everyone.

Goodbye.

Giving praise

Well done!

Great work!

That's excellent, (_____).

That's very nice.

Encouraging good behaviour

Please stop talking. Thank you.

Quiet, please.

Settle down and listen. Well done.

Is everyone sitting quietly? Good!

And now we're waiting for (_____).

Could you sit down like the others, please?

Useful phrases for students

Can I have a (_____), please?

Here you are.

I don't know.

Can I go to the toilet, please?

Can you help me, please?

Can I go out?

Can I answer the question?

It's my/your turn.

Sorry.

Thank you.

Finished.

Hello, girls and boys!

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

Vocabulary: zoo, elephant, monkey, kangaroo, penguin, tiger, keeper

Grammar: Welcome to ..., Hello, I'm ..., Hi, I'm ..., What's your name?, Hello, my name's ..., How are you?, I'm fine, thank you., Goodbye.

Materials: Class CD

Warm-up

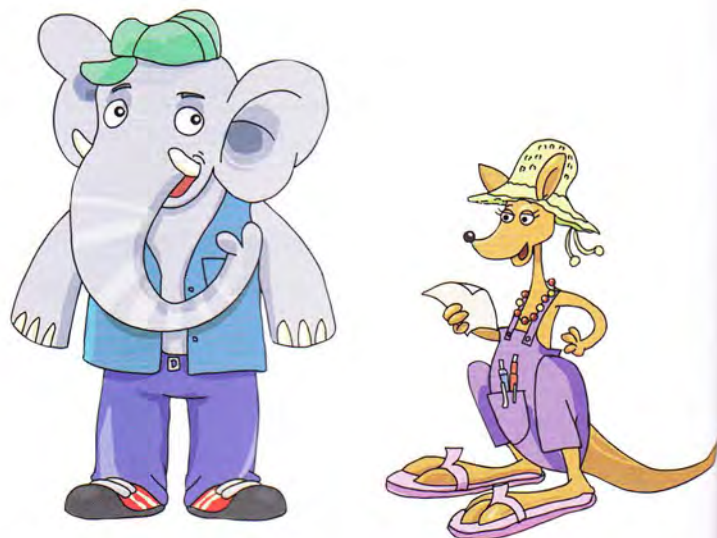
- Say *Hello, girls and boys. Welcome to Fly High 3! My name is [your name].*
- Go round the class asking children *Hello, what's your name? How are you?*
- Review the names of the *Fly High* characters by calling out *kangaroo, penguin, tiger, elephant, monkey* and *keeper*. Each time, ask the children to say the name of the character (Karla, Patty, Tag, Trumpet, Chatter, Sally).

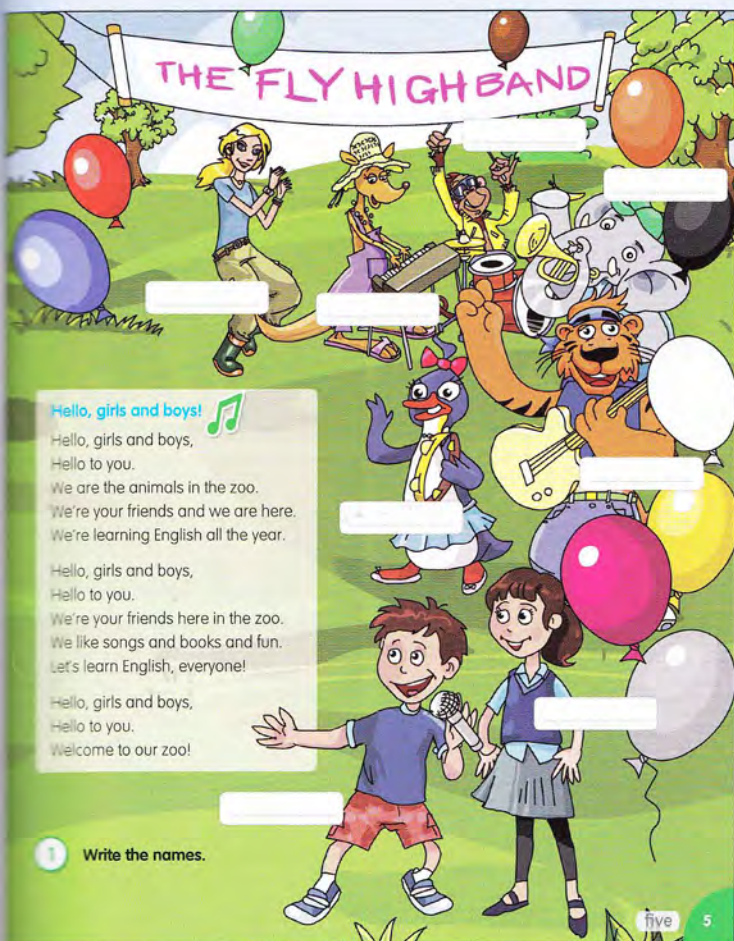
Hello, girls and boys! 1 Tracks 02 & 03

- 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 pages 4 and 5. Choose children to tell you one thing they can see in the pictures in English. As they say the words, write them on the board.
- If there are words the children can't remember (e.g. the food words, like *bread, eggs, apple*, etc.) prompt them by writing gapped words on the board.
- Point to the words on the board one at a time and ask the children to call out the word and spell it. Praise them for knowing so many English words!



- Play the CD. Ask the children to follow the words with their finger as they listen.
- Play the CD again. Pause after every person and ask the children to repeat.
- Divide the class into eight groups. Allocate a part to each group and ask the children to read the dialogue. Encourage them to use character voices.





1 Write the names.

- Hold up your book and point to the picture of Sally. Ask *What's her name?* and elicit *Sally*. Ask the children to spell *Sally*. Write the name on the board as they call out the letters.
- Ask the children to write the other names. Monitor and help where necessary.
- Check the answers.

Answers

Sally
Karla
Chatter
Trumpet
Tag
Patty
Rob
Vicky

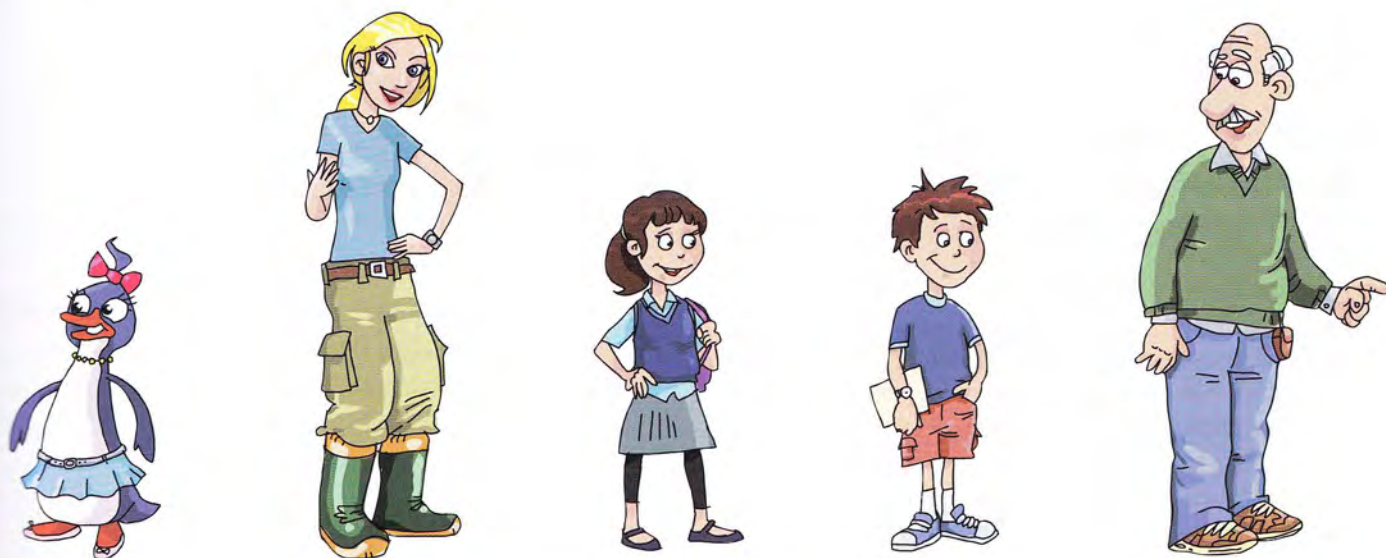
Optional activity

Put the children in pairs. They take turns. One child acts out a character from the story, doing what they are doing in the picture on page 4. Their friend guesses the character. Demonstrate by acting out Karla writing in her notebook.

Optional activity

Write on the board parts of the dialogue as gapped text (e.g. to the zoo! or *Those are*). Invite children to come up and complete the dialogues.

- Ask the children to look at the picture and count the balloons (ten).
- Hold up your book and point to the balloons one at a time. Each time, the children call out the colour.
- Play the CD. See Introduction, p. vi for guidance on teaching songs.



1

He's from Africa.

Objective: talk about where people are from

Vocabulary: Africa, airport, aunt, uncle, cousin, holiday, flag, England, Ukraine, Argentina, France, Greece

Grammar: I am/'m, You/We/They are/'re, He/She/It is/'s

Materials: Class CD, Lesson 1 flashcards

Warm-up 1 Track 03

- Divide the class into two groups to sing the song from the previous lesson. They sing one verse each and together they sing the last three lines. While one group sings, the other group acts out or dances to the song.

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.
- Practise several times the different sounds in *Africa* (A) /æ/, *airport* (ai) /eə/ and *aunt* (au) /a:/.



When asking questions about the stories, use English (L2) as much as possible from now on, and only use L1 when you have to. This will help the children consolidate vocabulary and structures.

He's from Africa. 1 Track 04

- Pre-reading:** ask the children to look at the story. Ask (in L1 where necessary) *Where are Sally, Trumpet and Karla? Where is Ziggy?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Who is Ziggy with? Is Ziggy on holiday? Are the animals happy?*

1



Africa



airport



aunt



uncle

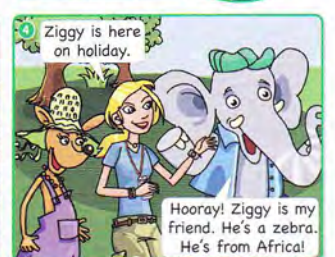
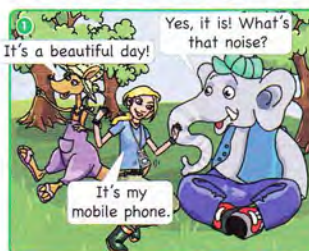


cousin



holiday

He's from Africa.



1 Circle.

- What's the noise? A mobile phone. / A radio.
- Where's Ziggy? In Africa. / At the airport.
- Who's with Ziggy? His aunt, uncle and cousin. / Sally and Trumpet.
- Where's Ziggy going? To the zoo. / To the airport.
- Where's Ziggy from? The zoo. / Africa.

1 Circle.

- Do the example with the class: allocate the parts of picture 1 of the story to three volunteers. Ask them to read the dialogue aloud.
- Ask *Is it a nice day?* Elicit *Yes, it is.* Ask *What's that noise?* Elicit *It's a mobile phone.* Ask the children to read the example question and answer.
- Ask the children to circle the correct answers. Monitor and help where necessary.
- Check the answers.

Answers

- At the airport.
- His aunt, uncle and cousin.
- To the zoo.
- Africa.

I am a tiger. I'm strong!

Learn with Tag

I am → I'm
You/We/They are → You/We/They're
He/She/It is → He/She/It's

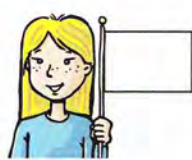
2 Listen and stick.



Taras



Rosa



Elizabeth

3 Circle and write.

- 1 Taras is from England / Ukraine. His flag is blue and _____ and _____
- 2 Rosa is from Ukraine / Argentina. Her flag is _____ and _____
- 3 Elizabeth is from Argentina / England. Her flag is _____ and _____

4 What about you? Write.

I'm from _____ My flag is _____

5 Sing along with the FlyHigh band!

Let's dance!

I'm from England,
He's from France,
We're from Greece,
Come on, let's dance.
Play and laugh, boys and girls.
You're the children of the world.
Where are you from? Where are you from?
Let's all dance and sing this song.
Where are you from? Where are you from?
Let's all dance and sing this song.



Learn with Tag

- Say *I am a teacher. I'm a teacher.* Point to a boy, look at him and say *You are a boy. You're a boy.* Point to the boy again, look at the class and say *He is a boy. He's a boy.* Ask the children to repeat. Do the same with *girl* and *table* to demonstrate *She is/She's* and *It is/It's*.
- Ask a child to come to the front, stand next to him/her and say *We are happy. We're happy.* Point to the class and say *You are happy. You're happy.* Look at the child next to you, point to the class and say *They are happy. They're happy.* Ask the children to repeat each time.
- Write on the board: *I am*. Then rub out the *a* and replace it with an apostrophe. Repeat with other short forms.
- Ask the children to read Tag's speech bubble and the grammar box out loud.

Optional activity

Choose children, give them a word (*am, is* or *are*) and ask them to make a sentence. Each time, ask for the complete and the short form.

2 Listen and stick. 1 Track 05

- Ask the children to find the stickers for Lesson 1.
- Play the CD. Say *Listen and stick*. Stop after each sentence. Allow enough time for the children to stick their stickers.
- Check the answers.

CD 1 Track 05

- Boy: Hello, what's your name?
Taras: Hi. My name's Taras.
Boy: Where are you from, Taras?
Taras: I'm from Ukraine and this is my flag. It's blue and yellow.
Boy: Hello, what's your name?
Rosa: Hello. I'm Rosa.
Boy: Where are you from, Rosa?
Rosa: I'm from Argentina. My flag is blue, white and yellow.
Boy: Hello, what's your name?
Elizabeth: Hello. My name's Elizabeth.
Boy: Where are you from?
Elizabeth: I'm from England. This is my flag. It's red, white and blue.

3 Circle and write.

- Do the example with the class: ask the children to read the example sentence and call out the missing word (white).
- Ask the children to circle and write. Monitor and help where necessary.
- Check the answers.

Answers

- 1 yellow
- 2 Argentina, blue, white (and) yellow
- 3 England, red, white (and) blue

4 What about you? Write.

- Ask the children to write about themselves. Monitor and help where necessary.
- Ask as many children as possible to read out what they have written.

5 Sing along with The Fly High band!

1 Track 06

- Play the CD. See Introduction, p. vi for guidance on teaching songs.

Homework

- Ask the children to complete pp. 4–5 in their Activity Book.

2

Are you on holiday?

Objective: ask and answer about people

Vocabulary: shy, England, spaghetti, cheese, ice cream, dinner, Turkey, Australia

Review: aunt, uncle, cousin

Grammar: Am I ...?, Are we/you/they ...?, Is he/she/it ...?, Yes, I am./No, I'm not., Yes, we/you/they are./No, we/you/they aren't., Yes, he/she/it is./No, he/she/it isn't.

Review: My name is ..., I'm ...

Materials: Class CD, Lesson 2 flashcards, drawing paper

Warm-up

- Play "Hangman" on the board with the vocabulary from Lesson 1. Ask volunteers to choose a word each time. (See Introduction, p. xi.)

Review

- Check the homework from the previous lesson. See Introduction, p. v and p. ix for guidance on checking homework effectively and practising vocabulary and spelling.

Vocabulary 1 Track 07

- Say *Open your book at page 8.*
- Present the new vocabulary with the lesson's flashcards. See Introduction, p. v for guidance on presenting new vocabulary.
- Call out the words at random. Ask the children to spell them and point to the correct pictures.

Are you on holiday? 1 Track 07

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) *Where is Ziggy? Who is with Ziggy? Is Ziggy's cousin happy?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Is Ziggy on holiday? Is Ziggy's cousin shy? Are the animals hungry?*

2



Are you on holiday?



1 Match.

- 1 She isn't shy. 2 They're on holiday. 3 They're hungry. 4 She's tired.



8

eight



When you give children roles and they read out the story, encourage them to try to act out as well if they can; or have one group reading the roles while another group acts out. Make it as much fun as possible.

1 Match.

- Do the example with the class: ask the children to look at picture 2 and tell you who they can see (Ziggy, aunt, uncle, cousin and Patty). Ask *Is Ziggy's cousin shy?* Elicit *No, she isn't*. Hold up your book, read sentence 1, then trace the line with your finger to the cousin.
- Ask the children to match. Remind them to look at the story to check their answers.
- Check the answers.

Answers

- 2 d
3 a
4 c

Learn with Tag

Are you hungry?
No, I'm not.

Are you?
Am I?
Is he/she/it?
Are we/you/they?

I'm not.
You aren't.
He/She/It isn't.
We/You/They aren't.

2 What about you? Write.

- 1 Is your mum a dancer?
- 2 Is your dad a police officer?
- 3 Are your friends funny?
- 4 Is your grandpa tall?
- 5 Are your aunt and uncle teachers?

3 Play the game.



Are you frogs? No, we aren't.



4 Write with Karla.



My name is

nine

9

Learn with Tag

- Ask for two volunteers to read out the speech bubbles for Karla and Tag.
- Ask the children to read the grammar box out loud.
- Write only the persons from the grammar box on the board (you? I?, etc.). Invite children to fill in the missing verb forms (with their book if necessary).

Optional activity

Put the children in small groups. Ask them to take turns asking and answering *Are you ...?*, *Is he/she ...?*, *Am I ...?*, and *Are we ...?* questions about people in the group. Demonstrate with one group by asking a child *Are you hungry?* Elicit *Yes, I am./ No, I'm not.* Monitor and help where necessary.

2 What about you? Write.

- Ask different children questions, e.g. *Is your friend a ballerina?* *Are your mum and dad teachers?* *Are you funny?*, etc.

- Ask the children to write their answers to the questions in the exercise. Refer them to the grammar box for help. Monitor and help where necessary.
- Check the answers.



To extend question and answer exercises like this one, put the children in pairs to practise the questions and answers together.

3 Play the game.

- Ask the children to look at the picture and guess what the children are pretending to be.
- Ask three children to come to the front – two of them are 'kangaroo children' and the other one asks the questions. Ask them to read and act out the example dialogue.
- Put the children in small groups (3 or 4). Ask them to play the game. Tell them sometimes one child acts out and other times two or more children act out together (to ensure practice of short answers with *I* and *we*).

4 Write with Karla.

- Ask the children to look at the picture. Ask *Where is Karla from?* *What colour is her flag?*
- Ask the children to read Karla's sentences out loud.
- Distribute the paper. Ask the children to draw and colour a flag for their country, decorate their picture and write sentences like Karla.
- Ask children to read their sentences to the class.

Homework

- Ask the children to complete pp. 6–7 in their Activity Book.

3

I've got a camera.

Objective: talk about possessions

Vocabulary: map, shorts, sunglasses, shirt, swimsuit, smile

Grammar: I/You/We/They have got/'ve got, He/She/It has got/'s got

Materials: Class CD, paper (optional)

Warm-up

- Write on the board: *happy, hungry, a kangaroo, a tiger, from Australia, from Greece*. Point to *tiger* and say *Is Tag a tiger?* Choose a child. Elicit a short answer. Choose children, point to a word on the board and ask them to think of a question using *Am, Is* or *Are*. Choose another child to answer the question each time.

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 08

- Say *Open your book at page 10*.
- See Introduction, p. v for guidance on presenting new vocabulary using the Pupil's Book pictures.
- Use extra repetition to practise the *sh /ʃ/* sound in *shorts* and *shirt*.

I've got a camera. 1 Track 08

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) *Is it a sunny day? What clothes has Ziggy got? Where is Ziggy going on holiday? What has Tag got?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Do Chatter and Karla like Ziggy's clothes? Does Ziggy like his clothes? Do you like Ziggy's clothes?*

3



I've got a camera.



1 Choose and write.

swimsuit map clothes shorts

- Ziggy has got lots of new clothes of Turkey.
- They've got a of Turkey.
- Ziggy has got black and white
- His cousin has got a new

1 Choose and write.

- Do the example with the class: ask the children to read the example sentence, then find the place in the story which gives that information.
- Ask the children to choose words and complete the sentences. Monitor and help where necessary.
- Check the answers.

Answers

- map
- shorts
- swimsuit



In lessons where there is a lot of vocabulary reviewed from the previous book (*Fly High 2*), try to check that the children remember all the words. Play a word game with some of the reviewed vocabulary.



Learn with Tag

I/You/We/They **have got** → I/You/We/They **'ve got**
He/She/It **has got** → He/She/It **'s got**

2 Write.

1 I / 2 /

I've got two swimsuits.

2 She / 20 /

3 They / 12 /

4 He / 5 /

3 Read and write. Then colour.

I've got beautiful clothes. My T-shirt is the colour of bananas. My skirt is the colour of the sea. My shoes are the colour of chocolate. My sunglasses are the colour of a swan.

- 1 She's got a yellow T-shirt.
- 2 She's got a _____ skirt.
- 3 She's got _____ shoes.
- 4 She's got _____ sunglasses.



4 Sing along with the FlyHigh band!

Lucky girls and boys

We've got books and bags and pens.
We've got family and we've got friends.
We've got bikes and lots of toys.
We are very lucky girls and boys.
We are very lucky girls and boys.

We've got houses and we've got warm beds.
We've got shoes and hats for our heads.
We've got games and we've got toys.
We are very lucky girls and boys.
We are very lucky girls and boys.



Learn with Tag

- Ask the children to read out Tag's speech bubble and the grammar box.
- Write on the board: *I got blue shorts. Ziggy got black and white shorts.* Point to the gaps one at a time and elicit the missing words.
- Write on the board: *I have got.* Rub out *ha* and replace it with an apostrophe. Say *I've got.* Write on the board *You have got.* and *She has got.* Invite children to rub out letters and add apostrophes to make the short forms.
- Put the children in pairs. They take turns telling their friend about things they've got in their bag or on their desk. Then put them in small groups. They take turns talking about what their friend has got.

2 Write.

- Ask the children to read the example aloud.
- Ask the children to read the rest of the prompts and write sentences. Refer them to the *Learn with Tag* box for help. Monitor and help where necessary.
- Check the answers.

Answers

- 2 She's got twenty stickers.
- 3 They've got twelve balls.
- 4 He's got five presents.

Optional activity

Distribute the paper and ask the children to draw one or more objects from the lesson's story. Put the children in small groups. They show their friends their drawings and take turns talking about them, using *have/has got*.

3 Read and write. Then colour.

- Ask the children to read the sentences aloud.
- Do the example with the class: ask *What colour is a banana?* Then ask *What colour is her T-shirt?* Ask the children to read the example answer.
- Ask the children to read the text and write. Monitor and help where necessary.
- Check the answers.
- Ask the children to colour their pictures. Monitor and help where necessary.

Answers

- 2 blue
- 3 brown
- 4 white

4 Sing along with The Fly High band!



1 Track 09

- Play the CD. See Introduction, p. vi for guidance on teaching songs.

Homework

- Ask the children to complete pp. 8–9 in their Activity Book.

4

Have you got your passports?

Objective: ask and answer about possessions

Vocabulary: passport, ticket, plane, money, suitcase, taxi

Grammar: Have I/you/we/they got?, Has he/she/it got?, Yes, I/you/we/they have./No, I/you/we/they haven't., Yes, he/she/it has./No, he/she/it hasn't.

Materials: Class CD, Lesson 4 flashcards, alphabet flashcards from *Fly High 2* or cards (prepared by you) with pictures of animals or classroom objects that the children have learnt (1 or 2 per child), sets of cards prepared by you with colour words on them (one set per group), bags (2 per group)

Warm-up

- Hold up different classroom objects and ask *Have you got a [object]?* Children call out their answers each time.

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 10

- Say *Open your book at page 12.*
- Present the new vocabulary with the lesson's flashcards.
- Practise several times the *a* sounds in *plane* /eɪ/ and *taxi* /æ/.

Have you got your passports?

1 Track 10

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) *Where are Ziggy and his family going? Who has got the suitcases? Who has got the tickets?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Are Sally and the animals sad in picture 3? Why? What has Sally got for the animals?*

4



Have you got your passports?



1 Circle.

- The zebras have got their plane tickets. ☒ yes / ☐ no
- Chatter has got their money. ☐ yes / ☐ no
- There's a taxi for the zebras. ☐ yes / ☐ no
- Sally has got a surprise for the animals. ☐ yes / ☐ no
- Sally has got a box of toys. ☐ yes / ☐ no

12 twelve

1 Circle.

- Ask the children to read sentence 1 and say *Yes* aloud.
- Ask the children to read and circle *yes* or *no*. Refer them back to the story to check their answers. Monitor and help when necessary.

Answers

- | | |
|-------|-------|
| 2 no | 4 yes |
| 3 yes | 5 no |

Learn with Tag

- Choose a girl, point to her and say *She has got [colour] hair*. Then ask *Has she got [colour] hair?* Yes, she has. Ask *Has she got [different colour] hair?* Elicit *No, she hasn't*.
- Write on the board: She has got ... and Has she got ...? Draw arrows from the words *she* and *has* in each sentence to show that they change position in questions.
- Put the children in pairs and ask them to take turns asking and answering questions about children in the class.



Have I got my camera?
I haven't got my camera.

Learn with Tag

Have I/you/we/they got? Yes, I/you/we/they **have**.
No, I/you/we/they **haven't**.

Has he/she/it got? Yes, he/she/it **has**.
No, he/she/it **hasn't**.

2 What about you? Circle and write.

- 1 Have / Has your friend got a dog?
- 2 Have / Has you got a bike?
- 3 Have / Has your teacher got a black car?
- 4 Have / Has you got a blue bag?

3 Listen and match.

- 1 Has Sandy got a grey computer?
- 2 Has she got a pink mobile phone?
- 3 Has Paul got a green bike?
- 4 Has he got a camera?

- a Yes, he has.
- b Yes, she has.
- c No, she hasn't.
- d No, he hasn't.

4 Play the game.



thirteen 13



Whenever children are learning or reviewing grammar, ensure they get as much practice as possible in actually using the structures, for example, in Speaking activities and games.

2 What about you? Circle and write.

- Do the example with the class: ask the children to read sentence 1 aloud. Ask some children to give you an answer, then ask the children to write an answer.
- Ask the children to answer about themselves. Refer them to the *Learn with Tag* box for help. Monitor and help where necessary.
- Check the answers.

Answers

- 2 Have, Children's own answers.
- 3 Has, Children's own answers.
- 4 Have, Children's own answers.

3 Listen and match. 1 Track 11

- Play the CD, pause after the first sentence. Hold up your book, read out the question, trace the line with your finger and read the example answer. Say *Listen and match*.
- Play the CD. If children need extra time to match the questions and answers, pause after each sentence.
- Check the answers.

CD 1 Track 11

Narrator: Have you got a computer, Sandy?
Sandy: Yes, I have. It's new and it's my favourite colour.

Narrator: What's that?
Sandy: Pink! My computer is pink and my mobile phone is pink. Look!

Narrator: Oh, very nice. Paul, have you got a bike?
Paul: Yes, I have. It's grey.

Narrator: Have you got a camera?
Paul: Yes, I have. It's a new camera. Say 'cheese'!
Narrator: Cheese!

Answers

- 2 b 3 d 4 a

4 Play the game.

- Ask the children to look at the picture and elicit how the game is played.
- Choose two children to read and act out the example.
- Put the children in small groups. Distribute the alphabet (or your) cards in two bags for each group (a few object cards in one bag; a few colour cards in another bag).
- Let the children play the game in their groups.

Homework

- Ask the children to complete pp. 10–11 in their Activity Book.

Sally's Story

SNOWY

Objective: read a story

Vocabulary: Maths, English, History, Art, dinosaur, PE

Review: vocabulary from Lessons 1–4, days of the week

Grammar Review: grammar from Lessons 1–4

Materials: Class CD

Warm-up

- Play a game to review *I've got*. Say *I've got a bag*. Choose a child to repeat what you said and add an object of their own (prompt if necessary – e.g. *I've got a bag and a pencil*). They choose the next child to repeat and add an object of their own. Play for as long as possible!

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 12

- Say *Open your book at page 14*.
- Hold up your book and point to the pictures one at a time, saying the word each time.
- Practise several times the *th* /θ/ in *Maths* and the *sh* /ʃ/ in *English*.

Sally's Story: Snowy 1 Track 12

- Pre-reading: ask (in L1 where necessary) the children to look at each picture in the story and tell you what they can see.
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Has Joanna got English on Wednesday? Have you got English on Wednesday? What has Joanna got on Tuesday?*

Optional activity

Put the children in pairs. They take turns reading out sentences from the story – their friend says the number of the picture for that sentence.



Sally's Story

SNOWY

3+5=8

ABC

1 What day is it today? It's Wednesday. I've got Maths, English, History and Art.



2 I've got my Maths book. Twelve and eight is twenty. That's right!



3 I've got my English book. I am, You are, He, She and It is. That's right!



4 I've got my History book. These are dinosaurs. That's right!



1 Read and answer.

- Has Joanna got her Maths, English and History books? Yes, she has.
- Has Joanna got a pet?
- Is it Wednesday?
- Has Joanna got Art on Tuesday?
- Has Joanna got English on Wednesday?

14
fourteen

1 Read and answer.

- Before doing the exercise, review the days of the week. Write on the board the first letter or two letters of each day. Invite children to complete the words on the board.
- Do the example with the class: divide the class into two groups. Ask one group to read question 1 and the other to read the answer.
- Ask the children to read and answer. Monitor and help where necessary.
- Check the answers.

Answers

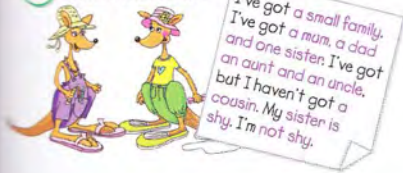
- Yes, she has.
- No, it isn't.
- No, she hasn't.
- Yes, she has.



History Art dinosaur PE



2 Write with Karla.



I've got

fifteen 15

Homework

- Ask the children to complete pp. 12–13 in their Activity Book.

Quiz 1

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

2 Write with Karla.

- Ask the children to look at the picture and tell you what they can see.
- Ask the children to read Karla's sentences out loud.
- Ask the children to write their sentences. They can use Karla's examples as a model, but remind them to write about their own family. Monitor and help where necessary.
- Early finishers can draw a picture to go with their sentences.

The FlyHigh Review 1

Objectives: review Lessons 1–4 and prepare for Progress Review 1

Vocabulary Review: vocabulary from Lessons 1–4

Grammar Review: grammar from Lessons 1–4

Materials: Class CD, four large sheets of paper for the project

Warm-up

- Put the children in pairs to play "Hangman" with some of the vocabulary from Lessons 1–4.

Review

- Check the homework from the previous lesson.
- Before doing an exercise with the class, briefly review the relevant vocabulary and grammar. Use flashcards, questions and answers, etc.



Encourage the children to do the *Fly High* Reviews without looking back to the lessons if possible. Ask them to tell you if they need help, and deal with any questions or problems on an individual basis.

1 Match.

- Ask the children to read the example.
- Ask the children to match the rest of the sentences. Monitor and help where necessary.

Answers

2 e 3 a 4 d 5 b

2 Read and answer.

- Ask the children to read the example and answer the rest of the questions. Monitor and help where necessary.

Answers

2 Yes, it is. 4 No, they aren't. 6 Yes, they are.
3 Yes, they are. 5 No, it isn't.

The FlyHigh Review 1

1 Match.

- | | |
|---------------------------------------|-----------------------|
| 1 My aunt and uncle are on holiday. | a He's on holiday. |
| 2 My aunt is on holiday. | b You're on holiday. |
| 3 My uncle is on holiday. | c They're on holiday. |
| 4 My cousin and I are on holiday. | d We're on holiday. |
| 5 You and your family are on holiday. | e She's on holiday. |

2 Read and answer.

- Are cherries grey?
- Is a butterfly an insect?
- Are whales big?
- Are penguins green and white?
- Is milk red?
- Are carrots orange?

No, they aren't.

3 Write.

A



B



- He's got a camera.
-
-

- They've got
-
-

16 sixteen

3 Write.

- Hold up your book and point to the first picture. Ask *Has he got a suitcase?* For the second picture ask *Have they got tickets?* Elicit the correct answers.
- Ask the children to read the example and write more sentences. Monitor and help where necessary.

Answers

- | | |
|--------------------------|--------------------------|
| 2 He's got a map. | 5 They've got money. |
| 3 He's got a suitcase. | 6 They've got suitcases. |
| 4 (They've got) tickets. | |

4 What about you? Write.

- Ask children *Have you got ...?* questions and elicit correct short answers.
- Ask the children to read the questions and answer about themselves. Monitor and help where necessary.

5 Listen and circle. 1 Track 13

- Ask the children to read the timetable one day at a time.
- Play the CD and ask the children to listen and circle the correct subjects.

4 What about you? Write.

- 1 Have you got a mobile phone?
- 2 Have you got a computer?
- 3 Has your cousin got a bike?
- 4 Has your grandma got a dog?
- 5 Have your aunt and uncle got a white car?

5 Listen and circle.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------|-----------------|-------------------|-----------------|--------------|
| History / English | Maths / English | PE / Art | History / Maths | PE / English |
| PE / Maths | Art / History | English / History | Art / PE | Maths / Art |

Now write *She's got* or *She hasn't got*.

- 1 *She's got* English on Monday. 4 PE on Thursday.
- 2 Art on Tuesday. 5 History on Friday.
- 3 Maths on Wednesday.

My Project

Draw and make a holiday chart. Then write.



| Me | My friend |
|----------------|---------------------|
| - green shorts | - blue sunglasses |
| - a blue book | - a purple swimsuit |
| - a camera | - a map |
| - a passport | - train tickets |

In my holiday bag, I've got green shorts and a blue book. I've also got a camera and my passport. My friend has got blue sunglasses and a purple swimsuit. She's also got a map and train tickets.

Now go to
My Picture
Dictionary

seventeen 17



Remember to praise the children for working so hard in the Review, and point out how much English they know now.

My Project: Draw and make a holiday chart. Then write.

- Ask the children to look at the picture and count how many items are in the bag.
- Read the lists for *Me* and *My friend* as a class.
- Distribute the paper and ask the children to draw their holiday bag containing things for themselves and their friend.
- Read the example text out loud. Ask the children to repeat.
- Ask the children to write the texts for their holiday chart.
- Invite some children to the front to present their work to the class and to read what they've written.

