

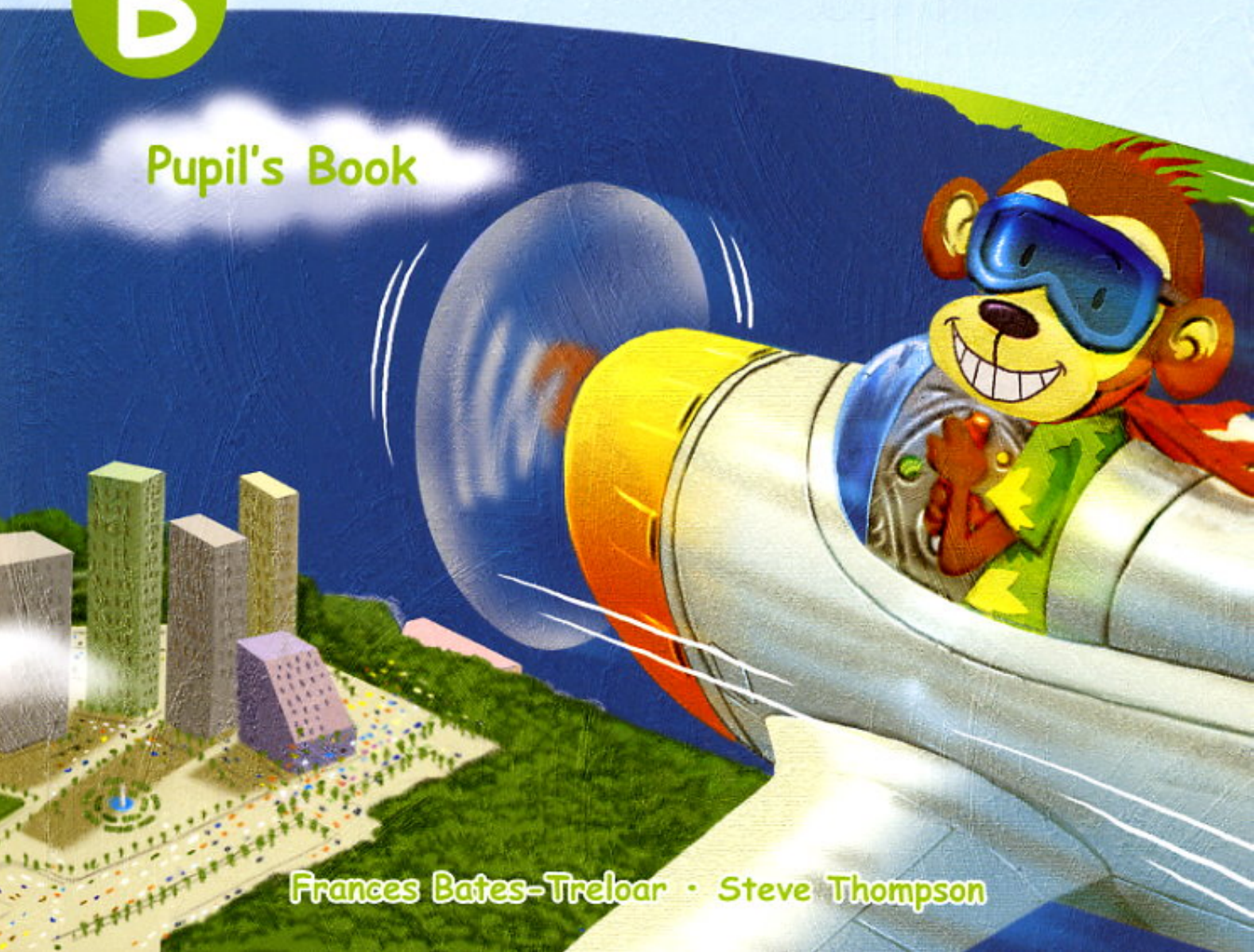
LEARNERS  
**GO!**

# FLY with English



**B**

Pupil's Book



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# Let's Start!

