

Teacher's Guide

3

BIG

SHOW

Big Show 3 **Teacher's Guide**

Tapanga Koe

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Unit	Grammar Focus	Sentence Patterns	Functions
Intro	<ul style="list-style-type: none"> Modal auxiliary: <i>would</i> for politeness Suggestions: <i>Let's</i> ____. Quantifier: <i>some</i> 	<ul style="list-style-type: none"> I'm hungry! Let's have lunch. Would you like some pizza? - Yes, please. / No, thank you. 	<ul style="list-style-type: none"> Making suggestions Making and accepting or declining offers politely
1	<ul style="list-style-type: none"> Information questions with <i>how</i> Command: <i>Don't forget</i> __! Imperatives: negative 	<ul style="list-style-type: none"> How is the weather today? - It is hot. How is the weather? - It's hot. Don't forget your fan. 	<ul style="list-style-type: none"> Asking about and describing the weather Giving reminders
2	<ul style="list-style-type: none"> Adjectives (1) Verb: <i>look like</i> 	<ul style="list-style-type: none"> What does he/she look like? - He is strong. / She is pretty. 	<ul style="list-style-type: none"> Describing someone or something (1)
3	<ul style="list-style-type: none"> Adjectives (2) Comparatives Possessive pronouns, relative pronouns 	<ul style="list-style-type: none"> Who is taller? - Jane is taller than her/him. Which is better? - Yours is better than mine. 	<ul style="list-style-type: none"> Describing someone or something (2) Making comparisons
4	<ul style="list-style-type: none"> Information questions with <i>what</i> <i>Like</i> + infinitive 	<ul style="list-style-type: none"> What is your hobby? - I like to go camping. 	<ul style="list-style-type: none"> Asking about and giving personal information Saying what one likes to do
5	<ul style="list-style-type: none"> Verb: <i>want</i> Suggestion: <i>Let's go to the</i> ____. <i>Want</i> + infinitive 	<ul style="list-style-type: none"> Let's go to the Italian restaurant. - OK! What do you want to eat? - I want to eat curry. 	<ul style="list-style-type: none"> Making suggestions Asking and answering about wants
6	<ul style="list-style-type: none"> Coordinating conjunction: <i>or</i> 	<ul style="list-style-type: none"> Do you want cheesecake or apple pie? - I want cheesecake, please. Do you want soda, or do you want ice cream? - I want ice cream, please. 	<ul style="list-style-type: none"> Offering and making choices Expressing wants
7	<ul style="list-style-type: none"> Simple present tense Prepositions of time 	<ul style="list-style-type: none"> What do you do after school? - I play the guitar. 	<ul style="list-style-type: none"> Asking and answering about regular free-time activities (1)
8	<ul style="list-style-type: none"> Information questions with <i>what</i> Days of the week 	<ul style="list-style-type: none"> What do you do on Sunday? - I play the guitar. What does she do on Saturday? - She climbs trees. 	<ul style="list-style-type: none"> Asking and answering about regular free-time activities (2)
9	<ul style="list-style-type: none"> Information questions with <i>what</i> 	<ul style="list-style-type: none"> What does your father do? - He is a farmer. What does your mother do? - She is a reporter. 	<ul style="list-style-type: none"> Asking and answering about people's occupations
10	<ul style="list-style-type: none"> Interrogative questions with <i>where</i> Prepositions (<i>at, in, on</i>) + place 	<ul style="list-style-type: none"> Where do you work? - I work at a shop. / in an office. / on a farm. Where do you work? - I work in the city. 	<ul style="list-style-type: none"> Asking and answering about places of employment
11	<ul style="list-style-type: none"> Present progressive: <i>be</i> + (verb)<i>ing</i> 	<ul style="list-style-type: none"> What are you going to do? - I'm going to see the paintings. Where are you going? - I'm going to the library. 	<ul style="list-style-type: none"> Asking and answering about planned activities
12	<ul style="list-style-type: none"> Regular past tense (<i>-ed, -d</i>) 	<ul style="list-style-type: none"> What did you do yesterday? - I fixed my toy. 	<ul style="list-style-type: none"> Asking and answering about past activities

Vocabulary	Phonics	CLIL
Review seasons and prepositions	Review short vowel sounds	
Review numbers 1 to 20 and learn numbers 20 to 100 by 10		
cold, cool, dry, hot, warm, wet	-ame & -ake & -ate game, take, gate	Science
fan, scarf, sweater, umbrella		
handsome, pretty, short, strong, tall, weak	-ave & -ane save, wave, cane, plane	Science
cute, sporty, thin, young		
older, shorter, stronger, taller, weaker, younger	-ape & -ase grape, shape, case, vase	Social Studies
better, harder, softer, worse		
go camping, go see movies, go skating, listen to music, play tennis, watch TV	-ine & -ike line, sunshine, bike, like	Social Studies
make jewelry, play computer games, play the trumpet, talk on the phone		
Chinese, German, Indian, Italian, Japanese, Mexican	-ide & -ite ride, slide, bite, write	Social Studies
curry, dumplings, sushi, tacos		
apple pie, cereal, cheesecake, pasta, salad, soup	-ive & -ime dive, five, lime, time	Health
candy, chocolate, ice cream, soda		
go jogging, go to the library, paint pictures, play the guitar, practice the piano, read comic books	-ipe & -ole pipe, wipe, hole, pole	Music
draw pictures, play baseball, play basketball, write in my diary		
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday	-one & -ose cone, phone, nose, those	Social Studies
climb trees, go sailing, have picnics, ride bikes		
barber, clerk, doctor, farmer, reporter, teacher	-ope & -ote hope, rope, note, vote	Social Studies
florist, pilot, professor, web designer		
airport, farm, hospital, office, school, shop	-ome & -une dome, home, dune, June	Social Studies
city, college, salon, shopping mall		
buy a shirt, buy butter, mail a letter, read a book, save money, see the paintings	-ule & -ube mule, rule, cube, tube	Social Studies
bank, library, museum, post office		
cleaned my room, fixed my toy, helped my mother, planted flowers, practiced the guitar, watched cartoons	-ute & -use cute, mute, fuse, use	Home Economics
cooked dinner, hiked up a mountain, played a card game, washed my bike		

Sample Lesson Plan

Lesson 1

Activity	Time	Materials
Roll Call	2 min.	
Vocabulary Introduction	5 min.	FC
Listen and number.	5-10 min.	SB / CD
Language	5 min.	SB
Song I. Listening	5 min.	SB / CD
Song II. Sing along.	5-10 min.	SB / CD / FC
Song III. Writing	5-10 min.	SB / CD / Dictation WS
Assign and explain homework. (Optional)	3-5 min.	WB
Bonus Activity (If needed)	5-10 min.	Dictation WS

Lesson 2

Activity	Time	Materials
Roll Call	2 min.	
Vocabulary Review	5 min.	FC
Song: Vocabulary and Grammar Structure Review	5 min.	CD
Listening I. Comic Strip	5-10 min.	SB / CD
Listening II. Writing	5 min.	SB / CD
Listening III. Popcorn Reading	5 min.	SB
Listening III. Role-Play	10-15 min.	FC
Assign and explain homework. (Optional)	3-5 min.	WB

Lesson 3

Activity	Time	Materials
Roll Call	2 min.	
Vocabulary and Grammar Structure Review	5 min.	SB / CD

SB Student Book**WB** Workbook**CD** Student Book CD**FC** Flashcard**Dictation WS** Dictation Worksheet**Unscramble WS** Unscramble Worksheet

Vocabulary+ Introduction	5 min.	FC
Listen and circle.	5-10 min.	SB / CD / FC
Speaking: Ask and answer.	10-15 min.	SB / FC
Assign and explain homework. (Optional)	3-5 min.	WB
Bonus Activity (If needed)	5-10 min.	Unscramble WS

Lesson 4

Activity	Time	Materials
Roll Call	2 min.	
Mime Game: Vocabulary, Vocabulary+, and Grammar Structure Review	5-10 min.	FC
Writing: Look and write.	10 min.	SB
Writing Tip	5 min.	SB
Phonics: Listen, repeat, and write.	10 min.	SB / CD / FC
Phonics Review	5-10 min.	SB / FC
Assign and explain homework. (Optional)	3-5 min.	WB

Lesson 5

Activity	Time	Materials
Roll Call	2 min.	
Pre-reading Discussion	5 min.	FC
CLIL Reading	10-15 min.	SB / CD
Read and circle: Reading Comprehension	5 min.	SB
Talk with your friend: Discussion	10 min.	
Presentation	5 min.	
Additional Reading	5-10 min.	
Assign and explain homework. (Optional)	3-5 min.	WB

A Look, write, and read.

- **SB** Tell students to open their books to **page 6**.
- Direct their attention to the pictures in A. Point to the pictures one by one and identify them. (Read from left to right, row 1: cat, ram, peg, fin; row 2: bib, top, box, mud).
- Draw students' attention to the letters encircled in yellow at the top of the page. Explain that they will use these letters to complete the words under each picture.
- (Optional) Read through the pictures a second time and get the students to point at each picture as it is identified.
- Make sure each student has something to write with. Have the students complete the written exercise using the letters from the yellow box.

B Trace, listen, and count.

- **SB/CD** Tell students to look at **page 6**.
- Play **track 02** and tell students to just listen the first time.
- (Optional) Play **track 02** a second time to get students to point to the number being spoken.
- Make sure each student has something to write with. Play **track 02** again, and this time tell students to trace the words for the numbers.

C Look and write.

- **SB** Tell students to look at **page 7**.
- Have students write the name of the season underneath the matching picture.

D Read and circle.

- **SB** Tell students to look at the sentences and pictures in part D on **page 7**.
- Ask students to circle the words that match with the picture.

Extra!

- Tell students to look at the seasons in part C on **page 7**. Ask students what season it is now.
- Tell students to circle the current season.

E Trace, listen, and number.

- **SB/CD** Tell students to look at **page 8**. Play **track 03** and tell students to listen.
- Point to the numbers in order starting with the number 20. Tell students to listen and repeat after you.
- Make sure all students have something to write with.












A Look, write, and read. -eg -in -ox -ud -am -at -ib -op

1. 	2. 	3. 	4. 
c <u>at</u>	r <u>am</u>	p <u>eg</u>	f <u>in</u>
5. 	6. 	7. 	8. 
b <u>ib</u>	t <u>op</u>	b <u>ox</u>	m <u>ud</u>

B Trace, listen, and count. 🎧

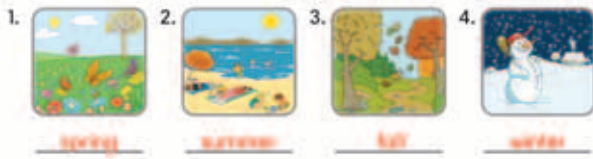
one	two	three	four	five
six	seven	eight	nine	ten
eleven	twelve	thirteen	fourteen	fifteen
sixteen	seventeen	eighteen	nineteen	twenty

E Trace, listen, and number. 🎧

		
twenty	thirty	forty
		
fifty	sixty	seventy
		
eighty	ninety	hundred

C Look and write.

fall summer winter spring



D Read and circle.



F Listen and write. Say and act. 🗣️



- Call out the numbers again, starting with 20. Explain to the students that each number has two forms: a written form, with letters, and a numerical form, with numbers.
- Tell the students to listen and number the numerical forms in the order they hear them on the audio. Play **track 03**.
- Tell the students to trace the letters.

F Listen and write. Say and act.

- **SB / CD** Tell students to look at the characters on **page 9**. Point to the characters and ask the students if they can remember their names (from book 2). Point to the characters in order and say who each character is. "*She is Anna.*" Have students repeat after you. Continue with the other two characters (1. Emma, 2. Rachel, 3. Jeff).
- Play **track 04** and tell students to listen the first time. Play the track a second time, and tell students to repeat.
- Focus on the blank speech bubbles in **Frame 1** and **Frame 2**. Ask how many blanks there are. Then explain that the sentences in the audio need to be added to the picture. Explain to the students that they need to complete this section by listening and writing the words.
- Play **track 04** and pause the track after Rachel says "Yes, please." Pause again after Anna says "Would you like some pizza?" to give students a chance to write. Give students assistance where necessary. Review the correct answers as a class.

Extra!

- **FC** Tell students to look at the completed comic in part F on **page 9**. Explain to students that they will act out the story. Use the flashcards to assign character roles: Anna, Rachel, and Jeff. Give the flashcard to each student who is playing a role in the story so they remember which character they are. Tell them "*You will be <Jeff>, and you be <Anna>*" etc.
- Practice the lines of the story a few times with the students, according to their role. Have more than one group role-play the story, depending on the number of students in your class.
- Role-play the story.

How's the Weather Today?

Lesson 1

Unit Objectives

- Talk about weather conditions
- Ask information questions with *how*
- Use singular nouns to identify clothing items

Lesson Objectives

Students will be able to:

- recognize and name different weather conditions
- recognize and name different clothing items

Vocabulary (Key words 1)

wet	warm	cold
dry	cool	hot

Core Structure

- **Singular nouns**
It's a scarf.
- **Ask information questions with *how***
Q: How is the weather today?
A: It is hot.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 10**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. say the first syllable of the word, or tell them what letter the word starts with).

UNIT 1 How's the Weather Today?

Vocabulary Listen and number. 🎧

wet 2 warm 3 cold 4

dry 1 cool 4 hot 5

Language Ask and answer. 🗣️

How is the weather today? It is **hot**.

Song Listen and sing along. 🎵 - See page 94 for full song lyrics.

How is the weather? How is the weather?
The weather today? ☺ The weather today? ☺
It is ☺. ☺ It is ☺. ☺
Don't forget your ☺. Don't forget your ☺.

Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 10**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their books according to the audio for the **Listen and number** part. Play **track 05**. After playing **track 05**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary word: "*dry.*"

Script Listen and number.



- | | |
|---------|---------|
| 1. dry | 2. wet |
| 3. warm | 4. cool |
| 5. hot | 6. cold |

- **(Optional) Level Tip:**
Higher level: Ask students to spell each word after checking the answer. Say: "*Number one,*" and have the students respond: "*dry.*" Say: "*How do you spell 'dry'?*" and have the students respond: "*d-r-y.*" Continue for each word.
Lower level: Ask students to act out the word

Listening

A Listen and write. 🎧

1. How is the weather? 2. It is cool.

B Write the numbers. Say and act.



after checking the answer. Say: “*Number one,*” and have the students respond: “*dry.*” Say: “*What does dry feel like?*” and have the students respond by panting, fanning themselves, and sticking out their “dry” tongue. Continue for each word.

Language 5 min.

- **SB** Ask students to focus on the “Language” section of the page. Read the examples in the book together as a class to highlight the grammar structure: “*How is the weather today?*” “*It is hot.*”
- Use the grammar structure to go through each numbered vocabulary word (1-6) in numerical order. Call on students individually to answer: “*Number one, how is the weather today?*” “*It is dry.*” “*Number two, how is the weather today?*” “*It is wet.*” Continue until you have covered all six vocabulary items using the target pattern sentence structure.

Song I. Listening 5 min.

- **SB/CD** Focus students’ attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music

video if your classroom is equipped with a TV). You may also want to ask students to see **page 94** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at www.compasspub.com/BigShow.
- Play the song that goes along with **track 06**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

Script



Listen and sing along.

How is the weather?
The weather today? x2
It is cold. x2
Don't forget your sweater.
How is the weather?
The weather today? x2
It is cool. x2
Don't forget your scarf.
How is the weather?
The weather today? x2
It is wet. x2
Don't forget your umbrella.
How is the weather?
The weather today? x2
It is hot. x2
Don't forget your fan.
How is the weather?
The weather today? x2
It is dry. x2
Don't forget your water.
How is the weather?
The weather today? x2
It is warm. x2
Don't forget your socks.

Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.
- **FG** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. cold, 2. cool, 3. wet, 4. hot, 5. dry,** and **6. warm.**
- Ask the students to recite some of the lyrics they heard, while directing their attention to

the flashcards on the board as a visual aid. For example, point at the flashcard for *cold* and say: “How is the weather?” “The weather today?” “The weather today?” “It is cold.” “It is cold.” “Don’t forget your sweater.” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.

- Play the song on **track 06** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 06**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

Song III. Writing 5-10 min.

- **SB/CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 1**. Ask students to write their name at the top of the worksheet. (Available for download at www.compasspub.com/BigShow.)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (**Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 06** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 6** in the workbook. Explain how to complete the **Unscramble and write** activity in part A and the **Look and write** activity in part B.
- Complete one example of each for part A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 6**.

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Use your native language if necessary and ask the students what their favorite weather is from today’s lesson. Call on a few students and ask them to say the kind of the weather they like the most.
- Ask the students to draw, color, and write the type of weather on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

Lesson 2

Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask and answer information questions with *how*
- prepare for and participate in a communicative activity with other students

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Vocabulary Review 5 min.

- **FC** Use the flashcards to review the vocabulary.

Song: Vocabulary and Grammar Structure Review 5 min.

- **CD** Review the vocabulary and grammar structure by singing the song from the previous lesson.

Listening I. Comic Strip 5-10 min.

- **SB/CD** Ask students to open their books to **page 11**. Focus students’ attention on the comic strip in the Listening section on **page 11**. Tell

students to look at the images in the text and give them about one minute to do so.

- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *The children are at school. They are looking out the window. The teacher is worried about the weather.* Use your native language as necessary, and provide support to the students when needed. Ask cue questions, such as *“Where are the children?”* Elicit the appropriate response, *“They are at school.”* Ask *“How is the weather?”* Elicit the appropriate response. For example, *“It is wet.”* etc. (Responses will vary.)
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen.

Script



Listen and write.

Frame 1.

Teacher: How is the weather today?

Anna: It is cool.

Teacher: Don't forget your scarf!

Frame 2.

Teacher: How is the weather?

Louie: It is hot.

Teacher: Don't forget your hat!

Frame 3.

Louie: How's the weather today?

Anna: It is wet. It's raining out!

Louie: Don't forget your umbrella!

Listening II. Writing **5 min.**

- **SB/CD** Have students look at part A on **page 11**. Review the sentences with the students. Number 1: **How is the weather?** Number 2: **It is cool.** Ask the students to say, *“Number one, how is the weather?”* *“Number two, it is cool.”*
- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles in Frame 1 and Frame 2. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.

• (Optional) Level Tip:

Higher level: Ask students to write the number and the words in the blank speech bubbles of the comic strip. In Frame 1 they should write **2. It is cool.** In Frame 2 they should write **1. How is the weather?**

Lower level: Ask students to draw a question mark next to number 1 in part A and a small picture of a child wearing a scarf next to number 2 in part A. Ask them to write the number and the small picture into the comic strip. In Frame 1 they should write **2.** and draw **a child wearing a scarf.** In Frame 2 they should write **1. ?**

- Play **track 07** and have students listen and write to complete the comic strip. Review the correct answers as a class.

Listening III. Popcorn Reading **5 min.**

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Listening III. Role-Play **10-15 min.**

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

(Optional) Assign and explain homework. **3-5 min.**

- **WB** Tell students to look at the picture on **page 7** in the workbook. Explain how to complete the **Number the pictures in order. Then choose and write** activity. Explain that it is very similar to what they did in the student book on **page 11**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 7**.

Lesson 3

Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

Vocabulary+ (Key words 2)

scarf	umbrella
fan	sweater

Review / Expansion Structure

- How is the weather?
It is hot. / Don't forget your fan.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary and Grammar Structure Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 12**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help

Vocabulary+ Listen and circle.

1.  scarf umbrella

2.  umbrella fan

3.  sweater fan

4.  scarf sweater

Speaking Ask and answer.

Guide How is the weather? It's **hot**.
Don't forget your **fan**.



as needed (e.g. say the first syllable of the word or tell them what letter the word starts with if needed).

Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their book to **page 12**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
 1. Point to the scarf and ask: "What is it?" Elicit the response: "It's a scarf."
 2. Point to the umbrella and ask: "What is it?" Elicit the response: "It's an umbrella."
- Play **track 08** and ask the students to circle the correct word after each word they hear. Pause the audio after each word in order to give the students enough time to circle.

Script Listen and circle.



- | | |
|----------|-------------|
| 1. scarf | 2. umbrella |
| 3. fan | 4. sweater |

Writing Look and write.

UNIT
1



1. How is the weather on Tuesday?

It is cold.

2. It is cool on Wednesday.

Don't forget your sweater.

3. How's the weather on Thursday?

It's dry.

4. It is hot on Friday.

Don't forget your fan.



Phonics Listen, repeat, and write.



A game to a yard. They play a game. Here, time this!

- After the students have finished circling all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.
- **(Optional) Level Tip:**
 - Higher level: FC** Put the flashcards for the words *fan*, *sweater*, *scarf*, and *umbrella* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.
 - Lower level:** Ask students to read the spelling of each word from their book. Point to the fan and ask: "How do you spell 'fan'?" Elicit the response: "f-a-n." Point to the sweater and ask: "How do you spell 'sweater'?" Elicit the response: "s-w-e-a-t-e-r." Point to the scarf and ask: "How do you spell 'scarf'?" Elicit the response: "s-c-a-r-f." Point to the umbrella and ask: "How do you spell 'umbrella'?" Elicit the response: "u-m-b-r-e-l-l-a."

Speaking: Ask and answer. 10-15 min.

- **SB/FC** Direct the students' attention to the illustration at the bottom of **page 12**. Read the question in the illustration together: "How is the weather?" Read the response together: "It is hot. Don't forget your fan."
- Explain to students that they need certain items depending on the weather. For example, when it is hot, you need your fan; when it is cold, you need your scarf. (Use your native language as necessary).
- Explain to students that they will complete the answer by pointing at different items in the picture. Hold up a flashcard of one of the items in the illustration, for example the *fan*, and ask the students to point at this item in the illustration in their book. Then ask them: "How is the weather? It is hot. Don't forget your _____." Elicit the response: "fan."
- Invite a student to the front of the classroom. Give them the flashcard for the word *sweater*. Tell the student to say the beginning of the phrase: "Don't forget your _____." Elicit the response from the other students: "sweater." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the beginning of the phrase and point at the items in the illustration on **page 12**. Have B answer. Then have them switch.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 8** in the workbook. Explain how to complete the **Read and circle** activity in part D and the **Unscramble and write** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 8**.

(If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- **Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.

- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

Lesson 4

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds *-ame*, *-ake*, and *-ate*

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Mime Game: Vocabulary, Vocabulary+, and Grammar Structure Review **5-10 min.**

- **FG** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 1** together.
- Pick one of the flashcards randomly. Look at it, but do not show the students. Explain that you will act out the weather or item on the flashcard, but you will not speak or write anything on the board. For example, if the flashcard you selected randomly is for the word “cold,” rub your arms as if you are cold and shiver. Ask the students: “*How’s the weather?*” Elicit the response: “*It is cold.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

Writing: Look and write. **10 min.**

- **SB** Have students open their book to **page 13**.
- Point to items in the pictures and ask students: “*Don’t forget your _____,*” or “*How is the weather?*” Elicit the appropriate responses: Picture 1: Monday “*scarf.*” Picture 2: Tuesday “*It is cold.*” Picture 3: Wednesday “*sweater.*” Picture 4: Thursday “*It is dry.*” Picture 5: Friday “*fan.*”
- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to sentence 1 and ask the students if they can read the sentence.
- Sentence 1: “*How is the weather on Tuesday?*” “*It is cold.*”
- Tell students to read each of the questions and write the answers, according to the pictures, shown above. After they have completed the written exercise, ask the students which picture matches with which sentence. Have the students raise their hands and volunteer to answer the question. Sentence 1 matches with Picture 2: **Tuesday / cold.**
- Repeat this for the remaining sentences until the activity is complete.
 - **(Optional) Level Tip:**
 - Higher level:** Call on individual students to read the sentences independently in front of the class and support them as needed while they read.
 - Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

Writing Tip: Contractions **5 min.**

- **SB** Ask the students to look at the “Tip” cloud on the right side of the page. Read the contents of the box together: **don’t = do not.**
- Focus the students’ attention on the apostrophe. Explain to them that this is a special symbol that can sometimes make two words become one word, and that it makes some letters “disappear.” Ask the students to practice writing **don’t** a few times under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: “*Don’t forget your _____.*”

Phonics: Listen, repeat, and write. (*-ame, -ake, and -ate*) **10 min.**

- **SB / CD / FG** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures or actions

happening in the pictures. Point at each one. Elicit the responses: *"It's a game."* *"He takes."* and *"It's a gate."*

- Focus the students' attention on the red letters of each word. Ask the students: *"What sound do the letters '-ame' make?"* Elicit the appropriate response: /eɪm/ or, if they don't know the correct sound, tell the students to repeat after you and say: *"-ame makes the sound /eɪm/."* Repeat this for letters -ake and -ate.
- Tell the students to listen and repeat. Play **track 09**.

Script



Listen, repeat, and write.

/eɪ/, /m/, /eɪm/
 /g/, /eɪm/, game, game
 /eɪ/, /k/, /eɪk/
 /t/, /eɪk/, take, take
 /eɪ/, /t/, /eɪt/
 /g/, /eɪt/, gate, gate

- After listening to the audio, ask the students again: *"What sound do the letters '-ame' make?"* Elicit the appropriate response: /eɪm/. Repeat this for letters -ake and -ate. Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the picture for the word "gate." Ask the students to read it. If they cannot, ask them to repeat after you and say: *"Gate, /g/, /eɪt/, gate."*
- Finally, read the sentences at the bottom of the page together as a class. Then call on individual students to read the sentence independently. Ask them to point at each word as they read, and assist as needed. (**Note: Introduce some of the words like "this" as sight words, rather than phonics words.)

Phonics Review: Multiple letter sounds -ame, -ake, and -ate. **5-10 min.**

- **SB/FC** There are two phonics flashcards per letter. Divide them into two piles, one with the letters -ame, -ake, and -ate, in the order they appear in the SB, and another with the letters -ame, -ake, and -ate in random order.
- Use the flashcards for the letters -ame, -ake, and -ate in the order they appear in the SB first. Ask the students if they remember what sound each letter set makes. Elicit the correct sound for each letter set, and ask students to tell you the word for each picture on the flashcard. Do

this first in order. For example, first show the flashcard for the word "game." Ask the students *"What sound do the letters '-ame' make?"* Elicit the appropriate response: /eɪm/. Turn the flashcard around and show the picture to the students. Ask them: *"What is it?"* Elicit the response: *"It's a game."* Repeat this for the rest of the flashcards.

Take: Ask students *"What does he do?"* Elicit the response *"He takes the cookie."*

Gate: Ask students *"What is it?"* Elicit the response *"It's a gate."*

- Repeat this with the second pile of flashcards that is in random order.

(Optional) Assign and explain homework. **3-5 min.**

- **WB** Tell students to look at the pictures on the top of **page 9** in the workbook. Explain how to complete the **Circle and write** activity in part F.
- Tell them to circle the correct word. Tell them when they need to complete the workbook exercise, and have them copy it in their workbook on the top of **page 9**.

Lesson 5

Lesson Objectives

Students will:

- encounter and explore a “real-world” science text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the key vocabulary items
- encounter and explore a fun story linked to the theme of the unit

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Pre-reading Discussion 5 min.

- **FG** Remind students that they need certain items, depending on the weather. Show the students the flashcards from **unit 1** and ask them what type of weather it is and what item they should not forget. Give them a few options to think about: It’s cold. Don’t forget your sweater. Or Don’t forget your fan. Elicit the appropriate response, which is: *Don’t forget your sweater.*
- Ask students if they know what season it is, how many seasons there are, and what different kinds of weather happen in the different seasons. (Use your native language as necessary).
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of what a season is.

CLIL Reading: Science: Identifying Weather. 10-15 min.

- **SB/CD** Tell students to look at part A on **page 14**. Focus students’ attention on the background picture. Discuss it.

Different Weather

The weather changes from day to day.

In spring, you need your umbrella.

In summer, you need your fan.

In fall, you need your sweater.

In winter, you need your scarf.

In spring, it is wet.

In summer, it is hot.

In fall, it is cool.

In winter, it is cold.

- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 10**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Read and circle: Reading Comprehension 5 min.

- **SB** Tell students to look at activity B on **page 15**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the text and think for a moment about what



- B Read and circle.**
- Which season is hot?
 - spring
 - summer
 - fall
 - What do you need in summer?
 - a fan
 - an umbrella
 - a scarf
 - What do you need in fall?
 - a scarf
 - a fan
 - a sweater

- C Talk with your friend.**
What is your favorite season?
Why?

How is the weather
in spring?
Scan to read more.



Presentation 5 min.

- Ask students to speak in English in front of the class and talk about what season is their favorite and some reasons why they like it.

Additional Reading 5-10 min.

- Scan the QR code on the page to view the animation. If no smart device is available, use Teacher's Guide DVD.
- Explain to students that they will read another story for fun about the weather in spring.
- Watch the animation together and discuss it afterwards as a class.

(Optional) Assign and explain homework. 3-5 min.

- WB** Tell students to look at the pictures on page 9 in the workbook. Explain how to complete the **Read and write** activity in part G and the **Circle yes or no** activity in part H.
- Complete one example of each for part G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on page 9.

the correct answer is. Ask students to volunteer to give the correct answer.

- Complete the activity as a class.

Talk with your friend: Discussion 10 min.

- Talk with students about the difference between seasons, weather, and items they might need during that type of weather. Make a list of items needed in each season.
- Ask students to talk with their friends about which season is their favorite, and think of 2-3 reasons why. Explain that it is OK if they think of weather or an item which isn't from unit 1, as long the weather goes with the season and the item goes with the weather.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.
- (**Note: You may allow students to discuss this in their native language, but they should be able to explain what weather they like and why in English.)
- Ask them to draw a small picture of the weather and item.

Teacher's Note

What Does She Look Like?

Lesson 1

Unit Objectives

- Talk about how people look
- Ask information questions with *what*
- Use adjectives to answer questions about people

Lesson Objectives

Students will be able to:

- recognize and describe different types of people
- ask what people look like

Vocabulary (Key words 1)

tall	weak	handsome
short	strong	pretty

Core Structure

- **Adjectives**
He is tall.
- **Ask information questions with *what***
Q: What does he look like?
A: He is strong.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary Introduction **5 min.**

- **FG** Show students the flashcards for the vocabulary items that are on **page 16**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. say the first syllable of the word, or tell them what letter the word starts with).



What Does She Look Like?

Vocabulary

Listen and number. 🎧



tall



weak



handsome



short



strong



pretty

Language

Ask and answer.



What does he look like?
What does she look like?

He is **strong**.
She is **pretty**.



Song

Listen and sing along. 🎧 - See page 94 for full song lyrics.

What does she look like? 🗣️ What does he look like? 🗣️
She is . He is .
! 🗣️ She is ! ! 🗣️ He is !



Listen and number. **5-10 min.**

- **SB / CD** Ask students to open their book to **page 16**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 11**. After playing **track 11**, check the answers together as a class by calling out the number: *"Number one,"* and have students say the corresponding vocabulary word: *"short."*

Script

Listen and number.



- | | |
|-------------|-----------|
| 1. short | 2. tall |
| 3. handsome | 4. pretty |
| 5. strong | 6. weak |

(Optional) Level Tip:

Higher level: Ask students to spell each word after checking the answer. Say: *"Number one,"* and have the students respond: *"short."* Say: *"How do you spell 'short'?"* and have the students respond: *"s-h-o-r-t."* Continue for each word.

Listening

A Listen and write.

1. What does he look like?
2. She is tall and thin.

B Write the numbers. Say and act.



Lower level: Ask students to act out the word after checking the answer. Say: “*Number one,*” and have the students respond: “*short.*” Say: “*Can you show me ‘short’?*” and have the students respond by acting it out, slumping down in their chairs. Continue for each word.

Language 5 min.

- **SB** Ask students to focus on the “Language” section of the page. Read the examples in the book together as a class to highlight the grammar structure: “*What does he look like?*” “*He is tall.*” and “*What does she look like?*” “*She is pretty.*”
- Use the grammar structure to go through each numbered vocabulary word (1-6) in numerical order. Call on students individually to answer: “*Number one, what does he look like?*” “*He is short.*” “*Number two, what does he look like?*” “*He is tall.*” Continue until you have covered all six vocabulary items using the target pattern sentence structure.

Song I. Listening 5 min.

- **SB/CD** Focus students’ attention on the song section at the bottom of the page. Explain that

they will listen to the song (and watch a music video if your classroom is equipped with a TV). You may also want to ask students to see **page 94** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at www.compasspub.com/BigShow.
- Play the song that goes along with **track 12**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

Script

12

Listen and sing along.

What does she look like? x2

She is pretty.

Pretty! x2 She is pretty!

What does he look like? x2

He is handsome.

Handsome! x2 He is handsome!

What does he look like? x2

He is not weak.

Not weak! x2 He is not weak!

What does she look like? x2

She is strong.

Strong! x2 She is strong!

What does he look like? x2

He is tall.

Tall! x2 He is tall!

What does she look like? x2

She is short.

Short! x2 She is short!

Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.
- **FG** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. pretty, 2. handsome, 3. weak, 4. strong, 5. tall, and 6. short.**
- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *pretty* and

say: “What does she look like?” “What does she look like?” “She is pretty.” “Pretty!” “Pretty!” “She is pretty!” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.

- Play the song on **track 12** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 12**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

Song III. Writing 5-10 min.

- **SB/CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 2**. Ask students to write their name at the top of the worksheet. (Available for download at www.compasspub.com/BigShow.)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (**Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 12** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 10** in the workbook. Explain how to complete the **Look and underline** activity in part A and the **Look and write** activity in part B.
- Complete one example of each for part A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 10**.

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Use your native language if necessary and ask the students what they look

- like using the words that they learned about in today’s lesson. Call on a few students and ask them to say how they look.
- Ask the students to draw or color a **person**, and write the adjective describing them on the back of the dictation worksheet.
 - Collect the dictation worksheet for assessment and correction.

Lesson 2

Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask and answer information questions with *what*
- prepare for and participate in a communicative activity with other students

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Vocabulary Review 5 min.

- **FC** Use the flashcards to review the vocabulary.

Song: Vocabulary and Grammar Structure Review 5 min.

- **CD** Review the vocabulary and grammar structure by singing the song from the previous lesson.

Listening I. Comic Strip 5-10 min.

- **SB/CD** Ask students to open their books to **page 17**. Focus students’ attention on the comic strip in the Listening section on **page 17**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to

provide as many words as they can from vocabulary set 1 (introduced in lesson 1).

- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *The children are at the park. They are looking for their friends. The mother is asking what their friends look like.* Use your native language as necessary, and provide support to the students when needed. Ask cue questions, such as “*Where are the children?*” Elicit the appropriate response, “*They are at the park.*” Ask “*What does she look like?*” and elicit the appropriate responses. For example, “*He is short and cute.*” etc. (Responses will vary.)
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen.

Script

13

Listen and write.

Frame 1.

Mother: What does she look like?

Anna: She is tall and thin.

Frame 2.

Mother: What does he look like?

Louie: He is short and cute.

Frame 3.

Jeff: What does your friend look like?

Rachel: Over there! She’s young and blonde.

Listening II. Writing 5 min.

- **SB/CD** Have students look at part A on **page 17**. Review the sentences with the students. Number 1: **What does he look like?** Number 2: **She is tall and thin.** Ask the students to say “*Number one, what does he look like?*” “*Number two, she is tall and thin.*”
- Direct the students’ attention back to the comic strip in part B. Focus on the blank speech bubbles in Frame 1 and Frame 2. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.
 - **(Optional) Level Tip:**
 - Higher level:** Ask students to write the number and the words in the blank speech bubbles of the comic strip. In Frame 1 they should write **2. She is tall and thin.** In Frame 2 they should write **1. What does he look like?**

Lower level: Ask students to draw a question mark next to number 1 in part A and draw a small picture of a tall and thin girl next to number 2 in part A. Ask them to write the number and the small picture into the comic strip. In Frame 1 they should write **2.** and draw **a tall and thin girl.** In Frame 2 they should write **1. ?**

- Play **track 13** and have students listen and write to complete the comic strip. Review the correct answers as a class.

Listening III. Popcorn Reading 5 min.

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Listening III. Role-Play 10-15 min.

- **FG** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 11** in the workbook. Explain how to complete the **Number the pictures in order. Then choose and write** activity. Explain that it is very similar to what they did in the student book on **page 17**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 11**.

Lesson 3

Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

Vocabulary+ (Key words 2)

thin	young
sporty	cute

Review / Expansion Structure

- What does he/she look like?
He is thin. / She is young.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary and Grammar Structure Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

Vocabulary+ Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 18**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help

Vocabulary+ Listen and circle.

1. 
thin young

2. 
sporty thin

3. 
sporty cute

4. 
cute thin

Speaking Ask and answer.

Guide What does he look like? He is thin.
What does she look like? She is young.



as needed (e.g. say the first syllable of the word or tell them what letter the word starts with if needed).

Listen and circle. 5-10 min.


- **SB/CD** Ask students to open their book to **page 18**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
 1. Point to the young girl and ask: "What does she look like?" Elicit the response: "She is young."
 2. Point to the thin boy and ask: "What does he look like?" Elicit the response: "He is thin."
- Play **track 14** and ask the students to circle the correct word after each word they hear. Pause the audio after each word in order to give the students enough time to circle.


Script Listen and circle.





- | | |
|-----------|---------|
| 1. young | 2. thin |
| 3. sporty | 4. cute |

Writing Look and write.

1.  What does he look like?
He's **o r p s y t** sparty.

2.  What does she look like?
She's **o h s t r** short.

3.  What does he look like?
He is **i t n h** thin.

4.  What does she look like?
She is **t c e u** cute.

Phonics Listen, repeat, and write.

-ive  **-one** 

The pl **ane** flies over the w **ave**. That man has a c **ake**.
Quick, s **ay** the cake.

- After the students have finished circling all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.
- **(Optional) Level Tip:**
Higher level: FG Put the flashcards for the words *thin*, *cute*, *sparty*, and *young* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.
Lower level: Ask students to read the spelling of each word from their book. Point to the thin child and ask: "How do you spell 'thin'?" Elicit the response: "t-h-i-n." Point to the sporty child and ask: "How do you spell 'sparty'?" Elicit the response: "s-p-o-r-t-y." Point to the cute child and ask: "How do you spell 'cute'?" Elicit the response: "c-u-t-e." Point to the young child and ask: "How do you spell 'young'?" Elicit the response: "y-o-u-n-g."

Speaking: Ask and answer. 10-15 min.

- **SB / FG** Direct the students' attention to the illustration at the bottom of page 18. Read the question in the illustration together: "What does he look like?" Read the response together: "He is thin." and "What does she look like?" Read the response together: "She is young."
- Explain to students that they will complete the answer by pointing at different people in the picture. Hold up a flashcard of one of the people in the illustration, for example *young*, and ask the students to point at the young child in the illustration in their book. Then ask them: "What does he look like?" Elicit the response: "He is young."
- Invite a student to the front of the classroom. Give them the flashcard for the word *thin*. Tell the student to ask their classmates the question: "What does he look like?" Elicit the response: "He is thin." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the people in the illustration on page 18. Have B answer. Then have them switch.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on page 12 in the workbook. Explain how to complete the **Look, read, and match** activity in part D and the **Unscramble and write** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on page 12.

(If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- **Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

Lesson 4

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds *-ave* and *-ane*

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Mime Game: Vocabulary, Vocabulary+, and Grammar Structure Review **5-10 min.**

- **FG** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 2** together.
- Pick one of the flashcards randomly. Look at it, but do not show the students. Explain that you will act out the description on the flashcard, but you will not speak or write anything on the board. For example, if the flashcard you selected randomly is for the word “tall,” stand up very straight, on the tips of your toes, and act as if you are looking down at everyone around you. Ask the students: “*What does she look like?*” Elicit the response: “*She is tall.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

Writing: Look and write. **10 min.**

- **SB** Have students open their book to **page 19**.
- Point to items in the pictures and ask students: “*What does he look like?*” Elicit the appropriate responses: Picture 1 “*He’s sporty.*” Picture 2 “*She’s short.*” Picture 3 “*He’s thin.*” Picture 4 “*She’s cute.*”
- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to sentence 1. and ask

- the students if they can read the sentence.
- Number 1: “*What does he look like? He is sporty.*”
- Tell students to unscramble each word as you read the sentence. After the students are done writing the words, read question 1 and have students raise their hands and volunteer to answer the question. Question 1: “*What does he look like?*” Answer 1: “*He’s sporty.*”
- Repeat this for the remaining sentences until the activity is complete.
 - **(Optional) Level Tip:**
 - Higher level:** Call on individual students to read the sentences independently in front of the class and support them as needed while they read.
 - Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

Phonics: Listen, repeat, and write. (*-ave* and *-ane*) **10 min.**

- **SB / CD / FG** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures or actions happening in the pictures. Point at each one. Elicit the responses: “*He saves.*” “*It’s a wave.*” “*It’s a cane.*” and “*It’s a plane.*”
- Focus the students’ attention on the **red** letters of each word. Ask the students: “*What sound do the letters ‘-ave’ make?*” Elicit the appropriate response: */eiv/* or, if they don’t know the correct sound, tell the students to repeat after you and say: “*-ave makes the sound /eiv/.*” Repeat this for the letters *-ane*.
- Tell the students to listen and repeat. Play **track 15**.

Script



Listen, repeat, and write.

/eɪ/, /v/, /eɪv/

/s/, /eɪv/, save, save

/w/, /eɪv/, wave, wave

/eɪ/, /n/, /eɪn/

/k/, /eɪn/, cane, cane

/pl/, /eɪn/, plane, plane

The plane flies over the wave. That man has a cane. Quick, save the cake.

- After listening to the audio, ask the students again: *“What sound do the letters ‘-ave’ make?”* Elicit the appropriate response: /eɪv/. Repeat this for letters *-ane*. Then point at one of the pictures randomly, and ask them if they can read the word. For example, point at the picture for the word “plane.” Ask the students to read it. If they cannot, ask them to repeat after you and say: *“Plane, /pl/, /eɪn/, plane.”*
- Finally, read the sentences at the bottom of the page together as a class. Then call on individual students to read the sentence independently. Ask them to point at each word as they read, and assist as needed. (**Note: Introduce some of the words like “to” as sight words, rather than phonics words.)

Phonics Review: Multiple letter sounds

-ame, -ake, -ate, -ane and -ave.

5-10 min.

- **SB/FC** There are two phonics flashcards per letter. Divide them into two piles, one with the letters *-ave and -ane*, in the order they appear in the SB, and another with the letters *-ave, -ane, -ame, -ake, and -ate* in random order.
- Use the flashcards for the letters *-ave* and *-ane* in the order they appear in the SB first. Ask the students if they remember what sound each letter set makes. Elicit the correct sound for each letter set, and ask students to tell you the word for each picture on the flashcard. Do this first in order. For example, first show the flashcard for the word “save.” Ask the students *“What sound do the letters ‘-ave’ make?”* Elicit the appropriate response: /eɪv/. Turn the flashcard around and show the picture to the students. Say to the students: *“What does the chef do?”* Elicit the response: *“He saves the cake.”* Repeat this for the rest of the flashcards.
Wave: Ask the students *“What is it?”* Elicit the response *“It’s a wave.”*
Cane: Ask the students *“What is it?”* Elicit the response *“It’s a cane.”*
Plane: Ask the students *“What is it?”* Elicit the response *“It’s a plane.”*
- Repeat this with the second pile of flashcards that is in random order.

(Optional) Assign and explain homework.

3-5 min.

- **WB** Tell students to look at the pictures on the top of **page 13** in the workbook. Explain how to complete the **Circle and write** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct word. Tell them when they need to complete the workbook exercise and have them copy it in their workbook on the top of **page 13**.

Lesson 5

Lesson Objectives

Students will:

- encounter and explore a “real-world” science text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the key vocabulary items
- be able to ask and answer information questions with *what* and *where*
- encounter and explore a fun story linked to the theme of the unit

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)


Pre-reading Discussion 5 min.

- **FG** Show the students the flashcards from **unit 2** and ask them who they can think of who fits the different descriptions. Give them a few options to think about: their mother, their father, their brother, sister, friend, or themselves. Elicit the appropriate responses, which will vary.
- Ask students if they know what a continent is, if they have ever been to a different continent, and if they know what continent they live on. (Use your native language as necessary).
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of what a continent is.

CLIL Reading: Science: Describing people 10-15 min.

- **SB/CD** Tell students to look at part A on **page 20**. Focus students' attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow

CLIL Science

A Listen and read. 

People Come From All Over

There are seven continents in the world.

Mia is from the continent of Europe.

She is tall.

Noah is from North America.

He is handsome.

Jack comes from Australia.

He is strong.

Sayo is from the continent of Asia.

She is thin.

Adisa is from Africa.

He is sporty.

Antarctica is the seventh continent.

No one lives in Antarctica!

along and point at the words as they hear them. Play **track 16**.

- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Read and circle: Reading Comprehension 5 min.

- **SB** Tell students to look at activity B on **page 21**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.

UNIT
2



B Read and circle.

- Which continent is Mia from?
a. Europe
b. Asia
c. Antarctica
- Who is from North America?
a. Adisa
b. Noah
c. Jack
- Who comes from Australia?
a. Sayo
b. Jack
c. Adisa

C Talk with your friend.
Where do you live?
What do the people in your country look like?

How can you describe animals?
Scan to read more.



Additional Reading 5-10 min.

- Scan the QR code on the page to view the animation. If no smart device is available, use Teacher’s Guide DVD.
- Explain to students that they will read another story for fun about the zoo.
- Watch the animation together and discuss afterwards as a class.

(Optional) Assign and explain homework.
3-5 min.

- **WB** Tell students to look at the pictures on page 13 in the workbook. Explain how to complete the **Read and write** activity in part G and the **Circle yes or no** activity in part H.
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on page 13.

Teacher’s Note

Blank lined area for Teacher’s Note.