Review of Cycle 1

You can now review the language the children have learned in Cycle 1, in the following ways.

My Picture Dictionary 1 Track 14

- Use the Picture Dictionary for Cycle 1 to help the children review the words they have learned. See introduction p. vii for guidance on using the Picture Dictionary.

Read with Trumpet: A day at school

- Do the *Read with Trumpet* lesson on p. 96 of the Pupil's Book in the next class. Follow the accompanying teaching notes on p. 96 of this Teacher's Guide.

Activity Book

- Tell the children to complete the review exercises on pp. 14–15 in their Activity Book for homework.
- Do the last section, **My English**, together in class in the next lesson. Use the sentences as prompts for oral practice. Then tell the children to colour the face they think best represents their efforts. See introduction p. ii for guidance.

Progress Review 1

- Use photocopiable **Progress Review 1** as a test in class. See the **Active Teach** Resources section.

Now write *She's got* or *She hasn't got*.

- Say *She hasn't got Maths on Monday*. Ask the children to give you another *She hasn't got...* sentence about Monday.
- Ask the children to read the example and complete the other sentences referring to the timetable.

CD 1 Track 13

Woman: What have you got on Monday at school?
Girl: On Monday I've got English and PE.
Woman: Have you got English on Tuesday?
Girl: No, I haven't. On Tuesday I've got Maths and Art.
Woman: Have you got Art on Wednesday?
Girl: Yes, I have. On Wednesday I've got Art and History.
Woman: What have you got on Thursday?
Girl: On Thursday I've got History and PE.
Woman: Have you got PE on Friday too?
Girl: No, I haven't. On Friday I've got English and Maths.

Answers

Monday – PE, Tuesday – Maths/Art, Wednesday – Art/History, Thursday – History/PE, Friday – English/Maths
 2 She's got 4 She's got
 3 She hasn't got 5 She hasn't got

5

The postman comes at seven.

Objective: talk about routines

Vocabulary: postman, morning, letter, postcard, parcel, afternoon, evening, watch TV

Grammar: I/You/We/They play, He/She/It plays

Materials: Class CD

Warm-up

- Draw on the board four clocks showing different o'clock times. Choose children, point to one of the clocks at random and ask the child to mime what they usually do at that time of day. Demonstrate once if necessary.

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 16

- Say *Open your book at page 18.*
- Present the new vocabulary using the Pupil's Book pictures.
- Use extra repetition to practise the /a:/ in *postcard*, *parcel* and *afternoon*.

The postman comes at seven.

1 Track 16

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) *Where are they? Who's the man? What's he carrying?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Why are Chatter and Karla arguing? Who is the parcel for?*

1 Circle.

- Ask the children to look at picture 1. Say *It's morning. Yes or no?* Elicit *Yes*.
- Do the example with the class: ask the children to read the example sentence, then to read the text at the top of picture 1. Say *The postman comes at six. Yes or no?* Elicit *No*.

5



The postman comes at seven.



1 Circle.

- The postman comes at six. yes / no
- There's a parcel for Sally. yes / no
- The postcard is from Chatter. yes / no
- Ziggy swims in the evening. yes / no
- Chatter opens the parcel. yes / no

18 eighteen

- Ask the children to circle. Monitor and help where necessary.
- Check the answers.

Answers

- | | |
|-------|------|
| 2 yes | 4 no |
| 3 no | 5 no |

Learn with Tag

- Hold up your book and point to the picture. Ask the children to read the example sentence and the grammar box out loud.
- Write on the board: *I books. She books. and (read).* Point to the gaps and ask the children to tell you the verb form each time. If necessary, repeat with other gapped sentences and regular verbs. Underline the third person singular *s* to draw attention to it.
- Ask the children to find examples of the grammar in the story.



Learn with Tag

They **play** games.

I/You/We/They **play** games.
He/She/It **plays** games.

2 Circle and write.

1 Sally get up / gets up at



six

2 Rob and Vicky go / goes to school at



3 The zoo open / opens at



4 The shops close / closes at



3 Listen and stick. Then write.



1 In the morning we

2 In the afternoon we

3 In the evening we

4 At night I

4 Sing along with the FlyHigh band!

Lucky Ziggy

Lucky, lucky Ziggy
Every day, he plays.
Lucky, lucky Ziggy
He's on holiday.

Lucky, lucky Ziggy
Every day, he plays.
Lucky, lucky Ziggy
He's on holiday.

He plays on the beach.
He swims in the sea.
He eats an ice cream.
He watches TV.



nineteen 19



Don't use the term 'third person singular' to highlight the use of the *s* at the end of verbs. It's too technical for the children at this stage. Just draw their attention to the *s* by underlining it, stressing its pronunciation, etc.

Optional activity

Write on the board: *play, read, swim, eat, open* and *walk*. Go round the class asking children to give you a sentence about themselves using one of the verbs. Each time, ask the child next to them to say what their friend does (using *he/she* and the third person singular verb form).

2 Circle and write.

- Do the example with the class: hold up your book, point to the clock and say *six*. Point to the verb options and say *Sally get up – no. Sally gets up – yes!*
- Ask the children to choose the correct verb form and then write the time. Remind them to refer to the *Learn with Tag* box for help. Monitor and help where necessary.
- Check the answers.

Answers

- 2 go, eight
- 3 opens, nine
- 4 close, seven

3 Listen and stick. Then write. 1 Track 17

- Ask the children to find the stickers for Lesson 5.
- Play the CD. Say *Listen and stick*. Stop after each sentence. Allow enough time for the children to stick their stickers.
- Do the first question with the children – read the first two lines of the audioscript, ask the children to read the first sentence and add the missing word.
- Ask the children to complete the other sentences.
- Check the answers.

CD 1 Track 17

I'm on holiday with my family. We're at the beach.
In the morning we swim.
In the afternoon we play volleyball.
In the evening we watch TV.
At night I sleep.

Answers

- 1 swim
- 2 play volleyball
- 3 watch TV
- 4 sleep

4 Sing along with The Fly High band!



1 Track 18

- Play the CD.

Homework

- Ask the children to complete pp. 16–17 in their Activity Book.

6

Do they play basketball?

Objective: ask and answer about routines

Vocabulary: photo album, weekend, ski, year, mountain, winter, summer

Grammar: *I/You/We/They don't play, Do you play? Yes, I do./No, I don't, Do they play? Yes, they do./No, they don't.*

Review: *I/We/They play*

Materials: Class CD, Lesson 6 flashcards, flashcards from previous lessons (optional)

Warm-up

- Ask for three volunteers to read out the verses of the song in Lesson 5. The other children act out as those children read.

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 19

- Say *Open your book at page 20.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the *ee /i:/* in *weekend* and the *ea /ɪə/* in *year*.

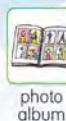
Optional activity

Play a word game: use different flashcards from previous lessons. Collect them together and place them face down on your desk. Ask children to come and choose a flashcard and either act out the word or tell the class the first (and second, etc.) letter, for the children to guess the word.

Do they play basketball? 1 Track 19

- Pre-reading: ask the children to look at the story and ask (in L1 where necessary) *What's happening in picture 1? What's in Sally's parcel? Have you got a photo album?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Who are the people in the photos in pictures 2 and 3? Who is in the photo in picture 4? What's she wearing?*

6



Do they play basketball?



1 Choose and write.

year weekend photo album winter

- Sally has got a new photo album.
- Her friends watch basketball every
- Her family skis every
- They go to the mountains in

20 twenty

1 Choose and write.

- Do the example with the class: ask the children to look at picture 2. Ask *What's Sally got?* Ask the children to read out the example sentence.
- Ask the children to choose words and complete the sentences. Monitor and help where necessary.
- Check the answers.

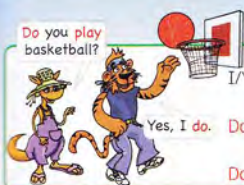
Answers

- weekend
- year
- winter

Learn with Tag

- Write on the board: *You play football. (✓) You don't play basketball. (X) Do you play football?* Point out the extra words we use to make the negative and question (*don't, Do*).
- Point out the different order of the words in questions.

Do you play basketball?



Learn with Tag

I/You/We/They **don't play** basketball.

Yes, I **do**.

Do you **play** basketball?

Yes, I **do**. / No, I **don't**.

Yes, we **do**. / No, we **don't**.

Do they **play** basketball?

Yes, they **do**. / No, they **don't**.

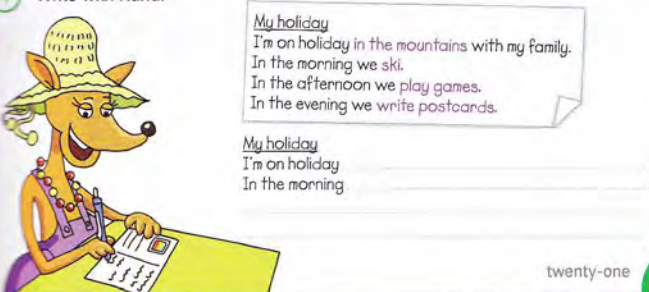
2 What about you? Circle.

- 1 We read / don't read at school.
- 2 I walk / don't walk to school.
- 3 We have lunch / don't have lunch at school.
- 4 I do my homework / don't do my homework in my bedroom.
- 5 My friends play / don't play football in the park.

3 Play the game.



4 Write with Karla.



twenty-one 21

3 Play the game.

- Ask the children to look at the picture and say what the children are doing.
- Put the children in pairs. Make sure they understand that they take turns thinking of an activity. Their friend asks questions to guess the activity.
- Ask the children to play the game. Monitor and help where necessary.
- Invite pairs to the front of the class. One child acts the activity for the class to guess and the other answers the questions of the class.

4 Write with Karla.

- Ask the children to look at the picture and say what it is. Ask if they ever write postcards when they are on holiday.
- Ask the children to read Karla's sentences out loud.
- Ask the children to write their postcard. Monitor and help where necessary.
- Check the answers by asking children to read out their postcard.



Early finishers can draw and colour a picture for their postcard.

- Ask two children to come to the front and read out the example dialogue for Karla and Tag.
- Ask the children to read out the grammar box, then to find examples of the grammar in the story.
- Write on the board more gapped questions and answers (e.g. *They watch TV. (X) they read English?, etc.*). Invite children to fill in the missing words.

2 What about you? Circle.

- Ask the children to read and circle about themselves. Remind them to refer to the *Learn with Tag* box for help. Monitor and help where necessary.
- Check the answers by asking children to read out their sentences.
- Put the children in pairs to practise asking and answering the questions with their friend.

Homework

- Ask the children to complete pp. 18–19 in their Activity Book.

7

She doesn't like meat.

Objective: ask and answer about other people's routines

Vocabulary: meat, excited, panda, China, leaf

Review: winter

Grammar: He/She/It doesn't eat, Does he/she/it eat? Yes, he/she/it does./No, he/she/it doesn't.

Materials: Class CD

Warm-up

- Ask different children to stand up and mime something they do on Saturday. The other children guess by saying, for example, *He/She plays football*. Allow as many children to mime as possible.

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 20

- Say *Open your book at page 22*.
- Present the new vocabulary using the Pupil's Book pictures.
- Use repetition for extra practise of *ed* /əd/ in *excited*.

She doesn't like meat. 1 Track 20

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) *Is everyone excited? Why? What's the new animal called?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *How old is Pandora? Where is she from? Is she waking up? Do you like pandas?*

1 Choose and write.

- Do the example with the class: ask *What animal is Pandora?* Ask the children to read the example.
- Ask the children to choose the words and complete the sentences. Remind them to look at the story to check their answers. Monitor and help where necessary.
- Check the answers.

7



She doesn't like meat.



1 Choose and write.

eats comes from is sleeps

- Pandora is a panda.
- She eats China.
- Pandora sleeps leaves.
- She comes from a lot.

22 twenty-two

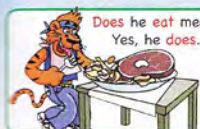
Answers

- comes from
- eats
- sleeps

Learn with Tag

- Draw a panda on the board. Ask *Does she eat meat?* Yes or no? Elicit *No*. Write on the board: *She doesn't eat meat*. Go round the class asking children to tell you other things the panda doesn't do (e.g. *read books, speak English*, etc.).
- Ask the children to look at the picture and read the example dialogue. Practise questions and answers by asking children *Does* questions, e.g. *Does Chatter play the drums? Does Ziggy come from Greece?* Elicit short answers.
- Ask the children to read the grammar box out loud and find examples of the language in the story.
- Put the children in pairs. They take turns asking and answering the questions in the grammar box.

Learn with Tag



Does he eat meat?
Yes, he does.

He/She/It doesn't eat meat.

Does he eat meat? Yes, he does. / No, he doesn't.

Does she eat meat? Yes, she does. / No, she doesn't.

Does it eat meat? Yes, it does. / No, it doesn't.

2 Choose and write. Use **doesn't**.

eat wear come from go play

- 1 Ziggy doesn't come from China.
- 2 Pandora _____ meat.
- 3 Vicky _____ to school on Saturday.
- 4 Chatter _____ the guitar.
- 5 Trumpet _____ sunglasses.

3 Read and answer.



This panda comes from China. Its favourite food is bamboo leaves. It doesn't sleep all winter.

- 1 Does the panda come from Africa? No, it doesn't.
- 2 Does it come from China? _____
- 3 Does it eat leaves? _____
- 4 Does it sleep all winter? _____

4 Sing along with the **Fly High** band!

Pandora likes the zoo.

Does Pandora like the zoo?
Yes, she does.

Does she like me and you?
Yes, she does. Yes, she does.
She likes me and you.

Does Chatter like the zoo?
Yes, he does.

Does he like me and you?
Yes, he does. Yes, he does.
He likes me and you.



twenty-three 23

Optional activity

Ask all the children to draw a picture of a boy/girl they know. Put the children in pairs. They take turns asking their friend *Does he/she* questions about the person in their picture. Monitor and encourage the friend to give short answers.

2 Choose and write. Use **doesn't**.

- Ask the children to look at the verb options and match them with the sentence endings, e.g. *wear* matches *sunglasses*.
- Do the example with the class: ask a child to read out the example.
- Ask the children to complete the sentences with the correct verb and *doesn't*. Monitor and help where necessary.
- Check the answers.

Answers

- 2 doesn't eat
- 3 doesn't go
- 4 doesn't play
- 5 doesn't wear

Optional activity

Say *She comes from China*. and prompt the children to answer *She doesn't come from Africa*. Continue with more sentences from the lesson encouraging the children to answer with a *doesn't* sentence each time. For example, *She eats leaves*. – *She doesn't eat meat*. *She sleeps a lot*. – *She doesn't play a lot*. Or *She doesn't sleep all winter*, etc.

3 Read and answer.

- Ask the children to read the text out loud.
- Do the example with the class: repeat the first sentence of the text, then ask the children question 1. The children read the example answer.
- Ask the children to read the questions and answer them. Monitor and help where necessary.
- Check the answers.

Answers

- 2 Yes, it does.
- 3 Yes, it does.
- 4 No, it doesn't.

4 Sing along with The Fly High band!



1 Track 21

- Play the CD.

Optional activity

Divide the class into two groups and allocate a verse of the song to each one. Invite the groups to sing their verse aloud and act it out.

Homework

- Ask the children to complete pp. 20–21 in their Activity Book.

8

They always wake up early.

Objective: talk about how often people do things

Vocabulary: wake up, early, show, bird, late, want

Review: morning

Grammar: always, sometimes, never, in the morning, on Saturday, every day

Materials: Class CD, Lesson 8 flashcards

Warm-up 1 Track 21

- Divide the class into two groups. They sing the song from Lesson 7 – one group asks the questions in the song and the other sings the answers. They all sing the last line of the verses.

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 22

- Say *Open your book at page 24.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the *ea /3:/* in *early* and the *a /eɪ/* in *late*.

They always wake up early.

1 Track 22

- Pre-reading: ask the children to look at the pictures. Ask (in L1 where necessary) *What day is it? Is there a new animal in the zoo? Who is showing Pandora the zoo?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Who gets up early? Who has a shower every day? Is Pandora having fun? Why?*

1 Circle.

- Do the example with the class: choose a child to read the text for picture 1. Then ask the children to tell you what day it is.
- Ask the children to circle the correct words. Monitor and help where necessary.
- Check the answers.

8



They always wake up early.



1 Circle.

- It's Saturday / Sunday.
- Patty lives next to the pandas / birds.
- The birds get up early / late.
- They go to the playground / park.
- Trumpet is having breakfast / a shower.

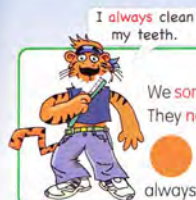
24 twenty-four

Answers

- | | |
|---------|--------------|
| 2 birds | 4 playground |
| 3 early | 5 a shower |

Learn with Tag

- Hold up your book and point to the picture of Tag. Ask the children to read Tag's speech bubble out loud.
- Ask *Does Tag clean his teeth on Monday?* Elicit *Yes, he does*. Repeat with other days of the week. Then say *Tag cleans his teeth every day*.
- Write on the board: *I go swimming on Tuesday, Thursday and Saturday*. Read the sentences out loud, then say *I sometimes go swimming*. Ask children to tell you things they sometimes do.
- Say *I have a shower in the morning*. Ask children to tell you things they do in the morning. Repeat the process with *I go shopping on Saturday*.
- Write on the board: *Pandora never eats meat*. Ask the children to tell you things they never do.



Learn with Tag

We **sometimes** go to the park.
They **never** eat meat.



I clean my teeth **in the morning**.
We go to the park **on Saturday**.
They eat bread **every day**.

2 What about you? Write **always**, **sometimes** or **never**.

- 1 I clean my teeth in the morning.
- 2 I get up early.
- 3 I eat lunch at school.
- 4 I go to bed at nine.
- 5 I go to school on Sunday.

3 Listen and match. Then write.

- 1 Monday
- 2 Tuesday
- 3 Wednesday
- 4 Thursday
- 5 every day



- 1 On Monday Vicky swims.
- 2 she plays the guitar.
- 3 she goes to the zoo.
- 4 she goes to the playground.
- 5 she plays tennis.

4 Play the game.

I wear brown shoes.



twenty-five 25

2 What about you? Write **always**, **sometimes** or **never**.

- Remind the children of some of the things they said they always/sometimes/never do.
- Ask the children to complete the sentences about themselves. Monitor and help where necessary.
- Check the answers by asking children to read out some of their sentences.

3 Listen and match. Then write. 1 Track 23

- Play the CD. Pause after every sentence to give the children time to match the correct picture. Check the answers.
- Say *Write*. Do the example with the class: ask *What day does Vicky play the keyboard?* Elicit *Thursday*. Ask the children to read the example answer, then do the exercise. Monitor and help where necessary.
- Check the answers.

CD 1 Track 23

On Monday Vicky swims.
On Tuesday she plays tennis.
On Wednesday she goes to the playground.
On Thursday she plays the guitar.
Every day she goes to the zoo.

Answers

- | | |
|-----|----------------|
| 2 a | 2 On Thursday |
| 3 e | 3 Every day |
| 4 d | 4 On Wednesday |
| 5 c | 5 On Tuesday |

4 Play the game.

- Ask the children to look at the picture and read the words on the whiteboard in the picture.
- Write *always*, *sometimes*, *never* as three headings across the board.
- Ask *Who always eats fish? Who sometimes eats fish? Who never eats fish?* Choose one child from each answer group to come to the board, stand in front of the correct word and say their sentence (*I always eat fish.*, etc.).
- Repeat with other sentences, or let children come to the board, stand in front of one of the words and make up their own sentences.

Homework

- Ask the children to complete pp. 22–23 in their Activity Book.

Sally's Story

The months of the year

Objective: read a story

Vocabulary: January, February, March, April, May, June, July, August, September, October, November, December, spring, autumn

Review: summer, winter

Grammar Review: grammar from Lessons 5–8

Materials: Class CD

Warm-up

- Write on the board: *spring, summer, autumn, winter*. Choose children to come to the front, say one of the seasons, then mime something they do at that time of the year. The other children guess.

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 24

- Say *Open your book at page 26*.
- Introduce the months of the year: invite the children to find the months and highlight them in the story.
- Use extra repetition to practise the pronunciation of all the months of the year.

Sally's Story: The months of the year

1 Track 24

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) *What's your favourite month of the year? Why? What's your favourite season of the year? Why?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *What happens in May? What happens in November? When are we on holiday?*




Sally's Story
The months of the year

January February March
September October

1 Spring

In March the birds begin to sing.
They are happy now it's spring.
In April blue skies come again.
There's sometimes sun and sometimes rain.
In May it's warm and we can play
Out in the sunshine every day.



2 Summer

In June the days are hot and bright
And stars shine in the sky at night.
In July we feel so free
Swimming in the bright blue sea.
In August we're on holiday.
Summer is the time to play!



1 Read and write.

- It sometimes snows in January
- The birds begin to sing in _____
- We swim in _____
- It's time to go to school in _____
- The days are dark in _____
- It's Christmas in _____

26 twenty-six

1 Read and write.

- Divide the class into twelve groups. Allocate the months and ask each group to read about their month.
- Do the example with the class: ask the group who read about January to read their rhyme again. Ask the children to read the example sentence out loud.
- Ask the children to read and write. Ask them to underline the places in the story where they found the answers. Monitor and offer help where necessary.
- Check the answers.

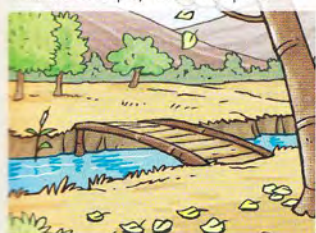
Answers

- | | |
|-------------|------------|
| 2 March | 5 November |
| 3 July | 6 December |
| 4 September | |

April May June July August
November December



In September 'Hello friends!' It's time to go to school again.
In October yellow leaves Fall from all the autumn trees.
In November days are dark And we can't play out in the park.



In December Christmas comes. Fun and games for everyone!
In January it sometimes snows. The days are short, the cold wind blows.
In February the winter trees Are black and brown; there are no leaves.



2 Write with Karla.

My favourite season is _____.



My favourite season is autumn.
I go to school.
I play in the leaves.
I wear my sweater.

twenty-seven 27

2 Write with Karla.

- Ask the children to look at the picture and read what Karla has written about her favourite season.
- Ask the children to write about their favourite season, like Karla. Encourage them to use their imagination! Monitor and help where necessary.
- Invite different children to read out loud what they have written about their favourite season.



See if the children can extend their writing a little. By this stage they have quite a bit of vocabulary and might be able to write more than four sentences.

Optional activity

Ask the children to draw pictures for their sentences. Display the pictures in the classroom in four sections – one for each season.

Homework

- Ask the children to complete pp. 24–25 in their Activity Book.

Quiz 2

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

The FlyHigh Review 2

Objectives: review Lessons 5–8 and prepare for Progress Review 2

Vocabulary Review: vocabulary from Lessons 5–8

Grammar Review: grammar from Lessons 5–8

Materials: Class CD, card/paper for the project

Warm-up

- Call out the months at random and ask children to spell the month and say what they do in that month.

Review

- Check the homework from the previous lesson.
- Before doing an exercise with the class, briefly review the relevant vocabulary and grammar. Use flashcards, questions and answers, etc.

1 Listen and match. 1 Track 25

- Ask the children to look at the pictures and tell you what they can see in each one.
- Play the CD to do the example with the class.
- Play the CD again. Ask the children to listen and match. Stop after each question to give the class time to match the words and pictures.

CD 1 Track 25

A year at the zoo
In spring the bear wakes up.
In summer the bees fly around.
In autumn the monkeys play with the leaves.
In winter the zookeeper feeds the birds.

Answers

summer – a autumn – c winter – b

Now choose and write.

- Do the example with the class. Then ask the children to choose and complete the other sentences. Monitor and help where necessary.

The FlyHigh Review 2

1 Listen and match.

spring summer autumn winter



Now choose and write.

play fly feed wake up

- The bees fly in summer.
- The zookeeper _____ the birds in _____.
- The monkeys _____ with the leaves in _____.
- The bear _____ in _____.

2 Write.

- Rabbits eat meat. Rabbits don't eat meat.
- It snows in summer. _____
- Pandas come from Africa. _____
- The sun shines at night. _____
- We live in trees. _____

3 What about you? Write Do or Does and answer.

- Does your postman come in the morning? _____
- _____ you wash your hair every day? _____
- _____ your dad go home in the afternoon? _____
- _____ your mum read in the evening? _____
- _____ your friends go to your house every day? _____

28 twenty-eight

Answers

- 2 feeds, winter 3 play, autumn 4 wakes up, spring

2 Write.

- Write on the board: *Pandora eats fish*. Ask the children to read the sentence out loud. Ask *Does Pandora eat fish?* Elicit *No, she doesn't*. Put a line through the first sentence you wrote, then write on the board: *Pandora doesn't eat fish*.
- Ask the children to convert the other sentences into negative sentences. Monitor and help where necessary.

Answers

- It doesn't snow in summer.
- Pandas don't come from Africa.
- The sun doesn't shine at night.
- We don't live in trees.

Write and colour the boxes. Then play the game.

It's July. July is in summer.

March June December February
November September October April
July January May August

| | | | | | |
|---------|---|---|---|---|---|
| January | F | M | A | M | J |
| | A | S | O | N | D |



What about you? Write.

- What's your name?
- Where do you come from?
- How old are you?
- When is your birthday?

My Project

Make a poster.

| | | | |
|---|--|--|---|
| | | | |
| In spring it's my birthday. I have a party. | In summer I go on holiday with my family. I swim in the sea. | In autumn I go to school again. I learn English. | In winter I go to the mountains. I ski in the snow! |

Now go to

My Picture Dictionary

twenty-nine 29

What about you?

Write **Do** or **Does** and answer.

- Ask a child to read the example question and answer. Ask the children to complete the other questions and answer about themselves. Monitor and help where necessary.

Answers

- 2 Do 3 Does 4 Does 5 Do

Write and colour the boxes. Then play the game.

- Ask the children to complete the names of the months in the table.
- Explain that the key is to show the children what colour to use for the months in each season. Ask them to colour the cells in the table according to the seasons. Monitor and help where necessary.
- Ask the children to look at the pictures of the children and to read the example speech bubbles to themselves.
- Invite two children to the front to model the game. One says a month and the other says which season it's in.
- Put the children in pairs to play the game.

What about you? Write.

- Put the children in different pairs. Ask them to take turns asking each other the questions.
- Ask the children to write their answers. Monitor and help where necessary.
- Ask the questions and invite different children to read out their answers.

My Project: Make a poster.

- Ask the children to look at the pictures. Choose children to tell you what they can see in each of the pictures.
- Say *winter*. Ask the children to read the example text out loud for winter. Repeat with *summer*, *spring* and *autumn*.
- Distribute the paper and ask the children to draw the pictures for their seasons posters and colour them in.
- Ask the children to write the texts for their poster.
- Invite some children to the front to present their work to the class and to read what they've written.

Review of Cycle 2

You can now review the language the children have learned in Cycle 2, in the following ways.

My Picture Dictionary 1 Track 26

- Use the Picture Dictionary for Cycle 2 to help the children review the words they have learned. See introduction p. vii for guidance on using the Picture Dictionary.

Read with Trumpet: Special days in Britain

- Do the *Read with Trumpet* lesson on p. 97 of the Pupil's Book in the next class. Follow the accompanying teaching notes on p. 97 of this Teacher's Guide.

Activity Book

- Tell the children to complete the review exercises on pp. 26–27 in their Activity Book for homework.
- Do the last section, **My English**, together in class in the next lesson. Use the sentences as prompts for oral practice. Then tell the children to colour the face they think best represents their efforts. See introduction p. ii for guidance.

Progress Review 2

- Use photocopiable **Progress Review 2** as a test in class. See the **Active Teach** Resources section.

FUN TIME 1

Objective: review vocabulary and pronunciation

Vocabulary Review: vocabulary from Cycles 1 and 2

Materials: Class CD

Review

- Check the homework from the previous lesson.

1 Say it with Sally.

a) Listen and point. Then repeat. 1 Track 28

- Play the CD. Demonstrate by holding up your book, repeating the letter sounds after Sally and pointing at the letters.
- Play the CD again. The children repeat the letter sounds and point to the letters.

CD 1 Track 28

(slowly) k k k, g g g, j j j, x x x

(slowly) k g j x, j x g k

(a bit faster) x j g k, g k x j

b) Listen and write. Then repeat. 1 Track 28

- Play the CD. Pause after *ks ks fox*. Write *x* on the board and repeat the letter sounds and the word.
- Play the CD. Ask the children to listen and write.
- Call out the numbers for children to repeat.

CD 1 Track 28

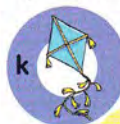
- x x fox
- k k kitchen
- g g guitar
- j j jelly
- j j jump
- x x box
- k k kangaroo
- g g girl



FUN TIME 1

1 Say it with Sally.

a) Listen and point. Then repeat.



b) Listen and write. Then repeat.



c) Chant.

Jumping jellies. Cakes in the kitchen. The fox is next to the box. Tag's got a guitar.

2 Colour the family members to get to the plane. Then write.

| START | mum | swimsuit | car | spaghetti | train |
|--------|-----------|----------|----------|------------|---------|
| park | brother | aunt | cousin | shirt | tiger |
| Maths | zebra | meat | grandma | playground | History |
| cheese | England | bus | sister | dad | airport |
| dress | lion | shorts | PE | uncle | grandpa |
| taxi | ice cream | Art | dinosaur | zoo | |

four foods
four kinds of clothes
four places in town
four lessons
four animals
four kinds of transport
Where are the family going?

spaghetti

30

thirty

Answers

- k kitchen
- x box
- g guitar
- j jelly
- j jump
- k kangaroo
- g girl

c) Chant. 1 Track 28

- Play the CD. Ask the children to follow in their book. Then say the chant as a class.
- Play the CD again. Ask the children to chant with the CD.
- Divide the class into four groups (one group for *Jumping jellies!*, etc.). Ask each group to chant its part in turn.

Look and answer.



- 1 How many planes can you see?
- 2 How many children can you see?
- 3 How many people have got sunglasses?
- 4 How many suitcases can you see?
- 5 How many people have got a book?
- 6 How many people have got a hat?
- 7 How many maps can you see?
- 8 How many babies can you see?
- 9 How many people have got food?
- 10 How many passports can you see?

2

thirty-one 31

2 Colour the family members to get to the plane. Then write.

- Elicit all the family words the children can remember.
- Ask the children to find the family words and colour them. Monitor and help if necessary.
- Ask the children to complete the lists with words from the table.
- Do the example with the class: ask what the food word is on the first line (spaghetti). Ask what the food word is on the third line (meat).
- Ask *Where are the family going?* Encourage the children to shout the answer.

Answers

(Coloured cells)

mum

brother, aunt, cousin

grandma

sister, dad

uncle, grandpa

(Word lists)

foods – meat, cheese, ice cream

clothes – swimsuit, shirt, dress, shorts

places – park, playground, airport, zoo

lessons – Maths, History, PE, Art

animals – tiger, zebra, lion, dinosaur

transport – car, train, bus, taxi

Where are the family going? They're going to the airport./They're going to England.

3 Look and answer.

- Ask the children to look at the picture and tell you what they can see.
- Do the example with the class: ask the children to count the planes. Ask *How many planes can you see?* (two).
- Ask the children to look at the picture and answer the questions. Monitor and help where necessary.

Answers

2 ten (10)

3 four (4)

4 twenty (20)

5 five (5)

6 three (3)

7 two (2)

8 one (1)

9 six (6)

10 sixteen (16)

Homework

- Ask the children to complete pp. 28–29 in their Activity Book.

End-of-Term Test 1

You can now use photocopiable **End-of-Term Test 1**. See the **Active Teach** Resources section.

9

I'm cooking.

Objective: talk about what people are doing

Vocabulary: cook, learn, talk, bored, home, doorbell, ring

Review: English

Grammar: *I am/I'm cooking., You/We/They are/You/We/They're cooking., He/She/It is cooking./He/She/It's cooking.*

Materials: Class CD, Lesson 9 flashcards

Warm-up

- Ask the children to stand up. Say *I'm reading a book.* and mime reading. Ask the children to repeat the sentence and copy you. Say *I'm writing English.* Ask the children to repeat the sentence and mime the action. Repeat with other simple sentences in the present continuous.

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 29

- Say *Open your book at page 32.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the *oo* sound in *cook* /kʊk/ and *doorbell* /'dɔːbəl/.

I'm cooking. 1 Track 29

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) *Who's in the pictures? Who is bored? Who's got an idea? Is Chatter happy?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *What's Sally doing? Is there a mess in the kitchen?*

9



I'm cooking.



1 Match.

- | | |
|-------------------------|------------------------|
| 1 Tag is | a learning a new song. |
| 2 Karla and Trumpet are | b playing his guitar. |
| 3 Chatter is | c ringing. |
| 4 Sally is | d talking to Rob. |
| 5 The doorbell is | e cooking. |

32 thirty-two

1 Match.

- Do the example with the class: hold up your book and point to the words *Tag is* and follow the line with your finger to *b*. Read out the example sentence. Ask the children to point to the picture of Tag playing his guitar.
- Say *Match*. Remind the children to refer to the story to find the answers. Monitor and help where necessary.
- Check the answers.

Answers

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

Learn with Tag

- Write on the board and say *I am writing. I'm writing.* Ask a child to read the two sentences. Then say *He/She is reading. He's/She's reading.* Point to the children and say *You are learning English. You're learning English.*

Learn with Tag



I am cooking. → I'm cooking.
 You/We/They are cooking. → You/We/They're cooking.
 He/She/It is cooking. → He/She/It's cooking.
 have → having make → making

2 Write.

- 1 You 're learning (learn) English.
- 2 She (listen) to the radio.
- 3 I (cook) lunch in the kitchen.
- 4 We (play) with our friends.
- 5 The phone (ring).

3 Listen and stick. Then write.



- 1 My dad is cleaning his teeth.
- 2 My brother
- 3 My mum
- 4 My grandma and grandpa



4 Sing along with the FlyHigh band!

Fun in the kitchen

We're cooking in the kitchen.
 We are having lots of fun.
 We are making a cake
 To eat with everyone.
 Yum, yum! Yum, yum!
 We're eating every crumb!
 We're cleaning up the kitchen.
 We're having lots of fun.
 We are eating the cake.
 We're eating every crumb!