**Fly With English B** has been developed to ensure that young learners build on the vocabulary and language skills acquired in Fly With English A. The **Pupil's Book** focuses on developing accuracy in reading, listening and speaking for a wider range of contexts in line with the learner's own development. Learning is consolidated through each language skill, so that learners develop a higher level of comprehension and critical thinking skills. The corresponding Workbook emphasises writing and provides focused practice and consolidation of the language items taught.

The Pupil's Book provides many opportunities for individual, pair and group work. Skills-focused activities help the learner use English fluently and confidently.

Language is presented and practised in real-life situations that offer meaningful opportunities for problem solving.

The teacher/parent note at the bottom of each page identifies the objective of each activity.

That's a good idea

**Reading**  
Read and write the numbers.

**Having Problems?**

1. Hello Owen,  
I want to be a singer and an actor. I'm taking singing lessons and I can play the piano and the guitar. What other things should I do to get the job I want when I'm older?  
Daisy

2. Dear Owen,  
Some children in my class call me names and say I'm ugly and fat. This makes me very sad and I don't want to go to school. What should I do?  
Mark

3. Dear Owen,  
I work hard and do all my homework. I'm in the computer club. I'm good at sports and I write stories. I'm the cleverest pupil in the class. But last month, I felt very tired and I didn't do very well in my tests. How can I be first in my class again?  
Simon

4. Hi Owen,  
My name's Kelly and my best friend is Eva. Last Friday, I saw Eva take some sweets from a shop. I know she shouldn't steal but I can't decide what to do about it. Should I talk to her about it? Should I tell her parents or should I tell the police?  
Kelly

It's good you know what you want to be. You should go to the theatre to watch other actors and listen to other singers. This will help you act and sing well. You should also study hard at school.

I think you should talk to your friend first. Ask her why she did it. But if she doesn't think it's wrong and steals again, then you should tell her parents.

You're a good pupil. You should not try to do so many things at a time. You're tired. You should go for a holiday. I'm sure you will do well again.

They are wrong to do that. This is a difficult problem. You should not try and solve it by yourself. Ask your teachers or your parents for help. You should also walk away and not listen to these children.

Teacher/parent note: In this activity, pupils read the letters and match them to the advice given by writing the correct number in the space.

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Revision units review and consolidate the vocabulary and structures taught. Activities are provided in assessment formats to develop the learner's confidence and facilitate the evaluation of outcomes.



## Revision Unit 1

**Reading**  
Read and answer.

**KIDS' CLUB SCIENCE SHOW**

Every summer holiday, Kids' Club Magazine has special programmes for children. This year's science show is called 'Life Fifty Years From Now'.

Find out about:

- **Tomorrow's Robots:** When robots become cleverer than people. How will we use robots in our houses and factories?
- **Offices in the Future:** What will people do in fifty years? Will we have to work? Listen to ideas about what jobs and office work will be like in fifty years.
- **School and Learning:** Today's young teachers think pupils will learn from computers and will only speak to teachers by video or telephone from home.
- **Food in Fifty Years:** The food we will eat in the future will be different from what we eat now. Learn what food will look like and taste like in fifty years.
- **Sports and Hobbies:** Sports and hobbies have changed a lot in the last fifty years. What will they be like fifty years from now?

You can visit the Kids' Club Science Show at the Island Hotel every day from 9:30 a.m. to 6:00 p.m. The show will start on the 15th of July and will be on for three weeks. Phone Karl at Kids' Club Magazine at 6559403 for more information.

What is the show about?

What will be different in fifty years?

Now write **yes** or **no**.

- Robots will be cleverer than people in fifty years' time. ☐ yes
- In fifty years' time, school children may learn most things from computers. ☐
- Food in the future will taste like the food which we eat now. ☐
- In fifty years' time, sports and hobbies will be the same. ☐
- You can go to the science show at the weekends. ☐
- The science show will end in September. ☐

Teacher/parent note: In this activity, pupils read an advertisement and decide if the sentences about it are true or false.