Talk with your friend: Discussion 10 min.

- Talk with students about the where they live and what the people in their country look like.
- Ask students to talk with their friends about what the people that they know look like. Have them give 2-3 examples of people they know who look different and how they look different. Explain that it is OK if they think of a description that isn’t from unit 2 as long as it’s a description fitting that person.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.
- (**Note: You may allow students to discuss this in their native language, but they should be able to explain what the people look like in English.)
- Ask them to draw a small picture of the people.

Presentation 5 min.

- Ask students to speak in English in front of the class and talk about a person they know and how they look.

Who Is Taller?

Lesson 1

Unit Objectives

- Use comparative adjectives to talk about differences between people
- Ask information questions with *who* and *which*
- Ask and answer questions about differences between people

Lesson Objectives

Students will be able to:

- recognize and name differences between people
- ask about differences between people

Vocabulary (Key words 1)

taller	younger	stronger
shorter	older	weaker

Core Structure

- **Comparative adjectives**
Jane is taller than her.
- **Ask information questions with *who***
Q: Who is older?
A: Jake is older than him.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary Introduction **5 min.**

- **FC** Show students the flashcards for the vocabulary items that are on **page 22**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. say the first syllable of the word, or tell them what letter the word starts with).

UNIT 3 Who Is Taller?

Vocabulary Listen and number. 🎧

taller younger stronger

shorter older weaker

Language Ask and answer. 🎧

Who is **taller**? Jane is **taller** than her.
Who is **older**? Jake is **older** than him.

Song Listen and sing along. 🎧 - See page 94 for full song lyrics.

and ! and !
Who is , who is ? Who is , who is ?
Jane is . You are .
Jake is . I am .

Listen and number. 5-10 min.

- **SB / CD** Ask students to open their book to **page 22**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 17**. After playing **track 17**, check the answers together as a class by calling out the number: *"Number one,"* and have students say the corresponding vocabulary word: *"shorter."*

Script Listen and number.



- | | |
|-------------|------------|
| 1. shorter | 2. taller |
| 3. older | 4. younger |
| 5. stronger | 6. weaker |

- **(Optional) Level Tip:**
Higher level: Ask students to spell each word after checking the answer. Say: *"Number one,"* and have the students respond: *"shorter."* Say: *"How do you spell 'shorter'?"* and have the students respond: *"s-h-o-r-t-e-r."* Continue for each word.

Listening

A Listen and write.

1. Who is older? 2. Jeff is older than me.

B Write the numbers. Say and act.



Lower level: Ask students to act out the word after checking the answer. Say: *“Number one,”* and have the students respond by saying *“shorter.”* Say: *“Can you show me ‘shorter?’”* and have the students respond by acting it out, slumping down in their chairs. Continue for each word.

Language 5 min.

- **SB** Ask students to focus on the “Language” section of the page. Read the examples in the book together as a class to highlight the grammar structure: *“Who is taller?” “Jane is taller than her.”* and *“Who is older?” “Jake is older than him.”*
- Use the grammar structure to go through each numbered vocabulary word (1-6) in numerical order. Call on students individually to ask: *“Number one, who is shorter?” “She is shorter.”* *“Number two, who is taller?” “She is taller.”* Continue until you have covered all six vocabulary items using the target pattern sentence structure.

Song I. Listening 5 min.

- **SB/CD** Focus students’ attention on the song

section at the bottom of the page. Explain that they will listen to the song (and watch a music video if your classroom is equipped with a TV). You may also want to ask students to see **page 94-95** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at www.compasspub.com/BigShow.
- Play the song that goes along with **track 18**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

Script

18

Listen and sing along.

Taller and shorter! x2
 Who is taller, who is shorter? x2
 Jane is taller.
 Jake is shorter.
 Older and younger! x2
 Who is older, who is younger? x2
 Jane is older.
 Jake is younger.
 Stronger and weaker! x2
 Who is stronger, who is weaker? x2
 Jane is stronger.
 Jake is weaker.
 Taller and shorter! x2
 Who is taller, who is shorter? x2
 You are taller.
 I am shorter.
 Older and younger! x2
 Who is older, who is younger? x2
 You are older.
 I am younger.
 Stronger and weaker! x2
 Who is stronger, who is weaker? x2
 You are stronger.
 I am weaker.

Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.
- **FG** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the

song lyrics from beginning to end: **1. taller, 2. shorter, 3. older, 4. younger, 5. stronger, and 6. weaker.**

- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcards for **taller** and **shorter** and say: “*Taller and shorter!*” “*Taller and shorter!*” “*Who is taller, who is shorter?*” “*Who is taller, who is shorter?*” “*Jane is taller.*” “*Jake is shorter.*” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 18** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 18**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

Song III. Writing 5-10 min.

- **SB/CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for unit 3. Ask students to write their name at the top of the worksheet. (Available for download at www.compasspub.com/BigShow.)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (**Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 18** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 14** in the workbook. Explain how to complete the **Unscramble and write** activity in part A and the **Look and write** activity in part B.
- Complete one example of each for parts A and B so that the students understand how to complete the page independently.

- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 14**.

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Use your native language if necessary, and ask the students to look around and think about the differences that they learned about in today’s lesson. Call on a few students and ask them to say the name of someone who is different than them, and how.
- Ask the students to draw or color two different people and write the name of the difference on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

Lesson 2

Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask and answer information questions with *what*
- prepare for and participate in a communicative activity with other students

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Vocabulary Review 5 min.

- **FG** Use the flashcards to review the vocabulary.

Song: Vocabulary and Grammar Structure Review 5 min.

- **CD** Review the vocabulary and structure by singing the song from the previous lesson

Listening I. Comic Strip 5-10 min.

- **SB/CD** Ask students to open their books to **page 23**. Focus students' attention on the comic strip in the Listening section on **page 23**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *The children are in gym class. They are playing basketball. The coach is watching them play.* Use your native language as necessary and provide support to the students when needed. Ask cue questions, such as *"Where are the children?"* Elicit the appropriate response, *"They are in gym class."* Ask *"Who is taller?"* *"He is taller than her."* etc. (These responses will vary.)
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen.

Script

19

Listen and write.

Frame 1.

Gym teacher: Who is taller?

Anna: Rachel is taller than me.

Frame 2.

Gym teacher: Who is older?

Louie: Jeff is older than me.

Frame 3.

Jeff: Who is stronger?

Rachel: You are! I am weaker than you.

Listening II. Writing 5 min.

- **SB/CD** Have students look at part A on **page 23**. Review the sentences with the students. Number 1: **Who is taller?** Number 2: **Jeff is older than me.** Ask the students to say *"Number one, who is taller?"* *"Number two, Jeff is older than me."*
- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles in Frame 1 and Frame 2. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.

- (Optional) Level Tip:
Higher level: Ask students to write the number and the words in the blank speech bubbles of the comic strip. In Frame 1 they should write **1. Who is taller?** In Frame 2 they should write **2. Jeff is older than me.**
Lower level: Ask students to draw a small picture of two people, one of whom is taller, next to number 1 in part A and two people, one of whom is older, next to number 2 in part A. Ask them to write the number and the small picture into the comic strip. In Frame 1 they should write **1.** and draw **a picture of two people, one who is taller.** In Frame 2 write **2.** and draw **a picture of two people, one who is older.**
- Play **track 19** and have students listen and write to complete the comic strip. Review the correct answers as a class.

Listening III. Popcorn Reading 5 min.

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Listening IIII. Role-Play 10-15 min.

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 15** in the workbook. Explain how to complete the **Number the pictures in order. Then choose and write** activity. Explain that it is very similar to what they did in the student book on **page 23**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 15**.

Lesson 3

Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

Vocabulary+ (Key words 2)

better	worse
harder	softer

Review / Expansion Structure

- Which is better?
Yours is better than mine.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary and Grammar Structure Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 24**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help

Vocabulary+ Listen and circle.

1.  better softer

2.  worse better

3.  softer harder

4.  better worse

Speaking Ask and answer.

Guide Which is better? Yours is better than mine.




as needed (e.g. say the first syllable of the word or tell them what letter the word starts with if needed).

Listen and trace. 5-10 min.

- **SB/CD** Ask students to open their book to page 24. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
 1. Point to picture 1 and ask: "Is it harder or is it softer?" Elicit the response: "It's softer."
 2. Point to picture 2 and ask: "Is it better or is it worse?" Elicit the response: "It's worse."
- Play **track 20** and ask the students to circle the correct word after each word they hear. Pause the audio after each word in order to give the students enough time to circle.

Script Listen and circle.

-  1. softer 2. worse
3. harder 4. better

- After the students have finished circling all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.

Writing Match and write.

- Who is taller?
She is taller than him.
- Which is softer?
The feather is softer than the toy.
- Which is better?
Yours is better than mine.
- Who is older?
Laura is older than Sally.

Tip
tall → taller
soft → softer
good → better
bad → worse



Phonics Listen, repeat, and write.



- (Optional) Level Tip:**
Higher level: Put the flashcards for the words *worse*, *better*, *harder*, and *softer* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.
Lower level: Ask students to read the spelling of each word from their book. Point to the worse and ask: "How do you spell 'worse'?" Elicit the response: "w-o-r-s-e." Point to the better and ask: "How do you spell 'better'?" Elicit the response: "b-e-t-t-e-r." Point to the harder and ask: "How do you spell 'harder'?" Elicit the response: "h-a-r-d-e-r." Point to the softer and ask: "How do you spell 'softer'?" Elicit the response: "s-o-f-t-e-r."

Speaking: Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 24**. Read the question in the illustration together: "Which is better?" Read the response together: "Yours is better than mine."

- Explain to students that they will complete the answer by pointing at different objects in the picture. Hold up a flashcard of two of the objects in the illustration, for example the *rock* and the *pillow*, and ask the students to point these objects in the illustration in their book. Then ask them: "Which is harder, the rock?" hold the flash card with the rock high. "Or the pillow?" hold the flash card with the pillow high. Elicit the response: "The rock is harder."
- Explain to students what makes an item better or worse. For example, a broken toy is worse than a new toy. Fresh fruit is better than rotten fruit. (Use your native language as necessary).
- Invite two students to the front of the classroom. Give one student the flashcard for the word *better*, give the other student the flashcard for *worse*. Tell the student with the *better* flashcard to ask their classmate the question: "Which is worse?" Elicit the response from the second student: "Mine is worse than yours." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A, and Student(s) B. Have A point to one object in the illustration on **page 24** and B point to another object in the illustration. Have A ask the question and have B answer. Then have them switch.

(Optional) Assign and explain homework. 3-5 min.

- WB** Tell students to look at the pictures on **page 16** in the workbook. Explain how to complete the **Read and circle** activity in part D and the **Unscramble and write** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 16**.

(If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

Lesson 4

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds starting with *-ape* and *-ase*

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Mime Game: Vocabulary, Vocabulary+, and Grammar Structure Review

5-10 min.

- **FC** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 3** together.
- Pick one of the flashcards randomly. Look at it, but do not show the students. Explain that you will act out the adjective on the flashcard, but you will not speak or write anything on the board. For example, if the flashcard you selected randomly is for the word “worse,” pretend you have two apples in your hands. Bite one and smile and nod, bite the other and spit and make a face as if it is rotten. Move your hand holding the rotten apple up and down horizontally. Ask the students: “*Is it better or is it worse?*” Elicit the response: “*It is worse.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

Writing: Match and write. 10 min.

- **SB** Have students open their book to **page 25**.
- Point to the pictures and ask students: Picture a “*Who is older?*” Picture b “*Which is softer?*” Picture c “*Who is taller?*” Picture d “*Which is better?*” Elicit the appropriate responses:

Picture a “*Laura is older than Sally.*” Picture b “*The feather is softer than the toy.*” Picture c “*She is taller than him.*” Picture d “*Yours is better than mine.*”

- After the students have properly identified all of the pictures, read the sentences aloud together as a class. Point to sentence 1 and ask the students if they can read the sentences.
- Number 1: “*Who is taller?*” “*She is taller than him.*”
- Tell students to read each of the questions and answers, write the correct letter in the box, and write the correct adjective in the blank, according to the pictures below. After they have completed the exercise, ask the students which picture matches with which sentences. Have the students raise their hands and volunteer to answer the question. Number 1 matches with Picture C.
- Repeat this for the remaining sentences until the activity is complete.
 - **(Optional) Level Tip:**
 - Higher level:** Call on individual students to read the sentences independently in front of the class and support them as needed while they read.
 - Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

Writing Tip: Comparative Adjectives

5 min.

- **SB** Ask the students to look at the “Tip” cloud on the right side of the page. Read the contents of the box together: **tall** → **taller**, **soft** → **softer**, **good** → **better**, **bad** → **worse**
- Focus the students’ attention on the **-er** suffixes. Explain to them that sometimes, adding **-er** to an adjective can change a word from a regular adjective (used to describe something or someone) to a comparative adjective (to show the difference between two people or things).
- Focus the students’ attention on **good** → **better** and **bad** → **worse**. Explain that not all comparative adjectives (words used to compare two people or things) can be created simply by adding **-er**. Sometimes, the entire word must be changed. Ask the students to practice writing “**tall** → **taller**, **soft** → **softer**, **good** → **better**, **bad** → **worse**” on **page 25**.

Phonics: Listen, repeat, and write. (-ape and -ase) 10 min.

- **SB/CD/FC** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures. Point at each one. Elicit the responses: *"It's a grape."* *"It's a shape."* *"It's a case."* and *"It's a vase."*
- Focus the students' attention on the red letters of each word. Ask the students: *"What sound do the letters '-ape' make?"* Elicit the appropriate response: /eɪp/ or, if they don't know the correct sound, tell the students to repeat after you and say: *"-ape makes the sound /eɪp/."* Repeat this for the letters -ase.
- Tell the students to listen and repeat. Play **track 21**.

Script

Listen, repeat, and write.

21

/eɪ/, /p/, /eɪp/

/gr/, /eɪp/, grape, grape

/sh/, /eɪp/, shape, shape

/eɪ/, /s/, /eɪs/

/k/, /eɪs/, case, case

/v/, /eɪs/, vase, vase

Purple grapes and a vase next to a case. Look at all the shapes!

- After listening to the audio, ask the students again: *"What sound do the letters '-ape' make?"* Elicit the appropriate response: /eɪp/. Repeat this for letters -ase. Then point at one of the pictures randomly, and ask them if they can read the word. For example, point at the picture for the word "grape." Ask the students to read it. If they cannot, ask them to repeat after you and say: *"Grape, /gr/, /eɪp/, grape."*
- Finally, read the sentences at the bottom of the page, together as a class. Then call on individual students to read the sentences independently. Ask them to point at each word as they read, and assist as needed. (**Note: Introduce some of the words like "all" as sight words, rather than phonics words.)

Phonics Review: Multiple letter sounds -ape, -ase, -ave, -ane, -ame, ake, and -ate. 5-10 min.

- **SB/FC** There are two phonics flashcards per letter. Divide them into two piles, one with the letters -ape and -ase, in the order they appear in the SB, and another with the letters -ape,

-ase, -ave, -ane, -ame, -ake, and -ate in random order.

- Use the flashcards for the letters -ape and -ase in the order they appear in the SB first. Ask the students if they remember what sound each letter set makes. Elicit the correct sound for each letter set, and ask students to tell you the word for each picture on the flashcard. Do this first in order. For example, first show the flashcard for the word "grape". Ask the students *"What sound do the letters '-ape' make?"* Elicit the appropriate response: /eɪp/. Turn the flashcard around and show the picture to the students. Say to the students: *"What is it?"* Elicit the response: *"It's a grape."* Repeat this for the rest of the flashcards.
Shape: Ask the students *"What is it?"* Elicit the response *"It's a shape."*
Case: Ask the students *"What is it?"* Elicit the response *"It's a case."*
Vase: Ask the students *"What is it?"* Elicit the response *"It's a vase."*
- Repeat this with the second pile of flashcards that is in random order.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on the top of **page 17** in the workbook. Explain how to complete the **Circle and write** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct word. Tell them when they need to complete the workbook exercise and have them copy it in their workbook on the top of **page 17**.

Lesson 5

Lesson Objectives

Students will:

- encounter and explore a “real-world” social studies text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the first set of key vocabulary items
- be able to ask and answer information questions with *what* and *where*
- encounter and explore a fun story linked to the theme of the unit

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Pre-reading Discussion **5 min.**


- **FC** Show the students the flashcards from **unit 3** and ask them what differences they can see, either between the people or the items, depending on the flashcard. Give them a few options to think about: Is he stronger or weaker? Is it better or worse? Who is older, and who is younger? Elicit the appropriate responses depending on the flashcard.
- Talk about your own family, or make one up. Talk about the differences between you and your mother, father, brothers, and sisters.
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of what a family is.

CLIL Reading: Social Studies: Identifying the differences between people.

10-15 min.

- **SB/CD** Tell students to look at part A on **page 26**. Focus students' attention on the background picture. Discuss it.

CLIL Social Studies

A Listen and read. 

Juan's Family

Who are the people in Juan's family?

What do they look like?

Juan's dad is taller than his mom.

Juan's mom is nice and beautiful.

Juan is older than his sister.

Juan is stronger than his brother.

Juan's brother is weaker but funny.

Juan is taller than his sister.

Juan is shorter than his brother.

- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 22**.
- After playing the track, do choral reading, and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Read and circle: Reading Comprehension **5 min.**

- **SB** Tell students to look at activity B on **page 27**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the text and think for a moment about what



B Read and circle.

1. Who is younger than Juan?
 - a. his mom
 - b. his dad
 - c. his sister
2. How is Juan's brother?
 - a. beautiful
 - b. funny
 - c. nice
3. Who is taller than Juan?
 - a. his sister
 - b. his brother
 - c. Juan

C Talk with your friend.

What are some of the differences between you and your friend?

Are our bodies the same or different than animals?
Scan to read more.



Presentation 5 min.

- Ask students to speak in English in front of the class and talk about which family member is their favorite and some reasons why they like them.

Additional Reading 5-10 min.

- Scan the QR code on the page to view the animation. If no smart device is available, use Teacher's Guide DVD.
- Explain to students that they will read another story for fun about comparing two things.
- Watch the animation together and discuss it afterwards as a class.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 17** in the workbook. Explain how to complete the **Read and write** activity in part G and the **Circle yes or no** activity in part H.
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 17**.

Teacher's Note

the correct answer is. Ask students to volunteer to give the correct answer.

- Complete the activity as a class.

Talk with your friend: Discussion 10 min.

- Talk with students about the difference between Juan and his brother, Juan and his sister, Juan's dad and mom. Make a list of differences in each category.
- Ask students to talk with their friends about which family member is their favorite, and make 2-3 comparative descriptions of reasons why. (For example, my father is funnier, smarter, and taller than my brother.) Explain that it is OK if they think of a comparative description that isn't from **unit 3** in the book, as long as it fits with the person they are describing.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.
- (**Note: You may allow students to discuss this in their native language, but they should be able to explain the differences between people in English.)
- Ask them to draw a small picture of their chosen family member.

What Is Your Hobby?

Lesson 1

Unit Objectives

- Talk about and identify different types of hobbies
- Ask information questions with *what*
- Use short phrases to ask and answer questions about hobbies

Lesson Objectives

Students will be able to:

- recognize and name different hobbies
- ask what someone's hobby is

Vocabulary (Key words 1)

play tennis	listen to music	watch TV
go skating	go camping	go see movies

Core Structure

- **Informative phrases**
I like to play tennis.
- **Ask information questions with *what***
Q: What is your hobby?
A: I like to go camping.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 28**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. say the first syllable of the word, or tell them what letter the word starts with).



What Is Your Hobby?

Vocabulary

Listen and number. 🎧



play tennis 6



listen to music 3



watch TV 1



go skating 4



go camping 5



go see movies 2

Language

Ask and answer.



What is your hobby? I like to go camping.

Song

Listen and sing along. 🎧 * See page 95 for full song lyrics.

What is your hobby? Your hobby. 🗣️ What is your hobby? I like to 🗣️.	What is your hobby? Your hobby. 🗣️ What is your hobby? I like to 🗣️.
🗣️ I like to 🗣️.	🗣️ I like to 🗣️.



Listen and number. 5-10 min.

- **SB / CD** Ask students to open their book to **page 28**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 23**. After playing **track 23**, check the answers together as a class by calling out the number: *"Number one,"* and have students say the corresponding vocabulary words: *"watch TV."*

Script

Listen and number.



- | | |
|--------------------|------------------|
| 1. watch TV | 2. go see movies |
| 3. listen to music | 4. go skating |
| 5. go camping | 6. play tennis |

(Optional) Level Tip:

Higher level: Ask students to spell each word after checking the answer. Say: *"Number one,"* and have the students respond: *"watch TV."* Say: *"How do you spell 'watch TV'?"* and have the students respond: *"w-a-t-c-h T-V."* Continue for each phrase.

Listening

A Listen and write. 🎧

1. I like to go see movies. 2. What is your hobby?

B Write the numbers. Say and act.



Lower level: Ask students to repeat the verb after checking the answer. Say: “*Number one,*” and have the students respond: “*watch TV.*” Say: “*What do you do?*” and have the students respond: “*watch.*” Continue for each phrase.

Language 5 min.

- **SB** Ask students to focus on the “Language” section of the page. Read the examples in the book together as a class to highlight the grammar structure: “*What is your hobby?*” “*I like to go camping.*”
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: “*Number one, what is your hobby?*” “*I like to watch TV.*” “*Number two, what is your hobby?*” “*I like to go see movies.*” Continue until you have covered all six vocabulary items using the target pattern sentence structure.

Song I. Listening 5 min.

- **SB/CD** Focus students’ attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music

video if your classroom is equipped with a TV). You may also want to ask students to see **page 95** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at www.compasspub.com/BigShow.
- Play the song that goes along with **track 24**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

Script



Listen and sing along.

What is your hobby?

Your hobby. x2

What is your hobby? I like to watch.

Watch TV x2

I like to watch TV.

What is your hobby?

Your hobby. x2

What is your hobby? I like to go.

Go see movies. x2

I like to go see movies.

What is your hobby?

Your hobby. x2

What is your hobby? I like to listen.

Listen to music x2

I like to listen to music.

What is your hobby?

Your hobby. x2

What is your hobby? I like to go.

Go skating. x2

I like to go skating.

What is your hobby?

Your hobby. x2

What is your hobby? I like to go.

Go camping. x2

I like to go camping.

What is your hobby?

Your hobby. x2

What is your hobby? I like to play.

Play tennis. x2

I like to play tennis.

Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.

- **FC** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. watch TV, 2. go see movies, 3. listen to music, 4. go skating, 5. go camping, and 6. play tennis.**
- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *go skating* and say: “*What is your hobby?*” “*Your hobby.*” “*Your hobby.*” “*What is your hobby? I like to go...*” “*Go skating.*” “*Go skating.*” “*I like to go skating.*” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 24** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 24**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

Song III. Writing 5-10 min.

- **SB / CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 4**. Ask students to write their name at the top of the worksheet. (Available for download at www.compasspub.com/BigShow.)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (**Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 24** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 18** in the workbook. Explain how to complete the **Look and cross out** activity in part A and the **Look and write** activity in part B.

- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 18**.

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Use your native language if necessary and ask the students what their favorite hobby is that they learned about in today’s lesson.
- Ask the students to draw, color, and write the name of the hobby on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

Lesson 2

Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask and answer information questions with *what*
- prepare for and participate in a communicative activity with other students

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Vocabulary Review 5 min.

- **FC** Use the flashcards to review the vocabulary.

Song: Vocabulary and Grammar Structure Review 5 min.

- **CD** Review the vocabulary and structure by singing the song from the previous lesson.

Listening I. Comic Strip **5-10 min.**

- **SB/CD** Ask students to open their books to **page 29**. Focus students' attention on the comic strip in the Listening section on **page 29**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *The children are at a park. It is cold. They are going to skate. The teacher is asking the students about their hobbies.* Use your native language as necessary and provide support to the students when needed. Ask cue questions, such as *"Where are the children?"* Elicit the appropriate response, *"They are at the park."* Ask *"What do they do?"* *"They skate."* etc. (Responses may vary.)
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen.

Script

Listen and write.

25

Frame 1.

Teacher: What is your hobby?

Louie: I like to go skating.

Teacher: I like skating!

Frame 2.

Teacher: What is your hobby?

Jeff: I like to listen to music.

Teacher: I like music!

Frame 3.

Rachel: What is your hobby?

Anna: I like to go see movies.

Listening II. Writing **5 min.**

- **SB/CD** Have students look at part A on **page 29**. Review the sentences with the students. Number 1: **I like to go see movies.** Number 2: **What is your hobby?** Ask the students to say *"Number one, I like to go see movies."* *"Number two, what is your hobby?"*
- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles in Frame 1 and Frame 3. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete

this section by listening and writing the number.

- **(Optional) Level Tip:**
Higher level: Ask students to write the number and the words in the blank speech bubbles of the comic strip. In Frame 1 they should write **2**. **What is your hobby?** In Frame 3 they should write **1. I like to go see movies.**
Lower level: Ask students to draw a small picture of a person watching a movie next to number 1 in part A and a question mark next to number 2 in part A. Ask them to write the number and the small picture into the comic strip. In Frame 1 they should write **2.?** In Frame 3 they should draw a **person watching a movie.**
- Play **track 25** and have students listen and write to complete the comic strip. Review the correct answers as a class.

Listening III. Popcorn Reading **5 min.**

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Listening IIII. Role-Play **10-15 min.**

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

(Optional) Assign and explain homework. **3-5 min.**

- **WB** Tell students to look at the picture on **page 19** in the workbook. Explain how to complete the **"Number the pictures in order. Then choose and write"** activity. Explain that it is very similar to what they did in the student book on **page 29**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 19**.

Lesson 3

Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

Vocabulary+ (Key words 2)

make jewelry

talk on the phone

play the trumpet

play computer games

Review / Expansion Structure

- What is your hobby?
I like to play the trumpet.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary and Grammar Structure

Review 5 min.

- **SB / CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

Vocabulary+ Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 30**.
- Ask students to repeat after you as you say the word on each flashcard, and show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them
- Show the students the pictures on the flashcards one by one again and ask them to tell you the

Vocabulary+ Listen and circle.



make jewelry
play the trumpet



make jewelry
talk on the phone



play computer games
play the trumpet



talk on the phone
play computer games

Speaking Ask and answer.

Guide

What is your hobby? I like to **make jewelry**.



word for each picture on the flashcards. Help as needed (e.g. say the first syllable of the word or tell them what letter the word starts with if needed).

Listen and circle. 5-10 min.

- **SB / CD** Ask students to open their book to **page 30**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
 1. Point to make jewelry and ask: "What is your hobby?" Elicit the response: "I like to make jewelry."
 2. Point to talk on the phone and ask: "What is your hobby?" Elicit the response: "I like to talk on the phone."
- Play **track 26** and ask the students to circle the correct word after each word they hear. Pause the audio after each word in order to give the students enough time to circle.

Script

Listen and circle.



1. make jewelry
2. talk on the phone
3. play the trumpet
4. play computer games

Writing Circle and write.

-  What is your hobby?
I like to (go skating / talk on the phone)
talk on the phone
-  What is your hobby?
I like to (watch TV / play the trumpet)
play the trumpet
-  What is your hobby?
I like to (play tennis / make jewelry)
make jewelry
-  What is your hobby?
I like to (go camping / play computer games)
go camping

Phonics Listen, repeat, and write.



He l i s to ride his b i e down the l i e in the sunsh e .

- After the students have finished circling all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.
- (Optional) Level Tip:**
Higher level: FG Put the flashcards for the words *make jewelry*, *talk on the phone*, *play trumpet*, and *play computer games* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the words on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.
Lower level: Ask students to read the spelling of each word from their book.
 Point to *make jewelry* and ask: "How do you spell 'jewelry'?" Elicit the response: "j-e-w-e-l-r-y."
 Point to *talk on the phone* and ask: "How do you spell 'phone'?" Elicit the response: "p-h-o-n-e."
 Point to *play the trumpet* and ask: "How do you spell 'trumpet'?" Elicit the response: "t-r-u-m-p-e-t."
 Point to *play computer games* and ask: "How

do you spell 'computer'?" Elicit the response: "c-o-m-p-u-t-e-r."

Speaking: Ask and answer. 10-15 min.

- SB / FG** Direct the students' attention to the illustration at the bottom of **page 30**. Read the question in the illustration together: "What is your hobby?" Read the response together: "I like to make jewelry."
 Explain to students that they will complete the answer by pointing at different hobbies in the picture. Hold up a flashcard of one of the hobbies in the illustration, for example *play the trumpet*, and ask the students to point at this hobby in the illustration in their book. Then ask them: "What is your hobby?" Elicit the response: "I like to play the trumpet."
 Invite a student to the front of the classroom. Give them the flashcard for the phrase *play computer games*. Tell the student to ask their classmates the question: "What is your hobby?" Elicit the response: "I like to play computer games." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the hobbies in the illustration on **page 30**. Have B answer. Then have them switch.

(Optional) Assign and explain homework. 3-5 min.

- WB** Tell students to look at the pictures on **page 20** in the workbook. Explain how to complete the **Look, read, and match** activity in part D and the **Unscramble and write** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 20**.

(If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.

- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

Lesson 4

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds *-ine* and *-ike*

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Mime Game: Vocabulary, Vocabulary+, and Grammar Structure Review **5-10 min.**

- **FG** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 4** together.
- Pick one of the flashcards randomly. Look at it, but do not show the students. Explain that you will act out the hobby on the flashcard, but you will not speak or write anything on the board. For example, if the flashcard you selected randomly is “go see movies,” sit down and act as if you are holding popcorn and eating from the bag, smile, nod, or laugh as you look off into the distance at the “movie screen.” Ask the students: “*What is your hobby?*” Elicit the response: “*I like to go see movies.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

Writing: Circle and write. **10 min.**

- **SB** Have students open their book to **page 31**.
- Point to items in the pictures and ask students: “*What is your hobby?*” Elicit the appropriate responses: Picture 1: “*I like to talk on the phone.*” Picture 2: “*I like to play the trumpet.*” Picture 3: “*I like to make jewelry.*” Picture 4: “*I like to go camping.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.
- Number 1: “*What is your hobby?*” “*I like to talk on the phone.*”
- Tell students to read each of the questions and write the answers according to the pictures shown. After they have completed the written exercise, ask the students which hobby matches with which sentences. Have the students raise their hands and volunteer to answer the question. Number 1 matches with **talk on the phone**.
- Repeat this for the remaining sentences until the activity is complete.
 - **(Optional) Level Tip:**
 - Higher level:** Call on individual students to read the sentences independently in front of the class and support them as needed while they read.
 - Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

Phonics: Listen, repeat, and write. (*-ine* and *-ike*) **10 min.**

- **SB / CD / FG** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures. Point at each one. Elicit the responses: “*It’s a line.*” “*It’s sunshine.*” and “*It’s a bike.*” and “*She likes the toy.*”
- Focus the students’ attention on the **red** letters of each word. Ask the students: “*What sound do the letters ‘-ine’ make?*” Elicit the appropriate response: /*ain*/ or, if they don’t know the correct sound, tell the students to repeat after you and say: “*-ine makes the sound /ain/.*” Repeat this for letters *-ike*.
- Tell the students to listen and repeat. Play **track 27**.

Script

27

Listen, repeat, and write.

/aɪ/, /n/, /aɪn/

/l/, /aɪn/, line, line

/ʃ/, /aɪn/, shine, shine, sunshine,
sunshine

/aɪ/, /k/, /aɪk/

/b/, /aɪk/, bike, bike

/l/, /aɪk/, like, like

He likes to ride his bike down the
line in the sunshine.

- After listening to the audio, ask the students again: *“What sound do the letters ‘-ine’ make?”* Elicit the appropriate response: /aɪn/. Repeat this for letters -ike. Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the picture for the word “bike.” Ask the students to read it. If they cannot, ask them to repeat after you and say: *“Bike, /b/, /aɪk/, bike.”*
- Finally, read the sentence at the bottom of the page together as a class. Then call on individual students to read the sentence independently. Ask them to point at each word as they read, and assist as needed. (**Note: Introduce some of the words like “down” as sight words, rather than phonics words.)

Phonics Review: Multiple letter sounds -ine, -ike, -ape, -ase, -ave, -ane, -ame, ake, and -ate. **5-10 min.**

- **SB/FC** There are two phonics flashcards per letter. Divide them into two piles, one with the letters -ine and -ike in the order they appear in the SB, and another with the letters -ine, -ike, -ape, -ase, -ave, -ane, -ame, -ake, and -ate in random order.
- Use the flashcards for the letters -ine and -ike in the order they appear in the SB first. Ask the students if they remember what sound each letter set makes. Elicit the correct sound for each letter set, and ask students to tell you the word for each picture on the flashcard. Do this first in order. For example, first show the flashcard for the word “line”. Ask the students *“What sound do the letters ‘-ine’ make?”* Elicit the appropriate response: /aɪn/. Turn the flashcard around and show the picture to the students. Say to the students: *“What is it?”* Elicit the response: *“It’s a line.”* Repeat this for the rest of the flashcards.

Sunshine: Ask the students *“What is it?”* Elicit the response *“It’s sunshine.”*

Bike: Ask the students *“What is it?”* Elicit the response *“It’s a bike.”*

Like: Ask the students *“Does she like it?”* Elicit the response *“Yes, she likes it.”*

- Repeat this with the second pile of flashcards that is in random order.

(Optional) Assign and explain homework. **3-5 min.**

- **WB** Tell students to look at the pictures on the top of **page 21** in the workbook. Explain how to complete the **Circle and write** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct word. Tell them when they need to complete the workbook exercise and have them copy it in their workbook on the top of **page 21**.

Lesson 5

Lesson Objectives

Students will:

- encounter and explore a “real-world” social studies text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the key vocabulary items
- be able to ask and answer information questions with *what* and *where*
- encounter and explore a fun story linked to the theme of the unit

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Pre-reading Discussion **5 min.**

- **FC** Show the students the flashcards from **unit 4** and ask them where and when they can do these kinds of hobbies. Give them a few options to think about: inside or outside, in winter (on cold days), in spring (rainy days), in summer (on sunny, hot days), or in fall (cool days). Elicit the appropriate responses, depending on the flashcard.
- Ask students if they have any hobbies, which hobbies they like to do best, and which they would like to try. (Use your native language as necessary).
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of what a sunny day and a rainy day are.

CLIL Reading: Social Studies: Identifying kinds of hobbies. **10-15 min.**

- **SB/CD** Tell students to look at part A on **page 32**. Focus students’ attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow

Kinds of Hobbies

There are many different hobbies to choose from.

Hobbies are fun and important.

Try many hobbies to find the ones you like.

You might like to go camping.

On a sunny day, you can ride your bike.

On a rainy day, you can make jewelry.

Some people watch TV, and some go see movies.

- along and point at the words as they hear them. Play **track 28**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
 - After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
 - Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Read and circle: Reading Comprehension **5 min.**

- **SB** Tell students to look at activity B on **page 33**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.

**B** Read and circle.

- When can you ride your bike?
 - on a rainy day
 - on a snowy day
 - on a sunny day
- What can you do when it is wet?
 - make jewelry
 - go camping
 - ride your bike
- What can you do outside?
 - go see movies
 - watch TV
 - ride your bike

C Talk with your friend.

Do you like to play outside on a rainy day?

What sports does your family like?
Scan to read more.

**Additional Reading 5-10 min.**

- Scan the QR code on the page to view the animation. If no smart device is available, use Teacher's Guide DVD.
- Explain to students that they will read another story for fun about sports.
- Watch the animation together and discuss it afterwards as a class.

(Optional) Assign and explain homework. 3-5 min.

- WB** Tell students to look at the pictures on page 21 in the workbook. Explain how to complete the **Read and write** activity in part G and the **Circle yes or no** activity in part H.
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on page 21.

Teacher's Note**Talk with your friend: Discussion 10 min.**

- Talk with students about the different hobbies and what type of weather the hobby goes with, rainy or sunny. Make a list of hobbies in each weather category.
- Ask students to talk with their friends about which hobby is their favorite, which hobby they have never tried, and which one they would like to try. Explain that it is OK if they think of a hobby that isn't from **unit 4**.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.
- (**Note: You may allow students to discuss this in their native language, but they should be able to explain what hobby they like and why in English.
- Ask them to draw a small picture of one of the hobbies they like best.

Presentation 5 min.

- Ask students to speak in English in front of the class and talk about what hobby is their favorite and some reasons why they like it.

A Listen and write. 10 min.

- **SB/CD** Tell students to open their books to **page 34**.
- Point to each of the pictures on the page. Say the word and have students repeat (1. play tennis, 2. handsome, 3. older, 4. wet, 5. go skating, 6. watch TV, 7. tall, 8. cold, 9. weak, 10. hot, 11. listen to music, 12. strong).
- Make sure each student has something to write with.
- Point to picture 2 (handsome) and ask students what it is. Write the word *handsome* on the board. Tell students to write the word.
- Play **track 29** and tell students to write the words.
- Encourage students to read the words out loud.
- If students are having a difficult time with the words, or for weaker groups, you can read the words for them.

B Read and circle. 10 min.

- **SB/CD** Tell students to look at the pictures in B on **page 35**.
- Next, read the six questions on **page 35**. Then point to the two answer choices for each question (a and b) and ask the students to say what they can see.
- Make sure each student has something to write with. Tell the students they are going to read the questions and the two answer choices. Students should circle the correct answer choice which matches with the picture for that question.
- Review answers as a class. Read the question and call on different students to provide the answers.
- (Optional) Read the questions and the correct answers one more time to give students a chance to listen for any answers they may have missed the first time. For example, Sentence 1: "How's the weather today?" "It is cool."









C Think of your hobby. Then tell a friend about it. 5 min.

- **SB** Focus students' attention on part C on **page 35**.
- Put students in pairs. Tell students to think of their favorite hobby. Ask them to tell their partner about their hobby.

A Listen and write. 🎧

1.  <u>play tennis</u>	2.  <u>handsome</u>	3.  <u>older</u>
4.  <u>wet</u>	5.  <u>go skating</u>	6.  <u>watch TV</u>
7.  <u>tall</u>	8.  <u>cold</u>	9.  <u>weak</u>
10.  <u>hot</u>	11.  <u>listen to music</u>	12.  <u>strong</u>

D Match and write.

1. -ome		w <u>ome</u>
2. -ake		g <u>ake</u>
3. -one		b <u>one</u>
4. -ape		l <u>ape</u>
5. -ate		gr <u>ate</u>
6. -ine		g <u>ine</u>
7. -ice		c <u>ice</u>
8. -ove		t <u>ove</u>

B Read and circle.



How's the weather today?

- It is cool.
- It is wet.



What is your hobby?

- I like to go camping.
- I like to make jewelry.



What does she look like?

- She is handsome.
- She is short.



It's cold.

- Don't forget your scarf.
- Don't forget your umbrella.



Which is better?

- Yours is better than mine.
- Yours is softer than me.



Who is taller?

- She is taller.
- She is weaker.

C Think of your hobby. Then tell a friend about it.

E Play the game.



START

FINISH

How to Play

1. Roll a die and move.
2. Say the word or phrase and use it in a sentence.
3. Take turns.

- Student A asks B *“Student A, ask your partner ‘What is your hobby?’ Student B, answer the question. Then change.”* Student B responds.
- Tell students to switch.
- Monitor and provide assistance if necessary.
- Give students 2 to 3 minutes to complete the activity.

D Match and write. **5-10 min.**

- **SB** Direct students' attention to part D on **page 36**.
- Point to the picture of the game and ask students what it is. Encourage all students in the class to say the word. Then tell students to trace the lines from *-ame* to the picture, to the letter *g*.
- Tell the students to write the letters *-ame* after *g*.
- Have students match the pictures to the letters.
- Go over the answers as a class.

E Play the game.

- **SB** Direct students' attention to part E on **page 37**. Follow the instructions to play the game.
 1. Divide the class into teams of three or four students each.
 2. Give each team a die and markers to use on their gameboard.
 3. Tell students they will take turns rolling the die and moving their marker along the board.
 4. Each time a student rolls a die, ask the student to say what word they've landed on. (Give between 1 to 3 chances to guess the word or phrase depending on the student's level).
 5. Next, have the student use the word or phrase in a sentence.
 6. If the student is correct, they may stay on the square. If not, they must start over at the beginning.
 7. The player who gets to the *Finish* first is the winner.

Let's Go to the Restaurant!

Lesson 1

Unit Objectives

- Talk about and identify types of restaurants and different foods
- Ask information questions with *what*
- Use adjectives to describe types of restaurants
- Use plural nouns to answer questions about foods

Lesson Objectives

Students will be able to:

- recognize and name different restaurants and foods
- ask and answer about what and where they want to eat

Vocabulary (Key words 1)

Japanese	Mexican	German
Chinese	Italian	Indian

Core Structure

- **Adjectives**
Let's go to the Japanese restaurant.
- **Ask information questions with *what***
Q: What do you want to eat?
A: I want to eat curry.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary Introduction **5 min.**

- **FG** Show students the flashcards for the vocabulary items that are on **page 38**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them



Let's Go to the Restaurant!

Vocabulary

Listen and number.



Japanese



Mexican



German



Chinese



Italian



Indian

Language

Ask and answer.



Let's go to the **Italian** restaurant. OK!



Song

Listen and sing along. * See page 96 for full song lyrics.

What do you want to eat?
Let's go to the **German** restaurant. OK! OK!
I want to eat **curry**.
What do you want to eat?
Let's go to the **Chinese** restaurant. OK! OK!
I want to eat **curry**.



- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. say the first syllable of the word, or tell them what letter the word starts with).

Listen and number. **5-10 min.**

- **SB / CD** Ask students to open their book to **page 38**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 30**. After playing **track 30**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary word: "*German.*"

Script

Listen and number.



- | | |
|------------|-------------|
| 1. German | 2. Japanese |
| 3. Chinese | 4. Mexican |
| 5. Italian | 6. Indian |

Listening

A Listen and write. 🎧

1. Let's go to the Mexican restaurant.
2. Let's go to the Chinese restaurant.

B Write the numbers. Say and act.



• **(Optional) Level Tip:**

Higher level: Ask students to spell each word after checking the answer. Say: *“Number one,”* and have the students respond: *“German.”* Say: *“How do you spell German?”* and have the students respond: *“G-e-r-m-a-n.”* Continue for each word.

Lower level: Ask students to guess the country associated with each word after checking the answer. Say: *“Number one,”* and have the students respond: *“German.”* Say: *“What country is this?”* and have the students respond: *“Germany.”* Continue for each word.

Language 5 min.

- **SB** Ask students to focus on the “Language” section of the page. Read the examples in the book together as a class to highlight the grammar structure: *“Let’s go to the Italian restaurant.”* “OK!” and *“Let’s go to the Mexican restaurant.”* “OK!”
- Use the grammar structure to go through each numbered vocabulary items (1-6) in numerical order. Call on students individually to answer: *“Number one, what kind of restaurant is it?”* *“It’s a German restaurant.”* *“Number two, what kind*

of restaurant is it?” *“It’s a Japanese restaurant.”* Continue until you have covered all six vocabulary items using the target pattern sentence structure.

Song I. Listening 5 min.

- **SB/CD** Focus students’ attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music video if your classroom is equipped with a TV). You may also want to ask students to see **page 96** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.
- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at www.compasspub.com/BigShow.
- Play the song that goes along with **track 31**. Ask the students to focus on the words of the song (either on the TV screen, or in the back of the book) to learn the song lyrics.

Script



Listen and sing along.

What do you want to eat? x2
Let’s go to the Italian restaurant.
OK! OK! I want to eat pizza.
What do you want to eat? x2
Let’s go to the German restaurant.
OK! OK! I want to eat sausages.
What do you want to eat? x2
Let’s go to the Japanese restaurant.
OK! OK! I want to eat sushi.
What do you want to eat? x2
Let’s go to the Indian restaurant.
OK! OK! I want to eat curry.
What do you want to eat? x2
Let’s go to the Mexican restaurant.
OK! OK! I want to eat tacos.
What do you want to eat? x2
Let’s go to the Chinese restaurant.
OK! OK! I want to eat dumplings.

Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.
- **FG** Before you play the song again, put the flashcards on the board in the front of the class,

in order from left to right as they appear in the song lyrics from beginning to end: **1. Italian, 2. German, 3. Japanese, 4. Italian, 5. Mexican, and 6. Chinese.**

- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *Italian* and say: “*What do you want to eat?*” “*What do you want to eat?*” “*Let’s go to the Italian restaurant.*” “*OK! OK! I want to eat pizza.*” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 31** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 31**. Ask the students to focus on the words of the song (either on the TV screen, or in the back of the book) to sing the song.

Song III. Writing 5-10 min.

- **SB / CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 5**. Ask students to write their name at the top of the worksheet. (Available for download at www.compasspub.com/BigShow.)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (**Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 31** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 22** in the workbook. Explain how to complete the **Unscramble and write** activity in part A and the **Look and write** activity in part B.
- Complete one example of each for parts A and B so that the students understand how to

complete the page independently.

- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 22**.

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Use your native language if necessary and ask the students what their favorite kind of restaurant is from today’s lesson. Call on a few students and ask them to say the type of the restaurant they like the most.
- Ask the students to draw or color the flag for their favorite type of restaurant, and write the adjective on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

Lesson 2

Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask and answer information questions with *what*
- prepare for and participate in a communicative activity with other students

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Vocabulary Review 5 min.

- **FG** Use the flashcards to review the vocabulary.

Song: Vocabulary and Grammar Structure Review 5 min.

- **CD** Review the vocabulary and grammar structure by singing the song from the previous lesson.

Listening I. Comic Strip 5-10 min.