- Write on the board *I am reading*. Rub out the *a* and put an apostrophe in its place. Say *I'm reading*. Write on the board *He is cooking*. *They are talking*. Invite children to rub out letters and write apostrophes to make the short form.

2 Write.

- Do the example with the class: write on the board *You (learn) English*. Ask the children to call out the example answer. Write it on the board.
- Ask the children to complete the other sentences. Remind them to refer to the *Learn with Tag* box for help. Monitor and help where necessary.
- Check the answers.

Answers

- | | |
|----------------|---------------|
| 2 's listening | 4 're playing |
| 3 'm cooking | 5 's ringing |



If you think the children need extra practice of the present continuous, extend Exercise 2 by making up new sentences for them to complete.

3 Listen and stick. Then write. 1 Track 30

- Ask the children to find the stickers for Lesson 9.
- Play the CD. Say *Listen and stick*. Stop after each sentence. Allow enough time for the children to stick their stickers.
- Write on the board the gapped example sentence. Ask the children to call out the missing words. Invite a child to complete the sentence on the board.
- Ask the children to complete the other sentences. Monitor and help where necessary.
- Check the answers.

CD 1 Track 30

Good morning. I'm Emily and this is my house.

- Window 1 This is the bathroom. My dad's cleaning his teeth.
 Window 2 This is the bedroom. My brother's sleeping.
 Window 3 This is the kitchen. My mum's cooking.
 Window 4 This is the living room. My grandma and grandpa are reading.

Answers

- 2 is sleeping
- 3 is cooking
- 4 are reading

Optional activity

Ask the children to write two new sentences about the people in their family. For example, *My mum is cleaning her shoes*. Ask different children to read out their sentences.

4 Sing along with The Fly High band!



1 Track 31

- Play the CD.

Homework

- Ask the children to complete pp. 30–31 in their Activity Book.

10

You aren't helping.

Objective: talk about what people are not doing

Vocabulary: make, wash, dish, floor, strawberry, taste

Grammar: I am not/I'm not sleeping., You/We/They are not/You/We/They aren't sleeping., He/She/It is not/He/She/It isn't sleeping.

Review: I'm cleaning.

Materials: Class CD, Lesson 10 flashcards

Warm-up 1 Track 31

- Review the present continuous tense; ask the children to sing and act out to the *Fly High Band* song from Lesson 9.

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 32

- Say *Open your book at page 34.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the pronunciation of *sh /j/* in *dish* and *wash*.

You aren't helping. 1 Track 32

- Pre-reading: ask the children to tell you what happened in the story in Lesson 9. Ask the children to look at the story in Lesson 10. Ask (in L1 where necessary) *Who is at the house? What are they doing?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Who is cleaning the floor? Who is tasting a strawberry? Is Tag sad or happy? Why? Do you have a cake on your birthday?*



To extend the story work, put the children in small groups and see if they can think of some simple questions to ask their friends about the story.

10



make



wash



dish



floor

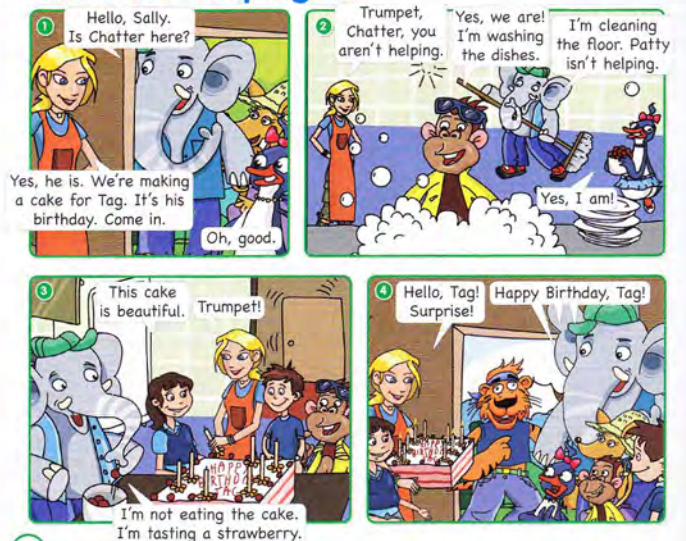


strawberry



taste

You aren't helping.



1 Circle.

- Trumpet, Karla and Patty are looking for Chatter. ☒ yes / ☐ no
- Sally, Vicky, Rob and Chatter are making biscuits. ☐ yes / ☒ no
- Tag is washing the dishes. ☐ yes / ☒ no
- Patty is helping. ☐ yes / ☒ no
- The cake is a surprise for Tag. ☐ yes / ☒ no

34 thirty-four

1 Circle.

- Do the example with the class: ask the children to look at picture 1 and say *The phone's ringing. Yes or no?* Elicit *No*.
- Ask the children to read and circle *yes* or *no*. Remind them to look at the story to check their answers. Monitor and help where necessary.
- Check the answers.

Answers

- | | |
|------|-------|
| 2 no | 4 yes |
| 3 no | 5 yes |

Learn with Tag

- Ask a child to stand up and mime reading a book. Say *He/She's reading. He/She is not talking. He/She isn't talking.*
- Ask the children to read the grammar box out loud.
- Write on the board: *I am not sleeping. She is not sleeping. They are not sleeping.* Rub out the *a* in the first sentence and put in an apostrophe. Invite children to write the short form for the other sentences.

I'm not playing basketball.



Learn with Tag

I am not sleeping. → I'm not sleeping.
You/We/They are not sleeping. → You/We/They aren't sleeping.
He/She/It is not sleeping. → He/She/It isn't sleeping.
taste → tasting

2 Write isn't/aren't + ... ing.

- drink paint eat make wear
1 George **isn't painting** a rabbit.
2 He milk.
3 Julia a card.
4 She a banana.
5 They new clothes.



3 Play the game.

I'm cleaning my teeth. Where am I?



Are you in the bathroom?

Yes, I am.

4 Write with Karla.

Me and my friend
I'm in the kitchen.
I'm doing my homework.
Patty is in the living room.
She isn't doing her homework.
She's reading a book.

Me and my friend
I'm in

thirty-five 35

3 Play the game.

- Ask the children to look at the picture and tell you what they can see.
- Draw on the board the house plan from the picture. Write on the board the gapped names of the rooms (for example, k.....ch....., etc.). Invite children to complete the words.
- Ask two children to come to the front to read the example.
- Put the children in pairs to play the game. Make sure they understand that they say an action they do in a specific room in the house.
- You can extend the game by inviting some children to say their sentences for the class to guess where they are.

4 Write with Karla.

- Ask the children to look at the picture and read what Karla has written out loud.
- Ask the children to write about themselves and their friends like Karla. Monitor and help where necessary.
- Early finishers can draw and colour a picture to go with their sentences.
- Ask some children to read their sentences to the class.

Homework

- Ask the children to complete pp. 32–33 in their Activity Book.

Optional activity

Ask the children to look at the sentences in Exercise 1 again and turn them into negative. Demonstrate by reading sentence 1, then saying *No, the phone isn't ringing*. Call out other positive sentences and ask the children to make them negative.

2 Write isn't/aren't + ... ing.

- Ask the children to look at the picture and tell you what the boy and girl are doing.
- Do the example with the class: ask them to read out all the verb options. Say *George is painting a fox. He isn't painting a rabbit*. Ask the children to read out the example sentence.
- Ask the children to complete the other sentences. Monitor and help where necessary.
- Check the answers.

Answers

- 2 isn't drinking 4 isn't eating
3 isn't making 5 aren't wearing

11

Are you going to town?

Objective: ask and answer about what people are doing

Vocabulary: go shopping, library, cinema, supermarket, buy, rope

Grammar: Am I eating? Yes, you are./No, you aren't. Is he/she/it eating? Yes, he/she/it is./No, he/she/it isn't. Are we/you/they eating? Yes, you/we/they are./No, you/we/they aren't.

Materials: Class CD, Lesson 11 flashcards

Warm-up

- Put the children in pairs. They take turns acting out activities using verbs and words they have learnt. Write some verbs on the board as prompts if necessary (*write, read, wash, make, sing, walk, etc.*). Their friend guesses what they are doing.

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 33

- Say *Open your book at page 36.*
- Present the new vocabulary with the lesson's flashcards.
- Reinforce the vocabulary by asking children to spell the words at random.

Are you going to town? 1 Track 33

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) *Is Sally on a train? Is Tag with her? Is there a toy shop in the town? Are they in the toy shop?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *What does Sally buy? Do Trumpet and Chatter have fun? Do you like shopping? What shops do you like?*

11



Are you going to town?



1 Choose and write.

are making is going is buying are going

- Sally is going to town.
- They are going to the supermarket.
- Sally is buying food and a rope.
- They are making a new swing.

36 thirty-six

1 Choose and write.

- Write on the board: *He washing the floor. They making a cake.* Point to the first gap and ask *Is or are?* Elicit *is* and write it in the gap. Repeat the process with the second gap.
- Do the example with the class: ask the children to look at the answer options and read the example answer.
- Ask the children to choose words and complete the sentences. Remind them to look at the story to check their answers. Monitor and help where necessary.
- Check the answers.

Answers

- 're going
- is buying
- 're making



Is he eating?
Yes, he is!

Am I eating?

Are you eating?

Is he/she/it eating?

Are we/you/they eating?

Yes, you **are**. / No, you **aren't**.

Yes, I **am**. / No, I'm **not**.

Yes, he/she/it **is**.

No, he/she/it **isn't**.

Yes, you/we/they **are**.

No, you/we/they **aren't**.

shop → shopping sit → sitting

Learn with Tag

2 Write.



1 **is** the man **buying** (buy) apples?

No, he isn't.

2 he (wear) a shirt?

3 the woman (sit down)?

4 they (laugh)?

3 Look and answer.

1 Where is the man shopping?

He's shopping in a supermarket.

2 What is he buying?

4 Sing along with the **FlyHigh band!**

Where are you going to?

I'm not going to the toy shop.

Are you going to the toy shop?

I'm not going to the zoo.

Are you going to the zoo?

I'm going to the cinema.

Are you going to the cinema?

Are you coming too?

Where are you going to?

Yes, I'm coming with you.

Yes, I'm coming with you.



Learn with Tag

- Choose a confident child to act out being Tag. Ask *Is he eating?* Ask the children to read out the answer.
- Ask the children to read the grammar box out loud.
- Go round the class asking *Are you [drinking]? / Is he/she [drinking]?* questions and eliciting the correct answers.

Optional activity

Put the children in small groups. They take turns miming simple actions like eating an ice cream, carrying shopping, etc. (If necessary, write phrases on the board for the children to mime.) Their friends ask questions like the ones in the grammar box to guess what they are doing. Monitor and help where necessary.

2 Write.

- Do the example with the class: write the gapped example sentence on the board. Point to the gaps one at a time and ask the children to call out the word(s). Each time, write them in the gaps.
- Ask the children to look at the picture and write. Remind them to refer to the *Learn with Tag* box for help. Monitor and help where necessary.

Answers

2 Is (he) wearing, No, he isn't.

3 Is (the woman) sitting down, Yes, she is.

4 Are (they) laughing, Yes, they are.

3 Look and answer.

- Ask some questions about the picture in Exercise 2. For example, *What is the man wearing? Who is wearing a shirt?*
- Do the example with the class: ask *Where is the man shopping?* and ask the children to read out the example answer.
- Ask the children to answer the questions. Monitor and help where necessary.
- Check the answers.

Answers

2 He's buying strawberries.

4 Sing along with The Fly High band!



Track 34

- Play the CD.

Homework

- Ask the children to complete pp. 34–35 in their Activity Book.

12

Wait here. Don't move.

Objectives: make suggestions, say what you do and don't want people to do

Vocabulary: wait, move, chase, stop, thief, brave

Review: library, police, clever, ice cream

Grammar: Let's ..., Don't ...

Materials: Class CD

Warm-up

- Write on the board anagrams of the verbs the children have learnt in this Cycle (*learn, talk, cook, ring, make, wash, taste, buy*). Ask the children to write the verbs correctly in their notebook. Check by asking children to call out the spelling.

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 35

- Say *Open your book at page 38.*
- Present new vocabulary using the Pupil's Book pictures and mime.
- Use extra repetition to practise the pronunciation of *ie /i:/* in *thief* and *ai /eɪ/* in *wait*.

Wait here. Don't move. 1 Track 35

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) *Who can you see in the story? Where is Sally going? Who is wearing a mask?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Is Chatter brave? Why? Why are Chatter and Trumpet happy at the end of the story?*

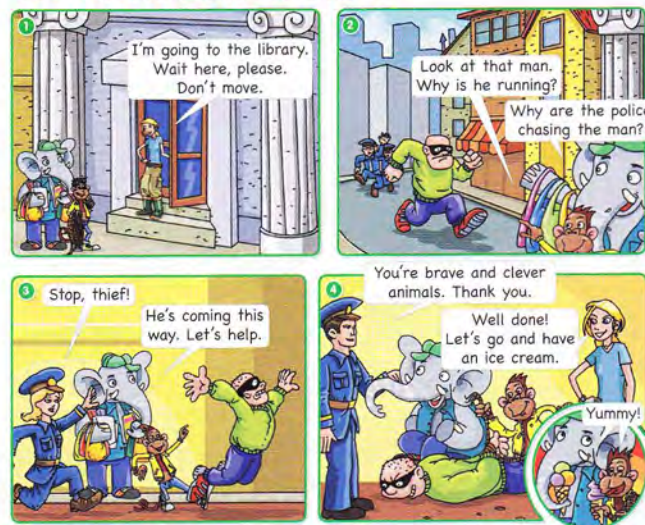
1 Choose and write.

- Do the example with the class: ask the children to look at picture 1 in the story. Ask *Where is Sally going?* Ask the children to read out the example sentence.
- Ask the children to choose words and complete the sentences. Monitor and help where necessary.

12



Wait here. Don't move. 1



1 Choose and write.

police library thief animals

- In picture 1 Sally is going to the library.
- In picture 2 the police are chasing the thief.
- In picture 3 Chatter and Trumpet are helping the police.
- In picture 4 the police officer is talking to the animals.

38 thirty-eight

Answers

- thief
- police
- animals

Learn with Tag

- Ask three volunteers to stand up and act out the dialogue.
- Say *Let's clap our hands*. Clap your hands to demonstrate. Prompt the children to copy you. Repeat with *Let's stand up*. Say *Don't sit down* and stay standing up yourself. Say *Sit down*. Sit down and prompt the children to do the same.

2 Listen and tick (✓). 1 Track 36

- Play the CD. Pause after the first sentence and ask the children to repeat the sentence (*Let's go to the library*). Hold up your book and point to picture 1a.



2 Listen and tick (✓).



3 Circle.

- 1 It's nine o'clock. Go / Don't go to bed, please.
- 2 I'm hungry. Let's have / Don't have lunch.
- 3 Grandma is coming today. Please make / don't make a mess in your room.
- 4 It's hot in here. Please open / don't open the window.
- 5 This is a library. Be quiet, / Don't be quiet, please.

4 Play the game.



thirty-nine 39

3 Circle.

- Do the example with the class: read out sentence 1. Elicit the correct option from the children.
- Ask the children to read and circle. Monitor and help where necessary.
- Check the answers.

Answers

- | | |
|--------------|------------|
| 2 Let's have | 4 open |
| 3 don't make | 5 Be quiet |

4 Play the game.

- Ask the children to look at the picture and say what the children are doing.
- Demonstrate the game: read out the sentences for the children to mime as in the pictures.
- You can either play the game as a class, or, for a change, divide the class into small groups. (It is the same game as "Simon Says", but using *Sally*.)
- Monitor and help where necessary.

Homework

- Ask the children to complete pp. 36–37 in their Activity Book.

CD 1 Track 36

- 1 Let's go to the library.
- 2 Don't swim in the river.
- 3 Let's feed the goats.
- 4 Don't play football in the park.

Answers

- | | | |
|-----|-----|-----|
| 2 b | 3 a | 4 b |
|-----|-----|-----|



If you don't have time to look at all the children's answers, ask them to change books with their friend and check their friend's book as you tell them the correct answers.

Sally's Story

The bear fight

Objective: read a story

Vocabulary: fight, go for a walk, swing, saucepan

Review: vocabulary from Lessons 9–12

Grammar Review: grammar from Lessons 9–12

Materials: Class CD, Lesson flashcards

Warm-up

- Play a game: say *Let's eat a cake*. Ask the children to mime. Say *Let's eat a cake and carry the shopping*. The children mime. Continue, adding another action each time (e.g. *jump*, *close our eyes*, etc.) until the children can't carry on!

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 37

- Say *Open your book at page 40*.
- Present the new vocabulary with the lesson's flashcards.

Sally's Story: The bear fight 1 Track 37

- Pre-reading: ask the children to look at the story. Point to each picture and ask (in L1 where necessary) *Who are the people in the story? What room are the boys in? Is there a bear in the story?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Hold up your book and point to different pictures, asking *What are Adam and Harry doing?* each time. Ask (avoiding L1 if possible) *What are Adam and Harry playing?*



If you think the children need extra reading practice, ask different children to read parts of the story without playing the CD.



Sally's Story

The bear fight


fight


go for a walk


swing

1 Adam! Harry! Where are you? Are you watching TV?

We're in my bedroom, Grandma! No, we aren't.

2 Good. It's a lovely, sunny day. Let's go for a walk.

Oh, no, Grandma! We're playing!

3 What are you playing?

I'm swinging on a rope and Harry is skiing.

4 What?

We're climbing a mountain now, Grandma. Are you OK?

1 Read and answer.

| | |
|---|---------------|
| 1 Are Harry and Adam in the bedroom? | Yes, they are |
| 2 Are they watching TV? | |
| 3 Is it a sunny day? | |
| 4 Is Grandma in the kitchen? | |
| 5 Is she carrying a saucepan? | |
| 6 Are the boys playing a computer game? | |

40
forty

1 Read and answer.

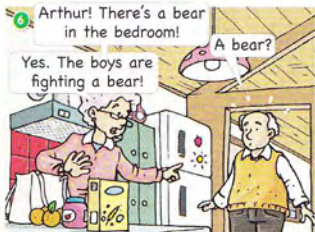
- Do the example with the class: divide the class into two groups. Ask one group to read the example question out loud and the other to read the example answer.
- Ask the children to read the questions and write the answers. Remind them to look at the story to check their answers. Monitor and help where necessary.
- Check the answers.

Answers

- | | |
|--------------------|------------------|
| 2 No, they aren't. | 5 No, she isn't. |
| 3 Yes, it is. | 6 Yes, they are. |
| 4 Yes, she is. | |



saucepan



2 Write with Karla.



This is a picture of my family.
I'm reading.
My sister is jumping.
My dad is sleeping.

This is a picture of my family.

I'm

My

My

forty-one

41

Optional activity

Ask the children to label their pictures. Stick the pictures on the wall. Invite children to come up and talk about their friend's pictures (e.g. *This is Sam's family. His mum is making a cake.*, etc.).

Homework

- Ask the children to complete pp. 38–39 in their Activity Book.

Quiz 3

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

2 Write with Karla.

- Ask the children to look at the picture and read Karla's description out loud.
- Ask the children to draw a picture of their family and write sentences like Karla's.
- If there is time, invite children to bring their pictures to the front and tell the class about their family and what they are doing.

The FlyHigh Review 3

Objectives: review Lessons 9–12 and prepare for Progress Review 3

Vocabulary Review: vocabulary from Lessons 9–12

Grammar Review: grammar from Lessons 9–12

Materials: Class CD, drawing paper, scissors, a large sheet of paper/card, glue for the project

Warm-up

- Play "Word Bingo": ask the children to write down four words from Lessons 9–12. Call out letters at random. The children cross out the letters in their words. The winner is the first person to cross out all the letters in their words.

Review

- Check the homework from the previous lesson.
- Before doing an exercise with the class, briefly review the relevant vocabulary and grammar. Use flashcards, questions and answers, etc.

1 Listen and match. 1 Track 38

- Play the CD and do the example with the class.
- Play the CD again. Stop after each phrase to give the class time to match the pictures.

CD 1 Track 38

- Where are you going?
We're going to the park.
- Where is he going?
He's going to the cinema.
- Where are they going?
They're going to the swimming pool.
- Where is she going?
She's going to the library.
- Where are you going?
I'm going to the supermarket.

Answers

2 d 3 a 4 e 5 c

The FlyHigh Review 3

1 Listen and match.



2 Write Let's or Don't.

- The kitchen is a terrible mess. **Let's** clean the floor.
- It's lunchtime. _____ wash our hands.
- I'm not playing. I'm going shopping. _____ wait for me.
- There's a butterfly on your shoe. _____ move.
- It's a windy day. _____ fly the kite.

3 What about you? Choose and write.

We _____
I _____
My teacher _____
My friend _____

learning English
writing on the board
singing
standing up
laughing
listening
sitting down
wearing trousers

- I _____ 'm learning English
- _____ 'm not
- _____ 's
- _____ isn't
- _____ 're
- _____ aren't

42 forty-two

2 Write Let's or Don't.

- Do the example with the class and ask the children to complete the other sentences. Monitor and help where necessary.

Answers

- Let's
- Don't
- Don't
- Let's

3 What about you? Choose and write.

- Ask the children to read the instructions and explain what they have to do (use a word/phrase from the blue cloud and a word/phrase from the pink cloud to make sentences).
- Monitor and help where necessary. Ask some children to read out their answers.

4 Look and say.

making a dress / wearing the dress
looking for the cat / playing with the cat
cleaning the window / opening the window

carrying the TV / watching TV
eating / singing
running / sleeping



In Picture 1 the girl is making a dress.



In Picture 2 the girl is wearing the dress.

My Project Make a class map.



Now go to
My Picture Dictionary

forty-three 43

4 Look and say.

- Ask the children to look at the pictures.
- Ask the children to tell you in which picture the girl is wearing a dress (2) and in which picture she is making a dress (1). Choose a girl and a boy to make sentences.
- Ask the children to talk about more differences in the pictures. Make sure as many children as possible have the chance to give an answer.

Answers

In picture 1 the boy is looking for the cat.
In picture 2 the boy is playing with the cat.
In picture 1 the woman is cleaning the window.
In picture 2 the woman is opening the window.
In picture 1 the man is carrying the TV.
In picture 2 the man is watching TV.
In picture 1 the bird is eating.
In picture 2 the bird is singing.
In picture 1 the dog is running.
In picture 2 the dog is sleeping.

My Project: Make a class map.

- Give the children time to look at the picture and read the sentences in their book.
- Distribute the drawing paper. Ask the children to choose a location (check that every location has been chosen by at least a few children). Ask them to draw and colour their location, then write about it. Distribute the scissors so they can cut out their drawings and their sentences.
- Spread out the large sheet of paper and invite children to stick their drawings and sentences to make the class map. Ask the class to choose a name for their 'town'!

Review of Cycle 3

You can now review the language the children have learned in Cycle 3, in the following ways.

My Picture Dictionary 1 Track 39

- Use the Picture Dictionary for Cycle 3 to help the children review the words they have learned. See introduction p. vii for guidance on using the Picture Dictionary.

Read with Trumpet: A British town centre

- Do the *Read with Trumpet* lesson on p. 98 of the Pupil's Book in the next class. Follow the accompanying teaching notes on p. 98 of this Teacher's Guide.

Activity Book

- Tell the children to complete the review exercises on pp. 40–41 in their Activity Book for homework.
- Do the last section, **My English**, together in class in the next lesson. Use the sentences as prompts for oral practice. Then tell the children to colour the face they think best represents their efforts. See introduction p. ii for guidance.

Progress Review 3

- Use photocopiable **Progress Review 3** as a test in class. See the **Active Teach** Resources section.

13

He's got my toothbrush.

Objective: talk about personal belongings using possessive adjectives

Vocabulary: toothbrush, half past five, concert, towel, shampoo, argue

Grammar: my, your, his, her, its, our, your, their

Review: I'm/You're/He's/She's/It's ...ing

Materials: Class CD

Warm-up

- Play a game: say *I'm making a cake*. Choose a child to repeat your sentence and add another action, e.g. *I'm making a cake and I'm tasting a strawberry*. Continue round the class, with each child repeating the list and adding another action.

Review

- Check the homework from the previous lesson.

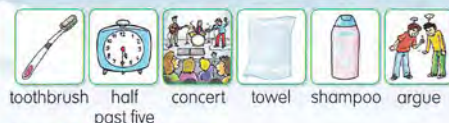
Vocabulary 2 Track 02

- Say *Open your book at page 44*.
- Present new vocabulary using the Pupil's Book pictures.
- Use extra repetition to practise the pronunciation of oo /u:/ in *toothbrush* and *shampoo*.

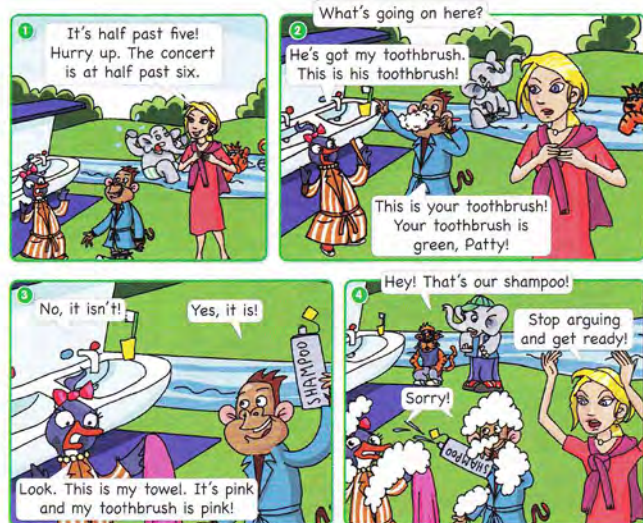
He's got my toothbrush. 2 Track 02

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) *Where are the animals? Are they arguing? Why do you think they are arguing?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Why are Patty and Chatter angry? Do you think Patty has got a pink toothbrush or a green toothbrush? Have you got a toothbrush? What colour is your toothbrush?*

13



He's got my toothbrush.



1 Circle.

- It's half past four / half past five.
- The concert is at half past six / half past seven.
- Chatter has got a towel. / shampoo.
- Patty has got a pink towel / a green towel.
- Patty and Chatter are having a shower / arguing.

44 forty-four

1 Circle.

- Do the example with the class: ask the children to look at picture 1 and read what Sally's saying. Then ask *What time is it?* Ask the children to read the example sentence.
- Ask the children to read and circle the correct words. Monitor and help where necessary.
- Check the answers.

Answers

- | | |
|-----------------|----------------|
| 2 half past six | 4 a pink towel |
| 3 shampoo | 5 arguing |

Learn with Tag

- Point to your desk. Say *I'm [your name]. This is my desk*. Write on the board: *I'm [your name]. This is my desk*.
- Choose a boy. Walk up to him, hold up his pencil and say *He is [name] and this is his pencil*. Stress *He* and *his*.
- Choose a girl. Walk up to her, hold up her book and say *She is [name] and this is her book*. Stress *She* and *her*.

I'm Tag.
This is **my** towel.



Learn with Tag

| | | | |
|-----|------|------|-------|
| I | my | it | its |
| you | your | we | our |
| he | his | you | your |
| she | her | they | their |

2 Write.

1 She's doing her homework.

2 He's riding _____.

3 We're reading _____.

4 They're sleeping in _____.

5 I'm wearing _____.



What's the time?

It's half past two.



4 Sing along with the FlyHigh band!

The bike song

My bike is yellow.
Your bike is blue.
His bike is old.
Her bike is new.
We are on our bikes.
Ride your bikes too!
Where are the animals?
They're in their zoo!
Come and play with us,
Here in our zoo.



- Say *We are Class [class name/number]. This is our classroom.* Stress *We* and *our*.
- Ask the children to read Tag's speech bubble and the grammar box out loud.
- Put the children in pairs and encourage them to make similar sentences.

2 Write.

- Do the example with the class: write on the board *She's reading book.* Ask a child to tell you the missing word, then write it on the board.
- Ask the children to complete the sentences. Remind them to refer to the *Learn with Tag* box for help. Monitor and help where necessary.
- Check the answers.

Answers

- | | |
|-------------|--------------|
| 2 his bike | 4 their beds |
| 3 our books | 5 my T-shirt |

3 Ask and answer.

- Do the example with the class: ask the children to look at the first clock. Ask two children to read out the example question and answer.
- Put the children in pairs. They take turns asking and answering. Monitor and help where necessary.
- Invite pairs to ask and answer in front of the class.

Answers

- 2 What's the time?
It's half past eight.
- 3 What's the time?
It's half past five.
- 4 What's the time?
It's half past ten.

Optional activity

Ask the children to draw two clocks showing different 'half past' times. Then put the children in small groups. They take turns holding up their clocks and asking their friends *What's the time?* Their friends answer.

4 Sing along with The Fly High band!



2 Track 03

- Play the CD.



If there are times when you feel the children need extra help to consolidate the grammar point of a lesson, spend time doing extra practice of the structure orally (making sentences, practising questions and answers, etc.).

Homework

- Ask the children to complete pp. 42–43 in their Activity Book.

14

This is Trumpet's trumpet.

Objective: talk about people's possessions

Vocabulary: ready, musical instruments, trumpet, drums, keyboard, tambourine

Grammar: Whose ...?, possessive 's

Materials: Class CD, Lesson 14 flashcards

Warm-up

- Review *This is/These are* by going round picking things off children's desks (either one object or several of the same thing), handing the item(s) to another child and eliciting a sentence from that child using *This is/These are* (e.g. *These are pencils.*).

Review

- Check the homework from the previous lesson.

Vocabulary 2 Track 04

- Say *Open your book at page 46.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the *u /ʌ/* in *trumpet* and the *ou /ə/* in *tambourine*.

Optional activity

Hold up the flashcards of the instruments one at a time. Ask the children to stand up and mime playing that instrument while they shout out the word.

This is Trumpet's trumpet. 2 Track 04

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) *Who has got a guitar? What has Trumpet got? Has Sally got a musical instrument?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *What song are the Fly High Band going to sing? Can you play any musical instruments? What's your favourite instrument?*

14

musical instruments



ready



trumpet



drums



keyboard



tambourine

This is Trumpet's trumpet.



1 Match.

- They're my drums.
- This is my guitar.
- This is my tambourine.
- This is my keyboard.
- This is my trumpet.



46 forty-six

1 Match.

- Do the example with the class: ask *Who's got drums?* Then hold up your book, point to the example sentence and follow the line with your finger to the picture of Chatter.
- Ask the children to match. Monitor and help where necessary.
- Check the answers.

Answers

2 d 3 e 4 a 5 b

Learn with Tag

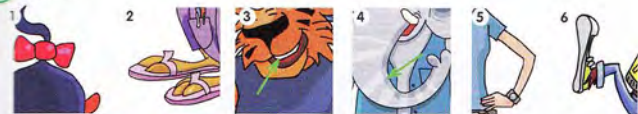
- Ask the children to read the grammar box out loud.
- Go round the class picking things off children's desks and asking *Whose is this [object]?* Elicit answers from the children. Make sure they use the possessive 's.



Learn with Tag

Whose is this photo? It's Chatter's photo.
This is Tag's head.
These are Trumpet's ears.

2 Write.



1 This is **Patty's head**

2 These are _____

3 These are _____

4 This is _____

5 This is _____

6 This is _____

3 Play the game.



4 Write with Karla.



My friends have got lots of toys. Chatter's bike is blue.
Patty's kite is green and white. Tag's rollerblades are
black and Trumpet's water pistol is red.

My friends have got lots of toys.

forty-seven

47

3 Play the game.

- Ask the children to look at the picture and say what the children are doing.
- Ask the children to put various objects on their desk. Go round, asking the children to close their eyes, and take objects from a desk. Each time, ask the same children *Whose is this?*

4 Write with Karla.

- Ask the children to look at the picture and read Karla's sentences out loud.
- Ask the children to call out the words for toys they know. Write them on the board as they call them out.
- Ask the children to write sentences about their friends and their toys, like Karla. Monitor and help where necessary.
- Early finishers can draw a picture for their sentences.
- Invite children to read their sentences aloud.

Homework

- Ask the children to complete pp. 44–45 in their Activity Book.

2 Write.

- Do the example with the class: ask the children to look at the first picture and say who it is. Then, ask them to read the example sentence.
- Ask the children to complete the sentences. Remind them to refer to the *Learn with Tag* box for help. Monitor and offer help where necessary.
- Check the answers.

Answers

2 Karla's feet

5 Sally's arm

3 Tag's teeth

6 Chatter's leg/foot

4 Trumpet's trunk

15

We've got some oranges.

Objective: talk about amounts using *some* and *any*

Vocabulary: orange, thirsty, peach, watermelon, glass, straw, juice, fruit

Grammar: some, any, Are there ...?, There are/aren't

Review: Have we got ...?, We've got ...

Materials: pictures of apples, oranges, bananas and cherries (optional for Warm-up), Lesson 15 flashcards, Class CD, drawing paper (optional)

Warm-up

- Review fruits by asking children to say the names of fruits they know (use the pictures if you've brought any). Write the words on the board. Then point to them and each time, ask the children to mime preparing and eating that fruit.

Review

- Check the homework from the previous lesson.

Vocabulary 2 Track 05

- Say *Open your book at page 48.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the *s* sound /s/ in *thirsty*, *glass* and *straw*.

We've got some oranges. 2 Track 05

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) *Is Vicky happy in picture 1? Where are the animals? What are they doing?*
- Follow the steps for presenting stories.
- Ask questions to check understanding and engage the children. Ask (avoiding L1 if possible) *What fruit do the animals use to make the drink? Is Vicky happy at the end of the story? Why?*

Optional activity

Ask the children to draw and colour a drink like the one the animals have made for Vicky – using their favourite fruits. Encourage them to make their drinks as colourful and exciting as possible. Invite children to the front to hold up their pictures and talk about their drink.

15



We've got some oranges.



1 Circle.

- | | |
|---------------------------------|----------|
| 1 Vicky is thirsty. | yes / no |
| 2 They've got some oranges. | yes / no |
| 3 They haven't got any peaches. | yes / no |
| 4 They've got some watermelons. | yes / no |
| 5 Vicky likes the juice. | yes / no |

48 forty-eight

1 Circle.

- Say *Vicky is cold. Yes or no?* Elicit *No*.
- Do the example with the class: ask the children to look at picture 1 and read what Karla says. Ask the children to read the example sentence and answer.
- Ask the children to circle *yes* or *no*. Monitor and help where necessary.
- Check the answers.

