

# Content map

Flying High – Unit 15				
Unit 15 Topics	Vocabulary	Structures	CYCLE Structures and Topics	Picaro Games
1 The best bicycle	bicycle, buy, cheap, expensive, a little, a lot, not much, sell, Thanks, You're welcome <b>Adjectives</b> <b>Quantity</b>	You could try this blue one. It's our fastest bicycle. I like it a lot! Oh, it's the most expensive one. I haven't got enough money. Well, this green bicycle is a little cheaper. It's also very fast. You could get this one.	'could' for possibility Comparative and superlative adjectives Determiners	1 Comic story 2 Which word? 3 Maze
2 The race	feel, front, look after, race, repair, wheel, winner <b>Adjective</b> – horrible <b>Adverbs</b> – suddenly <b>Health</b> – ambulance	Yesterday I bought a new black and red bicycle to enter the school bicycle race. I tried to go faster and was catching up with her when my bicycle hit a big rock in the road.	Past simple Past continuous for interrupted actions	1 Hotspot click 2 Picture story 2 3 Read and type
3 Which club?	club, chess, collect, golf, join, learn, member, meeting, midday, singing, stamp collector <b>Days of the week</b> <b>Times of the day</b> <b>Sports and leisure activities</b>	I might join the stamp collectors club. I enjoy collecting stamps. Well, I may join the golf club. It doesn't have many members.	'may' and 'might' for possibility sports and leisure	1 Snap 2 Yes or no 3 Which picture?
4 Let's go to the new sports shop (Review Topics 1-3)	<b>Topics 1-3 vocabulary</b>	Topics 1-3 structures		1 Hangman 2 Dictionary game 2 Tell me about it
5 Tell me about your job	bored, for, Michael, special, since, university <b>Interviews</b> – first name, journalist, information, magazine, question, surname <b>Jobs</b> <b>Space</b> – astronaut, rocket, space <b>Verbs</b> – ask, describe, find out	And how long have you been an astronaut? Oh, I've been a pilot since I was 25 and I've been an astronaut for six years. What does your food taste like, Michael? Do you have special food? Yes, I do but it's very boring food. It tastes like a book!	Present perfect with 'since' and 'for' What's it like? What does it taste like?	1 Dictionary game 2 Listen and type 3 Cloze
6 Little green aliens	adventure, advice, cookie <b>Adjectives and adverbs</b> – alone, dangerous, excited, friendly <b>Space</b> – alien, astronaut, rocket, space, spacesuit <b>Verbs</b> – believe, follow, go out, happen	I saw the astronaut but he didn't see me! He was repairing the space rocket. Yes, that's right. The space rocket was moving fast and he was wearing a spacesuit. I went to see him! He was going back to the spaceship.	Past simple Past continuous	1 Hotspot click 2 Picture story 3 What's the question?
7 Numbers 101-1000	<b>Numbers</b> – 101 - one hundred and one 234 – two hundred and thirty-four 672 – six hundred and seventy-two	It's difficult to imagine that it's 150 million kilometres away and it takes our planet, the Earth, 365 days to go around it.		1 Maze 2 Listen and type 3 Which word?
8 Are you an alien? (Review Topics 5-7)	<b>Topics 5-7 vocabulary</b>	Topics 5-7 structures		1 Spelling bee 2 Say the right thing 2 3 Colour me
9 Going to Grandma Betty's	<b>Adjectives</b> – bored, early, late <b>Nouns</b> – insects, kilometres, suitcase <b>Questions</b> – How long...?, How far...? <b>Verbs</b> – pack	Hooray! We're going to visit grandma Betty and grandpa George. We're going to go swimming every day. And I'll help grandma Betty cook. I'm bored, dad. How long will it take to get there?	going to, will	1 Comic story 2 Which word? 3 Odd one out
10 You use it to listen to music	<b>Adjectives</b> – square, heavy, light, large <b>Household items</b> – CD player, cooker, computer, fridge, DVD player, radio, screen, tape recorder, telephone, television <b>Verbs</b> – turn on, use	Everything is really old at grandma and grandpa's house. Look at their television. The screen is really small. Ours is 74 centimetres and it doesn't look like a square box!	Adjectives Shapes	1 Hotspot click 2 Trivia 2 3 Spot the difference