- **SB/CD** Ask students to open their books to **page 39**. Focus students' attention on the comic strip in the Listening section on **page 39**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *The children hungry. The chef is helping them choose a restaurant. There are many different kinds of food to choose from.* Use your native language as necessary, and provide support to the students when needed. Ask cue questions, such as *"What do they see?"* Elicit the appropriate responses, *"They see restaurants."* *"What kinds of restaurants do they see?"* *"They see a German restaurant."* etc. (Responses will vary.)
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen.

Script



Listen and write.

Frame 1.

Chef: Let's go to the Chinese restaurant!

Anna: OK.

Chef: What do you want to eat?

Anna: I want to eat dumplings.

Frame 2.

Chef: Let's go to the Indian restaurant.

Jeff: OK.

Chef: What do you want to eat?

Jeff: I want to eat curry.

Frame 3.

Jeff: I'm hungry!

Anna: Let's go to the Mexican restaurant.

Jeff: OK. What do you want to eat?

Anna: I want to eat tacos!

Listening II. Writing 5 min.

- **SB/CD** Have students look at part A on **page 39**. Review the sentences with the students. Number 1: **Let's go to the Mexican restaurant!** Number 2: **Let's go to the Chinese restaurant.**

Ask the students to say: *"Number one, let's go to the Mexican restaurant!"* *"Number two, let's go to the Chinese restaurant."*

- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles in Frame 1 and Frame 3. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.
 - **(Optional) Level Tip:**
 - Higher level:** Ask students to write the number and the words in the blank speech bubbles of the comic strip. In Frame 1 they should write **2. Let's go to the Chinese restaurant.** In Frame 2 they should write **1. Let's go to the Mexican restaurant!**
 - Lower level:** Ask students to draw a small picture of tacos next to number 1 in part A and a picture of dumplings next to number 2 in part A. Ask them to write the number and the small picture into the comic strip. In Frame 1 they should write **2.** and draw **dumplings.** In Frame 3 they should write **1.** and draw **tacos.**
- Play **track 32** and have students listen and write to complete the comic strip. Review the correct answers as a class.

Listening III. Popcorn Reading 5 min.

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Listening III. Role-Play 10-15 min.

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 23** in the workbook. Explain how to complete the **Number the pictures in order. Then choose and write** activity. Explain that it is very similar to what they did in the student book on **page 39**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 23**.

Lesson 3

Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

Vocabulary+ (Key words 2)

curry

sushi

dumplings

tacos

Review / Expansion Structure

- What do you want to eat?
I want to eat dumplings.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary and Grammar Structure

Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

Vocabulary+ Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 40**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. say the first syllable of the word or

Vocabulary+ Listen and circle.



Speaking Ask and answer.

Guide What do you want to eat? I want to eat **curry**.



tell them what letter the word starts with if needed).

Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their book to **page 40**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
 1. Point to the sushi and ask: "What do you want to eat?" Elicit the response: "I want to eat sushi."
 2. Point to the dumplings and ask: "What do you want to eat?" Elicit the response: "I want to eat dumplings."
- Play **track 33** and ask the students to circle the correct word after each word they hear. Pause the audio after each word in order to give the students enough time to circle.

Script

Listen and circle.



1. sushi
3. curry

2. dumplings
4. tacos

- After the students have finished circling all four of the new vocabulary items, call on individual

Writing Look and write.

UNIT
5



1. Let's go to the Chinese restaurant on Friday.
2. What do you want to eat on Wednesday?
I want to eat sushi.
3. On Monday, let's go to the German restaurant.
4. Let's go to the Indian restaurant on Thursday.

Phonics Listen, repeat, and write.



Let's go on the slide. Let's ride horses. Let's write.
Here, have a bite.

students and ask them how to spell each vocabulary word.

• (Optional) Level Tip:

Higher level: **FC** Put the flashcards for the words *sushi*, *dumplings*, *curry*, and *tacos* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.

Lower level: Ask students to read the spelling of each word from their book.

Point to the tacos and ask: "How do you spell 'tacos'?" Elicit the response: "t-a-c-o-s."

Point to the curry and ask: "How do you spell 'curry'?" Elicit the response: "c-u-r-r-y."

Point to the dumplings and ask: "How do you spell 'dumplings'?" Elicit the response: "d-u-m-p-l-i-n-g-s."

Point to the sushi and ask: "How do you spell 'sushi'?" Elicit the response: "s-u-s-h-i."

Speaking: Ask and answer. 10-15 min.

- **SB/FC** Direct the students' attention to the illustration at the bottom of **page 40**. Read the

question in the illustration together: "What do you want to eat?" Read the response together: "I want to eat curry."

- Explain to students that they will complete the answer by pointing at different foods in the picture. Hold up a flashcard of one of the foods in the illustration, for example the *sushi*, and ask the students to point at this food in the illustration in their book. Then ask them: "What do you want to eat?" Elicit the response: "I want to eat sushi."
- Invite a student to the front of the classroom. Give them the flashcard for the word dumplings. Tell the student to ask their classmates the question: "What do you want to eat?" Elicit the response: "I want to eat dumplings." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at one of the foods in the illustration on **page 40**. Have B answer. Then have them switch.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 24** in the workbook. Explain how to complete the **Read and circle** activity in part D and the **Unscramble and write** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 24**.

(If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- **Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

Lesson 4

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds *-ide* and *-ite*

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure

Review 5-10 min.

- **FG** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 5** together.
- Pick one of the flashcards randomly. Look at it and show the students. Ask the students a question using the wrong word. For example, if the flashcard is **sushi**, ask the students: “*Do you want to eat dumplings?*” Elicit the response: “*No, I want to eat sushi.*” If the flashcard is **Mexican**, tell the students: “*Let’s go to the Indian restaurant.*” Elicit the response: “*No, let’s go to the Mexican restaurant.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to show the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

Writing: Look and write. 10 min.

- **SB** Have students open their book to **page 41**.
- Point to items in the pictures and ask students: “*What do you want to eat?*” Elicit the appropriate responses: Picture 1: Monday “*I want to eat sausage.*” Picture 2: Tuesday “*I want to eat tacos.*” Picture 3: Wednesday “*I want to eat sushi.*” Picture 4: Thursday “*I want to eat curry.*” Picture 5: Friday “*I want to eat dumplings.*”

- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to sentence 1 and ask the students if they can read the sentence.
- Sentence 1: “*Let’s go to the Chinese restaurant on Friday.*”
- Tell students to read each of the questions and write the answers, according to the pictures, shown above. After they have completed the written exercise, ask the students which picture matches with what sentence. Have the students raise their hands and volunteer to answer the question. Sentence 1 matches with Picture 5: **Friday, dumplings.**
- Repeat this for the remaining sentences until the activity is complete.
 - **(Optional) Level Tip:**
 - Higher level:** Call on individual students to read the sentence independently in front of the class and support them as needed while they read.
 - Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

Phonics: Listen, repeat, and write. (-ide and -ite) 10 min.

- **SB/CD/FG** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures or actions happening in the pictures. Point at each one. Elicit the responses: “*She rides a horse.*” “*It’s a slide.*” “*She bites an apple.*” “*He writes a story.*”
- Focus the students’ attention on the first, **red** letters of each word. Ask the students: “*What sound do the letters ‘-ide’ make?*” Elicit the appropriate response: /aɪ/ or, if they don’t know the correct sound, tell the students to repeat after you and say: “*-ide makes the sound /aɪ/.*” Repeat this for letters *-ite*.
- Tell the students to listen and repeat. Play **track 34**.

Script

Listen, repeat, and write.



/aɪ/, /d/, /aɪd/
/r/, /aɪd/, ride, ride
/sl/, /aɪd/, slide, slide
/aɪ/, /t/, /aɪt/
/b/, /aɪt/, bite, bite
/r/, /aɪt/, write, write

Let’s go on the slide. Let’s ride horses. Let’s write. Here, have a bike.

- After listening to the audio, ask the students again: “*What sound does the letter ‘-ide’ make?*” Elicit the appropriate response: /aɪd/. Repeat this for letters *-ite*. Then point at one of the pictures randomly, and ask them if they can read the word. For example, point at the picture for the word “bite.” Ask the students to read it. If they cannot, ask them to repeat after you, and say: “*Bite, /b/, /aɪt/, bite.*”
- Finally, read the sentences at the bottom of the page together as a class. Then call on individual students to read the sentences independently. Ask them to point at each word as they read, and assist as needed. (**Note: Introduce some of the words like “have” as sight words, rather than phonics words.)

Phonics Review: Multiple letter sounds

-ide, -ite, -ine, -ike, -ape, -ase, -ave, -ane, -ame, and -ake. **5-10 min.**

- **SB/FC** There are two phonics flashcards per letter. Divide them into two piles, one with the letters *-ide* and *-ite*, in the order they appear in the SB, and another with the letters *-ide, -ite, -ine, -ike, -ape, -ase, -ave, -ane, -ame, and -ake* in random order.
- Use the flashcards for the letters *-ide* and *-ite* in the order they appear in the SB first. Ask the students if they remember what sound each letter set makes. Elicit the correct sound for each letter set, and ask students to tell you the word for each picture on the flashcard. Do this first in order. For example, first show the flashcard for the word “ride.” Ask the students “*What sound do the letters ‘-ide’ make?*” Elicit the appropriate response: /aɪd/. Turn the flashcard around and show the picture to the students. Say to the students: “*What does she do?*” Elicit the response: “*She rides a horse.*” Repeat this for the rest of the flashcards.
Slide: Ask the students “*What is it?*” Elicit the response “*It’s a slide.*”
Bite: Ask the students “*What does she do?*” Elicit the response “*She bites an apple.*”
Write: Ask the students “*What does he do?*” Elicit the response “*He writes a story.*”
- Repeat this with the second pile of flashcards that is in random order.

(Optional) Assign and explain homework.

3-5 min.

- **WB** Tell students to look at the pictures on the top of **page 25** in the workbook. Explain how to complete the **Circle and write** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct word. Tell them when they need to complete the workbook exercise and have them copy it in their workbook on the top of **page 25**.

Lesson 5

Lesson Objectives

Students will:

- encounter and explore a “real-world” social studies text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the key vocabulary items
- be able to ask and answer information questions with *what* and *where*
- encounter and explore a fun story linked to the theme of the unit

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Pre-reading Discussion **5 min.**

- **FG** Show the students the flashcards from **unit 5** and ask them where we have eaten these foods. Give them a few options to think about: at home, at a friend’s house, at their grandparents’ house? Elicit the appropriate response, which will depend on the student and the flashcard.
- Ask students if they have ever been to a restaurant, what kind of restaurant it was, and what they ate. (Use your native language as necessary).
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of what a country is.

CLIL Reading: Social Studies: Identifying different foods and their nationalities

10-15 min.

- **SB/CD** Tell students to look at part A on **page 42**. Focus students’ attention on the background picture. Discuss it.
- Explain to the students that they will listen and

Where Should We Eat?

There are many restaurants.
Each country has its own special food.
Italian restaurants have good pizza.
Go to Indian restaurants for a nice curry.
German restaurants make sausages.
If you like sushi, go to a Japanese restaurant.
Mexican restaurants make tacos.
Chinese restaurants make nice rice.
What do you want to eat?

read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 35**.

- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Read and circle: Reading Comprehension **5 min.**

- **SB** Tell students to look at activity B on **page 43**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.



B Read and circle.

1. What food is made in Indian restaurants?
 a. sushi
 b. tacos
 c. curry
2. Which kind of restaurant makes good sausages?
 a. German
 b. Indian
 c. Italian
3. Which kind of restaurant makes nice rice?
 a. Chinese
 b. Mexican
 c. Japanese

C Talk with your friend.

Which restaurant do you want to go to?

How are the people in other countries?
Scan to read more.



Additional Reading 5-10 min.

- Scan the QR code on the page to view the animation. If no smart device is available, use Teacher's Guide DVD.
- Explain to students that they will read another story for fun about people in other countries.
- Watch the animation together and discuss it afterwards as a class.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 25** in the workbook. Explain how to complete the **Read and write** activity in part G and the **Circle yes or no** activity in part H.
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 25**.

Teacher's Note

Talk with your friend: Discussion 10 min.

- Talk with students about the different foods, and the different restaurants which serve these foods. Make a list of foods that go with each type of restaurant.
- Ask students to talk with their friends about which type of restaurant and food is their favorite and give 2-3 reasons why. Explain that it is OK if they think of a food or type of restaurant that isn't from **unit 5** as long as that type of food is served in that type of restaurant.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.
- (**Note: You may allow students to discuss this in their native language, but they should be able to explain what food and restaurant they like and why in English.)
- Ask them to draw a small picture of the food and/or restaurant.

Presentation 5 min.

- Ask students to speak in English in front of the class and talk about what food is their favorite and what restaurant it is served in.

What Do You Want?

Lesson 1

Unit Objectives

- Talk about and identify different types of food
- Ask choice questions with *do*
- Use singular nouns to identify foods

Lesson Objectives

Students will be able to:

- recognize and name different foods
- Use singular nouns to ask and answer questions about food

Vocabulary (Key words 1)

pasta	apple pie	cheesecake
soup	salad	cereal

Core Structure

- **Singular nouns**
I want cheesecake, please.
- **Ask choice questions with *do***
Q: Do you want cheesecake or apple pie?
A: I want apple pie, please.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 44**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again, and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. say the first syllable of the word, or tell them what letter the word starts with).

Listen and number. 5-10 min.

- **SB / CD** Ask students to open their book to **page 44**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 36**. After playing **track 36**, check the answers together as a class by calling out the number: *"Number one,"* and have students say the corresponding vocabulary word: *"salad."*

Script

Listen and number.



- | | |
|--------------|---------------|
| 1. salad | 2. soup |
| 3. apple pie | 4. cereal |
| 5. pasta | 6. cheesecake |

(Optional) Level Tip:

Higher level: Ask students to spell each word after checking the answer. Say: *"Number one,"* and have the students respond: *"salad."* Say: *"How do you spell 'salad'?"* and have the students respond: *"s-a-l-a-d."* Continue for each word.

Listening

A Listen and write.

1. Do you want corn or wheat?
2. I want soup, please.

B Write the numbers. Say and act.



Lower level: Ask students to sound out each word after checking the answer. Say: “*Number one,*” and have the students respond: “*salad.*” Say: “*Can you sound it out?*” and have the students respond: “*sal-ad.*” Have them clap along with you to the syllables. For example, “*sal*” clap, “*-ad.*” clap. Continue for each word.

Language 5 min.

- **SB** Ask students to focus on the “Language” section of the page. Read the examples in the book together as a class to highlight the grammar structure: “*Do you want cheesecake or apple pie?*” “*I want cheesecake, please.*”
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: “*Number one, what do you want?*” “*I want salad, please.*” “*Number two, what do you want?*” “*I want soup, please.*” Continue until you have covered all six vocabulary items using the target pattern sentence structure.

Song I. Listening 5 min.

- **SB/CD** Focus students’ attention on the song section at the bottom of the page. Explain that

they will listen to the song (and watch a music video if your classroom is equipped with a TV). You may also want to ask students to see **page 96-97** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at www.compasspub.com/BigShow.
- Play the song that goes along with **track 37**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

Script

37

Listen and sing along.

What do you want to eat?
Do you want cereal,
or do you want soup? x2
I want soup, please. Please x2
Please. x2 OK! x2

What do you want to eat?
Do you want apple pie,
or do you want cheesecake? x2
I want cheesecake, please. Please x2
Please. x2 OK! x2

What do you want to eat?
Do you want salad,
or do you want pasta? x2
I want pasta, please. Please x2
Please. x2 OK! x2

What do you want to eat?
Do you want cereal,
or do you want soup? x2
I want cereal, please. Please x2
Please. x2 OK! x2

What do you want to eat?
Do you want apple pie,
or do you want cheesecake? x2
I want apple pie, please. Please x2
Please. x2 OK! x2

What do you want to eat?
Do you want salad,
or do you want pasta? x2
I want salad, please. Please x2
Please. x2 OK! x2

Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.

- **FC** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. cereal, 2. soup, 3. apple pie, 4. cheesecake, 5. salad, and 6. pasta.**
- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *soup* and say: “*What do you want to eat?*” “*Do you want cereal, or do you want soup?*” “*Do you want cereal, or do you want soup?*” “*I want soup, please.*” “*I want soup, please.*” “*Please. Please.*” “*OK! OK!*” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 37** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 37**. Ask the students to focus on the words of the song (either on the TV screen, or in the back of the book) to sing the song.

Song III. Writing **5-10 min.**

- **SB / CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 6**. Ask students to write their name at the top of the worksheet. (Available for download at www.compasspub.com/BigShow.)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (**Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 37** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

(Optional) Assign and explain homework. **3-5 min.**

- **WB** Tell students to look at the pictures on **page 26** in the workbook. Explain how to complete the **Look and underline** activity in part A and the

Look and write activity in part B.

- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 26**.

(If needed) Bonus Activity **5-10 min.**

- **Dictation WS** Use your native language if necessary and ask the students what their favorite food is from today’s lesson. Call on a few students and ask them to say the name of the food they like the most.
- Ask the students to draw, color, and write the name of the food on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

Lesson 2

Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask and answer information questions with *what*
- prepare for and participate in a communicative activity with other students

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Vocabulary Review **5 min.**

- **FC** Use the flashcards to review the vocabulary.

Song: Vocabulary and Grammar Structure Review **5 min.**

- **CD** Review the vocabulary and grammar

structure by singing the song from the previous lesson.

Listening I. Comic Strip 5-10 min.

- **SB/CD** Ask students to open their books to **page 45**. Focus students' attention on the comic strip in the Listening section on **page 45**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *The children are getting something to eat. They are looking at the different foods. The cafeteria worker is helping them choose.* Use your native language as necessary, and provide support to the students when needed. Ask cue questions, such as *"Where are the children?"* Elicit the appropriate response, *"They are in a cafeteria."* Ask *"What do they see?"* *"They see salad."* etc. (Responses will vary.)
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen.

Script



Listen and write.

Frame 1.

Cafeteria worker: Let's have breakfast. Do you want cereal, or do you want fruit?

Anna: I want cereal, please.

Cafeteria worker: OK. Let's have cereal.

Frame 2.

Cafeteria worker: Let's have lunch. Do you want pasta or salad?

Louie: I want pasta, please.

Cafeteria worker: OK, let's have pasta.

Frame 3.

Louie: Let's have dinner. Do you want soup or sandwiches?

Anna: I want soup, please.

Louie: Let's have soup.

Review the sentences with the students. Number 1: **Do you want pasta or salad?** Number 2: **I want soup, please.** Ask the students to say *"Number one, do you want pasta or salad?"* *"Number two, I want soup, please."*

- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles in Frame 2 and Frame 3. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.
 - **(Optional) Level Tip:**
 - Higher level:** Ask students to write the number and the words in the blank speech bubbles of the comic strip. In Frame 2 they should write **1. Do you want pasta or salad?** In Frame 3 they should write **2. I want soup, please.**
 - Lower level:** Ask students to draw a small picture of pasta next to number 1 in part A and a picture of soup next to number 2 in part A. Ask them to write the number and the small picture into the comic strip. In Frame 2 they should write **1.** and draw **pasta.** In Frame 3 they should write **2.** and draw **soup.**
- Play **track 38** and have students listen and write to complete the comic strip. Review the correct answers as a class.

Listening III. Popcorn Reading 5 min.

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Listening III. Role-Play 10-15 min.

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 27** in the workbook. Explain how to complete the **Number the pictures in order. Then choose and write** activity. Explain that it is very similar to what they did in the student book on **page 45**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 27**.

Listening II. Writing 5 min.

- **SB/CD** Have students look at part A on **page 45**.

Lesson 3

Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

Vocabulary+ (Key words 2)

candy

ice cream

chocolate

soda

Review / Expansion Structure

- Do you want soda, or do you want ice cream?
I want ice cream, please.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary and Grammar Structure

Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 46**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.

Vocabulary+ Listen and circle.



Speaking Ask and answer.

Guide Do you want **soda**, or do you want **ice cream**?
I want **ice cream**, please.



- Show the students the pictures on the flashcards one by one again, and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. say the first syllable of the word or tell them what letter the word starts with if needed).

Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their book to **page 46**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
 1. Point to the ice cream and ask: "What is it?" Elicit the response: "It's ice cream."
 2. Point to the soda and ask: "What is it?" Elicit the response: "It's soda."
- Play **track 39** and ask the students to circle the correct word after each word they hear. Pause the audio after each word in order to give the students enough time to circle.

Script Listen and circle.



- | | |
|--------------|--------------|
| 1. ice cream | 2. soda |
| 3. candy | 4. chocolate |

Writing Match and write.



1. Do you want candy, or do you want pasta?
I want candy, please.
2. Do you want ice cream or cheesecake?
I want cheesecake, please.
3. Do you want soda, or do you want salad?
I want soda, please.
4. Do you want ice cream or chocolate?
I want chocolate, please.



Phonics Listen, repeat, and write.



- After the students have finished circling all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.

• (Optional) Level Tip:

Higher level: FC Put the flashcards for the words *soda*, *ice cream*, *chocolate*, and *candy* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.

Lower level: Ask students to read the spelling of each word from their book.

Point to the soda and ask: "How do you spell 'soda'?" Elicit the response: "s-o-d-a."

Point to the ice cream and ask: "How do you spell 'ice cream'?" Elicit the response: "i-c-e (space)-c-r-e-a-m."

Point to the chocolate and ask: "How do you spell 'chocolate'?" Elicit the response: "c-h-o-c-o-l-a-t-e."

Point to the candy and ask: "How do you spell 'candy'?" Elicit the response: "c-a-n-d-y."

Speaking: Ask and answer. 10-15 min.

- **SB/FC** Direct the students' attention to the illustration at the bottom of **page 46**. Read the question in the illustration together: "Do you want soda, or do you want ice cream?" Read the response together: "I want ice cream, please."
- Explain to students that they will complete the answer by pointing at different foods in the picture. Hold up a flashcard of one of the foods in the illustration, for example the candy, and ask the students to point at this food in the illustration in their book. Then ask them: "Do you want candy or do you want soda?" Elicit the response: "I want candy, please."
- Invite a student to the front of the classroom. Give them the flashcard for the word *soda*. Choose a different flashcard to hold yourself, for example *ice cream*. Tell the student to ask their classmates the question: "Do you want soda or do you want ice cream?" Elicit the response: "I want soda, please." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A, and Student(s) B. Have A ask the questions and point at two foods in the illustration on **page 46**. Have B answer. Then have them switch.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 28** in the workbook. Explain how to complete the **Look, read, and match** activity in part D and the **Unscramble and write** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises, and have them write it in their workbook on **page 28**.

(If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- **Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.

- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

Lesson 4

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds *-ive* and *-ime*

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure

Review **5-10 min.**

- **FC** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 6** together.
- Pick one of the flashcards randomly. Look at it and show the students. Ask the students a question using the wrong word. For example, if the flashcard is **chocolate**, ask the students: “Do you want soda?” Elicit the response: “No, I want chocolate, please.”
- After you have demonstrated how the game is played, call students up to the front of the classroom to show the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

Writing: Match and write. **10 min.**

- **SB** Have students open their book to **page 47**.
- Point to items in the pictures and ask students: “What do you want to eat?” Elicit the appropriate

responses: Picture a “I want cheesecake, please.” Picture b “I want soda, please.” Picture c “I want pasta, please.” Picture d “I want chocolate, please.”

- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to number 1 and ask the students if they can read the sentences.
- Number 1: “Do you want candy, or do you want pasta?” “I want pasta, please.”
- Tell students to read each of the questions and write the answers, according to the pictures, shown below. After they have completed the written exercise, ask the students which picture matches with what sentence. Have the students raise their hands and volunteer to answer the question. Number 1 matches with picture C.
- Repeat this for the remaining sentences until the activity is complete.
 - **(Optional) Level Tip:**

Higher level: Call on individual students to read the sentences independently in front of the class and support them as needed while they read.

Lower level: Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

Phonics: Listen, repeat, and write. (*-ive* and *-ime*) **10 min.**

- **SB / CD / FC** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures or actions happening in the pictures. Point at each one. Elicit the responses: “He dives.” “It’s a five.” “It’s a lime.” and “He looks at the time.”
- Focus the students’ attention on the **red** letters of each word. Ask the students: “What sound do the letters ‘-ive’ make?” Elicit the appropriate response: /aiv/ or, if they don’t know the correct sound, tell the students to repeat after you and say: “-ive makes the sound /aiv/.” Repeat this for letters *-ime*.
- Tell the students to listen and repeat. Play **track 40**.

Script

40

Listen, repeat, and write.

/aɪ/, /c/, /aɪv/

/d/, /aɪv/, dive, dive

/f/, /aɪv/, five, five

/aɪ/, /m/, /aɪm/

/l/, /aɪm/, lime, lime

/t/, /aɪm/, time, time

Look at him dive with a lime. Look at the time. The number five.

- After listening to the audio, ask the students again: “*What sound do the letters ‘-ive’ make?*” Elicit the appropriate response: /aɪv/. Repeat this for letters *-ime*. Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the picture for the word “time.” Ask the students to read it. If they cannot, ask them to repeat after you, and say: “*Time, /t/, /aɪm/, time.*”
- Finally, read the sentences at the bottom of the page together as a class. Then call on individual students to read the sentences independently. Ask them to point at each word as they read, and assist as needed. (**Note: Introduce some of the words like “with” as sight words, rather than phonics words.)

Phonics Review: Multiple letter sounds

-ive, -ime, -ide, -ite, -ine, -ike, -ape, -ase, -ave, and -ane **5-10 min.**

- **SB/FC** There are two phonics flashcards per letter. Divide them into two piles, one with the letters *-ive* and *-ime* in the order they appear in the SB, and another with the *-ive, -ime, -ide, -ite, -ine, -ike, -ape, -ase, -ave, and -ane* in random order.
- Use the flashcards for the letters *-ive* and *-ime* in the order they appear in the SB first. Ask the students if they remember what sound each letter set makes. Elicit the correct sound for each letter set, and ask students to tell you the word for each picture on the flashcard. Do this first in order. For example, first show the flashcard for the word “dive.” Ask the students “*What sound do the letters ‘-ive’ make?*” Elicit the appropriate response: /aɪv/. Turn the flashcard around and show the picture to the students. Say to the students: “*What does he do?*” Elicit the response: “*He dives.*” Repeat this for the rest of the flashcards.

Five: Ask the students “*What is it?*” Elicit the response “*It’s a five.*”

Lime: Ask the students “*What is it?*” Elicit the response “*It’s a lime.*”

Time: Ask the students “*What is it?*” Elicit the response “*It’s the time.*”

- Repeat this with the second pile of flashcards that is in random order.

(Optional) Assign and explain homework.

3-5 min.

- **WB** Tell students to look at the pictures on the top of **page 29** in the workbook. Explain how to complete the **Circle and write** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct word. Tell them when they need to complete the workbook exercise and have them copy it in their workbook on the top of **page 29**.

Lesson 5

Lesson Objectives

Students will:

- encounter and explore a “real-world” health text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the key vocabulary items
- be able to ask and answer information questions with *what* and *where*
- encounter and explore a fun story linked to the theme of the unit

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Pre-reading Discussion **5 min.**

- **EG** Show the students the flashcards from **unit 6** and ask them which foods they think are healthy and which are unhealthy. Give them a few options to think about: Is it sweet? Is it a vegetable? Elicit the appropriate response, which will depend on the flashcard.
- Ask students if they know what the difference between healthy and unhealthy is. Talk about what makes a food healthy. (Use your native language as necessary).
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of what it means to eat healthy, what a “treat” is, and what a “holiday” is.

CLIL Reading: Health: Identifying foods **10-15 min.**

- **SB/CD** Tell students to look at part A on **page 48**. Focus students’ attention on the background picture. Discuss it.
- Explain to the students that they will listen and

What Foods Should You Eat?

There are many foods you can eat.

Try to choose healthy food.

Eat fruits and vegetables every day.

Pasta and cereal are good for you.

Soup is better than ice cream.

Salad is better than cheesecake.

Sometimes a sweet treat is OK.

You can have chocolate or candy sometimes.

Holidays are good times to eat a sweet treat.

read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 41**.

- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Read and circle: Reading Comprehension **5 min.**

- **SB** Tell students to look at activity B on **page 49**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.



UNIT
6

B Read and circle.

1. What foods are good for you?
 - a. soup and cheesecake
 - b. chocolate and pasta
 - c. salad and cereal
2. Which food is better than cheesecake?
 - a. ice cream
 - b. salad
 - c. chocolate
3. When is it a good time to eat treats?
 - a. every day
 - b. on Saturday
 - c. on holidays

C Talk with your friend.
What is your favorite sweet treat?

How is lemonade served in different countries?
Scan to read more.



Additional Reading 5-10 min.

- Scan the QR code on the page to view the animation. If no smart device is available, use Teacher’s Guide DVD.
- Explain to students that they will read another story for fun about lemonade.
- Watch the animation together and discuss it afterwards as a class.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 29** in the workbook. Explain how to complete the **Read and write** activity in part G and the **Circle yes or no** activity in part H.
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 29**.

Teacher’s Note

Talk with your friend: Discussion 10 min.

- Talk with students about the difference between healthy food and unhealthy food. Make a list of foods in each category.
- Ask students to talk with their friends about which food is their favorite, whether it is healthy or unhealthy, and to give 2-3 reasons why they like it. Explain that it is OK if they think of a food that isn’t from **unit 6**.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.
- (**Note: You may allow students to discuss this in their native language, but they should be able to explain what food they like and why in English.)
- Ask them to draw a small picture of the food.

Presentation 5 min.

- Ask students to speak in English in front of the class and talk about what food is their favorite and some reasons why they like it.

What Do You Do After School?

Lesson 1

Unit Objectives

- Talk about activities
- Ask information questions with *what*
- Use short phrases to ask and answer about activities

Lesson Objectives

Students will be able to:

- recognize and name different activities
- ask what someone does after school

Vocabulary (Key words 1)

read comic books	go jogging	practice piano
go to the library	paint pictures	play the guitar

Core Structure

- **Informative phrases**
I read comic books.
- **Ask information questions with *what***
Q: What do you do after school?
A: I go jogging.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 50**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. say the first syllable of the word or tell them what letter the word starts with.)



Listen and number. 5-10 min.

- **SB / CD** Ask students to open their book to **page 50**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 42**. After playing **track 42**, check the answers together as a class by calling out the number: “*Number one,*” and have students say the corresponding vocabulary word: “*play the guitar.*”

Script

Listen and number.



1. play the guitar
2. go jogging
3. read comic books
4. practice the piano
5. go to the library
6. paint pictures

- **(Optional) Level Tip:**
Higher level: Ask students to spell each word after checking the answer. Say: “*Number*”

Listening

A Listen and write.

1. What do you do after school?
2. I play the guitar.

B Write the numbers. Say and act.



1 I practice the piano.
That sounds fun!

2 What do you do after school?
I go to the library.
That sounds fun!

3 What do you do after school?
That sounds fun!

one," and have the students respond: "play the guitar." Say: "How do you spell 'guitar'?" and have the students respond: "g-u-i-t-a-r." Continue for each word.

Lower level: Ask students to repeat the verb after checking the answer. Say: "Number one," and have the students respond: "play guitar." Say: "What do you do?" and have the students respond: "play." Continue for each phrase.

Language 5 min.

- **SB** Ask students to focus on the "Language" section of the page. Read the examples in the book together as a class to highlight the grammar structure: "What do you do after school?" "I play the guitar."
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: "Number one, what do you do after school?" "I play the guitar." "Number two, what do you do after school?" "I go jogging." Continue until you have covered all six vocabulary items using the target pattern sentence structure.

Song I. Listening 5 min.

- **SB/CD** Focus students' attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music video if your classroom is equipped with a TV). You may also want to ask students to see **page 97** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.
- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at www.compasspub.com/BigShow.
- Play the song that goes along with **track 43**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

Script



Listen and sing along.

What do you do after school? x2
I paint pictures. x2
It is fun! x2
What do you do after school? x2
I play the guitar. x2
It is fun! x2
What do you do after school? x2
I go jogging. x2
It is fun! x2
What do you do after school? x2
I read comic books. x2
It is fun! x2
What do you do after school? x2
I practice the piano. x2
It is fun! x2
What do you do after school? x2
I go to the library. x2
It is fun! x2

Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.
- **FC** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. paint pictures, 2. play the guitar, 3. go jogging, 4. read comic books, 5. practice the piano, and 6. go to the library.**

- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *paint pictures* and say: “*What do you do after school?*” “*What do you do after school?*” “*I paint pictures.*” “*I paint pictures.*” “*It is fun!*” “*It is fun!*” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 43** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 43**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

Song III. Writing 5-10 min.

- **SB/CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 7**. Ask students to write their name at the top of the worksheet. (Available for download at www.compasspub.com/BigShow.)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (**Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 43** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 30** in the workbook. Explain how to complete the **Unscramble and write** activity in part A and the **Look and write** activity in part B.
- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 30**.

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Use your native language if necessary and ask the students what their favorite activity is from today’s lesson. Call on a few students and ask them to say the name of the activity they like the most.
- Ask the students to draw, color, and write the name of the activity on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

Lesson 2

Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask and answer information questions with *what*
- prepare for and participate in a communicative activity with other students

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Vocabulary Review 5 min.

- **FC** Use the flashcards to review the vocabulary.

Song: Vocabulary and Grammar Structure Review 5 min.

- **CD** Review the vocabulary and grammar structure by singing the song from the previous lesson.

Listening I. Comic Strip 5-10 min.

- **SB/CD** Ask students to open their books to **page 51**. Focus students’ attention on the comic

strip in the Listening section on **page 51**. Tell students to look at the images in the text and give them about one minute to do so.

- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *The children are finished school. They are crossing the street. The crossing guard is helping them.* Use your native language as necessary, and provide support to the students when needed. Ask cue questions, such as *“Where are the children?”* Elicit the appropriate responses, *“They are outside their school.” “What does Anna do?” “She plays the guitar.” “What does Jeff have?” “He has books.”* etc. (Responses will vary.)
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen.

Script



Listen and write.

Frame 1.

Crossing guard: What do you do after school?

Rachel: I practice the piano.

Crossing guard: That sounds fun!

Frame 2.

Crossing guard: What do you do after school?

Jeff: I go to the library.

Crossing guard: That sounds fun!

Frame 3.

Jeff: What do you do after school?

Anna: I play the guitar.

Jeff: That sounds fun!

Listening II. Writing **5 min.**

- **SB/CD** Have students look at part A on **page 51**. Review the sentences with the students. Number 1: **What do you do after school?** Number 2: **I play the guitar.** Ask the students to say *“Number one, what do you do after school?”* *“Number two, I play the guitar.”*
- Direct the students’ attention back to the comic strip in part B. Focus on the blank speech bubbles in Frame 1 and Frame 3. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to

complete this section by listening and writing the number.

• (Optional) Level Tip:

Higher level: Ask students to write the number and the words in the blank speech bubbles of the comic strip. In Frame 1 they should write **1**.

What do you do after school? In Frame 3 they should write **2. I play the guitar.**

Lower level: Ask students to draw a question mark next to number 1 in part A and a guitar next to number 2 in part A. Ask them to write the number and the small picture into the comic strip. In Frame 1 they should write **1.?** In Frame 3 they should write **2.** and draw a picture of a **guitar.**

- Play **track 44** and have students listen and write to complete the comic strip. Review the correct answers as a class.

Listening III. Popcorn Reading **5 min.**

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Listening III. Role-Play **10-15 min.**

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

(Optional) Assign and explain homework. **3-5 min.**

- **WB** Tell students to look at the picture on **page 31** in the workbook. Explain how to complete the **Number the pictures in order. Then choose and write** activity. Explain that it is very similar to what they did in the student book on **page 51**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 31**.

Lesson 3

Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

Vocabulary+ (Key words 2)

write in my diary	draw pictures
play baseball	play basketball

Review / Expansion Structure

- What do you do after school?
I play basketball.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary and Grammar Structure Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 52**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as

Vocabulary+ Listen and circle.

1. 
write in my diary
draw pictures

2. 
draw pictures
play basketball

3. 
play baseball
write in my diary

4. 
play basketball
play baseball

Speaking Ask and answer.

Guide What do you do after school? I draw pictures.



needed (e.g. say the first syllable of the word or tell them what letter the word starts with if needed).

Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their book to **page 52**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
 1. Point to write in my diary and ask: "What do you do after school?" Elicit the response: "I write in my diary."
 2. Point to play basketball and ask: "What do you do after school?" Elicit the response: "I play basketball."
- Play **track 45** and ask the students to circle the correct word after each word they hear. Pause the audio after each word in order to give the students enough time to circle.

Script

Listen and circle.



1. draw pictures
2. play basketball
3. write in my diary
4. play baseball

Writing Circle and write.

- 

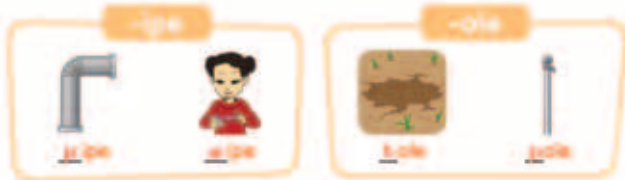
What do you do after school?
I (play basketball / practice the piano)
practice the piano
- 

What do you do after school?
I (draw pictures / read comic books)
draw pictures
- 

What do you do after school?
I (write in my diary / go jogging)
write in my diary
- 

What do you do after school?
I (play baseball / go to the library)
go to the library

Phonics Listen, repeat, and write.



Please w o your glasses. Look, a h o. There is a tall p ole and a p ole.

- After the students have finished circling all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.
- (Optional) Level Tip:**
Higher level: FC Put the flashcards for the words *draw pictures*, *play basketball*, *write in my diary*, and *play baseball* in random order on the board. Ask students how to spell the words, and have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.
Lower level: Ask students to read the spelling of each word from their book. Point to *draw pictures* and ask: "How do you spell 'pictures'?" Elicit the response: "p-i-c-t-u-r-e-s." Point to *play basketball* and ask: "How do you spell 'basketball'?" Elicit the response: "b-a-s-k-e-t-b-a-l-l." Point to *write in my diary* and ask: "How do you spell 'diary'?" Elicit the response: "d-i-a-r-y." Point to *play baseball* and ask: "How do you spell 'baseball'?" Elicit the response: "b-a-s-e-b-a-l-l."

Speaking: Ask and answer. 10-15 min.

- SB / FC** Direct the students' attention to the illustration at the bottom of **page 52**. Read the question in the illustration together: "What do you do after school?" Read the response together: "I draw pictures."
- Explain to students that they will complete the answer by pointing at different activities in the picture. Hold up a flashcard of one of the activities in the illustration, for example, *play baseball*, and ask the students to point at this activity in the illustration in their book. Then ask them: "What do you do after school?" Elicit the response: "I play baseball."
- Invite a student to the front of the classroom. Give them the flashcard for the words *draw pictures*. Tell the student to ask their classmates the question: "What do I do after school?" Elicit the response: "I draw pictures." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the activities in the illustration on **page 52**. Have B answer. Then have them switch.

(Optional) Assign and explain homework. 3-5 min.

- WB** Tell students to look at the pictures on **page 32** in the workbook. Explain how to complete the **Read and circle** activity in part D and the **Unscramble and write** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 32**.

(If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

Lesson 4

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds *-ipe* and *-ole*

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure Review **5-10 min.**

- **FC** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 7** together.
- Pick one of the flashcards randomly. Look at it, but do not show the students. Explain that you will act out the activity on the flashcard, but you will not speak or write anything on the board. For example, if the flashcard you selected randomly is for the word **baseball**, make two fists and stack them one on top of the other, as if you are holding a baseball bat, and swing at an imaginary ball. Ask the students: “*What do you do after school?*” Elicit the response: “*I play baseball.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to show the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

Writing: Circle and write. **10 min.**

- **SB** Have students open their book to **page 53**.
- Point to items in the pictures and ask students: “*What do you do after school?*” Elicit the appropriate responses: Picture 1 “*I practice the piano.*” Picture 2 “*I draw pictures.*” Picture 3 “*I write in my diary.*” Picture 4 “*I go to the library.*”

- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to number 1 and ask the students if they can read the sentence.
- Number 1: “*What do you do after school?*” “*I practice the piano.*”
- Tell students to read each of the questions and write the answers, according to the pictures, shown beside them. After they have completed the circling exercise, ask the students which activity matches with each picture. Have the students raise their hands and volunteer to answer the question. Number 1 matches with **practice the piano**.
- Repeat this for the remaining sentences until the activity is complete.
 - **(Optional) Level Tip:**
 - Higher level:** Call on individual students to read the sentences independently in front of the class and support them as needed while they read.
 - Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

Phonics: Listen, repeat, and write. (*-ipe* and *-ole*) **10 min.**

- **SB/CD/FC** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures or actions happening in the pictures. Point at each one. Elicit the responses: “*It’s a pipe.*” “*She wipes her glasses.*” “*It’s a hole.*” and “*It’s a pole.*”
- Focus the students’ attention on the **red** letters of each word. Ask the students: “*What sound do the letters ‘-ipe’ make?*” Elicit the appropriate response: */aip/*, or, if they don’t know the correct sound, tell the students to repeat after you and say: “*-ipe makes the sound /aip/.*” Repeat this for letters *-ole*.
- Tell the students to listen and repeat. Play **track 46**.

Script

46

Listen, repeat, and write.

aɪ/, /p/, /aɪp/

/p/, /aɪp/, pipe, pipe

/w/, /aɪp/, wipe, wipe

/əʊ/, /l/, /əʊl/

/h/, /əʊl/, hole, hole

/p/, /əʊl/, pole, pole

Please wipe your glasses. Look,
a hole. There is a tall pole and a
pipe.

- After listening to the audio, ask the students again: *“What sound do the letters ‘-ipe’ make?”* Elicit the appropriate response: /aɪp/. Repeat this for letters *-ole*. Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the picture for the word “wipe.” Ask the students to read it. If they cannot, ask them to repeat after you and say: *“Wipe, /w/, /aɪp/, wipe.”*
- Finally, read the sentences at the bottom of the page together as a class. Then call on individual students to read the sentences independently. Ask them to point at each word as they read, and assist as needed. (**Note: Introduce some of the words like “please” as sight words, rather than phonics words.)

Phonics Review: Multiple letter sounds *-ipe, -ole, -ive, -ime, -ide, -ite, -ine, -ike, -ape, and -ase.* **5-10 min.**

- **SB/FC** There are two phonics flashcards per letter. Divide them into two piles, one with the letters *-ipe* and *-ole* in the order they appear in the SB, and another with the *-ipe, -ole, -ive, -ime, -ide, -ite, -ine, -ike, -ape, and -ase* in random order.
- Use the flashcards for the letters *-ipe* and *-ole* in the order they appear in the SB first. Ask the students if they remember what sound each letter set makes. Elicit the correct sound for each letter set, and ask students to tell you the word for each picture on the flashcard. Do this first in order. For example, first show the flashcard for the word “pipe.” Ask the students *“What sound do the letters ‘-ipe’ make?”* Elicit the appropriate response: /aɪp/. Turn the flashcard around and show the picture to the students. Say to the students: *“What is it?”* Elicit the response: *“It’s a pipe.”* Repeat this for the rest of the flashcards.

Wipe: Ask the students *“What does she do?”* Elicit the response *“She wipes her glasses.”*

Hole: Ask the students *“What is it?”* Elicit the response *“It’s a hole.”*

Pole: Ask the students *“What is it?”* Elicit the response *“It’s a pole.”*

- Repeat this with the second pile of flashcards that is in random order.

(Optional) Assign and explain homework. **3-5 min.**

- **WB** Tell students to look at the pictures on the top of **page 33** in the workbook. Explain how to complete the **Circle and write** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct word. Tell them when they need to complete the workbook exercise and have them copy it in their workbook on the top of **page 33**.

Lesson 5

Lesson Objectives

Students will:

- encounter and explore a “real-world” music text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to ask and answer information questions with *what* and *where*
- encounter and explore a fun story linked to the theme of the unit

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

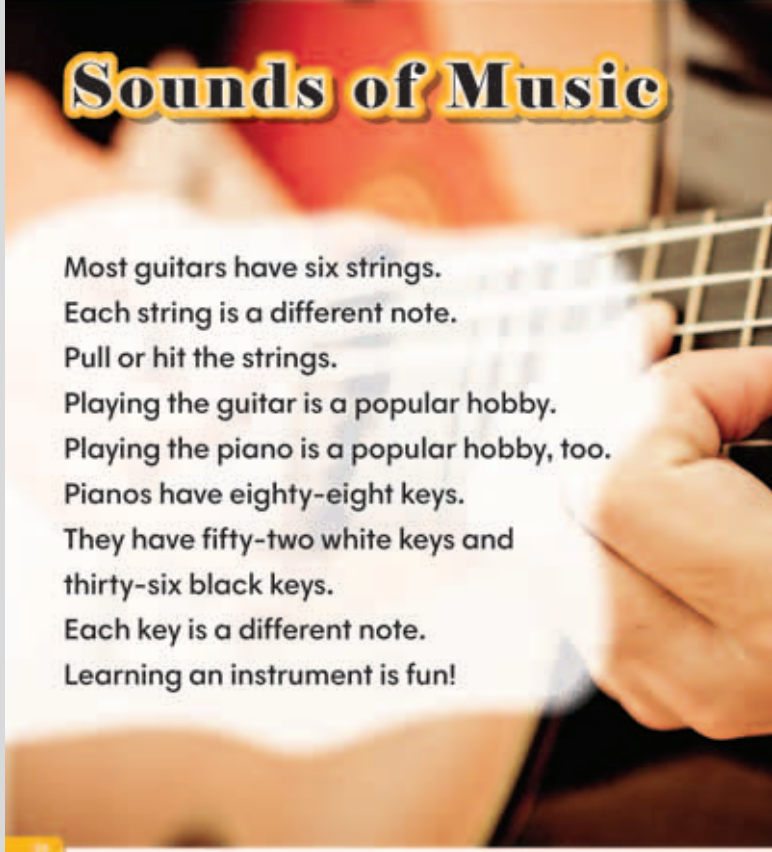
Pre-reading Discussion **5 min.**

- **FG** Show the students the flashcards from **unit 7** and ask them where they can do the different types of activities, inside or outside. Elicit the appropriate response, which will depend on the flashcard.
- Ask students if they know what a guitar is, if they have ever played a guitar or watched someone playing the guitar. Ask students if they know what a piano is, if they have ever played a piano, or watched someone playing the piano. (Use your native language as necessary).
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of what a piano and guitar are.