**Listening**

Listen and circle the answers.

1. Ann: The camp starts next week, doesn't it?  
Karl: ☐ a) No, it starts in two weeks.  
☐ b) No, you're wrong.  
☐ c) Yes, it does.
2. Ann: What time should Ryan arrive?  
Karl: ☐ a) At 9:00.  
☐ b) At 10:00.  
☐ c) At 11:30.
3. Ann: What should he bring with him?  
Karl: ☐ a) Lots of money and food.  
☐ b) Warm clothes and some food.  
☐ c) Nothing. He doesn't need to bring anything.
4. Ann: He can play a lot of sports there, can't he?  
Karl: ☐ a) No, not very many.  
☐ b) Yes, a lot.  
☐ c) Only football and swimming.
5. Ann: And he's going to sleep in a tent, isn't he?  
Karl: ☐ a) That's right.  
☐ b) Only for one night.  
☐ c) No, he isn't.
6. Ann: Should I visit him?  
Karl: ☐ a) Yes, that's a good idea.  
☐ b) Usually, we say 'no'.  
☐ c) Perhaps.
7. Ann: Will Ryan enjoy the camp?  
Karl: ☐ a) Most children don't enjoy the camp.  
☐ b) I don't think he will.  
☐ c) Yes, I'm sure he will.

Now, ask and answer.

The camp starts next week, doesn't it?  
No, it starts in two weeks.



Teacher/parent note: In this activity, pupils listen to a conversation and circle the answers. In the second activity, they ask and answer questions from the first activity.

## Unit 5 High in the sky, deep in the cave

**Listening**

Listen and write.



My name's Claire. I've lived here since (1) 1996.  
When I was young, I lived in a school for (2)        years.  
My cave is a very old home. My husband has lived in this home since (3)       .  
The cave is very small but it has everything we need. There's a kitchen, two bedrooms, a bathroom and a toilet. I love living here, deep in a cave!



I'm Sahu. I've lived here since (4)       .  
My family moved into this tree house because our old home fell down in a storm.  
I have always lived in a tree house. I've lived in tree houses for (5)        years.  
My people, the Karawai, have lived in tree houses for (6)        of years. My home is made of wood and leaves.  
I can see everything around me from my tree house, high in the sky.



**Speaking**

Ask and answer.



How long has Claire lived in her cave? She's lived there since 1996.  
Has Claire always lived in a cave? No, she hasn't. She lived in a school for ...

Pretend to be Claire and Sahu. Talk about their homes.



Tell me about your home, Sahu. My tree house is made of wood and leaves ...



Teacher/parent note: In the first activity, pupils are introduced to the use of the present perfect tense with 'for' and 'since'. They listen to short interviews and write in the years and number of years. In the second activity, they use and answer questions about the people. Pupils then pretend to be them and talk about their homes.

Now talk about your home. Use the questions in the box.

- Where do you live?
- How long have you lived there?
- What is your home like?

I live in a house with my family. I have lived there for nine years, since 1996. My house has a blue door ...

Let's practise!

How long have you lived in this house? I have lived here since 2000.  
Have you always lived in ...? I have lived here for five years.  
Tell me about ... Yes, I have.  
No, I haven't.

Teacher/parent note: In this activity, pupils ask and answer questions about their own homes.

New language structures are highlighted for easy reference and practice.

Cross-references point learners to activities in the Workbook for further practice on the items taught.





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# Unit 1 Introducing the pet detectives

## Reading

Read and answer.



### \* SUNSHINE TV \*

Sunshine TV wants your help!

Sunshine TV is having a competition to find the best idea for a new children's TV programme.

#### WHAT DO YOU HAVE TO DO?

Think of an idea for an exciting and fun new programme for children.