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11 Grandma's glasses	newspaper, missing, perhaps, worried <b>Adverbs</b> – anywhere, everywhere, somewhere <b>Prepositions</b>	I can't find my glasses. I've forgotten where I put them. They're missing. Have you looked on the table? Yes I have. I've looked everywhere. They must be somewhere!	Adverbs Present perfect	1 Comic story 2 Jumbled sentences 3 The house
12 The picnic (Review Topics 9-11)	<b>Topics 9-11 vocabulary</b>	Topics 9-11 structures		1 Hangman 2 Which picture? 3 Yes or no
13 My unusual pet	colours, hide, octopus <b>Adjectives</b> – bright, different, hard, secret, soft, strange, unusual <b>Bathroom</b> <b>Patterns</b> – stripes, spots	He can hide by changing colour. If you put him in front of the red towel with yellow spots, he turns red and yellow.	Colours and patterns "if"-clauses (in zero conditional) Animals	1 Trivia 2 2 Comic story 3 Which word?
14 Pet Day	no one, bucket <b>Animals</b> – bat, bear, camel, kangaroo, octopus, lion, monkey, panda, parrot, swan	Tony brought his pet octopus, William, to Pet Day. He hoped to win first prize for the most unusual pet. While Tony was looking at Mary's swan, Sarah, Michael climbed out of his bucket.	Past simple Past continuous Animals	1 Snap 2 Tell me about it 3 Cloze
15 Richard the camel	wild, pet, naughty, fur	I had such a nice day at Pet Day. Michael the Octopus was so naughty! Yes, but he's so clever! And Richard is such a great camel.	so + adjective such + adjective + noun Animals	1 Match panic 2 Which picture? 3 Read and type
16 At the zoo (Review Topics 13-15)	<b>Topics 13-15 vocabulary</b>	Topics 13-15 structures		1 Dictionary game 2 Which word? 3 Colour me
17 A day at the beach	<b>Beach</b> – crab, jellyfish, pool, quite, really, rock, sand, starfish, shell, touch <b>Animals</b> – dolphin, fish, octopus, shark <b>Adjectives</b> – dangerous, hard, round, safe, soft <b>Shapes</b> – square, star	Look I've found a really interesting shell. It's round and looks like a coin. It's OK. It's quite interesting I guess but look at this jelly fish in the rock pool. It's square and soft and looks like a glass box.	really + adjective quite + adjective It looks like + noun	1 Snap 2 Yes or no 3 Tell me about it
18 Keep it clean	<b>Environment</b> – clean, dirty, environment, pick up, put, throw away, rubbish, rubbish bin, visit	The White family and Grace and Dan decided to visit another beach. I think they should pick up their rubbish and put it in the bin. Yes, they shouldn't leave it on the beach.	'should' for advice Past simple	1 Spot the difference 2 Picture story 2 3 Say the right thing 2
19 The school clean-up day	<b>Food</b> – apples <b>Environment</b> – banana skins, cans, environment, glass bottles, paper cups, pens, pieces of paper, plastic bottles <b>Numbers</b> – 101-1000 <b>Verbs</b> – clean up, pick up	Our group picked up five hundred and sixty-four pieces of rubbish!	Numbers 101 - 1000	1 Feed the monster 2 Listen and type 3 What's the question?
20 Let's clean up the beach! (Review Topics 17-19)	<b>Vocabulary Topics 17-19</b>	Topics 17-19 structures		1 Dictionary game 2 Spelling bee 3 Colour me

# Topic 5 Tell me about your job

## Objective:

By the end of the lesson the children will be able to (1) use the present perfect with 'for' and 'since', (2) ask 'wh' questions with 'like' and (3) talk about jobs with confidence.

## Key language:

bored ★ for ★ Michael ★ special ★ since ★ university

**Interviews** – first name ★ journalist ★ information ★ magazine ★ question ★ surname  
**Jobs**

**Space** – astronaut ★ rocket ★ space

**Verbs** – ask ★ find out

## Language model

How long have you been an astronaut?

I've been a pilot since I was 25 and I've been an astronaut for six years.


And have you flown in a rocket into space?

Yes, I have. I was in space last year for six months. I've only been back since January. You've been back for only two months? What does the food taste like? What's it like in space?

## Presentation

### Talking to an astronaut.

Show the picture to present the theme and encourage the children to tell you what they know about space and astronauts. Feed in the words 'science', 'interview' and 'magazine' by telling them about Holly's interview.

– Space-related picture cards 

### Read the story. Circle the correct answer.

Put the children into pairs and ask them to read the story and circle the answers to complete the statements. You could take this opportunity to point out that Holly uses polite language such as 'I'd like...' and 'Could I..?' If time allows, expand this to getting them to make some requests, e.g. "Could you lend me a pen, please?", "Could you tell me the time?", "I'd like to read the dialogue again." then get them practising the dialogue in pairs by taking on the roles of Holly and Michael.

– Student's Book p.12–13  
– Pens

### Read the sentences from the dialogue. Then write 'for' or 'since'.

Ask the children to tell you which statements in the dialogue use the present perfect. Do the rules with the class and encourage them to give you other examples using 'for' and 'since' by saying an expression and asking them to decide if it corresponds to 'for' or 'since', e.g. festivals, three days, March, a few minutes, yesterday, etc so you can establish their usage more clearly.