Answers

- | | |
|-------|-------|
| 2 yes | 4 yes |
| 3 no | 5 yes |

Learn with Tag

- Ask the children to look at the picture then ask *Are there any oranges in the picture? Are there any watermelons in the picture?*



Learn with Tag

Are there **any** bananas?
 Yes, there are **some** bananas.
 Have you got **any** peaches?
 Yes, we've got **some** peaches.
 Have you got **any** apples?
 No, we haven't got **any** apples.
 There aren't **any** apples.

2 Write some or any.

- | | |
|-----------------------------------|-------------------------------|
| 1 Have we got any oranges? | 4 Yes, there are watermelons. |
| 2 Yes, we've got oranges. | 5 There aren't strawberries. |
| 3 Are there watermelons? | 6 We've got straws. |

3 Match.

- | | |
|------------------|----------------|
| 1 There aren't | a any straws? |
| 2 Are there any | b glasses. |
| 3 Have we got | c any peaches. |
| 4 We've got some | d bananas? |

4 Sing along with the FlyHigh band!

The fruit song

We've got some peaches
 Strawberries too.
 We've got some cherries
 Here in the zoo.
 Have we got any juice?
 Yes, we're making some just for you.

We've got some apples
 And oranges too.
 We've got bananas
 Here in the zoo.
 Have we got any juice?
 Yes, we're making some just for you.



- Choose eight children and ask them to read a sentence each from the grammar box.
- Write on the board: ✓, ✗ and ? and also *some* and *any*. Below that, write *There are oranges. There aren't watermelons. Are there bananas?*
- Point to the symbols on the board and see if the children can match them with the sentences. Help, if necessary, by matching the ✓ with the first (positive) sentence.
- Choose children to write *some* or *any* in each sentence.

2 Write some or any.

- Do the example with the class: ask the children to read the example sentence and see if they can tell you why the missing word is *any* (because the sentence is a question).
- Ask the children to write *some* or *any*. They can do the exercise in pairs if you think it will help. Remind them to refer to the *Learn with Tag* box for help. Monitor and help where necessary.
- Check the answers by asking children to read the sentences.

Answers

- | | |
|--------|--------|
| 2 some | 5 any |
| 3 any | 6 some |
| 4 some | |

3 Match.

- Remind the children that questions start with verbs. Give them some examples (e.g. *Have you got a bag? Is it a watermelon? Are they reading?*).
- Do the example with the class: ask the children to read the first half of the example, then follow the line with their finger to the answer and read it out.
- Ask the children to match. Remind them to refer to the *Learn with Tag* box for help. Monitor and help where necessary.
- Check the answers.

Answers

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

4 Sing along with The Fly High band!



2 Track 06

- Play the CD.



Make sure the *Sing along* exercises are fun for the children. Encourage them to be dramatic when they sing and always try to leave enough time for these exercises at the end of lessons.

Homework

- Ask the children to complete pp. 46–47 in their Activity Book.

16

There isn't much spaghetti.

Objective: ask and answer about amounts

Vocabulary: fridge, water, flour, sugar, butter

Review: cheese

Grammar: much, many, lots of, How much ...?, How many ...?

Review: some, any

Materials: Class CD, Lesson 16 flashcards

Warm-up 2 Track 06

- Ask the children to sing and act out the song from Lesson 15.

Review

- Check the homework from the previous lesson.

Vocabulary 2 Track 07

- Say *Open your book at page 50.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the *dg /dʒ/* sound in *fridge*.

There isn't much spaghetti. 2 Track 07

- Pre-reading: ask the children (in L1 where necessary) *Is Chatter hungry? What food is there in the cupboard? Is there any milk in the fridge?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Where do the animals go? Are the people in the supermarket happy? Why not?*

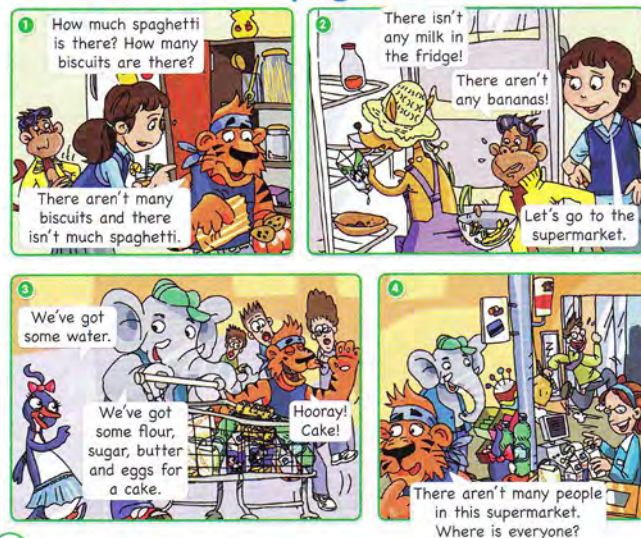
1 Choose and write.

- Do the example as a class: ask for two volunteers to read the dialogue from picture 1. Ask *How much spaghetti is there?* Elicit *There isn't much spaghetti.*
- Ask the children to look at the answer options, then to read the example sentence.
- Ask the children to choose words and complete the sentences. Monitor and help where necessary.
- Check the answers.

16



There isn't much spaghetti.



1 Choose and write.

milk spaghetti flour people

- There isn't much spaghetti in the cupboard.
- There isn't any _____ in the fridge.
- They've got some _____ for a cake.
- There aren't many _____ in the supermarket.

50 fifty

Answers

2 milk 3 flour 4 people

Learn with Tag

- Ask the children to look at the picture and tell you what they can see.
- Put the children in pairs. They take turns reading the questions from the grammar box. Their friend answers.
- Ask the children what's the same about the words that come after *many* (they are all plurals). Explain (in L1 where necessary) that we use *much* for the words that don't have an *s* at the end and *lots of* before any words, with or without an *s*.
- For more practice, put the children in new pairs and ask them to take turns asking and answering with their friend about things in the classroom. They must use *How much/many, some, any* and *lots of*. Monitor and help where necessary.



Learn with Tag

How **many** bananas **are** there?
There **are** six bananas.

How **much** water **is** there?
There **isn't much** water.

How **much** spaghetti **is** there?
There **is lots of** spaghetti.

How **many** biscuits **are** there?
There **aren't many** biscuits.

2 Write **much** or **many**.

- 1 How **much** water is there? There isn't water.
- 2 How apples are there? There aren't apples.
- 3 How eggs are there? There aren't eggs.
- 4 How sugar is there? There isn't sugar.

3 Listen and circle.

- 1 There's some cheese / **lots of cheese**.
- 2 There are lots of oranges / two oranges.
- 3 There isn't any butter / much butter.
- 4 There aren't many cherries / any cherries.

4 Play the game.

In my fridge I've got some carrots.

In my fridge I've got some carrots and some cheese.

In my fridge I've got some carrots, some cheese and some butter.



fifty-one 51



At this level, don't try to explain that we use *much* with uncountable nouns. It's enough for the children to know that we use *many* with plural words (usually ending in *s*) and *much* with words without an *s* at the end.

2 Write **much** or **many**.

- Do the example with the class: write on the board the gapped example sentence. Ask the children to tell you what to write in each gap.
- Ask the children to write *much* or *many*. Monitor and help where necessary.
- Check the answers.

Answers

- | | |
|--------------|--------------|
| 1 much | 3 many, many |
| 2 many, many | 4 much, much |

3 Listen and circle. 2 Track 08

- Play the CD and pause after the sentence about cheese. Ask the children to read the example answer.
- Play the CD again. Ask the children to listen and circle. Monitor and help where necessary.
- Invite children to read a sentence each.

CD 2 Track 08

Adult: How much food is there in the fridge?

Boy: There is lots of cheese.
There are two oranges.
There isn't any butter.
There aren't any cherries.

Answers

- 2 two oranges 3 any butter 4 any cherries

4 Play the game.

- Ask the children to look at the picture and say what the children are doing.
- Think of a short sentence, then go round choosing children to repeat the sentence and add to it. If a child forgets the list, his/her friends are allowed to prompt!
- Play until everyone has had a turn.

Homework

- Ask the children to complete pp. 48–49 in their Activity Book.

Sally's Story

The babies are hungry!

Objective: read a story

Vocabulary: baby/babies, mouse/mice, tomato/tomatoes, sheep/sheep, potato/potatoes, wolf/wolves, sandwich/sandwiches

Review: vocabulary from Lessons 13–16

Grammar: irregular plurals

Review: grammar from lessons 13–16

Materials: Class CD, Lesson flashcards

Warm-up

- Put the children in pairs. They play "Hangman" with animal words. If you think it's necessary, review some animals before they play. Go round asking children to tell you the name of one animal.

Review

- Check the homework from the previous lesson.


Vocabulary 2 Track 09

- Say *Open your book at page 52.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the *sh /ʃ/* and *ch /tʃ/* sounds in *sheep* and *sandwich*.



Sally's Story: The babies are hungry!

2 Track 09

- Pre-reading: ask the children to look at the story. Point to each picture and ask (in L1 where necessary) *What can you see in the picture? What are they doing?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *What foods do the man and woman give the babies? Are the babies foxes? What are your favourite animals?*



Sally's Story
The babies are hungry!

mouse tomato

1 Look! Four babies! Are they mice?

I'm not sure.

2 I think they're hungry. Let's give them some milk.

They're drinking it! They're so sweet!

3 The babies are very big now! Are they foxes?

I'm not sure. They're hungry.

4 Let's give them some tomatoes.

They're eating them! They're so sweet!

1 Read and answer.

- How many babies are there? There are four babies.
- Are they hungry?
- What do the babies drink?
- Are they sheep?
- What do the babies eat?
- What are the babies?

52

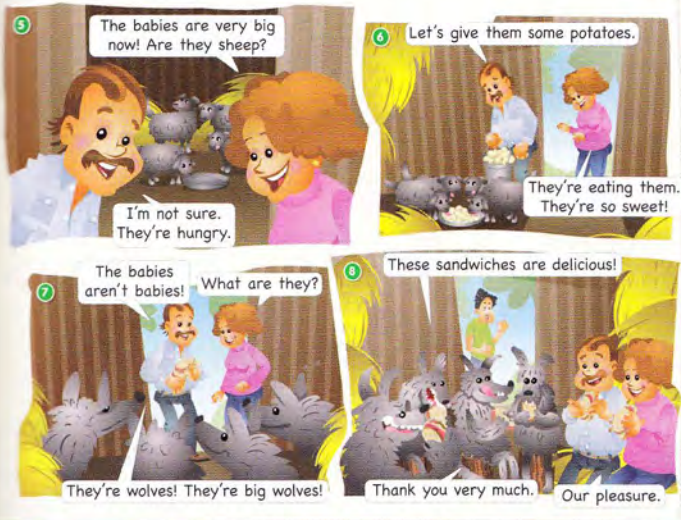
fifty-two



When time allows, invite children to the front to act out Sally's stories. Make sure that every child has a turn over the course of the school year to act out a character of the story.

1 Read and answer.

- Do the example with the class: read out the question and ask the children to find the answer in the story. Ask a child to read out the part of the story that contains the answer (*Look! Four babies!*).
- Ask the children to read the questions and answer them. Monitor and help where necessary. Make sure the children check the story to find the answers. Ask them to underline the parts of the story that refer to the answer.
- Check the answers.



2 Write with Karla.

In our fridge at home we've got lots of milk and water. We've got some peaches. We haven't got many eggs. We haven't got much butter. tomatoes.

In our fridge at home we've got

fifty-three

53

2 Write with Karla.

- Ask the children to look at the picture and read Karla's sentences aloud.
- Ask the children to write sentences about what's in their fridge. Encourage them to use as many food/drink words as possible.
- Early finishers can draw and colour a picture to go with their sentences.
- Check the answers by choosing children to come to the front to read out their sentences.

Homework

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

Quiz 4

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

Answers

- 2 Yes, they are.
- 3 They drink milk.
- 4 No, they aren't.
- 5 They eat tomatoes, potatoes and sandwiches.
- 6 They are wolves.

Optional activity

Write various nouns on the board (*woman, child, boy, person, box, tomato, foot, book, tooth, sheep, potato, etc.*). Ask children to come up and write the plurals next to one of the nouns (*women, children, boys, people, boxes, tomatoes, feet, books, teeth, sheep, potatoes, etc.*).

The FlyHigh Review

4

Objectives: review Lessons 13–16 and prepare for Progress Review 4

Vocabulary Review: vocabulary from Lessons 13–16

Grammar Review: grammar from Lessons 13–16

Materials: Class CD, drawing paper, scissors and glue for the project

Warm-up

- Play word "Bingo" with words from Lessons 13–16.

Review

- Check the homework from the previous lesson.
- Before doing an exercise with the class, briefly review the relevant vocabulary and grammar. Use flashcards, questions and answers, etc.

1 Choose and write. 2 Track 03

- Sing the *Fly High* song from Lesson 13 to review the possessive adjectives. Ask the children to point to a person or people to demonstrate *my*, *your*, etc. as they sing.
- Do the example with the class and ask the children to choose and write. Monitor and help where necessary.

Answers

- | | |
|-------|--------|
| 2 his | 5 its |
| 3 our | 6 my |
| 4 her | 7 your |

2 Read and answer.

- Ask the children to look at the pictures. Do the example with the class.
- Ask the children to answer the other questions. Monitor and help where necessary.

Answers

- It's Georgia's skateboard.
- They're David's sunglasses.
- It's David's ball.
- It's Georgia's guitar.

The FlyHigh Review

4

1 Choose and write.

- my your his her its our their
- They've got a tree house in their garden.
 - He's wearing new shoes.
 - We're taking a photo of the teacher.
 - Has she got a book in her bag?
 - The dog is playing with a ball.
 - I'm having a breakfast.
 - Are you drinking any milk?

2 Read and answer.



- Whose bike is it?
It's David's bike.
- Whose skateboard is it?
- Whose sunglasses are they?
- Whose ball is it?
- Whose guitar is it?

3 Listen and circle.

We've got some ...
juice
oranges
butter
cheese
strawberries

We haven't got any ...
juice
oranges
butter
cheese
strawberries

4 Match.



- It's half past seven.
- It's half past eleven.
- It's half past ten.
- It's half past three.

3 Listen and circle. 2 Track 10

- Play the CD and do the example with the class.
- Play the CD again. Say *Listen and circle*. Stop after each sentence for the children to match the correct pictures.

CD 2 Track 10






- Boy: Have we got any juice?
Girl: No, we haven't. We haven't got any juice.
Boy: Have we got any oranges?
Girl: Yes, we have. We've got some oranges.
Boy: Have we got any butter?
Girl: No, we haven't. We haven't got any butter.
Boy: Have we got any cheese?
Girl: Yes, we have. We've got some cheese.
Boy: Have we got any strawberries?
Girl: No, we haven't. We haven't got any strawberries.

Answers

We've got some ...
oranges
cheese

We haven't got any ...
butter
strawberries




5 Circle and write.

- 1 How much / How many  are there?
- 2 How much / How many  is there?
- 3 How much / How many  is there?
- 4 How much / How many  are there?
- 5 How much / How many  is there?

6 Write.

- | | | |
|----------------|---------------------|------------------|
| 1 one tomato | <u>two tomatoes</u> | 5 one mouse |
| 2 one baby | | 6 one sheep |
| 3 one sandwich | | 7 one potato |
| 4 one wolf | | 8 one strawberry |

My Project Make a food poster.

| | |
|---|---|
| <p>My breakfast</p>  | <p>This is my breakfast. There's a bowl of bananas, peaches and strawberries, and some bread and honey. There isn't much orange juice in the glass.</p> |
| <p>My lunch</p>  | <p>This is my lunch. There's a big sandwich with cheese and tomatoes. There's a glass of water too.</p> |
| <p>My dinner</p>  | <p>This is my dinner. There's a big fish and there are lots of carrots. There aren't many potatoes. There's lots of milk in the glass.</p> |

Now go to
My Picture Dictionary

fifty-five 55

4 Match.

- Draw on the board two clocks – one showing half past two and one showing half past nine. Write on the board *half past two* and ask which clock matches the time.
- Do the example with the class and ask the children to match the other items. Monitor and help where necessary.

Answers

a 3 c 2 d 4

5 Circle and write.

- Do the example with the class and ask the children to circle and write. Monitor and help where necessary.

Answers

- | | |
|-------------------|--------------------|
| 1 eggs | 4 How many peaches |
| 2 How much water | 5 How much milk |
| 3 How much butter | |

6 Write.

- Go round the class giving children different nouns that have irregular plurals and asking them to say the plurals.
- Do the example with the class and ask the children to write the other plurals. Monitor and help where necessary.

Answers

- | | |
|------------------|--------------------|
| 2 two babies | 6 two sheep |
| 3 two sandwiches | 7 two potatoes |
| 4 two wolves | 8 two strawberries |
| 5 two mice | |

My Project: Make a food poster.

- Ask the children to look at the pictures. Choose children to tell you what they can see in each of the pictures.
- Say *breakfast*. Ask the children to read the example text out loud for breakfast. Repeat with *lunch* and *dinner*.
- Distribute the paper and ask the children to draw the pictures for their food posters and colour them in.
- Ask the children to write the texts for their poster.
- Invite some children to the front to present their work to the class and to read what they've written.

Review of Cycle 4

You can now review the language the children have learned in Cycle 4, in the following ways.

My Picture Dictionary 2 Track 11

- Use the Picture Dictionary for Cycle 4 to help the children review the words they have learned. See introduction p. vii for guidance on using the Picture Dictionary.

Read with Trumpet: Food in Britain

- Do the *Read with Trumpet* lesson on p. 99 of the Pupil's Book in the next class. Follow the accompanying teaching notes on p. 99 of this Teacher's Guide.

Activity Book

- Tell the children to complete the review exercises on pp. 52–53 in their Activity Book for homework.
- Do the last section, **My English**, together in class in the next lesson. Use the sentences as prompts for oral practice. Then tell the children to colour the face they think best represents their efforts. See introduction p. ii for guidance.

Progress Review 4

- Use photocopiable **Progress Review 4** as a test in class. See the **Active Teach** Resources section.

17

Trumpet is stronger.

Objective: compare two or more people, animals or things

Vocabulary: team, heavy, throw, dirty, draw

Grammar: comparatives

Materials: Class CD, Lesson 17 flashcards

Warm-up

- Play a spelling game. Call out words the children know (or use flashcards) and choose children to spell the words.

Review

- Check the homework from the previous lesson.

Vocabulary 2 Track 13

- Say *Open your book at page 56.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the *ow /əʊ/* in *throw* and the *aw /ɔ:/* in *draw*.

Trumpet is stronger. 2 Track 13

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) *What's happening? What are the animals doing? Who can jump high?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Who is strong? Who is dirty? Who wins? Are you good at jumping and running?*

1 Circle.

- Do the example with the class: ask the children to read the text for picture 1, then read out the example sentence.
- Ask the children to circle. Remind the children to look at the story to check their answers. Monitor and help where necessary.
- Check the answers.

17



team

heavy

throw

dirty

draw

Trumpet is stronger.



1 Circle.

- There's a red team and a yellow team / blue team.
- The dog can jump high / climb fast.
- The hippo is very small / strong.
- Chatter is dirty / hungry.
- There is a winner / draw.

56 fifty-six

Answers

- | | |
|-------------|---------|
| 2 jump high | 4 dirty |
| 3 strong | 5 draw |

Learn with Tag

- Draw on the board two big balls – one bigger than the other. Point to the smaller ball and say *big*; point to the bigger ball and say *bigger*.
- Ask the children to look at the example picture and read Tag's speech bubble.
- Write on the board the grammar box from the book. Draw the children's attention to the regular ending (*er*), and to the other endings, as well as the irregular forms.
- Ask the children to find examples of the new language in the story.
- Put the children in pairs and ask them to take turns talking about things that are bigger or smaller than other things in the classroom, in their bag, on their desk, etc. Monitor and help where necessary.

Trumpet is **stronger** than me.



Learn with Tag

fast – **faster**
dirty – **dirtier**
big – **bigger**
good – **better**
bad – **worse**

2 Write.

- 1 Elephants are **stronger** (strong) than zebras.
- 2 Hippos are (heavy) than frogs.
- 3 Snakes are (long) than mice.
- 4 Whales are (big) than dolphins.
- 5 Swans are (pretty) than vultures.

3 Listen and stick. Then write.



Susan



Lucy



Angela



Maria

- 1 Is Lucy taller than Susan? **Yes, she is.**
- 2 Is Susan shorter than Angela?
- 3 Is Angela dirtier than Maria?

4 Sing along with the FlyHigh band!

We're the winners.

We are the blue team, yes, we are.
We are the blue team, yes, we are.
We are better, better than the red.
We are taller, we are faster, yes, we are.
We are bigger, we are stronger, yes, we are.
We are better, better, better than the red.
We're better, better, better than the red team.
We're the winners.
We are the red team ...



fifty-seven 57

2 Write.

- Do the example with the class: ask *Are zebras strong? Are elephants strong? Are zebras stronger than elephants? Are elephants stronger than zebras?* Elicit answers each time. Ask the children to read the example sentence out loud.
- Ask the children to complete the other sentences. Remind them to refer to the *Learn with Tag* box for help. Monitor and help where necessary.
- Check the answers.

Answers

- | | |
|-----------|------------|
| 2 heavier | 4 bigger |
| 3 longer | 5 prettier |

Optional activity

Put the children in small groups. They take turns choosing one of the adjectives from Exercise 2 and thinking of a new sentence using the comparative form. Demonstrate with an example or two if necessary.

3 Listen and stick. Then write. 2 Track 14

- Ask the children to find the stickers for Lesson 17.
- Play the CD. Say *Listen and stick*. Stop after each sentence. Allow the children enough time to stick their stickers.
- Do the example with the class: ask the children to look at Susan and Lucy. Ask question 1 and ask the children to read the example answer out loud.
- Ask the children to answer the other questions. Monitor and help where necessary.
- Check the answers.

CD 2 Track 14

Lucy is taller than Susan.
Angela is shorter than Susan.
Maria is dirtier than Susan.

Answers

- 2 No, she isn't.
- 3 No, she isn't.

4 Sing along with The Fly High band!



2 Track 15

- Play the CD.

Homework

- Ask the children to complete pp. 54–55 in their Activity Book.

18

The best zoo in the world.

Objective: compare one thing with a number of others

Vocabulary: world, rhino, young, giraffe, fat, thin

Review: heavy, dirty

Grammar: superlatives

Materials: Class CD, Lesson 18 flashcards

Warm-up

- Write on the board some adjectives the children know (e.g. tall, small, big, cold, hungry, etc.). Point to them at random and choose children to make comparative sentences with the adjective. Prompt and help if necessary.

Review

- Check the homework from the previous lesson.

Vocabulary 2 Track 16

- Say *Open your book at page 58.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the *g /ɪ/* in *young* and the *g /dʒ/* in *giraffe*.

Optional activity

Review animals: put the children in pairs and ask them to take turns miming an animal they know. Their friend guesses.

The best zoo in the world. 2 Track 16

- Pre-reading: ask the children to tell you which animals they saw in Lesson 17. Ask the children to look at the story. Ask (in L1 where necessary) *What animals can you see? Where are they from?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Which animal is small? Which animal is long? What's the best zoo in the world? What's your favourite animal from the story?*

18



world



rhino



young



giraffe



fat



thin

The best zoo in the world. 🎵

It's the end of the zoo Olympics. There's a party and everyone is happy.

1 Girls and boys all over the world
Come and see our fun zoo games.
They make friends with Vicky and Rob
And with the animals too.
It's the best zoo in the world.
It's the best zoo for me and you.

2 The rhino is the funniest.
The mouse is the youngest.
The giraffe is the tallest.
The frog is the smallest.
Everyone is special in their own way.

3 The hippo is the fattest.
The fox is the thinnest.
The snake is the longest.
Trumpet is the strongest.
Everyone is special
in their own way.

4 Animals all over the world
Come and see our fun zoo games.
We make friends with girls and boys.
We make friends with their families too.
It's the best zoo in the world.
It's the best zoo for me and you.

1 Match.

- The giraffe
- The rhino
- The mouse
- The hippo
- The fox

- is young.
- is tall.
- is thin.
- is funny.
- is fat.

58 fifty-eight

1 Match.

- Ask *Which animal is strong? Is the giraffe tall or small?*
- Do the example with the class: ask the children to read the example answer and point to the picture of the giraffe in their book.
- Ask the children to match and make sentences. Monitor and help where necessary.
- Check the answers.

Answers

2 d 3 a 4 e 5 c

Learn with Tag

- Draw on the board two balls – one bigger (B) than the other (A). Point to the bigger ball and ask *Is this ball bigger than A? Yes or no?* Elicit Yes. Then draw another ball (C), bigger than the previous ones. Point to it and ask *Is this the biggest ball? Yes or no?* Elicit Yes. Point to the biggest ball again and say *This is the biggest ball.*



Tag is **the fastest** in the zoo.

Learn with Tag

young – younger – **the youngest**
 funny – funnier – **the funniest**
 fat – fatter – **the fattest**
 good – better – **the best**
 bad – worse – **the worst**

2 Write.

- 1 Rob is **the cleverest** (clever) boy.
- 2 Vicky is (pretty) girl.
- 3 Patty's sister is (young) bird.
- 4 Trumpet is (heavy) animal.
- 5 Tag is (good) dancer.
- 6 Chatter is (bad) singer.

3 Choose and write.



- fast thin **big** dirty slow
the biggest
- 1 Eddie is
 - 2 Adam is
 - 3 Carl is
 - 4 Rob is
 - 5 David is

4 Write with Karla.



Trumpet is the tallest.
 Patty is the shortest.
 Pandora is the youngest.
 I'm the oldest.
 Sally has got the longest hair.

the tallest in our class.

fifty-nine 59

- Ask the children to look at the picture and read the sentence.
- Ask children to read the different forms of one adjective out loud. Draw their attention to the endings (*est*, *iest*, *test*), as well as the irregular forms.
- Ask the children to find examples of the new language in the story.
- Say an adjective and its comparative and invite children to shout its superlative (without looking at their book if possible). Repeat several times and faster to make it fun.

2 Write.

- Do the example with the class: write on the board: *clever* – *cleverer* – Ask the children to call out the missing words (the *cleverest*). Ask the children to read the example sentence.
- Ask the children to complete the other sentences. Remind them to refer to the *Learn with Tag* box for help. Monitor and help where necessary.
- Invite children to read a sentence each out loud.

Answers

- | | |
|-----------------|-------------|
| 2 the prettiest | 5 the best |
| 3 the youngest | 6 the worst |
| 4 the heaviest | |

3 Choose and write.

- Do the example with the class: ask the children to find Eddie in the picture and read out the example sentence.
- Ask the children to choose words and complete the sentences. Monitor and help where necessary.
- Check the answers.

Answers

- | | |
|---------------|----------------|
| 2 the slowest | 4 the dirtiest |
| 3 the fastest | 5 the thinnest |

4 Write with Karla.

- Ask the children to look at the picture and read what Karla has written.
- Ask the children to write sentences about themselves and their friends, using adjectives they already know. If it helps, ask the children to call out adjectives and write a list on the board. Monitor and help where necessary.
- Check the answers by asking children to read out what they have written.



If you think they can do it, ask the children to write some comparative sentences as well, in Exercise 4. It may help to clarify the difference between the two structures.

Homework

- Ask the children to complete pp. 56–57 in their Activity Book.

19

We were in the playground.

Objective: talk about the past

Vocabulary: cry, nurse, accident, middle, finger

Grammar: I/He/She/It was ..., You/We/They were ...

Materials: Class CD, Lesson 19 flashcards

Warm-up

- Review the present simple of the verb *to be*. Write on the board: *am, is, are*. Point to the verb forms at random and choose children to make sentences using that word.

Review

- Check the homework from the previous lesson.

Vocabulary 2 Track 17

- Say *Open your book at page 60.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the *cc /ks/* in *accident* and the *dl /dl/* in *middle*.

We were in the playground. 2 Track 17

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) *Where are Karla and Vicky? Who is crying? Why?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Has Vicky got a problem with her head? Has Vicky got a problem with her hand? Where is Vicky going now? Who is going with Vicky?*

1 Circle.

- Do the example with the class: ask the children to look at picture 1 and read the text. Choose a child to read out the example answer.
- Ask the children to read and circle *yes* or *no*. Remind them to look at the story to check their answers. Monitor and help where necessary.
- Check the answers.

19



We were in the playground.



1 Circle.

- | | |
|--|----------|
| 1 Vicky is crying. | yes / no |
| 2 Karla is looking for Vicky. | yes / no |
| 3 The nurse looks at Vicky's hand. | yes / no |
| 4 Vicky's fingers are OK. | yes / no |
| 5 Karla and Vicky are going to the playground. | yes / no |

60 sixty

Answers

- | | |
|-------|-------|
| 2 no | 4 yes |
| 3 yes | 5 no |



As the children are now well over halfway through the book, see if they are now able to rewrite the incorrect sentences in exercises like this one correctly. For example, for sentence 2, they can write: *Karla isn't looking for Vicky. She's looking for the nurse.*

Learn with Tag

- Ask the children to look at the picture for *Sunday*. Say *It's Sunday. Where is Tag?* Then ask the children to read Tag's speech bubble for *Monday*.
- Say *It's (day). I'm at school. On Sunday I was at home. My friends were at the cinema.*



Learn with Tag

I/He/She/It **was** at the zoo.
You/We/They **were** at the shop.

2 Write **was** or **were**.

Sunday (1) **was** hot and sunny. It (2) _____ a busy day for my family.
My brother (3) _____ at the zoo with my mum. There (4) _____
lots of visitors at the zoo. My dad (5) _____ at the circus. He's a clown! I
(6) _____ at a party. My friends (7) _____ there too.

3 Choose and write.



tired hot hungry happy thirsty

- 1 It was **hot**
- 2 The baby was _____
- 3 The girl was _____
- 4 The ducks were _____
- 5 The boy was _____

4 Sing along with the **FlyHigh** band!

There was an accident.

I was a hot afternoon.

I was at the zoo.

I was at the zoo.

I was with all of my friends.

Tag and Chatter were there too.

Tag and Chatter were there too.

Chatter was on his rollerblades.

Tag was on his bike.

Tag was on his bike.

There was an accident
In the playground
But we are all right.
But we are all right.



- Write on the board the sentences from the grammar box. Point to the highlighted words one at a time and ask the children to call them out.
- Ask children to make similar sentences about themselves and their friends, using **was** and **were**.
- Ask the children to find examples of the language in the story.

2 Write **was** or **were**.

- If you think the children need more practice, write more gapped sentences on the board with **was/were** missing and ask children to complete them.
- Do the example with the class: say the gapped sentence, then ask the children to read out the completed sentence.
- Ask the children to complete the other sentences. Remind them to refer to the *Learn with Tag* box for help. Monitor and help where necessary.
- Check the answers.

Answers

- | | |
|--------|--------|
| 2 was | 5 was |
| 3 was | 6 was |
| 4 were | 7 were |

3 Choose and write.

- Ask the children to look at the picture and tell you something they can see.
- Do the example with the class: write on the board *It was* and ask the children to call out the missing word.
- Ask the children to choose words and complete the sentences. Monitor and help where necessary.
- Check the answers.

Answers

- | | |
|---------|-----------|
| 2 tired | 4 hungry |
| 3 happy | 5 thirsty |

Optional activity

Do a quick class survey: ask all the children to say where they were on Saturday. Put the answers on the board and see what the most popular places were.

4 Sing along with The Fly High band!



2 Track 18

- Play the CD.

Homework

- Ask the children to complete pp. 58–59 in their Activity Book.

20

There weren't any chocolates.

Objective: ask and talk about the past

Vocabulary: bandage, grapes, ambulance, yesterday

Review: nurse

Grammar: I/He/She/It wasn't... , You/We/They weren't... , Was I/he/she/it...? , Were you/we/they...? , Yes, I/he/she/it was./No, I/he/she/it wasn't., Yes, you/we/they were./No, you/we/they weren't.

Review: He/She was ... , They/We were ...

Materials: Class CD, Lesson 20 flashcards

Warm-up 2 Track 18

- Review *was/were*: ask the children to sing and act out the song from Lesson 19. Divide the class into four groups and allocate a verse of the song to each one. Ask each group to sing their verse and act it out.

Review

- Check the homework from the previous lesson.

Vocabulary 2 Track 19

- Say *Open your book at page 62.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the *dge /dʒ/* sound in *bandage*.

There weren't any chocolates.

2 Track 19

- Pre-reading: ask the children to tell you what happened in the story in Lesson 19. Ask (in L1 where necessary) *Where was Vicky? Who was with her?* Ask the children to look at the story on p. 62. Ask (avoiding L1 if possible) *Where is Vicky? Who is visiting her? Why?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Who are the grapes for? Who is eating the grapes?*

20



There weren't any chocolates.



1 Choose and write.

ambulance sorry yesterday grapes

- Tag and Chatter are sorry.
- Vicky was in an accident yesterday.
- Tag and Chatter have got some grapes for Vicky.
- There wasn't an ambulance.

62 sixty-two

1 Choose and write.

- Do the example with the class: ask for five volunteers. Allocate roles (Tag, Chatter, Vicky, Trumpet and narrator). Ask the volunteers to read the text and dialogue for picture 1. Ask the children to read the example sentence.
- Ask the children to choose words and complete the sentences. Remind them to refer back to the story to check their answers. Monitor and help where necessary.
- Check the answers.

Answers

- yesterday
- grapes
- ambulance

Was your bike OK?

Yes, it was.

Learn with Tag

I/He/She/It **wasn't** tired.
You/We/They **weren't** sad.

Was I/he/she/it at home?

Were you/we/they at school?

Yes, I/he/she/it **was**.
No, I/he/she/it **wasn't**.
Yes, you/we/they **were**.
No, you/we/they **weren't**.

2 Write was/wasn't or were/weren't.



- 1 His mum **was** a nurse.
She **wasn't** a teacher.



- 2 He _____ in bed yesterday.
He _____ at school.



- 3 They _____ in an ambulance.
They _____ in a car.



- 4 We _____ at home last night.
We _____ at the party.