Send a letter or an email with your idea before the 27th of April to:

Julia Foster  
Sunshine TV  
New Programme Ideas  
Post Office Box 3149  
[TVideas@SunshineTV.com](mailto:TVideas@SunshineTV.com)

#### WIN ALL THESE EXCELLENT PRIZES

- A visit to a TV studio
  - Meet a journalist, a famous artist and a writer
  - Interview a famous clown
- A video camera for your school

We've got a letter from Sunshine TV!



Quick, open the envelope! Have we won?

Dear Bill, May, Sue and Sam,

1st May

Thank you for your letter. I like your idea very much! I think children will enjoy watching a programme about young detectives who solve mysteries about missing pets.

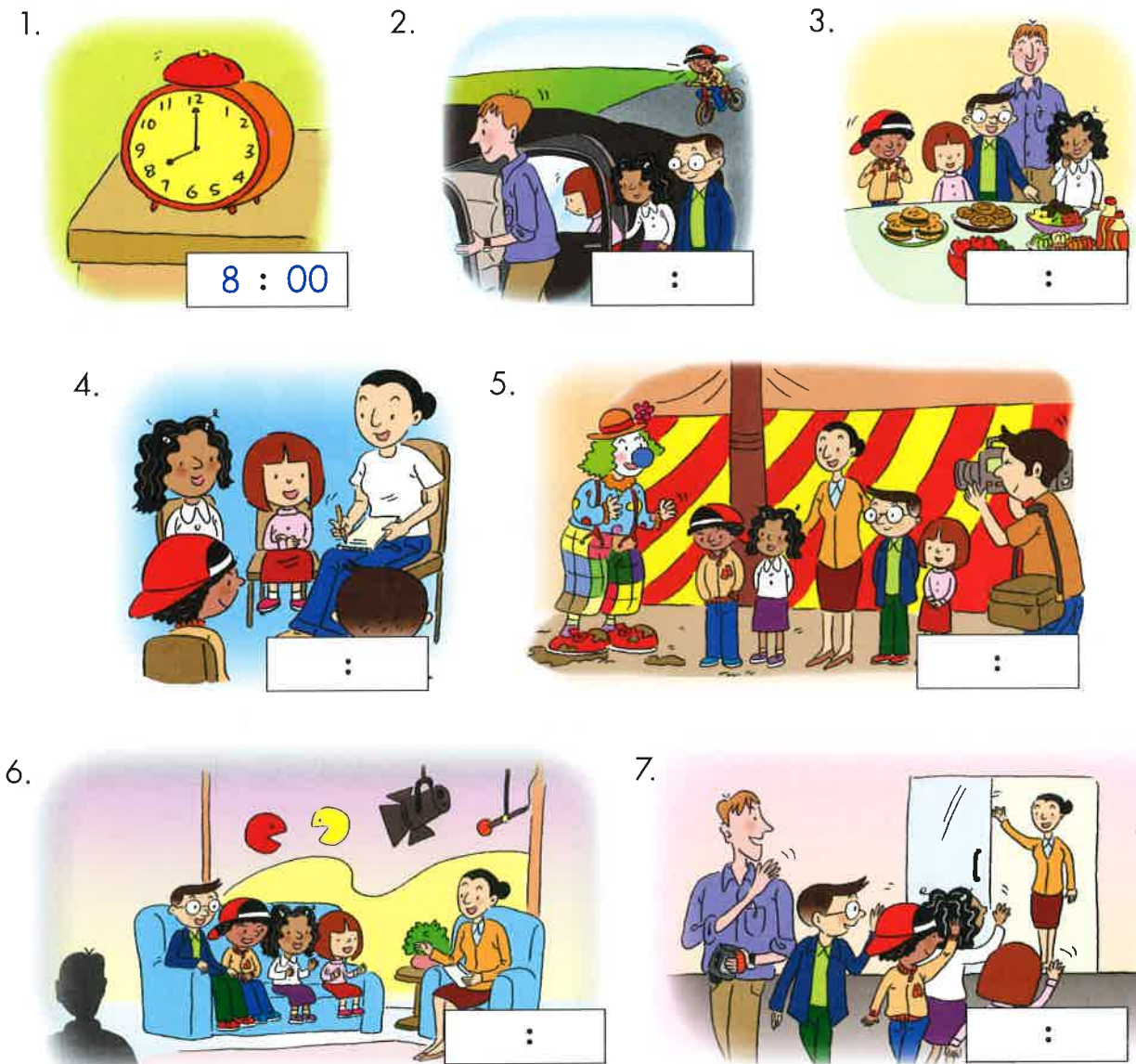
Come visit us at Sunshine TV. My secretary will phone you soon to tell you more.