CLIL Reading: Music: Talking about music **10-15 min.**

- **SB/CD** Tell students to look at part A on **page 54**. Focus students’ attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 47**.

Sounds of Music



Most guitars have six strings.
Each string is a different note.
Pull or hit the strings.
Playing the guitar is a popular hobby.
Playing the piano is a popular hobby, too.
Pianos have eighty-eight keys.
They have fifty-two white keys and thirty-six black keys.
Each key is a different note.
Learning an instrument is fun!

- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Read and circle: Reading Comprehension **5 min.**


- **SB** Tell students to look at activity B on **page 55**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.



- B Read and circle.**
1. What instrument has strings?
a. the trumpet
b. the piano
c. the guitar
 2. How many keys does a piano have?
a. nineteen
b. eighty-eight
c. fifty-two
 3. What instrument has black and white keys?
a. the guitar
b. the trumpet
c. the piano

C Talk with your friend.
Which instrument do you like to play?

What are the hobbies of your family?
Scan to read more.



Additional Reading 5-10 min.

- Scan the QR code on the page to view the animation. If no smart device is available, use Teacher's Guide DVD.
- Explain to students that they will read another story for fun about hobbies.
- Watch the animation together and discuss it afterwards as a class.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on page 33 in the workbook. Explain how to complete the **Read and write** activity in part G and the **Circle yes or no** activity in part H.
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on page 33.

Teacher's Note

Talk with your friend: Discussion 10 min.

- Talk with students about different instruments. Talk about how guitars and pianos are similar (for example, they are both played with your hands, rather than by blowing air through them); and how they are different (guitars have strings pianos have keys). Make a list of activities in each category (similarities and differences).
- Ask students to talk with their friends about which instrument is their favorite and to give 2-3 reasons why.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.
- (**Note: You may allow students to discuss this in their native language, but they should be able to explain which activity they like best and why in English.)
- Ask them to draw a small picture of the food.

Presentation 5 min.

- Ask students to speak in English in front of the class about which instrument is their favorite and some reasons why they like it.

What Are the Days of the Week?

Lesson 1

Unit Objectives

- Identify days of the week
- Ask information questions with *what*
- Use informative phrases to answer questions about days of the week and activities

Lesson Objectives

Students will be able to:

- name the days of the week
- ask and answer about what activity someone does on a day of the week

Vocabulary (Key words 1)

Monday	Tuesday	Wednesday
Thursday	Friday	Sunday

Core Structure

- **Informative phrases**
She plays basketball.
- **Ask information questions with *what***
Q: What do you do on Sunday?
A: I play the guitar.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 56**.
- Ask students to repeat after you as you say the word on each flashcard, and show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. say the first syllable of the word or tell them what letter the word starts with.)



What Are the Days of the Week?

Vocabulary

Listen and number. 🎧



Sunday 1



Monday 2



Tuesday 3



Wednesday 4



Thursday 5



Friday 6

Language

Ask and answer.



What do you do on **Sunday**?

I **play the guitar**.



Song

Listen and sing along. 🎧

• See page 97 for full song lyrics.

What do you do on ? What do you do on ?
I on . I on .
What does she do on ? What does he do on ?
She on . He on .



Listen and number. 5-10 min.

- **SB / CD** Ask students to open their book to **page 56**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book, according to the audio for the **Listen and number** part. Play **track 48**. After playing **track 48**, check the answers together as a class by calling out the number: *"Number one,"* and have students say the corresponding vocabulary word: *"Sunday."*

Script

Listen and number.



- | | |
|-------------|--------------|
| 1. Sunday | 2. Monday |
| 3. Tuesday | 4. Wednesday |
| 5. Thursday | 6. Friday |

(Optional) Level Tip:

Higher level: Ask students to spell each word after checking the answer. Say: *"Number one,"* and have the students respond: *"Sunday."* Say: *"How do you spell 'Sunday'?"* and have the students respond: *"S-u-n-d-a-y."* Continue for each word.

Lower level: Ask the students which day of the

Listening

A Listen and write.

1. What do you do on Tuesday?
2. I have picnics on Friday.

B Write the numbers. Say and act.



week comes next after checking the answer. Read the days of the week in order, "Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday." Say: "Number one," and have the students respond: "Sunday." Say: "What day comes next?" and have the students respond: "Monday." Continue for each word. When you reach "Number six, Friday," remind students that Saturday comes after Friday. Have them recite the days of the week all together in order with you. "Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday."

Language 5 min.

- **SB** Ask students to focus on the "Language" section of the page. Read the examples in the book together as a class to highlight the grammar structure: "What do you do on Sunday?" "I play guitar on Sunday."
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: "Number one, what day is it?" "It is Sunday." "Number two, what day is it?" "It is Monday." Continue until you have covered all six

vocabulary items using the target pattern sentence structure.

Song I. Listening 5 min.

- **SB/CD** Focus students' attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music video if your classroom is equipped with a TV). You may also want to ask students to see **page 97** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.
- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at www.compasspub.com/BigShow.
- Play the song that goes along with **track 49**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

Script



Listen and sing along.

What do you do on Sunday?
I play basketball on Sunday.
What does she do on Sunday?
She plays basketball on Sunday.
What do you do on Monday?
I go to school on Monday.
What does he do on Monday?
He goes to school on Monday.
What do you do on Tuesday?
I ride my bike on Tuesday.
What does she do on Tuesday?
She rides her bike on Tuesday.
What do you do on Wednesday?
I go jogging on Wednesday.
What does he do on Wednesday?
He goes jogging on Wednesday.
What do you do on Thursday?
I play baseball on Thursday.
What does she do on Thursday?
She plays baseball on Thursday.
What do you do on Friday?
I go to the library on Friday.
What does he do on Friday?
He goes to the library on Friday.

Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the

song again, and this time they should try to sing along.

- **FC** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. Sunday, 2. Monday, 3. Tuesday, 4. Wednesday, 5. Thursday, and 6. Friday.**
- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *Sunday* and say: “*What do you do on Sunday?*” “*I play basketball on Sunday.*” “*What does she do on Sunday?*” “*She plays basketball on Sunday.*” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 49** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 49**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

Song III. Writing 5-10 min.

- **SB / CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 8**. Ask students to write their name at the top of the worksheet. (Available for download at www.compasspub.com/BigShow.)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (**Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 49** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 34** in the workbook. Explain how to complete the

Look and underline activity in part A and the **Look and write** activity in part B.

- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 34**.

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Use your native language if necessary and ask the students what their favorite day of the week is that they learned about in today’s lesson. Call on a few students and ask them to say the name of the day they like the most.
- Ask the students to draw or color an activity from the lesson and write the name of their favorite day of the week on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

Lesson 2

Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask and answer information questions with *what*
- prepare for and participate in a communicative activity with other students

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Vocabulary Review 5 min.

- **FC** Use the flashcards to review the vocabulary.

Song: Vocabulary and Grammar Structure Review **5 min.**

- **CD** Review the vocabulary and grammar structure by singing the song from the previous lesson.

Listening I. Comic Strip **5-10 min.**

- **SB/CD** Ask students to open their books to **page 57**. Focus students' attention on the comic strip in the Listening section on **page 57**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *The children are at school. They are looking at flashcards. The teacher is asking them what they do on different days of the week.* Use your native language as necessary, and provide support to the students when needed. Ask cue questions, such as *"Where are the children?"* Elicit the appropriate response, *"They are at school."* Ask *"What do you see?"* *"I see a basketball."* etc. (Responses will vary.)
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen.

Script

50

Listen and write.

Frame 1.

Teacher: What do you do on Tuesday?

Anna: I ride my bike on Tuesday.

Teacher: That's great!

Frame 2.

Teacher: What do you do on Wednesday?

Anna: I go sailing on Wednesday.

Teacher: What fun!

Frame 3.

Anna: What do you do on Friday?

Rachel: I have picnics on Friday.

Anna: I like picnics.

Listening II. Writing **5 min.**

- **SB/CD** Have students look at part A on **page 57**.

Review the sentences with the students. Number 1: **What do you do on Tuesday?** Number 2: **I have picnics on Friday.** Ask the students to say: *Number one, what do you do on Tuesday? Number two, I have picnics on Friday.*

- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles in Frame 1 and Frame 3. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.
 - **(Optional) Level Tip:**
 - Higher level:** Ask students to write the number and the words in the blank speech bubbles of the comic strip. In Frame 1 they should write **1. What do you do on Tuesday?** In Frame 3 they should write **2. I have picnics on Friday.**
 - Lower level:** Ask students to draw a question mark next to number 1 in part A and a picture of a picnic basket next to number 2 in part A. Ask them to write the number and the small picture into the comic strip. In Frame 1 they should write **1.?** In Frame 3 they should write **2.** and draw a **picnic basket.**
- Play **track 50** and have students listen and write to complete the comic strip. Review the correct answers as a class.

Listening III. Popcorn Reading **5 min.**

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Listening III. Role-Play **10-15 min.**

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 35** in the workbook. Explain how to complete the **Number the pictures in order. Then choose and write** activity. Explain that it is very similar to what they did in the student book on **page 57**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 35**.

Lesson 3

Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

Vocabulary+ (Key words 2)

go sailing	ride bikes
climb trees	have picnics

Review / Expansion Structure

- What does she do on Saturday?
She rides bikes.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary and Grammar Structure Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

Vocabulary+ Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 58**.
- Ask students to repeat after you as you say the words on each flashcard. Show students the picture first and then the words on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the words for each picture on the

Vocabulary+ Listen and circle.

1.  go sailing ride bikes

2.  ride bikes have picnics

3.  climb trees go sailing

4.  have picnics climb trees

Speaking Ask and answer.

Guide What does she do on Saturday? She climbs trees.



flashcards. Help as needed (e.g. say the first syllable of the word or tell them what letter the word starts with if needed).

Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their book to **page 58**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
 1. Point to ride bikes and ask: "What does he do?" Elicit the response: "He rides bikes."
 2. Point to have picnics and ask: "What do they do?" Elicit the response: "They have picnics."
- Play **track 51** and ask the students to circle the correct word after each word they hear. Pause the audio after each word in order to give the students enough time to circle.

Script Listen and circle.



1. ride bikes
2. have picnics
3. go sailing
4. climb trees

- After the students have finished circling all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.

Writing Look and write.

UNIT
8



1. What do you do on Tuesday?
I go sailing.
2. What does he do on Thursday?
He rides a bike.
3. What does he do on Monday?
He climbs a tree.
4. What do they do on Wednesday?
They have a picnic.

Tip

Monday = Mon
Tuesday = Tues
Wednesday = Wed
Thursday = Thurs
Friday = Fri
Saturday = Sat
Sunday = Sun

Phonics Listen, repeat, and write.



His n is shaped like a c. Are th your ph numbers?

(Optional) Level Tip:

Higher level: Put the flashcards for the words *ride bikes*, *have picnics*, *go sailing*, and *climb trees* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the words on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.

Lower level: Ask students to read the spelling of each word from their book.

Point to ride bikes and ask: "How do you spell 'bikes'?" Elicit the response: "b-i-k-e-s."

Point to have picnics and ask: "How do you spell 'picnics'?" Elicit the response: "p-i-c-n-i-c-s."

Point to go sailing and ask: "How do you spell 'sailing'?" Elicit the response: "s-a-i-l-i-n-g."

Point to climb trees and ask: "How do you spell 'trees'?" Elicit the response: "t-r-e-e-s."

Speaking: Ask and answer. 10-15 min.

- **SB/FC** Direct the students' attention to the illustration at the bottom of **page 58**. Read the question in the illustration together: "What does she do on Saturday?" Read the response together: "She climbs trees."

- Explain to students that they will complete the answer by pointing at different activities in the picture. Hold up a flashcard of one of the activities in the illustration, for example *go sailing*, and ask the students to point at this activity in the illustration in their book. Then ask them: "What does he do on Saturday?" Elicit the response: "He goes sailing on Saturday."
- Invite a student to the front of the classroom. Give them the flashcard for the words *climb trees*. Tell the student to ask their classmates the question: "What do I do on Monday?" Elicit the response: "He climb trees" or "She climb trees", depending on the gender of the student holding the flashcard. Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the activities in the illustration on **page 58**. Have B answer. Then have them switch.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 36** in the workbook. Explain how to complete the **Look, read, and match** activity in part D and the **Unscramble and write** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 36**.

(If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- **Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

Lesson 4

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds *-one* and *-ose*

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Ask and answer Game: Vocabulary, Vocabulary+, and Grammar Structure Review **5-10 min.**

- **FG** Explain to the students that they will play a game. Keep the flashcards for vocabulary separate from the flashcards for vocabulary+ from **unit 8**.
- Pick one of the flashcards from each pile (one from vocabulary and one from vocabulary+) randomly. Show the students the flashcard from the vocabulary pile. Set it down where the students can see it. Look at the flashcard from vocabulary+, but do not show the students. Explain that you will act out the activity on the flashcard, but you will not speak or write anything on the board. For example, if the flashcards you select randomly are for the words **Sunday** and **climb trees**, set **Sunday** where the students can see it, then move your arms and legs up and down as if you are climbing, and reach and grasp with your hands for branches. Ask the students: “*What do you do on _____?*” Elicit the response: “*I climb trees on Sunday.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to show the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

Writing: Look and write. **10 min.**

- **SB** Have students open their book to **page 59**.
- Point to items in the pictures and ask students: “*What do you do on Monday?*” Elicit the appropriate responses: Picture 1, Monday: *I climb trees*. Picture 2, Tuesday: *I go sailing*. Picture 3, Wednesday: *I have picnics*. Picture 4, Thursday: *I ride bikes*. Picture 5, Friday: *I play baseball*.
- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to number 1 and ask the students if they can read the sentences.
- Number 1: “*What do you do on Tuesday? I go sailing.*”
- Tell students to read each of the questions and write the answers, according to the pictures, shown above. After they have completed the written exercise, ask the students which picture matches with which sentence. Have the students raise their hands and volunteer to answer the question. Number 1 matches with Picture 2: **Tuesday, I go sailing.**
- Repeat this for the remaining sentences until the activity is complete.
 - **(Optional) Level Tip:**
 - Higher level:** Call on individual students to read the sentences independently in front of the class and support them as needed while they read.
 - Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

Writing Tip: Short forms of days of the week. **5 min.**

- **SB / CD / FG** Ask the students to look at the “Tip” cloud on the right side of the page. Read the contents of the box together. **Monday = Mon, Tuesday = Tues, Wednesday = Wed, Thursday = Thurs, Friday = Fri, Saturday = Sat, Sunday = Sun**
- Focus the students’ attention on the short form. Explain to them that this is a common abbreviation for things like calendars and agendas, but it is not used when writing out sentences or speaking aloud. When writing a sentence, always use the spelled out word. For example, It was Wed is not proper in written or spoken English. We always write it out: It was Wednesday.
- If you have an example of this in the classroom, such as a calendar or agenda, show the students these abbreviations.

Phonics: Listen, repeat, and write. (-one and -ose) 10 min.

- **SB/CD/FC** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures or actions happening in the pictures. Point at each one. Elicit the responses: *"It's a cone."* *"It's a phone."* *"It's a nose."* and *"Look at those."*
- Focus the students' attention on the red letters of each word. Ask the students: *"What sound do the letters '-one' make?"* Elicit the appropriate response: /əʊn/ or, if they don't know the correct sound, tell the students to repeat after you and say: *"-one" makes the sound /əʊn/.* Repeat this for the letters -ose.
- Tell the students to listen and repeat. Play **track 52**.

Script

52

Listen, repeat, and write.

/əʊ/, /n/, /əʊn/

/k/, /əʊn/, cone, cone

/f/, /əʊn/, phone, phone

/əʊ/, /z/, /əʊz/

/n/, /əʊz/, nose, nose

/ð/, /əʊz/, those, those

His nose is shaped like a cone. Are those your phone numbers?

- After listening to the audio, ask the students again: *"What sound do the letters '-one' make?"* Elicit the appropriate response: /əʊn/. Repeat this for letters -ose. Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the picture for the word phone. Ask the students to read it. If they cannot, ask them to repeat after you and say: *"Phone, /f/, /əʊn/, phone."*
- Finally, read the sentences at the bottom of the page together as a class. Then call on individual students to read the sentences independently. Ask them to point at each word as they read, and assist as needed. (**Note: Introduce some of the words such as "like" as sight words, rather than phonics words.)

Phonics Review: Multiple letter sounds -one, -ose, -ipe, -ole, -ive, -ime, -ide, -ite, -ine, and -ike. 5-10 min.

- **SB/FC** There are two phonics flashcards per letter. Divide them into two piles, one with the letters -one and -ose in the order they appear

in the SB, and another with the -one, -ose, -ipe, -ole, -ive, -ime, -ide, -ite, -ine, and -ike in random order.

- Use the flashcards for the letters -one and -ose in the order they appear in the SB first. Ask the students if they remember what sound each letter set makes. Elicit the correct sound for each letter set and ask students to tell you the word for each picture on the flashcard. Do this first in order. For example, first, show the flashcard for the word "cone." Ask the students *"What sound do the letters '-one' make?"* Elicit the appropriate response: /əʊn/. Turn the flashcard around and show the picture to the students. Say to the students: *"What is it?"* Elicit the response: *"It's a cone."* Repeat this for the rest of the flashcards.
Phone: Ask the students *"What is it?"* Elicit the response *"It's a phone."*
Nose: Ask the students *"What is it?"* Elicit the response *"It's a nose."*
Those: Ask the students *"What are ____?"* Elicit the response *"those."*

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on the top of **page 37** in the workbook. Explain how to complete the **Circle and write** activity in part F
- Complete one example of part F.
- Tell them to circle the correct word. Tell them when they need to complete the workbook exercise and have them copy it in their workbook on the top of **page 37**.

Lesson 5

Lesson Objectives

Students will:

- encounter and explore a real-world social studies text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the first set of key vocabulary items
- be able to ask and answer information questions with *what* and *where*
- encounter and explore a fun story linked to the theme of the unit


Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Pre-reading Discussion **5 min.**

- **FC** Show the students the flashcards from **unit 8** and ask them what day it is today, or what activity is shown. Put the days of week up in random order and have them help you sort them. Elicit the appropriate responses, which are: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday.
- Ask students if they know what a week is and how many days are in a week. Ask them if they know what a weekday is and what a weekend is. Ask them which days of the week they go to school. Put the flashcard for Sunday aside from the others and talk about the weekdays, which are also school days. Now show them Sunday and talk about how Saturday and Sunday are called weekends and they are not regular school days. (Use your native language as necessary).
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of what weekends and weekdays are.

CLIL Social Studies

A Listen and read. 

The Seven Days of the Week

There are seven days in each week.

The week starts on Monday.

Tuesday, Wednesday, Thursday, and Friday come next.

These are called *weekdays*.

Saturday is the start of the weekend.

Saturday and Sunday are called *the weekend*.

Many people go to school from Monday to Friday.

It is fun to play outside on the weekend.

Weekends are good days to go to the park.

CLIL Reading: Social Studies: Identifying days of the week. **10-15 min.**


- **SB/CD** Tell students to look at part A on **page 60**. Focus students' attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 53**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.



- B Read and circle.**
- How many days is the weekend?
 - seven days
 - five days
 - two days
 - When do most people go to school?
 - Monday and Friday
 - Saturday and Sunday
 - Monday to Friday
 - Which day is good to go to the park?
 - Monday
 - Sunday
 - Wednesday

C Talk with your friend.
 Do you like Friday more than Saturday?
 Why or why not?

What do you do on different days of the week?
 Scan to read more.



Read and circle: Reading Comprehension
5 min.

- SB** Tell students to look at activity B on **page 61**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.

Talk with your friend: Discussion **10 min.**

- Talk with students about the different days of the week. Which days they like best, which they like least, and why. Make a list of days in each category.
- Ask students to talk with their friends about which day they like best and to give 2-3 reasons why. This could be because they get to do a special activity such as go to the park, go to their grandparent's house, etc. Explain that the reason that they like the day does not have to be because of one of the activities listed in **unit 8**, as long as they can identify it in English.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.

- (**Note: You may allow students to discuss this in their native language, but they should be able to explain what day they like and why in English.)
- Ask them to draw a small picture of the reason they like that day best.

Presentation **5 min.**

- Ask students to speak in English in front of the class about what their favorite day is and some reasons why they like it.

Additional Reading **5-10 min.**

- Scan the QR code on the page to view the animation. If no smart device is available, use Teacher's Guide DVD.
- Explain to students that they will read another story for fun about what a child does on different days of the week.
- Watch the animation together and discuss it afterwards as a class.

(Optional) Assign and explain homework.
3-5 min.

- WB** Tell students to look at the pictures on **page 37** in the workbook. Explain how to complete the **Read and write** activity in part G and the **Circle yes or no** activity in part H.
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 37**.

Teacher's Note

A Listen and write. 10 min.

- **SB/CD** Tell students to open their books to **page 62**.
- Point to each of the pictures on the page. Say the word and have students repeat (1. cereal, 2. go to the library, 3. Chinese, 4. practice the piano, 5. German, 6. play the guitar, 7. soup, 8. Wednesday, 9. Monday, 10. Japanese, 11. paint pictures, 12. apple pie).
- Make sure each student has something to write with.
- Point to picture 1 (*cereal*) and ask students what it is. Write the word *cereal* on the board. Tell students to write the word.
- Play **track 54** and tell students to write the words.
- Encourage students to read the words out loud.
- If students are having a difficult time with the words, or for weaker groups, you can read the words for them.

B Read and circle. 10 min.

- **SB** Tell students to look at the pictures in B on **page 63**.
- Next, read the six questions on **page 63**. Then point to the two answer choices for each question (a and b) and ask the students to say what they can see.
- Make sure each student has something to write with. Tell the students they are going to read the questions and the two answer choices. Students should circle the correct answer choice, which matches with the picture for that question.
- Review answers as a class. Read the question and call on different students to provide the answers.
- (Optional) Read the questions and the correct answers one more time to give students a chance to listen for any answers they may have missed the first time. For example, Sentence 1: "What do you want to eat?" "I want to eat *curry*."

C Think of your favorite restaurant and favorite dish. Then tell a friend about them. 5 min.

- **SB** Focus students' attention on part C on **page 63**.
- Put students in pairs. Tell students to think of their favorite restaurant and favorite food

A Listen and write.

1.  cereal	2.  go to the library	3.  Chinese
4.  practice the piano	5.  German	6.  play the guitar
7.  soup	8.  Wednesday	9.  Monday
10.  Japanese	11.  paint pictures	12.  apple pie

D Match and write.