3 Play the game.



sixty-three 63

2 Write was/wasn't or were/weren't.

- Do the example with the class: ask the children to look at the picture and say what the person is (a nurse). Ask the children to read the two example sentences.
- Ask the children to complete the other sentences. They can do it in pairs if you think it's a good idea. Monitor and help where necessary.
- Check the answers.

Answers

- 2 was, wasn't
3 weren't, were
4 were, weren't

3 Play the game.

- Ask the children to look at the picture and say what the children are doing.
- Ask two children to come to the front to read and act out the example dialogue.
- Write on the board the adjectives in the exercise and any others you can think of that the children know.
- Put the children in pairs. Ask them to play the game. Monitor and help where necessary.
- Invite children to stand up and act out an adjective. The class asks questions and guesses the adjective.

Learn with Tag

- Say *Yesterday, I was happy. I wasn't sad.* Write on the board: *was/wasn't*. Point to *was* or *wasn't* and ask children to make sentences with that word.
- Ask the children to read the example dialogue out loud.
- Write on the board: *Was she at home? Yes, she _____.* Ask the children to call out the missing word. Repeat with a *Were* question and answer.

Optional activity

Put the children in pairs and ask them to take turns asking and answering questions like the ones in the grammar box.

Homework

- Ask the children to complete pp. 60–61 in their Activity Book.

Sally's Story Amazing World

Objective: learn numbers 30–100

Vocabulary: *thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred*

Review: *vocabulary from Lessons 17–20*

Grammar Review: *grammar from Lessons 17–20*

Materials: Class CD

Warm-up

- Play "Word Bingo": ask the children to write down four words from Lessons 17–20. Call out letters at random. The children cross letters out of their words as you say them. The first child to cross out all the letters in his/her words is the winner.

Review

- Check the homework from the previous lesson.

Vocabulary 2 Track 20

- Say *Open your book at page 64.*
- Ask the children to look at the numbers and read them out with you. Use extra repetition to practise the stress and pronunciation of all the words.
- Ask the children to call out the numbers between 10 and 20. Write the numbers on the board as they say them. Practise the difference in pronunciation between, e.g. *thirteen* and *thirty*, *fourteen* and *forty*, etc.

Optional activity

Write on the board the first two letters of every word from the vocabulary. Point to the letters at random. Ask children to call out the number and write it with their finger in the air. Make sure that all the children have a turn.



Sally's Story

Amazing world

30 40 50
thirty forty fifty



1

This man was a giant. His name was Robert Wadlow. He was American. When he was eight, he was 1 metre and 83 centimetres tall. When he was 22, he was 2 metres and 72 centimetres tall. He was the tallest man in the world. His feet were 47 centimetres long. They were the biggest feet in the world.



2

This is the biggest flower in the world. It's orange and white. It's 91 centimetres across. You can see these flowers in forests. They aren't very pretty.



3

This is a hummingbird. It's 57 millimetres long. Hummingbirds are the smallest birds in the world. They can fly and sing. They make the smallest nests in the world. They've got the smallest eggs too.

1 Read and answer.

- How long were Robert Wadlow's feet? They were 47 centimetres long.
- How big is the flower? _____
- How long is the hummingbird? _____
- How old was the youngest Olympic winner? _____
- How fast can a cheetah run? _____
- How big is Lake Baikal? _____

64

sixty-four

Sally's Story: Amazing world

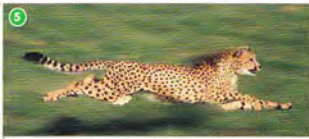
2 Track 20

- Pre-reading: ask the children to look at the pictures and see what they can tell you about them. Choose children to say one thing about any of the pictures.
- Hold up your book, point to the animals of the story and ask *What is it?* The children can answer in L1 if they don't know the English word.
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Where was Robert Wadlow from? What colour is the flower? What can hummingbirds do? What was Marjorie Gestring? How tall is a cheetah? What do we know about blue whales?*

60 70 80 90 100
sixty seventy eighty ninety one hundred



Marjorie Gestring was a diver. She was the youngest person ever to win a gold medal in the summer Olympics. She was thirteen years and nine months old. She was American.



The cheetah is the fastest animal in the world. It can run 100 kilometres an hour. It's got a small head and four strong legs. It's 80 centimetres tall. It eats meat and it lives in Africa.



Lake Baikal is in Russia. It's the oldest lake in the world. It's also one of the biggest lakes in the world. It's 630 kilometres long and 48 kilometres across. It's the deepest lake and it's one of the clearest lakes in the world too. The water is very clean and a beautiful blue. It's home to many different plants and animals.

2 Write with Karla.

My Book of Records

The tallest person I know is Sally.
The oldest person I know is Vicky's grandpa.
The biggest shop I know is the supermarket.
The longest word I know in English is hummingbirds.



My Book of Records

The tallest person I know is

sixty-five 65

Answers

- 2 It's 91 centimetres across.
- 3 It's 57 millimetres long.
- 4 She was thirteen years and nine months old.
- 5 It can run 100 kilometres an hour.
- 6 It is 630 kilometres long and 48 kilometres across.

2 Write with Karla.

- Ask the children to look at the picture and read Karla's description.
- Ask children *Have you got a tall friend? Have you got a favourite football team?*
- Ask the children to write sentences for their Book of Records, like Karla. Monitor and help where necessary.
- Check the answers. Invite some children to come to the front to tell the class about their Book of Records.
- Early finishers can draw pictures for their sentences.

Homework

- Ask the children to complete pp. 62–63 in their Activity Book.

Quiz 5

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



In lessons where there are no flashcards for the vocabulary, consider writing the words on the board and asking the children to copy them down, so they see the words in a different way other than in their Pupils' Book.

1 Read and answer.

- Do the example with the class: read out question 1 and ask the children to read out the answer.
- Ask the children to answer the other questions. Remind them to refer back to the story to check their answers. Monitor and help where necessary.
- Check the answers.

The FlyHigh Review

5

Objectives: review Lessons 17–20 and prepare for Progress Review 5

Vocabulary Review: vocabulary from Lessons 17–20

Grammar Review: grammar from Lessons 17–20

Materials: Class CD, card/paper for the project

Warm-up

- Put the children in pairs. They take turns telling their friend sentences from the Book of Records they wrote in the last lesson.

Review

- Check the homework from the previous lesson.
- Before doing an exercise with the class, briefly review the relevant vocabulary and grammar. Use flashcards, questions and answers, etc.

1 Colour.

- Ask the children to look at the splodges and colour the leaves according to which category each word belongs. Do an example with the class and ask the children to do the exercise. Monitor and help where necessary.

Answers

Animals (blue) – mouse, rhino, frog, giraffe, fox
 Numbers (green) – eighty, seventy-two, thirty-nine, one hundred, sixty-four
 First Aid (red) – ambulance, bandage, nurse
 Food (yellow) – grapes, chocolates, strawberries

2 Circle.

- Say *faster* and encourage the children to say the opposite comparative adjective (*slower*).
- Do the example with the class and ask the children to circle. Monitor and help where necessary.

Answers

2 younger 5 hotter
 3 shorter 6 fatter
 4 taller

The FlyHigh Review

5

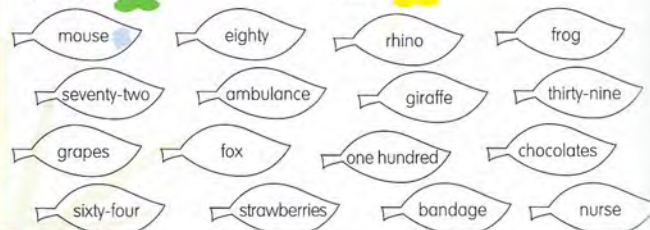
1 Colour.

Animals =

Numbers =

First Aid =

Food =



2 Circle.

- Cars are faster / slower than bikes.
- Girls are older / younger than women.
- A month is longer / shorter than a year.
- Giraffes are taller / shorter than rhinos.
- Summer is colder / hotter than winter.
- Hippos are fatter / thinner than wolves.

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



- There were four clowns.
- Lenny the smallest.
- Coco and Zeppo the shortest.
- Pampa the thinnest.
- Lenny the fattest.
- Zeppo the tallest.

66 sixty-six

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

- Do the example with the class: ask the children to look at the picture and complete the other sentences. Monitor and help where necessary.

Answers

2 was 5 wasn't
 3 weren't 6 was
 4 wasn't

4 Listen and match. 2 Track 21

- Play the CD. Do the example with the class.
- Play the CD again. Stop after each phrase to give the class time to match the words and the pictures.

4 Listen and match.

1 Anna

2 Betty

3 Caroline and Denise

4 Ellie



Now ask and answer.



Was she at the cinema?

Was she at the circus?

Was it Anna?

No, she wasn't.

Yes, she was.

Yes, it was.



5 What about you? Write.

- Were you at school on Sunday?
- Was your mum at home last night?
- Was your dad on holiday last month?
- Was it sunny yesterday?
- Were your friends at the park yesterday?

My Project

Make a weather chart.

| | | | | | |
|-----------|--|----------------|----------|--|----------------|
| Sunday | | It was sunny. | Thursday | | It was windy. |
| Monday | | It was rainy. | Friday | | It was sunny. |
| Tuesday | | It was sunny. | Saturday | | It was cloudy. |
| Wednesday | | It was cloudy. | | | |

Now go to

My Picture Dictionary

sixty-seven

67

5 What about you? Write.

- Ask different children questions about where they were last night, e.g. *Were you at the cinema last night?*
- Ask the children to read the questions and answer about themselves. Monitor and help where necessary.
- Ask the children to read out their answers.

My Project: Make a weather chart.

- Ask different children what the weather was like on different days on the chart.
- Distribute the card/paper and ask the children to prepare a chart like the one in the picture, using their own ideas for drawings, and to write about the weather for the last week.
- Invite different children to show their chart to the class.

Review of Cycle 5

You can now review the language the children have learned in Cycle 5, in the following ways.

My Picture Dictionary 2 Track 22

- Use the Picture Dictionary for Cycle 5 to help the children review the words they have learned. See introduction p. vii for guidance on using the Picture Dictionary.

Read with Trumpet: Amazing holidays

- Do the *Read with Trumpet* lesson on p. 100 of the Pupil's Book in the next class. Follow the accompanying teaching notes on p. 100 of this Teacher's Guide.

Activity Book

- Tell the children to complete the review exercises on pp. 64–65 in their Activity Book for homework.
- Do the last section, **My English**, together in class in the next lesson. Use the sentences as prompts for oral practice. Then tell the children to colour the face they think best represents their efforts. See introduction p. ii for guidance.

Progress Review 5

- Use photocopiable **Progress Review 5** as a test in class. See the **Active Teach** Resources section.

CD 2 Track 21

- Where was Anna yesterday?
She was at the cinema.
- Where was Betty yesterday?
She was at the playground.
- Where were Caroline and Denise yesterday?
They were at the swimming pool.
- Where was Ellie yesterday?
She was at the cinema.

Answers

2 d 3 b 4 a

Now ask and answer.

- Put the children in pairs. Ask them to look at the pictures and read the example dialogue.
- Ask the children to take turns; one child chooses a girl from Exercise 4 and the other asks questions to find who it is. Monitor and help where necessary.

FUN TIME 2

Objective: review vocabulary, pronunciation and grammar

Vocabulary Review: vocabulary from Cycles 3–5

Grammar Review: grammar from Cycles 3–5

Materials: Class CD

Review

- Check the homework from the previous lesson.

1 Say it with Sally.

a) Listen and point. Then repeat. 2 Track 24

- Play the CD. Demonstrate by holding up your book, repeating the letter sounds after Sally and pointing at the letters.
- Play the CD again. The children repeat the letter sounds and point to the letters.

CD 2 Track 24

(slowly) ph ph ph, ch ch ch, sh sh sh, th th th
(slowly) ph ch sh th, th ph sh ch
(a bit faster) th sh ch ph, sh ph th ch

b) Listen and write. Then repeat. 2 Track 24

- Play the CD. Pause after *th th three*. Hold up your book, trace *th* with your finger and repeat the letter sounds and the word.
- Play the CD. Ask the children to listen and write.
- Call out the numbers for different children to repeat.

CD 2 Track 24

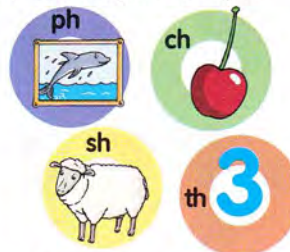
- th th three
- ph ph photo
- sh sh shark
- ch ch chair
- ph ph elephant
- ch ch peach
- sh sh fish
- th th teeth



FUN TIME 2

1 Say it with Sally.

a) Listen and point. Then repeat.











b) Listen and write. Then repeat.



c) Chant.

A photo of a dolphin. Three teeth. Shirts and shorts. Chatter and the children.

2 Play the word race.

- three seasons  spring
- three months 
- three musical instruments 
- three animals 
- three fruits 
- three rooms 
- three places 
- three parts of the body 

68

sixty-eight

Answers

- | | |
|---------------|------------|
| 2 ph photo | 6 ch peach |
| 3 sh shark | 7 sh fish |
| 4 ch chair | 8 th teeth |
| 5 ph elephant | |

c) Chant. 2 Track 24

- Play the CD. Ask the children to follow in their book. Then say the chant as a class.
- Play the CD again. Ask the children to chant with the CD.
- Divide the children into four groups (one group for *A photo of a dolphin*, etc.). Ask each group to say its part of the chant in turn and to think of a mime for their chant.

3 Write.

| The best ... | The worst ... |
|--------------|---------------|
| drink is | food is |
| book is | song is |
| month is | sport is |
| lesson is | shop is |

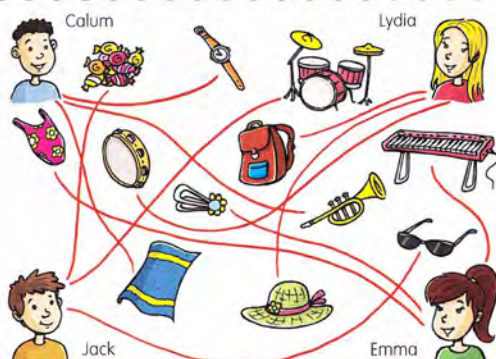
4 Find. Then ask and answer.

Whose ... is it? Whose ... are they?
It's ... They are ...

Whose tambourine is it?

It's Lydia's.

tambourine trumpet drums keyboard
sunglasses hat swimsuit towel
bag watch sweets hair slide



sixty-nine 69

2 Play the word race.

- Ask the children to tell you three family words.
- Do the example with the class: say *Name three seasons* and ask the children to call out the answers.
- Put the children in small groups. Ask them to read the instructions, but not to start writing until you say. Explain that the group who writes ALL the answers first (correctly) will be the winner. Say *Three ... two ... one ... write!*
- Check the answers and announce the winner.

Answers

- any other two seasons
- any three months
- any three musical instruments
- any three animals
- any three fruits
- any three rooms
- any three places
- any three parts of the body



At this stage, the children ought to be getting quite good at spelling, so in exercises like this where they write unseen words, give extra praise for correct spelling.

3 Write.

- Write the heading and the first line of each column on the board. Ask children to suggest the best drink and the worst food. Write their ideas on the board.
- Put the children in pairs. Ask them to complete the table with their own ideas.

4 Find. Then ask and answer.

- Do the example with the class: ask the children to find the tambourine and trace the line to Lydia with their finger.
- Ask the children to find who all the things belong to.
- Put the children in pairs. Ask them to read out the example question and answer in their pairs.
- Ask the children to take turns asking and answering about the objects in their pairs.

Answers

Whose trumpet/towel/watch is it? It's Calum's.
Whose tambourine/hat/bag is it? It's Lydia's.
Whose drums/sunglasses/sweets are they? They are Jack's.
Whose keyboard/swimsuit/hair slide is it? It's Emma's.

Homework

- Ask the children to complete pp. 66–67 in their Activity Book.

End-of-Term Test 2

You can now use photocopiable **End-of-Term Test 2**. See the **Active Teach** Resources section.

21

We danced in the Olympics.

Objective: talk about past actions

Vocabulary: reporter, photographer, work, newspaper

Review: aunt, uncle

Grammar: past simple (regular verbs)

Materials: Class CD, Lesson 21 flashcards

Warm-up

- Review action verbs: ask children to tell you action verbs (i.e. *clean, climb, dance, play, paint, walk*, etc.). Write them on the board. Put the children in pairs. They take turns miming one of the verbs for their friend to guess.

Review

- Check the homework from the previous lesson.

Vocabulary 3 Track 02

- Say *Open your book at page 70.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the *or /ɔ:/* in *reporter* and the *or /ɜ:/* in *work*.

We danced in the Olympics. 3 Track 02

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) *Who is Julie? Who is Brad? Where do they work?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Who is Brad taking a photo of? Why? What is Chatter doing in the photos? How do the animals feel?*

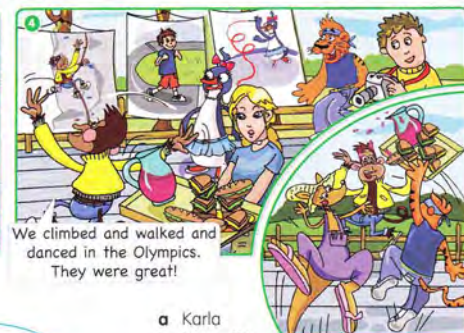
1 Match.

- Do the example with the class: ask the children to look at picture 1 and ask *Is Julie a photographer?* Elicit *No, she isn't*. Ask the children to read the example sentence.
- Ask the children to read and match the sentences. Remind them to look at the story to find the answers. Monitor and help where necessary.

21



We danced in the Olympics.



1 Match.

- | | |
|----------------------------|-----------|
| 1 She's a reporter. | a Karlita |
| 2 He's a photographer. | b News 4U |
| 3 It's a newspaper. | c Julie |
| 4 She was in the red team. | d Tag |
| 5 He was in the blue team. | e Brad |

70 seventy

- Check the answers.

Answers

2 e 3 b 4 a 5 d

Learn with Tag

- Ask the children to look at the picture and read Tag's speech bubble. Ask *Why has the verb 'play' got 'ed' at the end?* and see if any children can tell you; if not, explain (because it is talking about yesterday).
- Write on the board: *clean, climb, dance, help, listen, paint, play, talk, visit, watch* in a list. Invite children to come up and add the ending for the verb so it can be used to talk about yesterday.
- Ask the children to find examples of the new language in the story.
- Ask children to make up sentences about yesterday, using a verb from the board.

Yesterday
I played
basketball.



| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|--------|---------|-----------|----------|--------|----------|--------|
| | | | | | | |

Learn with Tag

| | | | |
|--------|----------|-------|---------|
| clean | cleaned | paint | painted |
| climb | climbed | play | played |
| dance | danced | talk | talked |
| help | helped | visit | visited |
| listen | listened | watch | watched |

2 Choose and write.

- Yesterday we **watched** TV.
- Yesterday I _____ the tallest tree in the garden.
- Yesterday he _____ his guitar.
- Yesterday they _____ their aunt and uncle.
- Yesterday she _____ to some songs.

play visit watch
climb listen

3 Listen and stick. Then circle.



Monday

Tuesday

Wednesday

- On Monday she danced in / **cleaned** her bedroom.
- On Tuesday she helped / visited her aunt and uncle.
- On Wednesday she helped / painted her dad.

4 Sing along with the FlyHigh band!

I was at school.

Yesterday I walked to school
And I talked to all my friends.

Yesterday I was at school
And I played with all my friends.

We climbed, we jumped, we played basketball.
We liked our day at our lovely school!

Yesterday I walked to school
And I laughed with all my friends.

Yesterday I was at school
I was happy with my friends.



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Make sure the children realise that the ending of the verbs *cleaned*, *visited* and *watched* are pronounced slightly differently. Have extra pronunciation drill to help them get the endings right.

Optional activity

Play a game: say *Yesterday I listened to music*. Choose a child to repeat your sentence and add another action (e.g. *Yesterday I listened to music and I visited my grandma*). Continue playing for as long as possible.

2 Choose and write.

- Do the example with the class: ask *What do we do with the TV? Clean it or watch it?* Ask the children to read the example sentence out loud.
- Ask the children to choose verbs from the grammar box and complete the sentences. Remind them to refer to the *Learn with Tag* box for help. Monitor and help where necessary.

- Check the answers. The children can swap books with their friend for marking.

Answers

- | | |
|-----------|------------|
| 2 climbed | 4 visited |
| 3 played | 5 listened |

3 Listen and stick. Then circle. CD 3 Track 03

- Ask the children to find the stickers for Lesson 21.
- Play the CD. Say *Listen and stick*. Stop after each sentence. Allow the children enough time to stick their stickers.
- Say *Circle*. Do the example with the class, then ask the children to do the exercise. Monitor and help where necessary.
- Check the answers.

CD 3 Track 03

I was busy last week.
On Monday I cleaned my bedroom.
On Tuesday I visited my aunt and uncle and on
Wednesday I helped my dad. We painted a wall in the
living room.

Answers

- visited
- helped

4 Sing along with The Fly High band!



3 Track 04

- Play the CD.

Homework

- Ask the children to complete pp. 68–69 in their Activity Book.

Did you wash the floor, Sally?

Objective: ask and answer about past actions

Vocabulary: *clean up, wet*

Review: *floor, drums*

Grammar: *Did I/you/he/she/it/we/they play? Yes, I/you/he/she/it/we/they did./No, I/you/he/she/it/we/they didn't.*

Materials: Class CD

Warm-up 3 Track 04

- Divide the class into two groups. One group sings the song from Lesson 21 while the other group acts it out. Then they swap roles.

Review

- Check the homework from the previous lesson.

Vocabulary 3 Track 05

- Present new vocabulary using the Pupil's Book pictures.

Did you wash the floor, Sally? 3 Track 05

- Pre-reading: ask the children where Sally, Chatter, Karla and Tag were in the previous story. Ask the children to look at the pictures one at a time and tell you what is happening (in L1 where necessary).
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Who cleaned the floor? Was the floor wet? Are the animals laughing?*

1 Circle.

- Do the example with the class: ask the children to read the dialogue for picture 1, then ask them to read the example sentence.
- Ask the children to circle. Remind them to refer to the story for their answers. Monitor and help where necessary.
- Check the answers.



Did you wash the floor, Sally?



1 Circle.

- There was an accident / a party.
- The animals cleaned up the paint / mess.
- They helped Sally / Chatter.
- Sally washed the dishes / floor.
- The floor is dirty / wet.

Answers

- | | |
|---------|---------|
| 2 mess | 4 floor |
| 3 Sally | 5 wet |

Learn with Tag

- Divide the class into two groups – one group is Chatter and one is Tag. Ask them to read the example dialogue.
- Write on the board the grammar box from the book, with gaps for the verbs (e.g. I/he/she/it ?). Invite children to complete the questions and answers.
- Make sure the children are clear about using *Did* at the beginning of the questions, and *did/didn't* in the answers.
- Put the children in pairs. They take turns asking and answering questions about yesterday. Model the activity with a child first if necessary.

Did you paint this picture, Tag?

Yes, I did!

Learn with Tag

Did I/he/she/it play?

Yes, I/he/she/it did.
No, I/he/she/it didn't.

Did you/we/they play?

Yes, you/we/they did.
No, you/we/they didn't.

2 Look and answer. My family yesterday



- 1 Did Grandma play the guitar?
No, she didn't.
- 2 Did Grandma play the drums?
- 3 Did Grandpa watch TV?
- 4 Did Dad skip?
- 5 Did Mum play the drums?

3 Ask and answer. Say Yes, I did or No, I didn't.

Did you play football yesterday?

Did you wash your face this morning?

Did you listen to music yesterday?

Did you clean your teeth this morning?

4 Write with Karla.



Dear Kevin,
How are you? I've got lots of questions for you!
Did you play tennis yesterday?
Did you clean your bedroom?
Did you wash your dad's car?
Did you watch TV?
With love from
Karla

Dear _____

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It might be helpful to prepare a handout for the children that has the verbs and tenses they now know on it (the verbs *to be* and *have got*, present simple, present continuous, past simple of *to be*, past simple of regular verbs).

2 Look and answer.

- Ask the children to look at the picture and tell you what's happening.
- Do the example with the class: read out the example question and ask the children to read the example answer.
- Ask the children to answer the questions. Remind them to refer to the *Learn with Tag* box for help. Monitor and help where necessary.
- Check the answers.

Answers

- | | |
|------------------|-------------------|
| 2 Yes, she did. | 4 Yes, he did. |
| 3 No, he didn't. | 5 No, she didn't. |

3 Ask and answer. Say Yes, I did or No, I didn't.

- Ask the children some different questions before they do the exercise. For example, *Did you play an instrument yesterday? Did you have a shower this morning?*, etc.
- Put the children in pairs. They take turns asking and answering the questions. Monitor and help where necessary.

Optional activity

Ask the children to write down four new questions like the ones in Exercise 3. Then put them in small groups and let them take turns interviewing their friends.

4 Write with Karla.

- Ask the children to look at the picture and read Karla's letter.
- Ask the children to write a letter to their friend. Monitor and help where necessary. Encourage the children to think of new questions and to use new verbs.
- Check the answers by asking children to read out what they have written.

Homework

- Ask the children to complete pp. 70–71 in their Activity Book.

23

We had a wonderful time.

Objective: talk about past actions using irregular verbs

Vocabulary: mayor, proud

Review: prize

Grammar: past simple (irregular verbs)

Materials: Class CD, Lesson 23 flashcards

Warm-up

- Put the children in pairs. They take turns reading to their friend the letters they wrote in the last lesson. Their friend answers the questions in the letter.

Review

- Check the homework from the previous lesson.

Vocabulary 3 Track 06

- Say *Open your book at page 74.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the pronunciation of the *or* /eə/ in *mayor*.



Where there are only a few new words in the lesson, it might be helpful to revise some of the previously learnt vocabulary that appears in the lesson as well, especially when the lesson includes words from Pupil's Book 1.

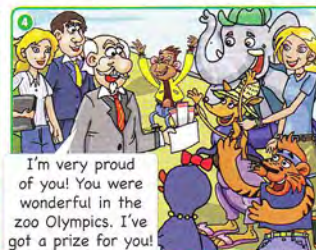
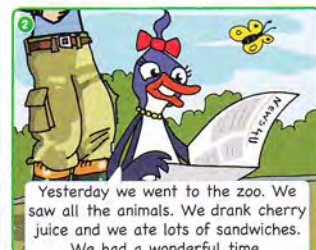
We had a wonderful time. 3 Track 06

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) *What is happening in picture 1? Why are the animals excited? Who reads the newspaper to the others?*
- Ask the children to look at the story and find the words from the vocabulary strip.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Who comes to see the animals? How does he feel? Why are the animals excited now?*

23



We had a wonderful time.



1 Choose and write.

holiday mayor newspaper prize

- There's a photo of the animals in the newspaper.
- The mayor comes to see the animals.
- He's got a prize for the animals.
- The prize is a holiday in Turkey.

74 seventy-four

1 Choose and write.

- Do the example with the class: ask the children to read the text for picture 1, then read the example sentence.
- Ask the children to choose words and complete the sentences. Remind them to look at the story to find their answers. Monitor and help where necessary.
- Check the answers.

Answers

- mayor
- prize
- holiday

Learn with Tag

- Ask the children to look at the picture and read Tag's speech bubble. Ask them if they can think what verb *went* might come from.

I **went** to school yesterday.



Learn with Tag

| | | | |
|-------|---------------|-------|--------------|
| buy | bought | go | went |
| come | came | have | had |
| do | did | read | read |
| drink | drank | see | saw |
| eat | ate | take | took |
| give | gave | write | wrote |

2 Write.

- We drink milk every morning. We **drank** milk yesterday.
- The children read books every week. They **read** three books last week.
- My mum takes lots of photos. She **took** a good photo last Sunday.
- My dad eats lots of oranges. He **ate** an orange this morning.
- I see my friends every day. I **saw** my friends yesterday.

3 Match.

- | | |
|-----------------|------------------------|
| 1 We ate | a to the beach. |
| 2 I drank | b a handstand. |
| 3 They read | c their English books. |
| 4 My sister did | d three sandwiches. |
| 5 You went | e some apple juice. |

4 Sing along with the **FlyHigh** band!

Wonderful dreams

I didn't play with my friends. Oh yes, I played in my head
 I didn't go to the park. And I had wonderful dreams.
 I didn't play with my friends. Dreams of so many things.
 No no, no no, no no. Oh yes, I did, oh yes.
 I sat in my room. I read all of my books
 And read my books. Last weekend.
 I had a wonderful time
 With my friends in my books.



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- Explain that some verbs are strange when we use them to talk about the past and that they don't have *ed* on the end.
- Read the grammar box out loud with the class.
- Ask the children to find examples of the new verb forms in the story.
- Call out the present simple of the verbs from the grammar box and ask the children to shout out their past simple form. Repeat this several times so that they get familiar with the irregular past simple.

2 Write.

- Do the example with the class: ask the children to find the verb *drink* in the grammar box and to call out the past simple form.
- Ask the children to complete the sentences in the past with the verbs from the previous sentences. Remind them to refer to the *Learn with Tag* box for help. Monitor and help where necessary.
- Check the answers.

Answers

- | | |
|--------|-------|
| 2 read | 4 ate |
| 3 took | 5 saw |

3 Match.

- Do the example with the class: say *We ate ... some apple juice? No!* Ask the children to read out the example sentence.
- Ask the children to match and make sentences. Monitor and help where necessary.
- Check the answers.

Answers

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

Optional activity

Point to different children and give them a verb from the grammar box in the *Learn with Tag* section. Each time, the child says the past simple form, then spells it. Award a point for every correct answer.

4 Sing along with The Fly High band!



3 Track 07

- Play the CD.

Homework

- Ask the children to complete pp. 72–73 in their Activity Book.

Did you drink your milk?

Objective: ask and answer about past actions using irregular verbs

Vocabulary: flippers, sun cream, phone

Review: suitcase, towel, excited

Grammar: Did you [go] ...?, Yes, I did./No, I didn't.

Materials: Class CD, Lesson 24 flashcards

Warm-up

- Put the children in pairs. They ask and answer about what they did last weekend. Demonstrate by asking children *Did you climb a tree last weekend? What did you do on Saturday morning?*

Review

- Check the homework from the previous lesson.

Vocabulary 3 Track 08

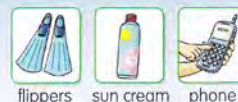
- Say *Open your book at page 76.*
- Present the new vocabulary with the lesson's flashcards.

Did you drink your milk? 3 Track 08

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) *What happened in the story in Lesson 23? Where are the characters going in this story? Are they happy? Where do you go on holiday?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *What has Patty got? Did the animals have breakfast? Who is in the car?*

1 Circle.

- Do the example with the class: say *The suitcases are ready. Yes or no?* Elicit *Yes*.
- Ask the children to read and circle *yes* or *no*. Monitor and help where necessary.
- Check the answers by asking children to read the sentences and say *yes* or *no*. Invite them to correct the *no* sentences.



flippers sun cream phone

Did you drink your milk?



1 Circle.

- The suitcases are ready. ☒ yes / ☐ no
- The animals have got their flippers. ☐ yes / ☐ no
- They had lunch. ☐ yes / ☐ no
- Rob and Vicky were sad. ☐ yes / ☐ no

Answers

2 yes 3 no 4 no

Learn with Tag

- Review past simple questions with regular verbs by asking children questions (e.g. *Did you walk to school yesterday? Did your mum watch TV on Sunday?*, etc.). Then ask children to think of questions to ask one of their friends in the classroom.
- Ask for two volunteers to read out the speech bubbles for Patty and Tag.
- Ask the children to read the grammar box out loud.
- Make sure the children realise that even though verbs like *go*, *have*, etc. are irregular, we use the ordinary form of the verb in past simple questions, so even irregular verbs are easy!

Did you **have** milk for breakfast?

Yes, I **did**.



Learn with Tag

Did you **go** to school yesterday?
Yes, I **did**. / No, I **didn't**.

2 What about you? Write.

- 1 Did you have a shower last night?
- 2 Did you have breakfast this morning?
- 3 Did your friends come to your house yesterday?
- 4 Did you go to bed at nine o'clock last night?
- 5 Did you eat some fruit yesterday?

3 Listen and circle.

- 1 Did they go to the beach? Yes, they did. / No, they didn't.
- 2 Did they swim? Yes, they did. / No, they didn't.
- 3 Did the boy have an ice cream? Yes, he did. / No, he didn't.
- 4 Did the girl see a crab? Yes, she did. / No, she didn't.

4 Play the game.



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CD 3 Track 09

Last Saturday we went to the beach.
The sea was very cold so we didn't swim.
We played volleyball on the beach.
I had a strawberry ice cream. It was lovely.
My sister saw a big fish in the sea.

Answers

- 2 No, they didn't. 3 Yes, he did. 4 No, she didn't.

4 Play the game.

- Ask the children to look at the picture and the example dialogue.
- Put the children in pairs. Choose a pair to come to the front and read out the example dialogue.
- Ask the children to take turns thinking of an animal and guessing by asking *Did you see ?* questions. Monitor and help where necessary.
- Play the game as a class: think of an animal and prompt the children to raise their hand to make questions. The first child to guess the animal correctly thinks of a new animal.

Homework

- Ask the children to complete pp. 74–75 in their Activity Book.

2 What about you? Write.

- Ask children some past simple questions using irregular verbs (e.g. *Did you give your mum a present for her birthday? Did you write in English yesterday? Did your friend take a photo yesterday?*).
- Ask the children to read the questions and answer about themselves. Monitor and help where necessary.
- Check the answers by asking different children to read out their answers to the questions.

3 Listen and circle.



3 Track 09

- Play the CD. Do the example with the class: stop after the first question and answer. Ask the children to read the example answer.
- Play the CD. Say *Listen and circle*. Stop after each question and answer for the children to circle the correct answer.
- Check the answers.

Sally's Story

A week in London

Objective: read a story

Vocabulary: first, second, third, fourth, fifth, sixth, last

Review: vocabulary from Lessons 21–24

Grammar Review: grammar from Lessons 21–24

Materials: Class CD

Warm-up

- Write on the board anagrams of some of the words from Lessons 21–24. Invite children to come up and write the words correctly.

Review

- Check the homework from the previous lesson.

Vocabulary 3 Track 10

- Say *Open your book at page 78.*
- Present new vocabulary using the Pupil's Book pictures and mime.
- Use extra repetition to practise the pronunciation of *sixth*.