Yours sincerely,  
Julia Foster

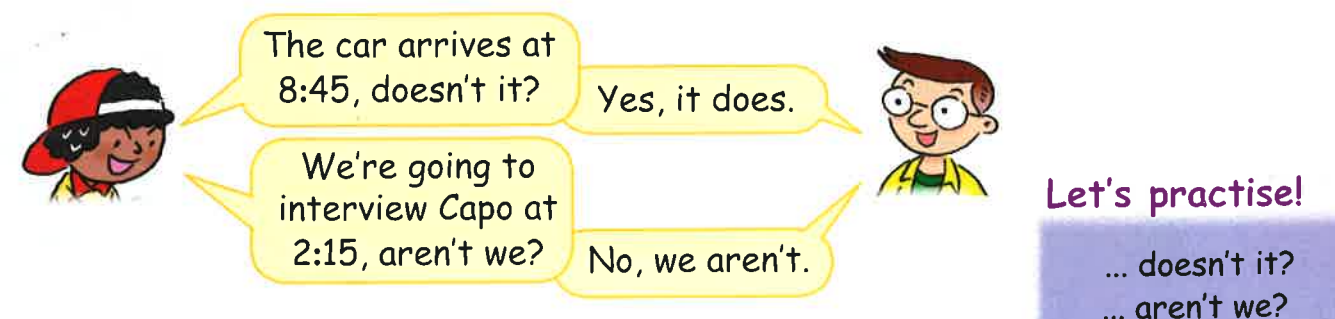
1. What is the competition for?
2. Where does Julia Foster work?
3. What is inside the envelope?
4. What do pet detectives do?
5. What prizes have the children won?

## Listening

Listen, look and write the times.



Check the times. Ask and answer.



Let's practise!

... doesn't it?  
... aren't we?





## Listening

Listen and tick (✓) or cross (X).

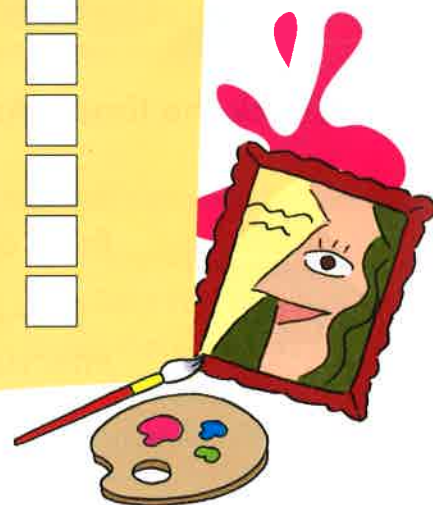


a photographer



a tennis player

1. Pablo is only famous for his paintings. ☒
2. Julia thinks Pablo is an excellent photographer. ☐
3. Pablo has one child. ☐
4. Pablo lives in a big house. ☐
5. Pablo is kind to his pets. ☐
6. Pablo used to live in England. ☐
7. Pablo is going to paint a picture of the studio. ☐
8. Pablo doesn't like reading mystery books. ☐
9. Teresa is married to a tennis player. ☐
10. Pablo paints animals and photographs people. ☐
11. Pablo and Teresa like each other. ☐



## Reading

Read and write **yes** or **no**.

The children looked excitedly around the circus for Capo. Bill saw a young man with curly brown hair. He ran up to him and asked, "Excuse me, is your name Capo?" "No, it isn't. It's Ben. I look after the elephants. That's Capo there, the person with the big blue nose," he replied.