– Student's Book p.12–13  
– Pens

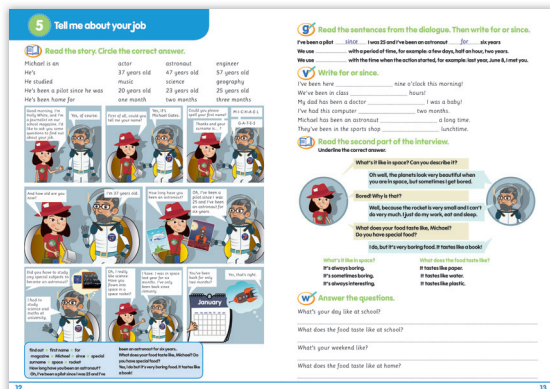
## Picaro games

Today's games on [www.picaroworld.com](http://www.picaroworld.com):

- 5.1 Dictionary game
- 5.2 Listen and type
- 5.3 Cloze

You can find game descriptions on pages 52–55 of this book.

## Student's Book



The screenshot shows a page from a student's book with the following content:

- 5 Tell me about your job**
- Read the story. Circle the correct answer.**
- Michael is an  actor  astronaut  engineer
- He's  37 years old  47 years old  57 years old
- He studied  music  science  geography
- He's been a pilot since he was  20 years old  23 years old  25 years old
- He's been here for  one month  two months  three months

**Write for or since.**

I've been here \_\_\_\_\_ since I finished this morning!

We've been in class \_\_\_\_\_ hours!

My dad has been a doctor \_\_\_\_\_ since he was a baby!

I've had this computer \_\_\_\_\_ two months.

Michael has been an astronaut \_\_\_\_\_ a long time.

They've been in the sports shop \_\_\_\_\_ last week.

**Read the second part of the interview.**

**What's it like to space? Can you describe it?**

Oh, well, the planets look very beautiful when you're in space, but sometimes I get bored!

**Space why is that?**

Well, because the rocket is very small and you're in very small spaces. You don't work, eat and sleep.

**What does your food taste like, Michael?**

Do you have special food?

Yes, but it's very boring! I don't like it!

**What does the food taste like?**

It's always boring. It tastes like paper.

It's always interesting. It tastes like water.

It's always interesting. It tastes like plastic.

**Answer the questions.**

What's your day like at school?

What does the food taste like at school?

What's your weekend like?

What does the food taste like at home?

## Practice

### Key activities

#### Write for or since.

Put the children into pairs to complete the task. Do open class feedback by getting volunteers to take turns reading the full sentences.

- Student’s Book p.12–13
- Pens

#### Read the second part of the interview. Underline the correct answer.

Before you begin use prediction skills again to help the children understand the questions in the task, e.g. “What do you think space is like?”, “Tell me some adjectives to describe it”, “Do you think the food in the space rocket tastes the same as what you have at home?”. Ask the children to read the dialogue in pairs then ask the same questions again in open class. Finally instruct the children to choose the correct answers to the questions by underlining the answer. If time allows, put them into pairs to act out the dialogue to provide further reading and speaking practice.

- Student’s Book p.12–13
- Pens

#### Picaro games

The children play Picaro games 5.1, 5.2 and 5.3 to practise today’s language.


- [www.picaroworld.com](http://www.picaroworld.com)
- Computers

### Optional practice activities

Choose one or more suitable activities for your class to complete the practice element of your lesson:


#### Language extension

Put the children into pairs. Explain that they are going to interview each other like Holly did with the astronaut. Give the children the handout and ask them to complete it individually. When they have done this get them to take turns asking and answering the questions and to fill in the second part about their partners. Monitor closely to help improve their accuracy in the speaking part.

- Questionnaire 
- Pens

#### Downloadable activity

Show the children the tell me about your job worksheet and ask them to complete it individually. When they have finished, put them into pairs to discuss and share their answers. Monitor to check their understanding of the text and their pronunciation.

- Tell me about your job worksheet 
- Pens

## Consolidation

#### Answer the questions.

Do the first question in open class and build up their suggestions on the board so the children are aware of the kind of language they should produce in the answers, then ask them to complete the rest individually. Monitor and assist.

- Student’s Book p.12–13
- Pens

#### Let’s talk

Ask the children to form pairs and take turns asking and answering the questions. Monitor and assist. During feedback, encourage the children to share their opinions as a class and use the opportunity to improve pronunciation or feed in any vocabulary they need to express themselves better.

- Student’s Book p.12–13



### Teaching tips

- In this topic, we have looked at how you can incorporate prediction skills. Asking the children to do this can help to maintain interest, provide them with a communicative task (they are giving their own opinions) and stimulate them to find out if they were right.