Optional activity

For extra practice of the vocabulary, ask for seven volunteers to come to the front. Line them up one behind the other, and point to the children one at a time. Each time ask the children to call out the correct number word for that child's position in the line.

Sally's Story: A week in London

3 Track 10

- Pre-reading: ask the children to look at the story. Ask them (in L1 where necessary) to tell you one thing or person they can see in each of the pictures.



Sally's Story

A week in London

1st
first

2nd
second

3rd
third

1



Last summer Sam and Katie went on holiday to London. They went for a week.

2



On the first day they visited Buckingham Palace. They didn't see the Queen!

3



On the second day they went to Hyde Park. They played in the boats, but they didn't swim in the Serpentine Lake. It was very cold.

4



On the third day they saw Big Ben. The time was eight o'clock.

1 Read and answer.

- 1 Where did Sam and Katie go last summer? They went to London.
- 2 Which palace did they visit?
- 3 What did they see on the third day?
- 4 When did they go on the London Eye?
- 5 What did they do on the sixth day?
- 6 What did they buy on the last day?

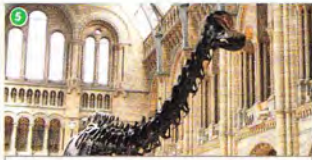
78
seventy-eight

- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Where were Sam and Katie last summer? What did they do on the second day? What did they do on the fifth day? Do you want to go to London?*

1 Read and answer.

- Do the example with the class: ask the children to read the text for picture 1. Ask question 1. The children read out the example answer.
- Ask the children to read and answer the other questions. Put the children in pairs to do the exercise. They can take turns asking and answering the questions orally before they write the answers. Monitor and help where necessary.
- Check the answers.

4th 5th 6th last



On the fourth day they went to the Natural History Museum. They liked the dinosaurs and they bought some postcards.



On the fifth day they went on the London Eye. They saw all the city and the River Thames. It was a beautiful sunny day and they were very excited.



On the sixth day they went to Madame Tussaud's Museum. They saw all the famous people. Prince William was their favourite.



On the last day they went shopping in Oxford Street. They bought presents for their friends and some new clothes. They had a wonderful time in London.

2 Write with Karla.



Dear Sally,
I went to London.
I visited a museum.
I bought some presents.
I liked Hyde Park best.
I had a wonderful time.
Love
Karla

Dear _____

seventy-nine 79

2 Write with Karla.

- Ask the children to look at the picture and read Karla's postcard.
- Ask the children to imagine they went to London and to write their postcard. Monitor and help where necessary.
- Check the answers.
- Early finishers can draw a picture for their postcard.

Homework

- Ask the children to complete pp. 76–77 in their Activity Book.

NOTE: Ask the children to bring magazine pictures for the next lesson, to use for their picture diaries. Explain (in L1 if necessary) that they need pictures of things they do (or like to do) each week, as they're going to make a picture diary.

Quiz 6

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

Answers

- 2 They visited Buckingham Palace.
- 3 They saw Big Ben on the third day.
- 4 They went on the London Eye on the fifth day.
- 5 They went to Madame Tussaud's Museum on the sixth day.
- 6 They bought presents for their friends and some new clothes on the last day.

Optional activity

Ask the children to write down two more questions about the story (i.e. *What else did they see on the fifth day? What did they buy on the fourth day? What did they see in Madame Tussaud's Museum?*). Invite children to the front to ask their questions for the class to answer.

The FlyHigh Review

6

Objectives: review Lessons 21–24 and prepare for Progress Review 6

Vocabulary Review: vocabulary from Lessons 21–24

Grammar Review: grammar from Lessons 21–24

Materials: Class CD, card/paper, scissors and glue for the project

Warm-up

- Go round the class asking every child to tell you one thing they did yesterday.

Review

- Check the homework from the previous lesson.
- Before doing an exercise with the class, briefly review the relevant vocabulary and grammar. Use flashcards, questions and answers, etc.

1 Write.

- Do the example with the class and ask the children to write. Monitor and help where necessary.
- Ask the children to make sentences with the verbs.

Answers

- | | |
|------------|-----------|
| 2 walked | 5 cleaned |
| 3 listened | 6 helped |
| 4 climbed | |

2 Match.

- Do the example with the class and ask the children to match the verbs. Monitor and help where necessary.

Answers

- | | | | | |
|-----|-----|-----|-----|-----|
| 2 a | 3 f | 4 b | 5 c | 6 d |
|-----|-----|-----|-----|-----|

3 Write.

- Do the example with the class and ask the children to complete the other sentences. Monitor and help where necessary.

The FlyHigh Review

6

1 Write.

- | | | | |
|----------|--------|---------|--|
| 1 play | played | 4 climb | |
| 2 walk | | 5 clean | |
| 3 listen | | 6 help | |

2 Match.

- | | |
|---------|---------|
| 1 go | a saw |
| 2 see | b took |
| 3 have | c ate |
| 4 take | d drank |
| 5 eat | e went |
| 6 drink | f had |

3 Write.

- | | | |
|----------------------------------|--------------|------------------------|
| 1 I drank milk. I | didn't drink | orange juice. |
| 2 I ate cake. I | | cheese. |
| 3 I had breakfast. I | | lunch. |
| 4 I went to the circus. I | | to the cinema. |
| 5 I took a photo of my sister. I | | a photo of my brother. |
| 6 I saw a fox. I | | a bear. |

4 Read and answer.

Last weekend Rob and Vicky went to the park. Rob played football with his friends and Vicky did handstands. They ate some sandwiches and drank some water. They walked home.

- | | |
|-------------------------------------|----------------|
| 1 Did Rob and Vicky go to the park? | Yes, they did. |
| 2 Did Rob play football? | |
| 3 Did Vicky ride her bike? | |
| 4 Did they eat biscuits? | |
| 5 Did they drink water? | |
| 6 Did they go home by bus? | |

Answers

- | | |
|---------------|---------------|
| 2 didn't eat | 5 didn't take |
| 3 didn't have | 6 didn't see |
| 4 didn't go | |

4 Read and answer.

- Do the example with the class and ask the children to answer the other questions referring to the text. Monitor and help where necessary.
- Ask the children to practise the questions/answers in pairs.

Answers

- | | |
|--------------------|--------------------|
| 2 Yes, he did. | 5 Yes, they did. |
| 3 No, she didn't. | 6 No, they didn't. |
| 4 No, they didn't. | |

5 Listen and circle.

- 1 They went / didn't go to Paris.
- 2 They went / didn't go on a boat.
- 3 They swam / didn't swim in the river.
- 4 Their dad bought / didn't buy some sunglasses.

6 Ask and answer. Say Yes, I did or No, I didn't.

Yesterday ...

- 1 Did you drink chocolate milk?
- 2 Did you phone a friend?
- 3 Did you play a computer game?
- 4 Did you eat a sandwich?
- 5 Did you read a good book?

My Project

Make a picture diary.



Now go to

My Picture Dictionary

eighty-one

81

5 Listen and circle. 3 Track 11

- Play the CD. Do the example with the class.
- Play the CD again. Stop after each sentence to give the children time to circle the correct answer.

CD 3 Track 11

Last summer we went on holiday.
We went to Paris in France.
We went on a boat on a big river, the River Seine.
We didn't swim in the river. It was very cold.
We went shopping. I didn't buy anything, but
Dad bought some new sunglasses.

Answers

2 went 3 didn't swim 4 bought

6 Ask and answer. Say Yes, I did or No, I didn't.

- Do the first question with the class: ask the question and ask different children to tell you their answer.
- Ask the children to write their answers. Monitor and help where necessary.
- Put the children in pairs. They take turns asking and answering the questions.

My Project: Make a picture diary.

- Ask the children to look at the picture diary and read the sentences.
- Distribute the card/paper. Ask the children to divide the card/paper into seven sections and label each one with a day of the week. Ask them to draw and colour a picture for each day. They can cut out and glue on magazine pictures if they have brought any.
- Ask the children to write sentences for each day of the week.
- Ask children to come to the front, hold up their picture diary and read out one of their sentences.

Review of Cycle 6

You can now review the language the children have learned in Cycle 6, in the following ways.

My Picture Dictionary 3 Track 12

- Use the Picture Dictionary for Cycle 6 to help the children review the words they have learned. See introduction p. vii for guidance on using the Picture Dictionary.

Read with Trumpet: A week in New York

- Do the *Read with Trumpet* lesson on p.101 of the Pupil's Book in the next class. Follow the accompanying teaching notes on p. 101 of this Teacher's Guide.

Activity Book

- Tell the children to complete the review exercises on pp. 78–79 in their Activity Book for homework.
- Do the last section, **My English**, together in class in the next lesson. Use the sentences as prompts for oral practice. Then tell the children to colour the face they think best represents their efforts. See introduction p. ii for guidance.

Progress Review 6

- Use photocopiable **Progress Review 6** as a test in class. See the **Active Teach** Resources section.

25

Can we make a sandcastle?

Objective: ask for permission using *can*

Vocabulary: sandcastle, armbands, bucket, spade, sun

Grammar: Can I/you/he/she/it/we/you/they ...?
Yes, I/you/he/she/it/we/you/they can./No, I/you/
he/she/it/we/you/they can't.

Materials: Class CD, Lesson 25 flashcards

Warm-up

- Put the children in small groups. They take turns miming something they do at the beach, e.g. *making a sandcastle, putting sun cream/ armbands on, swimming, diving, snorkelling*, etc. Their friends guess.

Review

- Check the homework from the previous lesson.

Vocabulary 3 Track 14

- Say *Open your book at page 82.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the pronunciation of *sandcastle, bucket* and *spade*.

Can we make a sandcastle? 3 Track 14

- Pre-reading: ask the children to look at the pictures. Ask (in L1 where necessary) *Where are Sally and the animals? Who wants an ice cream? Who has got armbands?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Who has got a bucket and spade? Who is pink and black? Why? Do you like to go to the beach? How often do you go to the beach?*

25



Can we make a sandcastle?



1 Choose and write.

beach sun cream armbands buckets and spades

- Sally and the animals go to the beach.
- Karla is wearing her armbands.
- Tag and Trumpet have got their buckets and spades.
- Ziggy didn't wear his sun cream.

1 Choose and write.

- Do the example with the class: ask the children to look at picture 1 and read the text out loud. Choose a child to read out the example sentence.
- Ask the children to choose words and complete the sentences. Remind them to look at the story and ask them to underline the parts of the story where they find the answers. Monitor and help where necessary.
- Check the answers.

Answers

- armbands
- buckets and spades
- sun cream

Can I go to the bathroom, please? Yes, you can.



Learn with Tag

Can you eat in bed? Yes, I can.
 Can he come to the party? Yes, he can.
 Can she go home now? No, she can't.
 Can we have some ice cream, please? Yes, you can.
 Can you ride your bikes at school? No, we can't.
 Can they play football in the living room? No, they can't.

2 Listen and stick.

1 2 3 4

3 What about you? Circle.

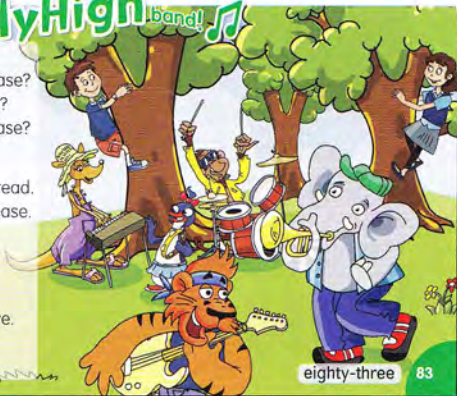
- Can you eat in your classroom? Yes, we can. / No, we can't.
- Can you jump on your bed at home? Yes, I can. / No, I can't.
- Can you play football in your living room? Yes, I can. / No, I can't.
- Can your friends come and play at your house? Yes, they can. / No, they can't.

4 Sing along with the FlyHigh band!

Can I ...?
 Can I play with my friends, please?
 Can I go and climb those trees?
 Can I play with my friends, please?
 Yes, you can.

Do your homework, write and read.
 Do your English homework, please.
 Then you can climb the trees.
 Yes, you can.

You can go and play outside.
 Please be home by half past five.
 You can have a lovely time.
 Yes, you can.



Learn with Tag

- Ask the children to look at the picture. Divide the class into two groups (Sally and Tag) and ask them to read the example dialogue.
- Ask the children to read the questions and answers from the grammar box – they read them in their groups, so one half of the class reads the questions and the other half reads the answers. Swap roles and repeat.
- Ask children some more questions for extra practice. For example, *Can I go to sleep now? Can I ride your bike today? Can I eat a cake in class?*, etc.



As the children are learning new structures, make sure they still remember those they learnt a few weeks ago. For example, go round asking children two or three questions in different tenses.

2 Listen and stick. 3 Track 15

- Ask the children to find the stickers for Lesson 25.
- Play the CD. Say *Listen and stick*. Stop after each sentence. Allow the children enough time to stick their stickers.
- Check the answers.

CD 3 Track 15

- Can I clean the board, please?
- Can we wash the car, please?
- Can you wear sunglasses at school?
- Can I take the dog for a walk, please?

3 What about you? Circle.

- Ask the children question 1 and ask them to call out the answer.
- Ask the children to read the questions and circle. Remind them to refer to the *Learn with Tag* box for help. Monitor and help where necessary.
- Check the answers.

Optional activity

Ask the children to write down three *Can you ...?* questions. Put the children in pairs. They take turns asking and answering with their friend.

4 Sing along with The Fly High band!



3 Track 16

- Play the CD.

Homework

- Ask the children to complete pp. 80–81 in their Activity Book.

26

You must be brave.

Objective: talk about rules using *must*

Vocabulary: worried, far, stay, near, scared, stuck, monster

Grammar: *must/mustn't*

Materials: Class CD, Lesson 26 flashcards, paper for *Write with Karla*

Warm-up

- Put the children in pairs to mime different activities (e.g. *play football, climb a tree, make a cake, read a book*, etc.). Each time, one child mimes, their friend guesses and then asks a *Can you ...?* question using the activity. For example, a child mimes playing football, their friend guesses *playing football*, then asks *Can you play football?* Their friend answers.

Review

- Check the homework from the previous lesson.

Vocabulary 3 Track 17

- Say *Open your book at page 84.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the pronunciation of the *a /a:/* in *far* and the *ea /iə/* in *near*.

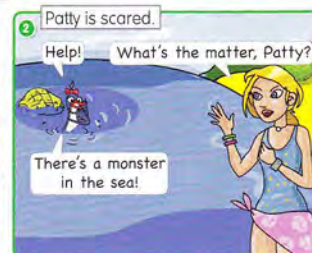
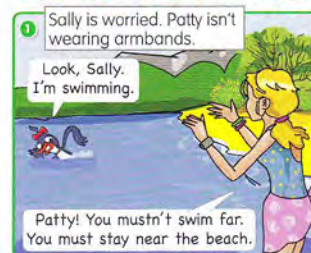
You must be brave. 3 Track 17

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) *Where are Sally and the animals? Where is Patty? Who is on the beach?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *What does Patty think is in the sea? What is in the sea? What's the problem?*

26



You must be brave.



1 Circle.

- Sally is swimming in the sea. yes / no
- There's a big turtle in the sea. yes / no
- Carrie Carretta can't move. yes / no
- Patty is crying. yes / no
- The animals want to help Carrie. yes / no

84 eighty-four

1 Circle.

- Do the example with the class: ask the children to look at picture 1. Ask *Who is swimming?*
- Ask the children to read and circle *yes* or *no*. Remind the children to look at the story to find the answers. Monitor and help where necessary.
- Check the answers.

Answers

- | | |
|-------|-------|
| 2 yes | 4 no |
| 3 yes | 5 yes |

Learn with Tag



I **must** clean my teeth every day.
You **must** drink lots of water.
He **must** do his homework.
We **mustn't** eat ice cream for breakfast.
You **mustn't** run in school.

2 Write **must** or **mustn't**.



- 1 They **mustn't** play football here. 3 She _____ look left and right.
2 The car _____ stop. 4 He _____ run across the road.

3 Write with Karla.

In our school we **must** listen to



eighty-five 85

Learn with Tag

- Do the example with the class: ask the children to read out Tag's speech bubble. Ask the children to stand up and act out being Tag trying to cross the road. Read out the sentence again while the children are acting out.
- Ask the children to read the sentences in the grammar box out loud.
- Ask the children to find more examples of the language in the story.

Optional activity

Write on the board **must** and **mustn't** as headings. Ask the children to call out things they must and must not do in class. Write their suggestions on the board in the correct column. For example, they must be quiet, bring their book, bring their homework – they **mustn't** be noisy, stand up, talk to each other.

2 Write **must** or **mustn't**.

- Ask the children to look at the picture. Choose children to tell you what they can see in the picture.
- Do the example with the class: ask the children to look at the picture and complete the sentences. Remind them to refer to the *Learn with Tag* box for help. Monitor and help where necessary.
- Check the answers.

Answers

- 2 **must**
3 **must**
4 **mustn't**

3 Write with Karla.

- Ask the children to look at Karla's zoo rules and to read her sentences out loud.
- Write on the board: *School rules*.
- Distribute the paper and ask the children to copy the heading and to decorate their paper however they like, making sure they leave room to write the rules.
- Ask the children to write rules using **must** and **mustn't**. Encourage them to use their own ideas and try to write at least six rules.
- Choose children to read out one or two of their rules.
- If possible, display the children's *School rules* on the classroom wall.

Homework

- Ask the children to complete pp. 82–83 in their Activity Book.

27

You're safe with us, Carrie.

Objective: talk about people using object pronouns

Vocabulary: safe, fisherman, ask, save

Review: sun cream

Grammar: me, you, him, her, it, us, you, them

Materials: Class CD, Lesson 27 flashcards

Warm-up

- Review subject pronouns: go round the class giving different children a subject pronoun and asking them to make a sentence starting with that word.

Review

- Check the homework from the previous lesson.

Vocabulary 3 Track 18

- Say *Open your book at page 86.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the pronunciation of *safe* and *save*.

You're safe with us, Carrie. 3 Track 18

- Pre-reading: ask the children to tell you what happened in the story in Lesson 26. Then ask (in L1 where necessary) *Where is Carrie? Who asks the fishermen for help?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Who is in the boat with the fishermen? Who swims in the sea to save Carrie? Can you swim?*

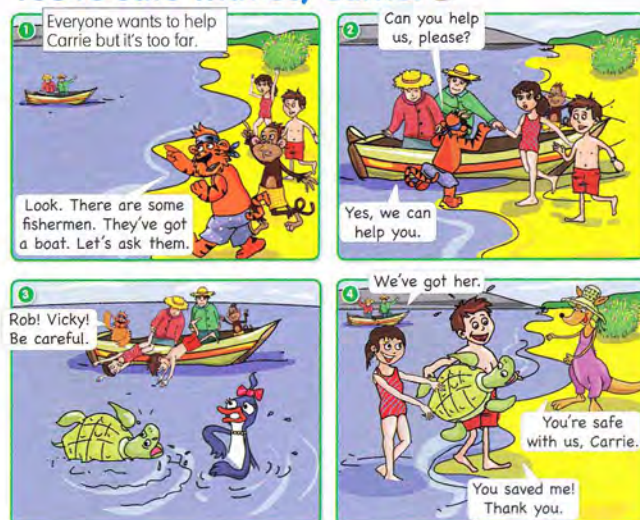
1 Read and answer.

- Do the example with the class: ask the children to read question 1 and the example answer and then to find and underline the words in the story that show the answer.
- Ask the children to read and answer the other questions. Ask them to underline where they found their answers in the story. Monitor and help where necessary.
- Check the answers.

27



You're safe with us, Carrie.



1 Read and answer.

- Why can't the children help Carrie?
- Who do they see?
- What have the fishermen got?
- Who saves Carrie?

It's too far.

86 eighty-six

Answers

- They see some fishermen.
- They've got a boat.
- Rob and Vicky save Carrie.

Learn with Tag

- Hold up your book and point to the picture. Ask the children to read Tag's speech bubble out loud.
- Put the children in pairs. Ask them to read the sentences from the grammar box. They take turns – one child reads the first sentence and their friend reads the second sentence.
- If you think they need more practice, put the children in new pairs and ask them to repeat the activity.



Learn with Tag

I'm here. Come with **me**!
 You're are my best friend. I love **you**.
 He's very tall. Look at **him**.
 She's fun. I like **her**.
 It's a dog. Can you hear **it**?
 We're going to a party. Come with **us**.
 You're under the table. I can see **you**.
 They're funny clowns. I like **them**.

2 Choose and write.

me you them it him her

- 1 I'm playing tennis. Look at **me**.
- 2 He's funny. Look at _____.
- 3 She's in the boat. Can you see _____?
- 4 They're swimming. Can you see _____?
- 5 My school is great. I like _____.
- 6 You're very sweet. I like _____.

3 Circle.

- 1 Look at me and my friend. Look at her / **us**.
- 2 Can I take the dog for a walk? Can I take them / it to the park?
- 3 The shoes are under the table. Can you see them / him?
- 4 Where's my sun cream? Have you got her / it?
- 5 Sarah is my best friend. I sit next to her / them at school.
- 6 I can't do my homework. Can you help it / me?

4 Sing along with the FlyHigh band!

Best friends forever

My friends are funny.
 My friends are cool.
 I like all my friends at school.
 I like them and they like me.
 We have fun and we're happy.
 We're BFF! We're BFF!
 We're Best Friends Forever!



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2 Choose and write.

- Write on the board: *It's a turtle! Can you see _____?* Ask the children to call out the missing word.
- Do the example with the class: ask the children to read the example sentence.
- Ask the children to choose words and complete the sentences. Remind them to refer to the *Learn with Tag* box for help. Monitor and help where necessary.
- Check the answers.

Answers

- | | |
|--------|-------|
| 2 him | 5 it |
| 3 her | 6 you |
| 4 them | |

Optional activity

Write all the subject and object pronouns scattered around the board. Invite children to match a subject and object pronoun by drawing a line to connect them. Extend this by asking the children to close their eyes and rub out one pair of pronouns. The children open their eyes and say which pair is missing. Repeat a few times.

3 Circle.

- Do the example with the class: write on the board *me and my friend = _____*. Ask the children to call out the missing word. Ask the children to read the example out loud.
- Ask the children to read and circle. Monitor and help where necessary.
- Check the answers.

Answers

- | | |
|--------|-------|
| 2 it | 5 her |
| 3 them | 6 me |
| 4 it | |

4 Sing along with The Fly High band!



3 Track 19

- Play the CD.

Homework

- Ask the children to complete pp. 84–85 in their Activity Book.

28

We'll meet again.

Objective: talk about the future using *will* and *won't*

Vocabulary: *meet, dive*

Review: *August, September, summer*

Grammar: *will, won't*

Materials: Class CD, Lesson 28 flashcards

Warm-up

- Go round the class asking children which is their favourite *Fly High* character and why. Do a class vote and write the results on the board.

Review

- Check the homework from the previous lesson.

Vocabulary 3 Track 20

- Say *Open your book at page 88.*
- Present the new vocabulary with the lesson's flashcards.

We'll meet again. 3 Track 20

- Pre-reading: ask the children to look at the picture. Ask (in L1 where necessary) *Who can you see? What's happening?*
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Why are the characters saying goodbye? Are they sad?*

1 Circle the activities in the song.

- Divide the class into four groups and ask each group to read out one verse of the song again.
- Ask the children to read the song and circle the activities. Monitor and help where necessary.
- Check the answers.

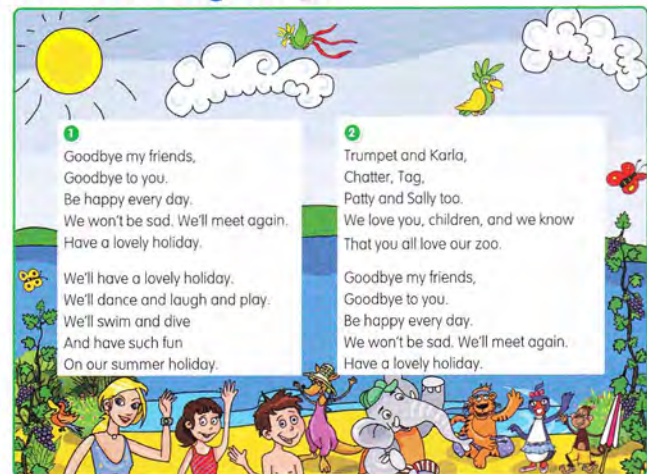
Answers

1, 4, 6, 7, 8

28



We'll meet again.



1

Goodbye my friends,
Goodbye to you.
Be happy every day.
We won't be sad. We'll meet again.
Have a lovely holiday.

We'll have a lovely holiday.
We'll dance and laugh and play.
We'll swim and dive
And have such fun
On our summer holiday.

2

Trumpet and Karla,
Chatter, Tag,
Patty and Sally too.
We love you, children, and we know
That you all love our zoo.

Goodbye my friends,
Goodbye to you.
Be happy every day.
We won't be sad. We'll meet again.
Have a lovely holiday.

1 Circle the activities in the song.



88 eighty-eight

Learn with Tag

- Ask the children to look at the picture, then read Tag's speech bubble and the grammar box out loud.
- Check that the children understand the idea of talking about the future by asking some children to make a sentence like Tag's.
- Say *In August my friend will be in London. She won't be here.* Ask the children if they can think of some sentences using *won't*.

2 What about you? Write *I'll* or *I won't*.

- Do sentence 1 with the class: ask *Do we have school in August?* Elicit *No, we don't.* Ask the children to read sentence 1. Ask *I'll or I won't?* Elicit *I won't.*
- Ask the children to complete the sentences. Monitor and help where necessary.
- Check the answers.



I'm nine. Next year
I'll be ten.

Learn with Tag

In August we'll be on holiday.
We won't go to school.

2 What about you? Write I'll or I won't.

- | | | | |
|---|----------------------------|---|--------------------------|
| 1 | go to school in August. | 4 | swim in the sea. |
| 2 | go to school in September. | 5 | be nine next year. |
| 3 | do homework in summer. | 6 | eat ice cream in summer. |

3 Listen and circle.

- Sandy will / won't go on holiday with her family.
- She will / won't get up at seven o'clock.
- She will / won't play volleyball on the beach.
- She will / won't stay on the beach all day.
- She will / won't read some books this summer.
- She will / won't go out in the evening.

4 Play the game.



When I grow up
I'll be a footballer.



When I grow up
I'll be a doctor.

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3 Listen and circle. 3 Track 21

- Play the CD. Stop after the first question and answer. Ask the children to read the example sentence.
- Play the CD. Say *Listen and circle*. Stop after each question and answer for the children to circle the correct word.
- Check the answers.

CD 3 Track 21

- Woman: Hi, Sandy.
Sandy: Hello.
Woman: What will you do this summer? Will you stay at home?
Sandy: No, I won't. Every year I go on holiday with my family and we always stay in a lovely house next to the beach.
Woman: Sounds great!
Sandy: Yes, it is.
Woman: What will you do in the morning?
Sandy: I won't get up at seven o'clock! I'll get up at about nine o'clock.
Woman: And you won't go to school!
Sandy: No! We'll go to the beach and we'll swim and play volleyball.
Woman: Will you stay on the beach all day?
Sandy: No, we won't. The sun is very hot in the afternoon. I'll sit at home and read some books or magazines or watch TV.
Woman: And in the evening? What will you do in the evening?
Sandy: We'll go out. We'll go to the town. We'll have ice cream, go shopping and meet our friends.
Woman: Have a lovely summer, Sandy.
Sandy: Thank you. I will!

Answers

- | | | | |
|---|-------|---|------|
| 2 | won't | 5 | will |
| 3 | will | 6 | will |
| 4 | won't | | |

4 Play the game.

- Ask the children to look at the picture and say what the children are doing.
- Ask a boy and girl to read out the example dialogue.
- Put the children in pairs and ask them to take turns talking about what they will be as grown-ups.
- If the children need help thinking of words for jobs, ask for suggestions and write them on the board as prompts. Add extra words if necessary.

Homework

- Ask the children to complete pp. 86–87 in their Activity Book.

Sally's Story

Our beautiful world

Objective: read a story

Vocabulary: litter, desert, camel, jungle, parrot, snow, ocean

Review: vocabulary from Lessons 25–28

Grammar Review: grammar from Lessons 25–28

Materials: Class CD, Lesson flashcards, paper for Write with Karla

Warm-up

- Write *Our beautiful world* as a heading across the top of the board. Invite children to come to the board to draw something beautiful – an animal, a bird, a nice beach, etc. Leave the picture on the board throughout the lesson.

Review

- Check the homework from the previous lesson.

Vocabulary 3 Track 22

- Say *Open your book at page 90.*
- Present the new vocabulary with the lesson's flashcards.
- Use extra repetition to practise the pronunciation of *jungle* and *ocean*.

Sally's Story: Our beautiful world


3 Track 22

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) children to tell you one thing they can see in each picture.
- Follow the steps for presenting stories.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *What do you like about the story? What's your favourite picture? Why? What do you do to look after our world?*

 litter
  desert
  camel

 Sally's Story

Our beautiful world



1 Stop! You mustn't throw litter, children! We live in a beautiful world.

Will we go up in the sky?



2 Who are you?

I'm Nelly Nature. Hold my hands.



3 Yes, we will! Where do you want to go? You must make a wish.

All around the world!



4 Look! A desert and camels!

It's very hot here.

1 Read and answer.

- Where does the girl want to go? All around the world.
- What is the first place they see?
- What do they see in the jungle?
- Where is the snow?
- Where is the whale?
- Who must look after the world?

90
ninety



Ask some extra questions about the story (using *Why, Who, Do, Did*, etc.) to give the children the chance to practise different answer forms.

1 Read and answer.

- Do the example with the class: ask the children to read question 1 and answer. Ask them to find and underline the place in the story where they found the answer.
- Ask the children to read and answer the other questions. Monitor and help where necessary.
- Check the answers.



jungle parrot snow ocean



Wow! A jungle, parrots and monkeys.

Amazing! It's rainy here.



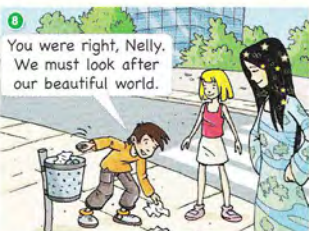
Mountains and snow!

Incredible! It's cold here.



An ocean and a whale!

Fantastic! It's cloudy here.



You were right, Nelly. We must look after our beautiful world.

2 Write with Karla.



In August I'll be on holiday.
I'll go to the beach.
I won't go to school.
I'll eat watermelons and ice creams.
In September I'll go to school and I'll see my friends again.

In _____ I'll be on holiday.

ninety-one 91

Optional activity

Write on the board: *desert, jungle, ocean, snow*. Put the children in pairs. They take turns miming being in one of the environments listed. Their friend guesses.

Homework

- Ask the children to complete pp. 88–89 in their Activity Book.

Quiz 7

You can now use photocopiable **Quiz 7**. See the **Active Teach Resources** section.

Answers

- They see a desert.
- They see parrots and monkeys.
- It's in the mountains.
- It's in the ocean.
- We must look after the world.

2 Write with Karla.

- Ask the children to look at the picture and to read Karla's sentences out loud.
- Distribute the paper. Ask the children to decorate their paper with a summer picture, then to write their sentences like Karla. Encourage them to write as many sentences as possible. Monitor and help where necessary.
- Check the answers by asking children to read their sentences.

The FlyHigh Review

7

Objectives: review Lessons 25–28 and prepare for Progress Review 7

Vocabulary Review: vocabulary from Lessons 25–28

Grammar Review: grammar from Lessons 25–28

Materials: Class CD, card and string/wool, scissors and glue for the project

Warm-up

- Put the children in small groups. They take turns telling their friends things they will or won't do in the summer.

Review

- Check the homework from the previous lesson.
- Before doing an exercise with the class, briefly review the relevant vocabulary and grammar. Use flashcards, questions and answers, etc.

1 Match.

- Ask the children to call out some *Can* questions.
- Do the example with the class and ask the children to match. Monitor and help where necessary.

Answers

2 a 3 b 4 d



Extend the exercises in this Review by putting the children in small groups to practise saying the sentences with their friends.

2 What about you? Write Yes, I can or No, I can't.

- Ask the children to read the questions and answer about themselves. Monitor and help where necessary.

3 Write must or mustn't.

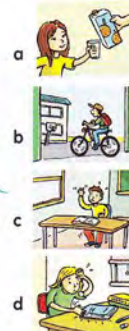
- Do the example with the class and ask the children to complete the other sentences. Monitor and help where necessary.

The FlyHigh Review

7

1 Match.

- Can I go to the bathroom, please?
- Can I have some juice, please?
- Can I ride my bike here?
- Can I watch TV now?



2 What about you? Write Yes, I can or No, I can't.

- Can you eat in your classroom?
- Can you write on your desk?
- Can you have a mobile phone at school?
- Can you play volleyball in your bedroom?

3 Write must or mustn't.

- We must drink water every day.
- Babies mustn't drink milk.
- We mustn't play ball near cars.
- We mustn't fight at school.
- We must help old people.
- Babies mustn't eat chocolate.

4 Choose and write.

- her him them it us me
- Look at Sally. Look at her.
 - I like strawberries. I like them.
 - Can you help me and my friend? Can you help us?
 - That flower is lovely. Look at it.
 - Where is George? I can't see him.
 - I am going to the park. Come with me!

92 ninety-two

Answers

- 2 must 4 mustn't 6 mustn't
3 mustn't 5 must

4 Choose and write.

- Say *I am the teacher! Look at!* Put your hand to your ear to elicit the missing word (me).
- Do the example with the class and ask the children to complete the other sentences. Monitor and help where necessary.

Answers

- 2 them 4 it 6 me
3 us 5 him

5 Listen and match. 3 Track 23

- Ask the children to look at the pictures, but not to say anything. Play the CD and do the example with the class.
- Play the CD again. Stop after each sentence for the children to match the name to the correct picture.

5 Listen and match.



Now write.

- 1 Emily thinks she will be a dancer.
- 2 Billy thinks he _____.
- 3 Sandra thinks she _____.
- 4 Nick thinks he _____.

My Project Make a school rules poster.