"You've got a big blue nose. You're Capo the clown, aren't you?" said Sue. "Yes, I am. Hello, children!" said the clown with the big blue nose. The children were surprised when they heard Capo speak. "Gosh, you're not a man!" said May. "No, I'm not. I thought everyone knew," Capo replied. "We didn't know," said Bill.

"You have always worked in the circus, haven't you?" asked Bill. "Yes, I have. When I first came to the circus, I sold ice-cream to the children. It was fun but I wanted to be a clown. Clowns make the children really happy. Every evening, they laugh and laugh. Clowns make the adults happy too. The circus is an interesting and fun place to be. Everyone is always smiling and laughing."

"You're happy, aren't you, Capo?" asked Sue. "Yes, I am, I'm never bored here. But last week, my dog fell sick and died. I feel very sad. She was a friendly dog with a happy face. Her name was Bonnie."

"Would you like to come back to the TV studio with us, Capo? There's a dog at the studio with a happy face! You will come, won't you?" asked the children.



1. The children did not know what Capo looked like. yes
2. The children were surprised because Capo is a woman. \_\_\_\_\_
3. Capo has always been a clown in the circus. \_\_\_\_\_
4. Capo did not like selling ice-cream. \_\_\_\_\_
5. Capo likes being in the circus. \_\_\_\_\_
6. Capo's dog is sad. \_\_\_\_\_

Teacher/parent note : Pupils listen to an interview and then decide whether the statements are true or false.

Teacher/parent note : Pupils read a text and decide whether the statements are true or false.



## Reading



footprints



a thief

Sue  
Bongo  
Capo  
Teresa  
May  
Bill  
Sam

Look at the picture. Read and write the names.

Where did you last see Bongo?



In the basement. I left him there.  
I had a great idea for a new  
mystery book. I went to look for  
some paper ...



- The four young pet detectives, Bill, Sue, Sam and May looked inside the big, dark and untidy basement at Sunshine TV. This was where Teresa left (1) Bongo.
- The children looked everywhere for clues – things that would tell them where Bongo was. (2) \_\_\_\_\_ found a paintbrush with paint. (3) \_\_\_\_\_ found some big footprints. (4) \_\_\_\_\_ found a hat with plastic fruit on top of it. Some of the fruit had holes in them.
- The children talked about what they thought happened to Bongo.
- Sue said, “I think Pablo is the pet thief who has taken Bongo. Look at this paintbrush. I think it’s Pablo’s. Pablo has been here. Pablo likes animals, and he doesn’t like (5) \_\_\_\_\_ because she sometimes forgets to feed Bongo.”

Teacher/parent note : Pupils look at the picture, read the text and fill in the spaces with the names.

- Sam thought the pet thief was someone else. “Look at these big footprints. (6) \_\_\_\_\_ has got Bongo. She’s sad and she wants a new dog. Bongo’s got a happy face too, just like her dog.”
- (7) \_\_\_\_\_ said, “I don’t know where Bongo is. But this looks like an important clue!” He pointed to some small pieces of plastic fruit leading to a cupboard at the back of the basement. Inside the cupboard ...

Now answer.

- Why were the children in the basement?
- What do you think happened to the fruit on the hat?
- Who do you think has got Bongo?
- What do you think was inside the cupboard?

## Speaking

Look at the picture on page 10. Pretend to be the children. Where have they looked? Where are they going to look? Ask and answer. Use the words in the box.

next to	above	in front of	inside
behind	under	between	on



May, you’ve looked behind the clothes, haven’t you?

Yes, I have.

Bill, you are going to look under the cupboard, aren’t you?

No, I’m not.



Let’s practise!

... haven’t you?

Yes, I have.

No, I haven’t.

... aren’t you?

Yes, I am.

No, I’m not.

Teacher/parent note : In the first activity, pupils answer questions about the text. In the second activity, they look at the picture on page 10 again and ask and answer questions using the target structures.