We must...

read our books

listen to our teacher

look after our school

help our friends

School rules

We mustn't...

play football in class

throw litter

run in the school

fight with our friends

Now go to

My Picture Dictionary

ninety-three 93

Now write.

- Ask the children to look at Emily and the picture she is matched with, then to read out the example sentence.
- Ask the children to complete the other sentences. Monitor and help where necessary.

Answers

- 2 will be a footballer
- 3 will be an English teacher
- 4 will be a reporter

My Project: Make a school rules poster.

- Ask the children to look at the poster and read the two headings.
- Say *At our school we must...* and ask the children to read the rules. Repeat with *At our school we mustn't...*
- Distribute the paper and ask the children to prepare their posters.
- Invite some children to the front to present their work to the class and to read what they've written.

Review of Cycle 7

You can now review the language the children have learned in Cycle 7, in the following ways.

My Picture Dictionary 3 Track 24

- Use the Picture Dictionary for Cycle 7 to help the children review the words they have learned. See introduction p. vii for guidance on using the Picture Dictionary.

Read with Trumpet: People in my community

- Do the *Read with Trumpet* lesson on p. 102 of the Pupil's Book in the next class. Follow the accompanying teaching notes on p. 102 of this Teacher's Guide.

Activity Book

- Tell the children to complete the review exercises on pp. 90–91 in their Activity Book for homework.
- Do the last section, **My English**, together in class in the next lesson. Use the sentences as prompts for oral practice. Then tell the children to colour the face they think best represents their efforts. See introduction p. ii for guidance.

Progress Review 7

- Use photocopiable **Progress Review 7** as a test in class. See the **Active Teach** Resources section.

CD 3 Track 23

- Adult:** What do you think you will be when you are older? Emily?
- Emily:** I think I will be a dancer.
- Adult:** Do you like dancing?
- Emily:** Yes, I love it.
- Adult:** What about you, Billy? What do you think you will be?
- Billy:** Well, I don't know, but I like football and I think I will be a footballer.
- Adult:** That's great. Sandra, what about you?
- Sandra:** I think I will be a teacher, an English teacher.
- Adult:** Fantastic. And Nick, what do you think you will be?
- Nick:** I think I will be a reporter.
- Adult:** Do you think you will work for a newspaper?
- Nick:** No, I think I will work on TV.

Answers

- 2 a 3 d 4 c

FUN TIME 3

Objective: review vocabulary, pronunciation and grammar

Vocabulary Review: vocabulary from Cycles 6 and 7

Grammar Review: grammar from Cycles 6 and 7

Materials: Class CD, sweets or fruit as prizes for the Fly High Quiz (optional)

Review

- Check the homework from the previous lesson.

1 Say it with Sally.

a) Listen and point. Then repeat. 3 Track 26

- Play the CD. Demonstrate by holding up your book, repeating the letter sounds after Sally and pointing at the letters.
- Play the CD again. The children repeat the letter sounds and point to the letters.

CD 3 Track 26

(slowly) br br br cr cr cr dr dr dr gr gr gr tr tr tr
(slowly) br cr dr gr tr cr dr br tr gr
(faster) gr br tr cr dr tr gr cr br dr
(fast) dr tr gr dr cr

b) Listen and write. Then repeat. 3 Track 26

- Play the CD. Pause after *br br brave*. Ask the children to write *br* in the air with their fingers, then to write *brave* the same way.
- Play the CD. Ask the children to listen and write.
- Call out the numbers for different children to repeat.

CD 3 Track 26

1 br br brave
2 gr gr grey
3 cr cr cry
4 dr dr drink
5 tr tr train
6 dr dr draw
7 cr cr crown
8 tr tr tree
9 gr gr grandma
10 br br toothbrush
11 br br library
12 dr dr dress



FUN TIME 3

1 Say it with Sally.

a) Listen and point. Then repeat.



b) Listen and write. Then repeat.



c) Chant.

Bread for breakfast. A crown on a crab. A dress in a drawer.
Grandma and grandpa. A trumpet on a train.

2 Find and write the message.



Now write your own message.

94 ninety-four

Answers

- | | |
|------------|------------------|
| 2 gr grey | 8 tr tree |
| 3 cr cry | 9 gr grandma |
| 4 dr drink | 10 br toothbrush |
| 5 tr train | 11 br library |
| 6 dr draw | 12 dr dress |
| 7 cr crown | |

c) Chant. 3 Track 26

- Play the CD. Ask the children to follow in their book. Then say the chant as a class.
- Play the CD again. Ask the children to chant with the CD.
- Divide the class into five groups (one group for each sentence). Allocate one part of the chant to each group. Ask each group to say its part of the chant in turn.

3 Do the Fly High Quiz!



3 Do the Fly High Quiz!

- Explain that the children are going to answer questions to do the *Fly High Quiz* and that they can use their Pupils' Book to look up the answers if they need to.
- Either ask the children to do the quiz on their own or put the children in pairs to do the quiz. Either way, the child/ pair who answers all the questions correctly first is the winner. Give sweets/fruit as a prize if you brought any – and award prizes for first to sixth place.
- Praise the children for working so hard!
- Check the answers.

Answers

| | |
|--------------------------|-------------------|
| 1 forty, fifty | 11 a holiday |
| 2 third, fourth | 12 Turkey |
| 3 a reporter | 13 No, he didn't. |
| 4 a photographer | 14 Yes, she did. |
| 5 climbed | 15 Ziggy |
| 6 watched | 16 a sandcastle |
| 7 He played basketball. | 17 left |
| 8 She jumped ten metres. | 18 right |
| 9 went | 19 a boat |
| 10 did | 20 Carrie |

Homework

- Ask the children to complete pp. 92–93 in their Activity Book.

2 Find and write the message.

- Explain that the message is in code and that each symbol equals a letter. Make sure the children understand what they have to do.
- To make it more fun, put the children in small groups. They work out the message together. The first group to finish the whole message is the winner.

Answers

Goodbye from everyone at the zoo.
Have a wonderful summer holiday!

Now write your own message.

- Ask the children to write their own message using the code. Put the children in pairs and ask them to swap messages. Their friend finds the message.

End-of-Term Test 3

You can now use photocopiable **End-of-Term Test 3**. See the **Active Teach Resources** section

Read with Trumpet: Looking after our world

- Do the *Read with Trumpet* lesson on p. 103 of the Pupil's Book in the next class. Follow the teaching notes on p. 103 of this Teacher's Guide.



Read with Trumpet

A day at school

Objective: to learn about an aspect of British culture

Vocabulary: pupil, school uniform, gym, gymnastics, canteen, cook, Britain

Materials: Class CD, drawing paper (optional)

Warm-up

- Ask the children to say one thing they do at school. Write their ideas on the board. As a class, ask the children to choose their favourite three things from the list on the board.

Vocabulary 1 Track 15

- Say *Open your book at page 96.*
- Follow the steps for presenting new vocabulary using the Pupil's Book. See introduction, p. v for guidance.

Read with Trumpet: A day at school

- Ask the children to look at the photographs and tell you what they can see in each one.
- Follow the steps for presenting *Read with Trumpet* passages. See Introduction, p. vii for guidance.
- Check understanding by asking questions about each mini text: *What time is it in picture 1? (nine o'clock in the morning), What are the pupils wearing? (their school uniform), What time have the pupils got PE? (eleven o'clock), What do the pupils do in PE? (run, play football and do gymnastics), Where do the children have lunch? (in the canteen), Who is Mrs Smith? (the cook), What's Mary's favourite lesson? (Art).*
- Put the children into small groups and allocate a text to each group. The class reads the text in their groups.

1 Talk about your school day.

- Tell the children that the questions are all about their school.
- Ask different children question 1 and elicit their answers.
- Put the children in pairs. They take turns to ask and answer the other questions.



Read with Trumpet 



pupil



school uniform



gym



gymnastics



canteen



cook

A day at school



This is a school in Britain. It's nine o'clock in the morning and the pupils are in class. Look at their clothes. It's their school uniform. Pupils in Britain wear uniforms to school every day.



It's eleven o'clock and the pupils have got PE. They're in the gym. In PE pupils do many things, like run, play football and do gymnastics. They wear special clothes for PE. What colour are his shorts and T-shirt?



It's one o'clock. It's time for lunch now and the children are hungry. They have lunch in the canteen. The cook, Mrs Smith, has got lots of delicious food to eat.



It's two o'clock. Mary has got Art. It's her favourite lesson. 'Paint a picture,' says the teacher. Mary is very good at painting and her picture is excellent. Look at all the colours!

1 Talk about your school day.

- What clothes do you wear to school?
- Have you got PE today?
- What colour are your PE clothes?
- Where do you eat lunch?
- Have you got Art today?
- What's your favourite lesson?

2 Write about your school day.

Today we've got Maths and English.
We haven't got PE.
My favourite lesson is History.

96 ninety-six

- Check the answers by taking feedback from several different pairs for each question.

2 Write about your school day.

- Ask the children to read the example text as a class.
- The children write about their school day in their notebooks.
- Invite some children to the front to read their work to the class.

Optional activity

Distribute the drawing paper and ask the children to draw a picture of their classroom.



Read with Trumpet

Special days in Britain

Objective: to learn about an aspect of British culture

Vocabulary: give, spider, lantern, pumpkin, bonfire, fireworks

Materials: Class CD, drawing paper or thick card, glue sticks, magazine pictures, material scraps, etc. (optional)

Warm-up

- Have a short class discussion about special days in the children's own country. Write notes on the board so the children can refer to them later.

Vocabulary 1 Track 27

- Say *Open your book at page 97.*
- Follow the steps for presenting new vocabulary using the Pupil's Book. See introduction, p. v for guidance.

Read with Trumpet: Special days in Britain

- Ask the children to look at the photographs and tell you what they can see in each one.
- Follow the steps for presenting *Read with Trumpet* passages. See Introduction, p. vii for guidance.
- Check understanding by asking questions about each mini text: *When do people in England celebrate Mother's Day? (March), What do children say to their mums on Mother's Day? (I love you, Mum.), What special festival do they celebrate in September? (Harvest Festival), What do children put in boxes for Harvest Festival? (apples, oranges and bananas), What do children wear for Halloween? (funny clothes), What do the children make from pumpkins? (big lanterns), Where do children put the guy on Bonfire Night? (on a big bonfire), What do children drink on Bonfire Night? (hot soup).*
- Put the children in small groups. They read and act out to the texts in their groups.

1 Circle.

- Tell the children that they are going to circle *yes* for the correct sentences and *no* for the incorrect ones.



Read with Trumpet



Special days in Britain



Mother's Day is in March. Children give flowers, chocolates and presents to their mothers. They give them beautiful cards too. Children say 'Happy Mother's Day. I love you, Mum.'



Harvest Festival is in September. Children put apples, oranges and bananas in pretty boxes. They sing songs at school and say 'Thank you. We've got a lot of food and we aren't hungry.'



Halloween is in October. It's fun on this night. Children have parties and wear funny clothes. They dress up as ghosts, spiders and clowns. They eat sweets and cakes and they make lanterns from big pumpkins.



Bonfire Night is in November. Children play and put a doll called a 'Guy' on a big bonfire. They watch beautiful fireworks too. It's cold in November and children drink hot soup.

1 Circle.

- Children dress up as ghosts on Mother's Day. yes / no
- Harvest Festival is in September. yes / no
- Children put fruit in boxes on Bonfire Night. yes / no
- Children give cards on Mother's Day. yes / no
- Bonfire Night is in November. yes / no
- Halloween is in March. yes / no

2 Write about special days in your country.

New Year is in January. We have a party at New Year.
Father's Day is in June. We give cards to our dad on this day.
Christmas is in December. We get presents at Christmas.

ninety-seven

97

- Read the first sentence and ask the children to say *yes* or *no*.
- The children complete the exercise.
- Check the answers by reading the sentences and eliciting the answers.

Answers

- | | | |
|-------|-------|------|
| 2 yes | 4 yes | 6 no |
| 3 no | 5 yes | |

2 Write about special days in your country.

- Ask the children to read the example text as a class.
- The children write about their special days in their notebooks. Remind them to look at the notes on the board.
- Invite some children to the front to read their work to the class.

Optional activity

Distribute the drawing paper and the other materials and ask the children to make either a collage picture or a celebration card for one of the special days from the lesson.



Read with Trumpet

A British town centre

Objective: to learn about an aspect of British culture

Vocabulary: restaurant, film, statue, shell, sell, shopping mall, museum, market, library

Materials: Class CD, drawing paper (optional)

Warm-up

- Put the children in small groups. Ask them to make a list of the things in their town centre. Allow two or three minutes for this. Monitor and help with unknown vocabulary. Invite the groups to feedback to the class. Write their suggestions on the board.

Vocabulary 1 Track 40

- Say *Open your book at page 98.*
- Follow the steps for presenting new vocabulary using the Pupil's Book. See introduction, p. v for guidance


Read with Trumpet: A British town centre

- Ask the children to look at the photographs and tell you what they can see in each one.
- Follow the steps for presenting *Read with Trumpet* passages. See Introduction, p. vii for guidance.
- Check understanding by asking questions about each mini text: *What are the people doing on Saturday? (visiting the shopping mall), Where can you watch films? (at the cinema), What can you see in the museum? (toys, trains, animals and paintings), What are beautiful? (the statues), Name three things you can buy at the market. (e.g. fish, apples, oranges, bananas, clothes, books, watches), Where is it quiet? (in the library), What is in the library? (books and computers)*
- Ask the children to read the texts chorally as a class.

1 What can you do in these places? Write.

- Read the example and ask the children to read the answer then to copy it into their notebooks.
- Ask the children to write the other answers.
- Check the answers by choosing different children to read their answers out.



Read with Trumpet 



restaurant



film



statue



shell



sell

A British town centre



This is a town in Britain. It's Saturday and lots of people are visiting the shopping mall. There are shops and restaurants here. You can go shopping in the mall and you can eat and drink too. You can watch films in the cinema.



It's great in the town museum! You can see lots of interesting things like toys, trains, animals and paintings. You can also see beautiful statues. This girl is learning about shells.



There's a market in the town. There are people selling many things. You can buy fish, apples, oranges and bananas. You can buy clothes, books and watches in the market too.



These children are in the library. It's quiet in the library. There are lots of books here and computers too. The children can take books home for a month. Some children are doing homework.

- 1 What can you do in these places? Write. 2 Write about your town.

- shopping mall: You can go shopping.
- library:
- museum:
- market:
- cinema:

In my town, there is a big park. You can play and ride bikes in the park. There is also a shopping mall in my town. You can buy clothes and have lunch there.

98 ninety-eight

Answers

- You can read/use a computer/take books home/do homework.
- You can see lots of interesting things.
- You can buy apples, clothes, etc.
- You can watch films.

2 Write about your town.

- Ask the children to read the example text as a class.
- The children write about their town in their notebooks. Remind them to look at the notes on the board.
- Invite some children to the front to read their work to the class.

Optional activity

Distribute the drawing paper and ask the children to draw something they like in their town.



Read with Trumpet

Food in Britain

Objective: to learn about an aspect of British culture

Vocabulary: cereal, tea, salt, vinegar, pudding, custard, fish and chips, buns, pancakes

Materials: Class CD

Warm-up

- Have a class discussion about special foods in the children's own country.
- Make a list of the class' favourite three dishes on the board.

Vocabulary 2 Track 12

- Say *Open your book at page 99.*
- Follow the steps for presenting new vocabulary using the Pupil's Book. See introduction, p. v for guidance.

Read with Trumpet: Food in Britain

- Ask the children to look at the photographs and tell you what they can see in each one.
- Follow the steps for presenting *Read with Trumpet* passages. See Introduction, p. vii for guidance.
- Check understanding by asking questions about each mini text: *What do people sometimes have for breakfast in Britain? (cereal and fruit), What do some people have with their toast? (eggs), What do people in Britain love to eat with chips? (fish), What do they put on their fish and chips? (salt and vinegar), What do people eat for Sunday lunch? (chicken, potatoes and lots of vegetables), What is custard like? (sweet and yellow), What do children eat at Easter in Britain? (hot cross buns), What do they have on their pancakes? (honey or chocolate).*
- Ask for volunteers to read the texts.

1 Write yes or no.

- Read the example and ask the children to read the answer then to copy it into their notebooks.
- Ask the children to write the other answers.



Read with Trumpet 



Food in Britain



It's morning and this family is having breakfast. In Britain people sometimes have cereal and fruit in the morning. Other people have eggs and toast or bread and honey. People often drink orange juice or tea with milk.



People in Britain love this food, fish and chips! There are many shops across the country. Lots of people put salt and vinegar on the chips. Lovely!



This is Sunday lunch! Sometimes people have chicken, potatoes and lots of vegetables. There's often a big pudding with custard too. Custard is sweet and yellow. Many people go for a walk after lunch.



On special days we eat special food. At Easter children eat hot cross buns. At Christmas they eat Christmas cake. There's fruit in the buns and the cake. On Pancake Day they eat pancakes. Children like honey or chocolate on their pancakes.

1 Write yes or no.

- 1 People drink tea with orange juice. **no**
- 2 You can have vinegar with your chips.
- 3 Children eat hot cross buns at Easter.
- 4 People eat custard with chicken.
- 5 Some people have fruit for breakfast.
- 6 There aren't many fish and chip shops in Britain.

2 Write about the food you like.

For breakfast I like eggs, toast and apple juice.
On Sundays we have spaghetti with cheese.
On my birthday we eat cake and ice cream.
My favourite food is pizza.

ninety-nine

99

- Check the answers by reading the sentences and eliciting the answers chorally.

Answers

- | | | |
|-------|-------|------|
| 2 yes | 4 no | 6 no |
| 3 yes | 5 yes | |

2 Write about the food you like.

- Ask the children to read the example text as a class.
- The children write about the food they like in their notebooks.
- Invite some children to the front to read their work to the class.

Optional activity

As a class, plan the ideal breakfast, lunch and dinner for the children.



Read with Trumpet

Amazing holidays

Objective: to compare other cultures with Britain

Vocabulary: journey, hill, dry, hotel, cave, Russia, Turkey

Materials: Class CD, card for each pupil (optional)

Warm-up

- Have a class discussion about holidays. Where do the children go? Do they have a summer holiday? Do they have weekends away? Have any of them ever been abroad? Where would they love to go on holiday?

Vocabulary 2 Track 23

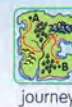
- Say *Open your book at page 100.*
- Follow the steps for presenting new vocabulary using the Pupil's Book. See introduction, p. v for guidance.

Read with Trumpet: Amazing holidays

- Ask the children to look at the photographs and tell you what they can see in each one.
- Follow the steps for presenting *Read with Trumpet* passages. See Introduction, p. vii for guidance.
- Check understanding by asking questions about each postcard: *Is Russia big or small? (big), What is the longest train journey in the world? (the Trans-Siberian train from Moscow to Vladivostok), How long does the journey take? (seven days), What two things can Thomas see from the train? (snow and mountains), Where is Göreme? (in Turkey), What is the weather like? (It's sunny all the time. / There isn't much rain.), Where is Laura's room? (in a cave), What does Laura do every day? (swim).*
- Put the class into two groups. Allocate a postcard to each group. The groups read their cards chorally.

1 Circle.

- Tell the children that they are going to circle *yes* for the correct sentences and *no* for the incorrect ones.
- Read the first sentence and ask the children to say *yes* or *no*.
- The children complete the exercise.



journey



hill




dry



hotel



cave

Read with Trumpet 

Amazing holidays



Hi Thomas,
We're in Russia. It's really big - it's the biggest country in the world. We're on the Trans-Siberian train from Moscow to Vladivostok. It's the longest train journey in the world. It takes seven days. Everyone on the train is very friendly. Outside there's snow everywhere. It's much colder than Britain. At the moment I can see some mountains. They're much taller than the hills near my house. They're beautiful. I'm really enjoying this holiday.
Ellie



Hello Natasha,
I'm on holiday in Göreme, a town in Turkey, with my family. It's sunny all the time. It's much hotter here than in Britain. There isn't much rain and there aren't many trees. Everything is very dry. Britain is much wetter and greener. We're staying in the best hotel in the town. It's amazing. Our room is in a cave and it's got a lovely swimming pool. It's smaller than the pool at school, but it's warm and we swim every day.
Laura

1 Circle.

- Russia is the largest country in the world. yes / no
- Britain is warmer than Russia. yes / no
- The hotel is the worst in town. yes / no
- Turkey is hotter than Britain. yes / no
- The mountains in Britain are smaller than those in Russia. yes / no
- Britain is drier than Turkey. yes / no

2 Write a comparison of your country and Britain.

My country is Russia. It's much bigger than Britain. My country is the biggest in the world.
Britain is warmer than my country. My country is one of the coldest in the world.

100 one hundred

- Check the answers by reading the sentences and eliciting the answers.

Answers

- | | | |
|-------|-------|------|
| 2 yes | 4 yes | 6 no |
| 3 no | 5 yes | |

2 Write a comparison of your country and Britain.

- Ask the children to read the example text as a class.
- The children write their comparisons in their notebooks.
- Invite some children to the front to read their work to the class.

Optional activity

Distribute the card. Ask the children to choose a place for a holiday (they can choose Russia or Turkey or somewhere else). They draw a picture on one side of their card and write a postcard home on the other.



Read with Trumpet

A week in New York

Objective: to learn about culture in New York

Vocabulary: boat, island, carriage, building, one million, one thousand

Materials: Class CD

Warm-up

- Ask the children what they know about America. Do they know the names of any American cities? Have they seen programmes about America on TV? Would they like to go there?


Vocabulary 3 Track 13

- Say *Open your book at page 101.*
- Follow the steps for presenting new vocabulary using the Pupil's Book. See introduction, p. v for guidance.

Read with Trumpet: A week in New York

- Ask the children to look at the photographs and tell you what they can see in each one.
- Follow the steps for presenting *Read with Trumpet* passages. See Introduction, p.vii for guidance.
- Check understanding by asking questions about each postcard: *What did the boy see on the way to Staten Island? (the Statue of Liberty), How tall is the Statue of Liberty? (more than 93 metres tall), Who gave the statue to the Americans? (the French), Where did the boy and his family have lunch? (next to the lake in Central Park), What did the boy and his family go for a ride in? (a horse and carriage), When did the Empire State Building open? (May 1st, 1931), How many windows does the Empire State Building have? (about 6,500), What is one of the most famous shopping streets called? (Fifth Avenue), What did the boy buy for his best friend? (a T-shirt with an American flag on it).*
- Put the class into four groups and allocate a text to each group. The groups read their texts chorally.



Read with Trumpet 



A week in New York



One day we took a boat to Staten Island. The view of New York was amazing. On the way we saw the Statue of Liberty. It was green and more than 93 metres tall. The French people gave the statue to the Americans in 1886. It was a present for America's 100th birthday. It was ten years late!



My family also visited the Empire State Building. Millions of people visit the building every year. It opened on May 1st 1931. It was the tallest building in the world at that time. We went up to the top, and there were wonderful views. The Empire State Building has got 6,500 windows – that's a lot of windows to clean!

Last year I went to New York with my mum and dad. These are my photos.



Central Park was very big. It was sunny and there were lots of people in the park. We had lunch next to the lake and watched some people in boats. Then we went for a ride in a horse and carriage.



On our last day we went shopping on Fifth Avenue. It's one of the most famous shopping streets in the world. I bought a present for my best friend. I got him a T-shirt with an American flag on it.

1 Talk about a city you visited.

- Where did you go?
- What famous buildings were there in the city?
- Were there any parks?
- Were there any statues?
- Did you go shopping? Where did you go?

2 Write about a city you visited.

I visited New York City last summer. We went to the Bronx Zoo. There were many amazing animals. We also saw the Hudson River. It was very big. My favourite building was the Metropolitan Museum of Art. It was so beautiful!

one hundred and one

101

1 Talk about a city you visited.

- Tell the children that the questions are all about a city they have visited. They can choose which city to answer about.
- Ask different children question 1 and elicit their answers.
- Put the children in pairs. They take turns to ask and answer the other questions.
- Check the answers by taking feedback from several different pairs for each question.

2 Write about a city you visited.

- Ask the children to read the example text as a class.
- The children write about a city they have visited in their notebooks. Remind them to refer to their answers in Exercise 1.
- Invite some children to the front to read their work to the class.

Optional activity

As a class, agree on the most popular three cities in the world that the children would like to visit.



Read with Trumpet

People in my community

Objective: to learn about communities

Vocabulary: hospital, sick, medicine, magazine, fire station, ladder, doctor, librarian, firefighter, bus driver

Materials: Class CD

Warm-up

- Ask the children to think of the different people they see every day. Ask them to think about a school day and also a Saturday. Write their ideas on the board and help with unknown vocabulary where necessary.

Vocabulary 3 Track 25

- Say *Open your book at page 102.*
- Follow the steps for presenting new vocabulary using the Pupil's Book. See introduction, p. v for guidance.

Read with Trumpet: People in my community

- Ask the children to look at the photographs and tell you what they can see in each one.
- Follow the steps for presenting *Read with Trumpet* passages. See Introduction, p. vii for guidance.
- Check understanding by asking questions about each postcard: *Who does Doctor Wells help? (sick children), What does Doctor Wells do with the children? (She looks in their eyes and ears and listens to their hearts), Does Doctor Wells give medicine to children? (yes), What is Miss Adams? (a librarian), What is in the library as well as books? (DVDs, magazines and newspapers), Who does Miss Adams read to? (children), Where does Mr Brown work? (at the fire station), What do the firefighters do? (They save people in fires and help people in car accidents), What does Mr Walker drive? (a red and green bus), How many people can the bus carry? (51), Does Mr Walker drive a different way every day? (no).*
- Ask for volunteers to read the texts aloud.

1 Choose and write.

- Tell the children that they are going to complete the sentences with the correct words.



 hospital
  sick
  medicine
  magazine
  fire station
  ladder

Read with Trumpet People in my community

1 This is Doctor Wells. She works at the hospital with other doctors and nurses. She helps sick children. She looks at their eyes and ears. She listens to their hearts. Sometimes Doctor Wells gives medicine to the children to make them better. She likes helping people.



2 Miss Adams is a librarian. She works at the library in the town centre. As well as books, there are DVDs, magazines and newspapers in the library. Miss Adams uses a computer and helps people look for books. She reads stories to children too.



3 This is Mr Brown. He's a firefighter. He works at the fire station with other firefighters. They work in a team. They save people in fires and help people in car accidents. They're very brave. Sometimes Mr Brown climbs a tall ladder and helps cats in trees.



4 Mr Walker is a bus driver. He drives a school bus. It can carry 51 people. Every morning he gets up early and drives the children to school. He must go back to school at the end of the day and take them home again. He drives the same way every day.



1 Choose and write.

bus driver librarian firefighter doctor

1 A firefighter works in a fire station.

2 A _____ takes children to school.

3 A _____ reads stories to children.

4 A _____ gives medicine to children.

2 Write about people in your community.

Mrs Simpson is a teacher. She works in my school. She teaches English.

Mrs Jones is a doctor. She works in a hospital. She helps sick people.

Mr Green is a librarian. He works in a library. He helps people find books.

102 one hundred and two

- Ask the children to read the example sentence out loud.
- The children complete the exercise.
- Check the answers by asking different children to read a sentence each.

Answers

- 2 bus driver 4 doctor
3 librarian

2 Write about people in your community.

- Ask the children to read the example text as a class.
- The children write about their communities in their notebooks.
- Invite some children to the front to read their work to the class.

Optional activity

Go round the class asking children to choose one of the community people in the texts and to say a sentence about them.



Read with Trumpet

Looking after our world

Objective: to learn about protecting our world

Vocabulary: plant, waste, grow, bath, ugly, bin, need, furniture

Materials: Class CD, large sheets of drawing paper – one per small group (optional)

Warm-up

- Have a class discussion about things we can do to look after our world (save paper, not waste water, protect animals, etc.). Talk about any school environmental projects (or, if there aren't any, find out what sort of projects the children think the school could do to help our world).

Vocabulary 3 Track 27

- Say *Open your book at page 103.*
- Follow the steps for presenting new vocabulary using the Pupil's Book. See introduction, p. v for guidance.

Read with Trumpet: Looking after our world

- Ask the children to look at the photographs and tell you what they can see in each one.
- Follow the steps for presenting *Read with Trumpet* passages. See Introduction, p. vii for guidance.
- Check understanding by asking questions about each postcard: *Where do more than half the world's plants and animals live? (in forests), What are people doing in forests all around the world? (cutting down trees), How can we help to save forests? (don't waste paper), What do we do with water? (we drink water and we wash with it), What must we do with water when we clean our teeth? (turn off the water), What's better – a bath or a shower? (a shower), What don't people like? (dirty streets), How can we help to look after our towns? (don't throw litter, take litter home), What does dirty air do? (makes people sick), When was the air dirty in London? (1952), What makes the air dirty? (cars), What can we do to help? (walk or ride a bike).*
- As a class, read the texts aloud.



Read with Trumpet



plant

waste

grow

bath

ugly

bin

Looking after our world



We must look after the forests. More than half the world's plants and animals live in forests. Many medicines come from these plants. We need forests, but all around the world, people are cutting down trees. They use the trees to make paper and furniture. You can help save the forests. Don't waste paper.



People, animals and plants need clean water. We drink water and we wash with it. Plants must have water to grow. We must look after the lakes and rivers. We mustn't waste water. Turn off the water when you clean your teeth. Baths use more water than showers. Take a shower, not a bath.



We must look after our towns and keep them clean. People don't like dirty streets – they're ugly. Children can't play in playgrounds with a lot of litter – they can have accidents. You can help. Don't throw litter in the park or the street. Take it home or put it in a bin.



We need clean air. Dirty air makes people sick. In 1952 many people got very sick in London because the air was dirty. Today London's air is much cleaner but cars still make it dirty. You can help. Don't always go by car. Walk or ride a bike.

1 Tick (✓) the good actions and cross (x) the bad actions.

- throw litter in the bin ✓
- waste paper
- save water
- ride a bike
- drop litter
- always go by car

2 Write about how you can help the world.

I can ride a bike to school. This helps keep the air clean.
I must throw litter in the bin. Dirty cities are ugly.
I mustn't waste water. We need water to live.

one hundred and three 103

1 Tick (✓) the good actions and cross (x) the bad actions.

- Read the example with the children.
- The children complete the exercise.
- Check the answers by asking different children to read a sentence each.

Answers

- | | | |
|-----|-----|-----|
| 2 x | 4 ✓ | 6 x |
| 3 ✓ | 5 x | |

2 Write about how you can help the world.

- Ask the children to read the example text as a class.
- The children write about how they can help the world in their notebooks.
- Invite some children to the front to read their work to the class.

Optional activity

Put the children in small groups. Give each group a large sheet of drawing paper and ask them to design a poster about how to look after our world. Display the posters in the classroom/school.

The Fly High Music Show

Objective: consolidate vocabulary and grammar in an enjoyable way

Vocabulary Review: vocabulary from Fly High Pupil's Book 3

Grammar Review: grammar from Fly High Pupil's Book 3

Materials: Class CD, thick paper or card to make character masks and cut-out fruit, red/blue crepe paper for sashes

The Fly High Music Show 3 Track 28

- There are eleven main characters in the Music Show. Allocate parts for: Child 1, Child 2, Child 3, Child 4, Child 5, Sally, Trumpet, Tag, Karla, Patty, Chatter. You also need some other children – at least four or five. Have the rest of the class as the other children in the show.
- Distribute the card. Ask the animal characters to draw, colour and cut out their masks. Ask Children 1–5 to draw, colour and cut out different fruit. Ask the other children to cut out sashes from the red/blue crepe paper.
- Say *Open your book at page 104*. Ask the children to look at the picture and tell you what they can see. They must only use English.
- Play the CD. Stop after every spoken section and ask the children to repeat by reading the words.
- Play the CD again. Ask the children to join in with the songs.
- Play the CD again. Ask the children to join in and act out their parts (using the masks, fruit and sashes). Repeat until the children are happy with their performance.

Warm-up

- Write on the board: *Who is your favourite character in the book? Why? Which was your favourite lesson in the book? 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.



All: Hello!

Sally: Hello!

Child 1
(to Sally): Hello! Are you English?

Sally: Yes, I am. My name's Sally and I'm from England.

All: My name's ...

All: We're from ...

All sing: Let's dance! (Lesson 1)

Sally: These are my friends: Chatter, Trumpet, Tag, Karla and Patty.

Animals: Hello! We're the animals in the zoo!

Child 2: Do you go to school?

Chatter: Yes, we do. Do you?

Children: Yes, we do!

All sing: Lucky girls and boys (Lesson 3)

Patty: Did you go to school yesterday?

Child 3: Yes, we did.

All sing: I was at school. (Lesson 21)

Trumpet: I'm hungry!

Animals: You're always hungry, Trumpet!

Children
4 & 5: We're making a cake!

All sing: Fun in the kitchen (Lesson 9)

Child 5: That cake was delicious! Now I'm thirsty. Have we got any juice?

Animals: Yes, we have!

All sing: The fruit song (Lesson 15)

Tag: Can we go out and play now, Sally?

Sally: You must do your homework first.

All sing: Can I ...? (Lesson 25)

Karla: Let's play! Let's have two teams.

All sing: We're the winners. (Lesson 17)

All sing: The best zoo in the world. (Lesson 18)

Sally: You are all winners!

Patty: We are all friends!

All sing: Best friends forever (Lesson 27)

Sally: It's summer and we don't go to school in summer.

All: Hooray!

Sally: What do we do in summer?

All: We go on holiday!

All sing: We'll meet again. (Lesson 28)

104 one hundred and four

one hundred and five 105

Activity Book Answer Key

Lesson 1

Pages 4–5

- 1 Children circle the words: grandma, cousin, brother, sister, uncle, aunt, grandpa, dad
- 2 2 cousin 3 uncle
- 3 2 am 3 is 4 is 5 are 6 is 7 are 8 am
- 4 1 white, blue
2 is from Africa/black, red, green
3 is from India/flag is orange, white, green
Children colour the flags according to the descriptions.
- 5 2 a 3 d 4 c
- 6 What/Where/from/What colour/flag
Children's own answers.

Lesson 2

Pages 6–7

- 1 2 hungry 3 spaghetti 4 tall
- 2 2 isn't/She's
3 aren't/They're
4 I'm not/I'm [children's own age]
5 aren't/We're
6 aren't/You're
- 3 2 c 3 a 4 f 5 b 6 d
- 4 3 Is/No, she's a clown.
4 Is/Yes, she is.
5 Are/Yes, they are.
6 Is/No, it's a robot.
- 5 2 she isn't.
3 Is Ivan from Turkey? No, he isn't.
4 Are Carlos and Pedro from Ukraine? No, they aren't.
5 Are John and Sally from Britain? Yes, they are.
- 6 2 Is your hair long?
3 Are your eyes green?
4 Is your mum a dancer?
Children's own answers.

Lesson 3

Pages 8–9

- 1 2 Fred/Nick 3 John 4 John/Nick 5 Paul 6 Paul/Nick
- 2 Children colour the picture according to the descriptions.
- 3 Children's own picture and answers.
- 4 2 has got a phone 3 has got a kite 4 have got a ball
5 has got a cat 6 have got hats 7 has got a camera
8 have got rabbits
- 5 2 have got've got 3 has got's got 4 has got's got
5 have got've got 6 have got've got
- 6 Children's own answers.

Lesson 4

Pages 10–11

- 1 2 hasn't got 3 's got 4 's got 5 hasn't got 6 hasn't got
7 's got 8 hasn't got
- 2 1 watch/dog
2 has got a toy plane, a dog and a watch/hasn't got a camera.
3 have got cameras, dogs and watches/haven't got toy planes.
Children complete the table and answer the questions about themselves.
- 3 2 Has/Yes, she has.
3 Have/No, they haven't.
4 Have/Children's own answer.
- 4 2 Have the ducks got suitcases? Yes, they have.
3 Has the horse got a suitcase? No, it hasn't.
4 Has the boy got a passport? No, he hasn't.
5 Have the girls got a map? Yes, they have.
- 5 1 a passport?
2 Has your dad got a car?
3 Have your friends got computers?
4 Has your grandma got a mobile phone?
Children's own answers.

Sally's Story: Snowy

Pages 12–13

- 1 2 no 3 yes 4 yes
- 2 2 Friday 3 Sunday 4 Tuesday 5 Saturday 6 Thursday
7 Wednesday
- 3 2 Has he got English on Tuesday? Yes he has.
3 Has he got PE on Wednesday? No, he hasn't.
4 Has he got History on Thursday? No, he hasn't.
5 Has he got Maths on Friday? Yes, he has.
- 4 Maths/History/haven't got
- 5 Children's own answers.

Review 1

Pages 14–15

- 1 Clothes: sunglasses, shirt, swimsuit
School: PE, History, Art, Maths
Holidays: plane, ticket, passport, suitcase
- 2 2 Kelly 3 mum 4 John 5 I've got 6 Her name is 7 uncle
8 I've got 9 Alex
- 3 2 a 3 d 4 f 5 b 6 c
- 4 3 Has she got a mobile phone? No, she hasn't. She's got a camera.
4 Has it got a map? No, it hasn't. It's got tickets.
5 Has she got sunglasses? Yes, she has.

- 6 Has she got an ice cream? Yes, she has.
7 Has he got a passport? No, he hasn't. He's got a map.

My English: Children's own answers.

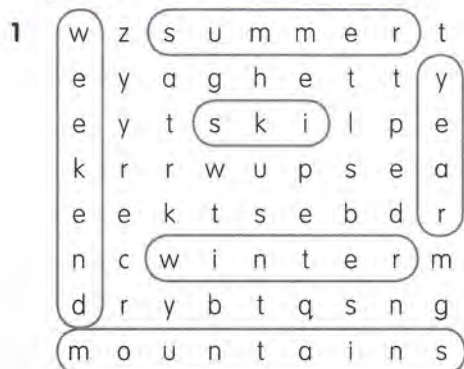
Lesson 5

Pages 16–17

- 1 2 evening 3 afternoon 4 night
2 2c 3e 4b 5a 6f
3 2 parcel 3 letter 4 postcard
4 3 play 4 plays 5 go 6 goes 7 watch 8 watches
5 2 go to the beach/plays volleyball/swims
3 plays computer games/watches TV
6 2 swims 3 play 4 plays 5 eat 6 go 7 goes 8 watch
9 write

Lesson 6

Pages 18–19



2 summer 3 year 4 ski 5 mountains 6 weekend
Children tick the correct pictures as they find the words.

- 2 2 winter 3 ski 4 mountains 5 weekend 6 year
3 Children's own answers.
4 2 They don't climb 3 We don't play 4 I don't wear
5 They don't read 6 We don't eat
5 2 Do/No, they don't.
3 Do/No, I don't.
4 Do/Yes, I do.
5 Do/No, we don't.
6 Do/No, I don't.
6 2 Do your friends ski every winter?
3 Do you and your friends watch TV in the evening?
4 Do you read every day?
5 Do your mum and dad get up at seven o'clock?
6 Do you and your family go on holiday every year?
Children's own answers.

Lesson 7

Pages 20–21

- 1 2 leaf 3 meat 4 Africa 5 panda 6 excited
2 2 panda 3 China 4 leaves 5 meat 6 sleeps

- 3 doesn't eat meat. He eats leaves.
He doesn't live in the jungle. He lives in the zoo.
He doesn't wear a blue hat. He wears a green hat.

- 4 2 Yes, he does.
3 No, he doesn't.
4 Yes, he does.
5 No, he doesn't.
6 Yes, he does.
5 2 Yes, he does.
3 No, they don't.
4 No, she doesn't.
5 Yes, he does.
6 Yes, they do.
Children complete the table and answer the questions about themselves.
6 2 Do 3 Does 4 Do 5 Does 6 Do
Children's own answers.

Lesson 8

Pages 22–23

- 1 1 d 2 b 3 e 4 a 5 bird 6 c
Children draw a picture of a bird.
2 2 birds 3 wake up 4 late 5 want
3 Children's own answers.
4 2 always eats 3 never walks 4 sometimes gets up
5 Children's own answers.
6 2 Our teacher never eats meat.
3 I sometimes watch TV in the evening.
4 We always walk to school.
5 My friend sometimes wears brown shoes.
6 We always go on holiday in summer.
Children's own answers.

Sally's Story: The months of the year

Pages 24–25

- 1 2 Summer 3 autumn 4 spring
2 Spring: March, April, May
Summer: June, July, August
Autumn: September, October, November
Winter: December, January, February
3 2 In summer families go to the beach.
3 In autumn leaves fall from the trees.
4 In winter children make snowmen.
4 1 c – hear the birds
2 a/b – swim in the sea/go on holiday
3 a/b – go to school again/fly our kites
4 a/c – wear warm sweaters/have a New Year party
5 2 see 3 animals 4 beach 5 sea 6 fly 7 leaves 8 snow
9 sweater
6 Children's own answers.

Review 2

Pages 26–27

- 1 M: September, February, January, July
S: summer, autumn, spring, winter
A: bird, zebra, tiger
T: night, evening, afternoon, morning
 - 2 3 plays 4 has 5 doesn't have 6 watches 7 reads
8 doesn't read 9 rides 10 swims 11 swims 12 does
13 doesn't do 14 visits 15 don't go 16 go
 - 3 2 Does/No, he doesn't.
3 Does/No, she doesn't.
4 Do/Yes, they do.
5 Does/No, he doesn't.
6 Do/No, they don't.
 - 4 2 Susan 3 Jenny 4 Jenny 5 Jenny 6 Susan
 - 5 Children's own answers.
- My English:** Children's own answers.

Fun Time 1

Pages 28–29

- 1 1 kangaroo 2 game, girl 3 jelly, jump 4 taxi, six
- 2 k: kangaroo
g: girl, game
j: jelly, jump
x: taxi, six
- 3 Children circle the words in the snake: swimsuit, letters,
airport, suitcase, mountains
2 mountains 3 suitcase 4 airport 5 swimsuit 6 letters
Secret word: Ticket
- 4 2 d 3 b 4 c 5 h 6 a 7 g
She's got a doll.
- 5 1 got 2 every 3 up 4 swims 5 plays 6 Have 7 eat
Answer to question: Trumpet

Lesson 9

Pages 30–31

- 1 1 talk 2 bored 3 learn 4 cook 5 home 6 doorbell 7 ring
Secret word: teacher
- 2 2 d – 're 3 f – 's 4 b – 's 5 a – 're 6 c – 're
- 3 2 're making 3 'm writing 4 're sleeping 5 's singing
6 's eating
- 4 2 're listening 3 's writing 4 'm reading 5 's ringing
6 's saying 7 're going
- 5 2 is climbing a tree 3 is doing a handstand 4 is watching
the girl 5 are playing football 6 are having fun
- 6 2 are playing 3 is riding 4 is climbing 5 is sleeping
6 are listening 7 is writing 8 are taking 9 are having

Lesson 10

Pages 32–33

- 1 2 wash 3 dish 4 floor 5 taste 6 strawberry

- 2 2 is tasting/isn't tasting 3 is making/isn't making
4 is cleaning/isn't cleaning
- 3 2 isn't sleeping 3 isn't watching 4 aren't listening
5 aren't playing 6 aren't doing
- 4 2 isn't having breakfast/'s doing his homework
3 isn't cooking lunch/'s eating lunch
4 aren't flying kites/'re watching TV
- 5 2 aren't watching 3 're listening 4 're having
5 isn't cooking 6 's making 7 isn't playing 8 's visiting
9 'm not having 10 'm writing
- 6 Children's own answers.

Lesson 11

Pages 34–35

- 1 2 's reading/library – d
3 's watching/cinema – a
4 's climbing/rope – b
5 're carrying/airport – f
6 're walking/going/school – e
- 2 2 d – Are 3 f – Are 4 e – Is 5 c – Are 6 a – Is
- 3 2 Are the girls laughing? Yes, they are.
3 Is the man carrying a suitcase? No, he isn't. He's carrying
a shopping bag.
4 Is the boy playing with the girls? No, he isn't. He's playing
with the dog.
5 Is the dog jumping? Yes, it is.
- 4 2 Is it raining?
3 Are your friends going to the cinema?
4 Is your dad washing the dishes?
5 Are you watching TV?
6 Is your mum cooking spaghetti?
Children's own answers.

Lesson 12

Pages 36–37

- 1 2 wait 3 thief 4 chase 5 brave 6 move
- 2 1 Let's have an apple.
2 Let's ride our bikes.
3 Let's go shopping.
- 3 2 d 3 e 4 c 5 a 6 b
- 4 2 Let's move.
3 Don't move.
4 Sit down, please!
5 Don't sit down.
6 Let's sit down.
- 5 2 don't 3 Let's 4 Don't 5 Don't 6 Don't 7 Let's

Sally's Story: The bear fight

Pages 38–39

- 1 2 ✓/X 3 X/✓ 4 ✓/X

- 2 + -ing: playing, sleeping
-e + -ing: riding, shining, making
double letter + -ing: sitting, skiing, skipping, swimming
- 3 2 is riding 3 am eating 4 is raining 5 am carrying
6 am not wearing 7 are running 8 are jumping
9 isn't snowing 10 is climbing 11 is skiing
- 4 3 is sitting 4 isn't reading 5 is sleeping 6 is eating
7 are swimming 8 are running 9 are laughing
10 'm having
- 5 Children's own answers.

Review 3

Pages 40–41

- 1 2 shopping 3 ski 4 rope 5 thief
- 2 1 is carrying
2 isn't talking/is talking
3 isn't buying/is buying
4 is riding/isn't
5 is chasing/isn't walking
6 are waiting/isn't wearing/is wearing
Children draw lines to match the people to their names.
- 3 2 Is Tom talking on the phone? Yes, he is.
3 Is Jim buying bananas? No, he isn't. He's buying strawberries.
4 Is John riding a bike? Yes, he is.
5 Is Fido chasing a thief? No, he isn't. He's chasing a cat.
6 Is Anna wearing a dress? No, she isn't. She's wearing shorts.
- 4 2 Let's have an ice cream.
3 Don't fight.
4 Don't chase the dog.
5 Let's swim.
6 Don't be scared.

My English: Children's own answers.

Lesson 13

Pages 42–43

- 1 2 shampoo 3 a toothbrush 4 saucepan 5 a towel 6 a concert 7 a bed
- 2 Children draw the hands on the clocks following the instructions.
- 3 2 It's half past four.
3 It's half past six.
4 It's half past seven.
5 It's half past ten.
6 It's half past eleven.
- 4 1 c 2 d – It 3 e – He 4 b – They 5 f – You 6 g – She
7 a – We
- 5 2 My 3 Our 4 Its 5 your 6 Her 7 Their
- 6 2 my 3 their 4 her 5 his 6 Its 7 your

Lesson 14

Pages 44–45

- 1 2 drums 3 keyboard 4 guitar 5 trumpet 6 ready
- 2 2 Karla's keyboard 3 Trumpet's trumpet
4 Patty's tambourine 5 Karla's hat 6 Tag's shoe
- 3 2 It's Bob's mouth.
3 It's Nod's nose.
4 It's Nod's eye
5 It's Bob's nose.
6 It's Bob's ear.
7 It's Nod's hair.
8 It's Bob's hair.
- 4 2 Whose bike is this? It's Clara's bike.
3 Whose robot is this? It's Tim's robot.
4 Whose balls are these? They're George's balls.
5 Whose rollerblades are these? They're Rosie's rollerblades.
6 Whose kite is this? It's George's kite.

Lesson 15

Pages 46–47

- 1 2 any/biscuits 3 some/watermelons 4 some/straws
5 any/glasses 6 any/bananas 7 some/peaches
8 any/apples
- 2 2 any 3 some 4 some 5 any 6 any 7 any 8 any
Children tick all the ingredients in the Jungle Juice recipe.
Answer to question: Yes, they can.
- 3 2 There are some/some eggs/there aren't any
3 There are some dishes/some glasses/there aren't any
4 There are some books/some photos/there aren't any sweets
- 4 2 Are there any apples in the bowl? No, there aren't.
3 Are there any straws in the cupboard? No, there aren't.
4 Are there any eggs in the fridge? Yes, there are.
5 Are there any peaches in the bowl? Yes, there are.
6 Are there any sweets on the shelf? No, there aren't.
- 5 Children's own answers.

Lesson 16

Pages 48–49

- 1 2 B 3 A 4 B 5 A 6 B
- 2 2 Are there any
3 Is there any/No, there isn't.
4 Is there any/No, there isn't.
5 Are there any/Yes, there are.
6 Is there any/Yes, there is.
- 3 Countable nouns: bananas, biscuits, eggs, carrots, apples, peaches
Uncountable nouns: butter, milk, flour, sugar, water, cheese
- 4 2 many 3 much 4 lots of

- 5 2 How many apples are there? There aren't many apples.
3 How much spaghetti is there? There isn't much spaghetti.
4 How many strawberries are there? There are lots of strawberries.
- 6 1 eight legs 2 How many 3 How much 4 How many
5 How much 6 How much
Children's own answers.

Sally's Story: The babies are hungry!

Pages 50–51

- 1 2 wolf/wolves 3 potato/potatoes 4 sandwich/sandwiches 5 tomato/tomatoes 6 mouse/mice
- 2 2 No they aren't./They're eating tomatoes.
3 No, they aren't./They're eating potatoes.
4 Yes, they are./They're eating sandwiches.
- 3 2 lots of 3 much 4 lots 5 many 6 there 7 isn't
- 4 2 butter 3 honey 4 milk 5 sandwiches 6 apple 7 meat
8 carrots 9 fish 10 potatoes 11 cheese 12 sweets
13 pizza 14 water
- 5 Children's own answers.

Review 4

Pages 52–53

- 1 I: drums, trumpet, keyboard, tambourine
C: flour, sugar, butter, eggs
B: mouth, nose, ears
BT: shampoo, towel, toothbrush, water
- 2 2a - It's half past nine.
3d - It's half past four.
4b - It's half past one.
- 3 2 my 3 her 4's 5 His 6 Whose 7's 8 Their
- 4 2 There's lots of cheese.
3 There are lots of apples.
4 There isn't much spaghetti.
5 There aren't many biscuits.
6 There aren't many eggs.
- 5 y + -ies: cherries, strawberries
+ -es: potatoes, sandwiches, peaches
f + -ves: leaves, thieves
Irregular: mice, sheep, feet, teeth
- 6 2 mice 3 sandwiches 4 thieves 5 teeth

My English: Children's own answers.

Lesson 17

Pages 54–55

- 1 2 fast 3 pretty 4 heavy 5 hungry 6 big 7 tall 8 dirty
- 2 Children draw the objects/animals following the instructions.
- 3 2 slower 3 faster 4 hotter 5 better 6 worse
- 4 2 prettier/Yes, she is.
3 smaller/No, he's not.

- 4 shorter/No, she's not.
- 5 heavier/Yes, it is.
- 6 dirtier/No, it's not.
- 5 Children's own answers.

Lesson 18

Pages 56–57



- 2 thin 3 young 4 cold 5 short 6 small 7 noisy
- 2 2 fast 3 faster 4 cleverer 5 the cleverest 6 bigger
7 the thinnest 8 hot 9 the hottest 10 happier 11 pretty
12 the prettiest 13 heavy 14 the heaviest 15 better
16 the worst
- 3 2 the best 3 the worst 4 the cleverest 5 the hottest
- 4 2 biggest 3 tallest 4 funniest 5 smallest 6 cleverest
- 5 2 is colder than/is hotter than/is the hottest
3 is shorter than/is taller than/is the tallest
4 is thinner than/is fatter than/is the fattest
- 6 Children's own answers.

Lesson 19

Pages 58–59

- 1 2 middle 3 finger 4 accident 5 cry 6 playground
- 2 2 was 3 was 4 were
- 3 1 were 2 was/was 3 were/were 4 was/was
2, 3, 1, 4
- 4 2 were 3 were 4 was 5 was 6 was 7 was 8 was
- 5 2 yes 3 no 4 yes 5 no
- 6 2 are/were 3 is/was 4 are/were 5 is/was 6 am/was
- 7 2 My dad was at the zoo on Sunday.
3 My friends were in the park this morning.
4 I was happy on Friday.
5 My mum was tired on Wednesday.
6 It was sunny on Saturday.
Children's own answers.

Lesson 20

Pages 60–61

- 1 2 bandage 3 hand 4 ambulance 5 yesterday 6 fingers
- 2 2 They weren't in the kitchen yesterday evening. They were in the lounge.

- 3 We weren't at the zoo on Saturday. We were at the beach.
 4 He wasn't at the cinema yesterday. He was at the playground.
 3 2 No, she wasn't. 3 Yes, she was. 4 Yes, they were.
 4 2 Were your friends in the park yesterday?
 3 Was it cold yesterday?
 4 Were you sad yesterday?
 5 Was your mum at home yesterday?
 6 Was your dad in the garden yesterday?
 Children's own answers.
 5 2 There were 3 There was 4 There were
 5 There weren't 6 There was 7 There were

Sally's Story: Amazing world

Pages 62–63

- 1 2 d – smallest 3 a – tallest 4 e – fastest 5 c – biggest
 6 b – youngest
 2 First table: 65/seventy-nine/forty-eight/21
 Second table: fifty-five/eighty-two/73/ninety-nine/one
 hundred
 3 Tania: 63 Sam: 79 Katie: 59
 4 2 the shops 3 7.30 4 the cinema 5 10.00 6 the park
 7 the zoo 8 6.30 9 home
 5 Children's own answers.

Review 5

Pages 64–65

- 1 2 finger 3 seventy-six 4 bandage 5 grapes
 2 2 smaller 3 the fastest 4 fifty-five 5 the loudest 6 the
 noisiest 7 longest
 3 2 Mary is taller than Rosa.
 3 Peter is heavier than Rosa.
 4 Rosa is shorter than Peter.
 5 Rosa is younger than Mary.
 7 Rosa is the youngest.
 8 Mary is the tallest.
 9 Rosa is the shortest.
 4 2 were 3 was 4 was 5 was 6 wasn't 7 was 8 was
 9 were 10 were 11 were
 4, 1, 2, 3
 5 2 Were/they weren't/were at the playground
 3 Was/No, she wasn't. She was bored.
 4 Was/No, she wasn't. She was at home.
 5 Was/Yes, she was.
 6 Were/Yes, they were.
 7 Were/Yes, they were.

My English: Children's own answers.

Fun Time 2

Pages 66–67

- 1 1 phone/alphabet 2 chocolate/lunch 3 dish/shampoo
 4 thief/Maths

- 2 ph: alphabet
 ch: chocolate, lunch
 sh: dish, shampoo
 th: thief, Maths
 3 tall/short young/old fast/slow big/small thin/fat
 4 Children's own answers.
 5 1 c 2 b 3 b 4 a 5 c 6 b
 6 1 watching 2 than 3 whose 4 much 5 some 6 lots
 7 was 8 their 9 were
 Missing word: Chocolate
 Children's own answers.

Lesson 21

Pages 68–69

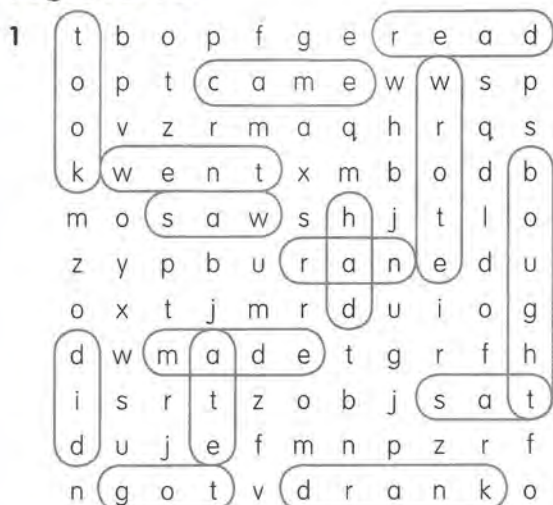
- 1 a photographer b newspaper c reporter d postman
 2 reporter 3 teacher 4 zookeeper 5 postman
 6 police officer
 2 2 helped 3 played 4 visited 5 watched 6 listened
 3, 4, 2, 1, 5, 6
 3 2 a 3 f 4 c 5 b 6 e
 4 2 At 10 o'clock he played the guitar.
 3 At half past twelve he helped his Dad in the garden.
 4 At 2 o'clock he visited his grandma.
 5 At 5 o'clock he cooked spaghetti with his Mum.
 6 At half past six he played computer games.
 5 2 helped 3 washed 4 walked 5 played 6 played
 7 talked 8 listened 9 danced
 6 2 My friends visited me on Sunday.
 3 My Dad worked on Saturday.
 4 My mum cooked a pizza yesterday.
 5 I climbed a tree on Monday.
 6 I talked to my friends yesterday.
 Children's own answers.

Lesson 22

Pages 70–71

- 1 2 mind/accident 3 clean up 4 wash 5 wet
 2 2 didn't clean/cleaned 3 didn't play/played 4 didn't wait/
 waited 5 didn't walk/walked 6 didn't wash/washed
 3 2 Grandma didn't take photos yesterday. She painted
 a picture.
 3 Dad didn't clean the windows yesterday. He washed
 the floor.
 4 Grandpa didn't work in the garden yesterday. He jumped
 in the living room.
 4 2 Did 3 Did/No, he didn't. 4 Did/No, he didn't.
 5 Did/No, he didn't. 6 Did/Yes, he did.
 7 Did/No, she didn't. 8 Did/Yes, she did.
 5 2 Did your Dad clean the windows on Sunday?
 3 Did your friends play in the park on Saturday?
 4 Did your Grandma visit on Friday?
 Children's own answers.

Lesson 23

Pages 72–73

- 2 bought 3 did 4 drank 5 ate 6 got 7 went 8 had
9 made 10 read 11 saw 12 sat 13 took 14 wrote 15 ran
- 2** 2 drank/drink 3 read/reads 4 did/do 5 ate/eat
6 went/goes
- 3** 2 saw 3 took 4 ate 5 had 6 bought
Children label the picture according to the sentences.
- 4** 2 came 3 made 4 took 5 saw 6 took 7 had 8 bought
9 wrote 10 had
- 5** Children's own answers.

Lesson 24

Pages 74–75

- 1 1 phone 2 towel 3 flippers 4 suitcase 5 excited 6
suncream 7 ready
Secret word: holiday
- 2 2 didn't make/made sandwiches
3 didn't take/took his camera
4 didn't take/took a map
5 didn't see/saw a bear
6 wasn't happy/was scared
7 didn't chase/ran
- 3 2 was 3 sat 4 read 5 drank 6 swam 7 didn't see
8 saw 9 ate 10 had
- 4 2 sat on the sand.
3 No, he didn't. He drank some juice.
4 Yes, they did.
5 No, they didn't. They saw a crab on the beach.
6 No, he didn't. He ate a chocolate ice cream.
- 5 2 Did you have pizza for breakfast?
3 Did you ride your bike to school?
4 Did you do your homework last night?
5 Did you see your best friend this morning?
6 Did you eat an apple yesterday?
Children's own answers.

Sally's Story: A week in London

Pages 76–77

- 1 Children draw lines to join the pictures and words.
- 2 2 second – d 3 third – g 4 fourth – b 5 fifth – c 6 sixth – a
7 last – e
- 3 2 No, they didn't. 3 No, it wasn't. 4 Yes, they did.
5 Yes, they did. 6 Yes, they did. 7 No, they didn't.
- 4 2 saw 3 went 4 bought 5 wrote 6 had 7 took
- 5 Children's own answers.

Review 6

Pages 78–79

- 1 2 winners 3 trophy 4 mayor 5 reporter 6 photographer
7 newspaper 8 proud
- 2 second/2nd third/3rd fourth/4th fifth/5th sixth/6th last
- 3 2 walked/didn't ride 3 had/didn't have 4 made/didn't
make 5 played/didn't play 6 did/didn't watch
- 4 2 danced 3 played 4 read 5 listened 6 swam 7 wrote
8 ate 9 drank 10 talked
- 5 1 went to the park 2 Did Sam's mum swim in the pool? No,
she didn't. She sat under a tree.
3 Did Mark read a newspaper? No, he didn't. He read
a book.
4 Did Sam eat an orange? No, he didn't. He ate an apple.
5 Did Amy write a postcard? No, she didn't. She wrote in
her book.

My English: Children's own answers.

Lesson 25

Pages 80–81

- 1 2 an ice cream 3 an umbrella 4 a bucket 5 armbands
6 a spade 7 the sun
- 2 2 a 3 d 4 c
- 3 2 e – Can I make a sandcastle, please?
3 a – Can I phone my friend, please?
4 b – Can I take a photo, please?
5 d – Can I swim in the sea, please?
6 c – Can I go to the park, please?
- 4 1 can't 2 Can – third picture – a – can 3 Can – first picture –
c – can't 4 Can – second picture – d – can
- 5 2 can't 3 can 4 can 5 can 6 can 7 Can 8 can't 9 can
- 6 Children's own answers.

Lesson 26

Pages 82–83

- 1 1 net 2 monster/brave 3 move 4 worried/near 5 far
6 turtle
2 1c, d 2b, e 3f
3 2 mustn't 3 must 4 must 5 mustn't 6 mustn't

- 4 2 You must drink lots of water.
3 You mustn't fight.
4 You must stay near your family.
5 You mustn't sit in the sun.
6 You mustn't swim far from the beach.
- 5 2 We must sit quietly at our desks.
3 We mustn't eat food in class.
4 We must help each other.
5 We mustn't draw on the desks.
6 We must listen to our teacher.
- 6 2 ✓/You must be quiet.
3 ✗/You mustn't phone your friends.
4 ✗/You mustn't eat food.
5 ✓/You must be careful with the books.
6 ✗/You mustn't run.

Lesson 27

Pages 84–85

- 1 Children circle the following words: safe, fisherman, boat, ask, save, far.
2 fisherman 3 boat 4 ask 5 save 6 far
- 2 2c 3d 4e 5a 6b
- 3 2 him 3 me 4 us 5 her 6 it
- 4 2 him 3 her 4 us 5 it 6 you
- 5 2 us 3 I 4 me 5 He 6 it 7 him 8 They 9 them 10 us 11 him 12 She
- 6 Children's own answers.

Lesson 28

Pages 86–87

- 1

| | | | | |
|---|---|---|---|---|
| d | a | n | c | e |
| i | s | t | f | z |
| v | i | w | e | a |
| e | n | i | s | r |
| p | g | n | r | z |
| o | n | g | c | e |
| a | w | d | l | a |

- 2 meet 3 dance 4 wear 5 laugh 6 dive
- 2 1 ✗/✓ 2 ✗/✓/✓ 3 ✓/✓/✗ 4 ✓/✗/✓
- 3 2 We'll be photographers.
3 She'll be a nurse.
4 I'll be a reporter.
5 They'll be singers.
6 You'll be a firefighter.
7 She'll be a zookeeper.
8 He'll be a police officer.
- 4 Children's own answers.
- 5 2 'll 3 won't 4 'll 5 'll/won't 6 won't/'ll

Sally's Story: Our beautiful world

Pages 88–89

- 1 2 No, she isn't. She's Nelly Nature. 3 Yes, they do.
4 No, they don't. They want to go round the world.
5 No, it isn't. It's very hot. 6 Yes, they do.
7 No, they aren't. They're flying. 8 Yes, they do.
- 2 2 cloudy 3 rainy 4 snowy
- 3 2 jungle 3 ocean 4 mountains
- 4 2 You can ride a bike.
3 You must take litter home.
4 You mustn't play loud music.
5 You mustn't climb the trees.
- 5 Children's own answers.

Review 7

Pages 90–91

- 1 2 people 3 swimsuit 4 bucket 5 spade 6 sandcastle
7 near 8 flippers 9 armbands 10 boat 11 whale
12 fisherman 13 worried 14 far
- 2 2 can 3 Can 4 can 5 Can 6 can't
- 3 2 You must drink lots of water.
3 You mustn't go far from your friends.
4 You can see lots of animals.
5 You must take a map.
6 You mustn't throw litter.
- 4 2 me 3 She 4 her 5 you 6 it 7 He 8 him 9 you 10 they 11 them
- 5 2 visit 3 them 4 'll go 5 'll have 6 won't buy 7 him 8 'll come

My English: Children's own answers.

Fun Time 3

Pages 92–93

- 1 2 train 3 toothbrush 4 zebra 5 cry 6 photographer
- 2 1 fourth 2 September 3 seventeen 4 Wednesday
5 winter 6 eighty
- 3 2 Yes 3 No 4 No 5 No 6 Yes 7 No
Teacher
- 4 1 c
2 f – Do you watch TV on Sunday?
3 d – Is she playing tennis now?
4 b – Did you go to school yesterday?
5 a – Was she happy on Sunday?
6 e – Have you got a camera?
- 5 1 him 2 sometimes 3 will 4 drink 5 made 6 than 7 any
Answer to question: holiday
Children's own answers.

Lesson-by-Lesson Word List

Lesson 1

Africa
airport
aunt
uncle
cousin
holiday
England
Ukraine
Argentina
flag
France
Greece

Lesson 2

shy
England
spaghetti
cheese
ice cream
dinner
Turkey
Australia

Lesson 3

map
shorts
sunglasses
shirt
swimsuit
smile

Lesson 4

passport
ticket
plane
money
suitcase
taxi

Sally's Story:

Snowy

Maths
English
History
Art
dinosaur
PE
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Lesson 5

postman
morning
letter
postcard
parcel
afternoon
evening
watch TV

Lesson 6

photo album
weekend
ski
year
mountain
winter
summer

Lesson 7

meat
excited
panda
China
leaf

Lesson 8

wake up
early
show
bird
late
want

Sally's Story: The months of the year

spring
summer
autumn
winter
January
February
March
April
May
June
July
August
September
October
November
December
sun
rain
snow
wind

Lesson 9

cook
learn
talk
bored
home
doorbell
ring

Lesson 10

make
wash
dish
floor
strawberry
taste

Lesson 11

go shopping
library
cinema
supermarket
buy
rope

Lesson 12

wait
move
chase
stop
thief
brave

Sally's Story: The bear fight

fight
go for walk
swing
saucepan

Lesson 13

toothbrush
half past five
concert
towel
shampoo
argue

Lesson 14

ready
musical instruments
trumpet
drums
keyboard
tambourine

Lesson 15

orange
thirsty
peach
watermelon
glass
straw
juice
fruit

Lesson 16

fridge
water
flour
sugar
butter

Sally's Story: The babies are hungry!

baby/babies
mouse/mice
tomato/tomatoes
sheep/sheep
potato/potatoes
wolf/wolves
sandwich/
sandwiches

Lesson 17

team
heavy
throw
dirty
draw

Lesson 18

world
rhino
young
giraffe
fat
thin

Lesson 19

cry
nurse
accident
middle
finger

Lesson 20

bandage
grapes
ambulance
yesterday

**Sally's Story:
Amazing world**

thirty (30)
forty (40)
fifty (50)
sixty (60)
seventy (70)
eighty (80)
ninety (90)
one hundred (100)

Lesson 21

reporter
photographer
work
newspaper

Lesson 22

clean up
wet
floor

Lesson 23

mayor
proud
prize

Lesson 24

flippers
sun cream
phone

**Sally's Story: A
week in London**

first
second
third
fourth
fifth
sixth
last

Lesson 25

sandcastle
armbands
bucket
spade
sun

Lesson 26

worried
far
stay
near
scared
stuck
monster

Lesson 27

safe
fisherman
ask
save

Lesson 28

meet
dive

**Sally's Story: Our
beautiful world**

litter
desert
camel
jungle
parrot
snow
ocean

**Read with
Trumpet: A day at
school**

Britain
pupil
school uniform
gym
gymnastics
canteen
cook

**Read with
Trumpet: Special
days in Britain**

Mother's Day
give
Harvest Festival
Halloween
spider
lantern
pumpkin
Bonfire Night
bonfire
fireworks
New Year
Father's Day
Christmas

**Read with
Trumpet: A British
town centre**

shopping mall
restaurant
film
museum
statue
shell
market
sell
library

**Read with
Trumpet: Food in
Britain**

cereal
tea
fish and chips
salt
vinegar
pudding
custard
buns
pancakes

**Read with
Trumpet: Amazing
holidays**

Russia
journey
hill
Turkey
dry
hotel
cave

**Read with
Trumpet: A week
in New York**

boat
island
carriage
building
one million
one thousand

**Read with
Trumpet: People
in my community**

doctor
hospital
sick
medicine
librarian
magazine
firefighter
fire station
ladder
bus driver

**Read with
Trumpet: Looking
after our world**

plant
need
furniture
waste
grow
bath
ugly
bin

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