1. -ide		h_ide
2. -ole		sl_ole
3. -ime		f_ime
4. -ite		l_ite
5. -ive		c_ive
6. -one		n_one
7. -ipe		wr_ipe
8. -oss		p_oss

B Read and circle.



What do you want to eat?

- I want to eat curry.
- I want to eat sushi.



What do you do after school?

- I draw pictures.
- I go jogging.



Do you want cheesecake or salad?

- I want cheesecake, please.
- I want salad, please.



What does he do on Monday?

- He climbs trees.
- He rides bikes.



What does she do on Saturday?

- She goes sailing.
- She has picnics.



Let's go to the Italian restaurant.

- I want to eat pasta.
- I want to eat tacos.

C Think of your favorite restaurant and favorite dish. Then tell a friend about them.

served there. Ask them to tell their partner about their chosen restaurant and food.

- Student A asks B *“Student A, ask your partner ‘Where do you want to eat?’ Student B, answer the question with their favorite restaurant. Student A, ‘What do you want to eat?’ Student B, answer the question with their favorite dish. Then change.”* Student B responds.
- Tell students to switch.
- Monitor and provide assistance if necessary.
- Give students 2 to 3 minutes to complete the activity.

D Match and write. **5-10 min.**

- **SB** Direct students' attention to part D on **page 64**.
- Point to the picture of the slide and ask students what it is. Encourage all students in the class to say the word. Then tell students to trace the lines from *-ide* to the picture, and to the letters *sl*.
- Tell the students to write the letters *-ide* after *sl*.
- Have students match the pictures to the letters.
- Go over the answers as a class.

E Play the game.

- **SB/FG** Direct students' attention to part E on **page 65**. Follow the instructions to play the game.
 1. Divide the class into two teams.
 2. Spread the vocabulary and/or phonics flashcards from units 5 to 8 on the floor.
 3. Put a piece of tape on the floor 1 to 2 meters away from the flashcards.
 4. Allow the students to take turns tossing the beanbag onto a flashcard.
 5. Each time the beanbag lands on a flashcard, ask the student what word the flashcard is for. (Give between 1 to 3 chances to guess the word depending on the student's level).
 6. If the student is correct, put the flashcard aside and award 1 point to their team.
 7. The team with the most points at the end wins.

E Play the game.



Make two teams.



Use the flashcards.



Toss the beanbag.



Say the word or phrase and use it in a sentence.

You Will Need

1. *Big Show 3* flashcards for units 5, 6, 7, and 8
2. Tape
3. A beanbag (You can make a simple beanbag by pouring one cup of uncooked rice into a clean, old sock.)

What Do Your Parents Do?

Lesson 1

Unit Objectives

- Talk about and identify different types of jobs
- Ask information questions with *what*
- Use singular nouns to answer questions identifying professions

Lesson Objectives

Students will be able to:

- recognize and name different jobs
- ask what someone's parents do for work

Vocabulary (Key words 1)

doctor	clerk	farmer
teacher	barber	reporter

Core Structure

- **Singular nouns**
He is a teacher.
- **Ask information questions with *what***
Q: What does your father do?
A: He is a barber.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 66**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. say the first syllable of the word or tell them what letter the word starts with).



What Do Your Parents Do?

Vocabulary

Listen and number. 🎧



doctor



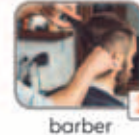
clerk



farmer



teacher



barber



reporter

Language

Ask and answer.



What does your father do?
What does your mother do?

He is a **farmer**.
She is a **reporter**.



Song

Listen and sing along. 🎧

* See page 98 for full song lyrics.

What does your father do? What does your mother do?
What does he do? What does she do?
My father is a . My mother is a .
He's a ! She's a !



Listen and number. 5-10 min.

- **SB / CD** Ask students to open their book to **page 66**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book, according to the audio for the **Listen and number** part. Play **track 55**. After playing **track 55**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary word: "*reporter.*"

Script

Listen and number.



- | | |
|-------------|------------|
| 1. reporter | 2. clerk |
| 3. barber | 4. teacher |
| 5. doctor | 6. farmer |

- **(Optional) Level Tip:**
Higher level: Ask students to spell each word after checking the answer. Say: "*Number one,*" and have the students respond: "*reporter.*" Say: "*How do you spell 'reporter'?*" and have the students respond: "*r-e-p-o-r-t-e-r.*" Continue for each word.

Listening

A Listen and write.

1. What does your father do? 2. He's a farmer.

B Write the numbers. Say and act.



Lower level: Ask students to sound out each word after checking the answer. Say: “*Number one,*” and have the students respond: “*reporter.*” Say: “*Can you sound it out?*” and have the students respond: “*re-port-er.*” Have them clap along with you to the syllables. For example, “*re*” clap, “*-port*” clap. “*-er*” clap. Continue for each word.

Language 5 min.

- **SB** Ask students to focus on the “Language” section of the page. Read the examples in the book together as a class to highlight the grammar structure: “*What does your father do?*” “*He is a farmer.*” and “*What does your mother do?*” “*She is a reporter.*”
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: “*Number one, what does your father do?*” “*He is a reporter.*” “*Number two, what does your mother do?*” “*She is a clerk.*” Continue until you have covered all six vocabulary items using the target pattern sentence structure.

Song I. Listening 5 min.

- **SB/CD** Focus students’ attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music video if your classroom is equipped with a TV). You may also want to ask students to see **page 98** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.
- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster, or the URL available from our homepage at www.compasspub.com/BigShow.
- Play the song that goes along with **track 56**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

Script



Listen and sing along.

What does your father do?
What does he do? x2
My father is a doctor.
He’s a doctor! x2

What does your mother do?
What does she do? x2
My mother is a reporter.
She’s a reporter! x2

What does your father do?
What does he do? x2
My father is a farmer.
He’s a farmer! x2

What does your mother do?
What does she do? x2
My mother is a teacher.
She’s a teacher! x2

What does your father do?
What does he do? x2
My father is a barber.
He’s a barber! x2

What does your mother do?
What does she do? x2
My mother is a clerk.
She’s a clerk! x2

Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.

- **FC** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. doctor, 2. reporter, 3. farmer, 4. teacher, 5. barber, and 6. clerk.**
- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *doctor* and say: “*What does your father do?*” “*What does he do?*” “*What does he do?*” “*My father is a doctor.*” “*He’s a doctor!*” “*He’s a doctor!*” Follow the rhythm and general tempo of the song. Help them as necessary. Continue on with each flashcard.
- Play the song on **track 56** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 56**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

Song III. Writing **5-10 min.**

- **SB / CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 9**. Ask students to write their name at the top of the worksheet. (Available for download at www.compasspub.com/BigShow.)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves (**Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 56** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

(Optional) Assign and explain homework. **3-5 min.**

- **WB** Tell students to look at the pictures on **page 38** in the workbook. Explain how to complete the **Unscramble and write**, activity in part A and the **Look and write**, activity in part B.

- Complete one example of each for part A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 38**.

(If needed) Bonus Activity **5-10 min.**

- **Dictation WS** Use your native language if necessary and ask the students what job they would like to do from today’s lesson. Call on a few students and ask them to say the name of the job they’d like the most.
- Ask the students to draw, color, and write the name of the job on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

Lesson 2

Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask and answer information questions with *what*
- prepare for and participate in a communicative activity with other students

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Vocabulary Review **5 min.**

- **FC** Use the flashcards to review the vocabulary.

Song: Vocabulary and Grammar Structure Review **5 min.**

- **CD** Review the vocabulary and structure by singing the song from the previous lesson.

Listening I. Comic Strip 5-10 min.

- **SB/CD** Ask students to open their books to **page 67**. Focus students' attention on the comic strip in the Listening section on **page 67**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *The children play dress up. They are looking through the costumes. They dress up to do different jobs.* Use your native language as necessary, and provide support to the students when needed. Ask cue questions, such as *"What do the children do?"* Elicit the appropriate response: *"They dress up."* Ask *"What do they dress up as?"* *"She is a doctor."* etc. (Responses will vary.)
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen.

Script



Listen and write.

Frame 1.

Babysitter: What does your mother do?

Rachel: She is a doctor.

Babysitter: What does your father do?

Rachel: He's a reporter.

Frame 2.

Babysitter: What does your mother do?

Louie: She is a florist.

Babysitter: What does your father do?

Louie: He's a teacher.

Frame 3.

Rachel: What does your mother do?

Anna: She is a clerk.

Rachel: What does your father do?

Anna: He's a farmer.

farmer. Ask the students to say: *"Number one, what does your father do?"* *"Number two, he's a farmer."*

- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles in Frame 1 and Frame 3. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.
 - **(Optional) Level Tip:**
 - Higher level:** Ask students to write the number and the words in the blank speech bubbles of the comic strip. In Frame 1 they should write **1. What does your mother do?** In Frame 3 they should write **2. He's a farmer.**
- Play **track 57** and have students listen and write to complete the comic strip. Review the correct answers as a class.

Listening III. Popcorn Reading 5 min.

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Listening III. Role-Play 10-15 min.

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 39** in the workbook. Explain how to complete the **Number the pictures in order. Then choose and write** activity. Explain that it is very similar to what they did in the student book on **page 67**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 39**.

Listening II. Writing 5 min.

- **SB/CD** Have students look at part A on **page 67**. Review the sentences with the students. Number 1: **What does your father do?** Number 2: **He's a**

Lesson 3

Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

Vocabulary+ (Key words 2)

florist	web designer
professor	pilot

Review / Expansion Structure

- What does your father do?
He is a florist.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary and Grammar Structure Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 68**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the

Vocabulary+ Listen and circle.

1.  florist professor

2.  florist web designer

3.  pilot professor

4.  web designer pilot

Speaking Ask and answer.

Guide What does your father do? He's a **professor**.
What does your mother do? She's a **florist**.



word for each picture on the flashcards. Help as needed (e.g. say the first syllable of the word or tell them what letter the word starts with if needed).

Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their book to **page 68**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
 1. Point to the florist and ask: "What does she do?" Elicit the response: "She is a florist."
 2. Point to the web designer and ask: "What does she do?" Elicit the response: "She is a web designer."
- Play **track 58** and ask the students to circle the correct word after each word they hear. Pause the audio after each word in order to give the students enough time to circle.

Script

Listen and circle.



1. florist 2. web designer
3. professor 4. pilot

Writing Look and write.



He is a florist.



He is a professor.



My mother is a web designer.



My father is a farmer.



Phonics Listen, repeat, and write.



We hope that the rope is long enough. She left a note. It's important to write.

- After the students have finished circling all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.
 - **(Optional) Level Tip:**
 - **Higher level: FG** Put the flashcards for the words *florist*, *web designer*, *professor*, and *pilot* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the words on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.
 - Lower level:** Ask students to read the spelling of each word from their book. Point to the florist and ask: "How do you spell 'florist'?" Elicit the response: "f-l-o-r-i-s-t." Point to the web designer and ask: "How do you spell 'web designer'?" Elicit the response: "w-e-b-(space)-d-e-s-i-g-n-e-r." Point to the professor and ask: "How do you spell 'professor'?" Elicit the response: "p-r-o-f-e-s-s-o-r." Point to the pilot and ask: "How do you spell 'pilot'?" Elicit the response: "p-i-l-o-t."

Speaking: Ask and answer. 10-15 min.

- **SB/FG** Direct the students' attention to the illustration at the bottom of **page 68**. Read the questions and responses in the illustration together: "What does your father do?" "He's a professor." and "What does your mother do?" "She's a florist."
- Explain to students that they will complete the answer by pointing at different rooms in the picture. Hold up a flashcard of one of the jobs represented by one of the rooms in the illustration, for example the *professor*, and ask the students to point at the room that represents the job in the illustration in their book. Then ask them: "What does your father do?" Elicit the response: "He's a professor."
- Invite a student to the front of the classroom. Give them the flashcard for the word *pilot*. Tell the student to ask their classmates the question: "What does your father do?" Elicit the response: "He's a pilot." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the rooms in the illustration on **page 68**. Have B answer. Then have them switch.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 40** in the workbook. Explain how to complete the **Read and circle** activity in part D and the **Unscramble and write** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 40**.

(If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- **Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

Lesson 4

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds *-ope* and *-ote*

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Mime Game: Vocabulary, Vocabulary+, and Grammar Structure Review

5-10 min.

- **FG** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 9** together.
- Pick one of the flashcards randomly. Look at it, but do not show the students. Explain that you will act out the job on the flashcard, but you will not speak or write anything on the board. For example, if the flashcard you selected randomly is for the word “florist,” act as if you are arranging flowers in a vase, stand back and observe your work, step forward again, and make some adjustments to the flowers. Smell the flowers and smile and sigh. Ask the students: “*What do I do?*” Elicit the response: “*You are a florist.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

Writing: Look and write. 10 min.

- **SB** Have students open their book to **page 69**.
- Point to items in the pictures and ask students: “*What does your father do?*” if the picture depicts a man, or “*What does your mother do?*” if the picture depicts a woman. Elicit the appropriate responses: Picture 1: “*He is a*

florist.” Picture 2: “*He is a barber.*” Picture 3: “*She is a doctor.*” Picture 4: “*He is a farmer.*”

- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to number 1 and ask the students if they can read the sentence.
- Number 1: “*He is a florist.*”
- Tell students to unscramble each word as you read the sentence. After the students are done writing the words, read sentence 1 and have students raise their hands and volunteer to read the sentence. Sentence 1: **He is a florist.**
- Repeat this for the remaining sentences until the activity is complete.
 - **(Optional) Level Tip:**
 - Higher level:** Call on individual students to read the sentence independently in front of the class and support them as needed while they read.
 - Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

Writing Tip: Synonyms 5 min.

- **SB / CD / FG** Ask the students to look at the “Tip” cloud on the right side of the page. Read the contents of the box together: **father = dad, mother = mom.**
- Explain to them that these words are synonyms, which is when two words have the same meaning. Direct the students’ attention to “father” and “mother,” and explain that these two words are for more formal and respectful use. Direct the students’ attention to “mom” and “dad,” and explain that these two words are more casual. (Use your native language to explain this, if necessary.)
- Ask the students to practice writing “**I love my dad. / I love my father.**” and “**I love my mom. / I love my mother.**” on **page 69**.

Phonics: Listen, repeat, and write. (-ope and -ote) 10 min.

- **SB / CD / FG** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures or actions happening in the pictures. Point at each one. Elicit the responses: “*He hopes for a toy.*” “*It’s a rope.*” “*It’s a note.*” and “*She votes.*”
- Focus the students’ attention on the **red** letters of each word. Ask the students: “*What sound do the letters ‘-ope’ make?*” Elicit the

appropriate response: /əʊp/ or, if they don't know the correct sound, tell the students to repeat after you and say: “-ope makes the sound /əʊp/.” Repeat this for letters -ote.

- Tell the students to listen and repeat. Play **track 59**.

Script



Listen, repeat, and write.

/əʊ/, /p/, /əʊp/

/h/, /əʊp/, hope, hope

/r/, /əʊp/, rope, rope

/əʊ/, /t/, /əʊt/

/n/, /əʊt/, note, note

/v/, /əʊt/, vote, vote

We hope that the rope is long enough. She left a note. It's important to vote.

- After listening to the audio, ask the students again: “What sound do the letters ‘-ope’ make?” Elicit the appropriate response: /əʊp/. Repeat this for letters -ote. Then point at one of the pictures randomly, and ask them if they can read the word. For example, point at the picture for the word “note.” Ask the students to read it. If they cannot, ask them to repeat after you and say: “Note, /n/, /əʊt/, note.”
- Finally, read the sentences at the bottom of the page together as a class. Then call on individual students to read the sentences independently. Ask them to point at each word as they read, and assist as needed. (**Note: Introduce some of the words like “that” as sight words, rather than phonics words.)

Phonics Review: Multiple letter sounds

-ope, -ote -one, -ose, -ipe, -ole, -ive, -ime, -ide, and -ite **5-10 min.**

- **SB/FC** There are two phonics flashcards per letter. Divide them into two piles, one with the letters -ope and -ote in the order they appear in the SB, and another with the -ope, -ote -one, -ose, -ipe, -ole, -ive, -ime, -ide, and ite in random order.
- Use the flashcards for the letters -ope and -ote in the order they appear in the SB first. Ask the students if they remember what sound each letter set makes. Elicit the correct sound for each letter set, and ask students to tell you the word for each picture on the flashcard. Do this first in order. For example, first show the flashcard for the word “hope.” Ask the students

“What sound do the letters ‘-ope’ make?” Elicit the appropriate response: /əʊp/. Turn the flashcard around and show the picture to the students. Say to the students: “What does he do?” Elicit the response: “He hopes for a toy.” Repeat this for the rest of the flashcards.

Rope: Ask the students “What is it?” Elicit the response: “It’s a rope.”

Note: Ask the students “What is it?” Elicit the response: “It’s a note.”

Vote: Ask the students “What does she do?” Elicit the response: “She votes.”

- Repeat this with the second pile of flashcards that is in random order.

(Optional) Assign and explain homework. **3-5 min.**

- **WB** Tell students to look at the pictures on the top of **page 41** in the workbook. Explain how to complete the **Circle and write** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct word. Tell them when they need to complete the workbook exercise and have them copy it in their workbook on the top of **page 41**.

Lesson 5

Lesson Objectives

Students will:

- encounter and explore a “real-world” social studies text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the key vocabulary items
- be able to ask and answer information questions with *what* and *where*
- encounter and explore a fun story linked to the theme of the unit

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Pre-reading Discussion **5 min.**

- **FC** Show the students the flashcards from **unit 9** and ask them what they might like to do when they grow up. Give them a few options to think about: a clerk can work in any type of store, a farmer grows many things, teachers work in different types of schools (such as pre-schools or elementary schools), barbers cut hair, etc. Elicit the appropriate responses, which will vary. (Use your native language as necessary.)
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of what different duties these kinds of jobs entail.

CLIL Reading: Social Studies: Identifying different types of jobs. **10-15 min.**

- **SB/CD** Tell students to look at part A on **page 70**. Focus students' attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 60**.

What Jobs Are There?

There are many different kinds of jobs.

Doctors help people who are sick.

Florists make flowers look pretty in vases.

Pilots fly planes.

Barbers cut hair.

Farmers grow food.

Clerks work in different kinds of shops.

Professors teach students in university.

Teachers teach students in school.

Web designers are good at using technology.

Reporters take pictures and write stories.

- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Read and circle: Reading Comprehension **5 min.**

- **SB** Tell students to look at activity B on **page 71**.
- Read question 1 aloud together as a class. Review the answer choices and ask students to look at the text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.

Where Do You Work?

Lesson 1

Unit Objectives

- Talk about and identify workplaces
- Ask information questions with *where*
- Use singular nouns to answer questions and identify workplaces

Lesson Objectives

Students will be able to:

- recognize and name different workplaces
- ask where someone works

Vocabulary (Key words 1)

farm	hospital	office
shop	airport	school

Core Structure

- **Singular nouns**
I work at an airport.
- **Ask information questions with *where***
Q: Where do you work?
A: I work at a school.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary Introduction **5 min.**

- **FG** Show students the flashcards for the vocabulary items that are on **page 72**.
- Ask students to repeat after you as you say the word on each flashcard, and show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the words for each picture on the flashcards. Help as needed (e.g. say the first syllable of the word or tell them what letter the word starts with).

UNIT 10 Where Do You Work?

Vocabulary Listen and number. 🎧

farm 6 hospital 5 office 3

shop 1 airport 2 school 4

Language Ask and answer.

Where do you work?
I work at a **shop**.
I work in an **office**.
I work on a **farm**.

Song Listen and sing along. 🎧 - See page 98 for full song lyrics.

Where do you work? Where do you work?
I work a . I work an .
What do you do? What do you do?
I am a . I am a .

Listen and number. **5-10 min.**

- **SB / CD** Ask students to open their book to **page 72**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 61**. After playing **track 61**, check the answers together as a class by calling out the number: *"Number one,"* and have students say the corresponding vocabulary word: *"shop."*

Script Listen and number.



- | | |
|-------------|------------|
| 1. shop | 2. airport |
| 3. office | 4. school |
| 5. hospital | 6. farm |

- **(Optional) Level Tip:**
Higher level: Ask students to spell each word after checking the answer. Say: *"Number one,"* and have the students respond: *"shop."* Say: *"How do you spell 'shop'?"* and have the students respond: *"s-h-o-p."* Continue for each word.

Listening

A Listen and write.

1. I work at a school. 2. I work in an office.

B Write the numbers. Say and act.



Lower level: Ask students to sound out each word after checking the answer. Say: *“Number one,”* and have the students respond: *“shop.”* Say: *“Can you sound it out?”* and have the students respond: *“shop.”* Have them clap along with you to the syllables. For example, *“shop,”* clap. Continue for each word. Say: *“Number two,”* and have the students respond: *“airport.”* Say: *“Can you sound it out?”* and have the students respond: *“air-port.”* Have them clap along with you to the syllables. For example, *“air,”* clap *“port,”* clap. Continue for each word.

Language 5 min.

- **SB** Ask students to focus on the “Language” section of the page. Read the examples in the book together as a class to highlight the grammar structure: *“Where do you work?” “I work at a shop.” “Where do you work?” “I work in an office.”* and *“Where do you work?” “I work on a farm.”*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer:

“Number one, where do you work?” “I work at a shop.” “Number two, where do you work?” “I work at an airport.” Continue until you have covered all six vocabulary items using the target pattern sentence structure.

Song I. Listening 5 min.

- **SB / CD** Focus students’ attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music video if your classroom is equipped with a TV). You may also want to ask students to see **page 98** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.
- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at www.compasspub.com/BigShow.
- Play the song that goes along with **track 62**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

Script



Listen and sing along.

Where do you work? x2
I work in an office. x2
What do you do? x2
I am a reporter.

Where do you work? x2
I work at a shop. x2
What do you do? x2
I am a clerk.

Where do you work? x2
I work at an airport. x2
What do you do? x2
I am a pilot.

Where do you work? x2
I work at a school. x2
What do you do? x2
I am a teacher.

Where do you work? x2
I work in a hospital. x2
What do you do? x2
I am a doctor.

Where do you work? x2
I work on a farm. x2
What do you do? x2
I am a farmer.

Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.
- **FC** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. office, 2. shop, 3. airport, 4. school, 5. hospital, and 6. farm.**
- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *office* and say: “Where do you work?” “Where do you work?” “I work in an office.” “I work in an office.” “What do you do?” “What do you do?” “I am a reporter.” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 62** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 62**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

Song III. Writing 5-10 min.

- **SB/CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 10**. Ask students to write their name at the top of the worksheet. (Available for download at www.compasspub.com/BigShow.)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (**Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 62** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 42** in the workbook. Explain how to complete the **Look and underline** activity in part A and the **Look and write** activity in part B.
- Complete one example of each for part A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 42**.

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Use your native language if necessary and ask the students what their favorite workplace is from today’s lesson. Call on a few students and ask them to say the name of the workplace they like the most.
- Ask the students to draw, color, and write the name of the workplace on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

Lesson 2

Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask and answer information questions with *what*
- prepare for and participate in a communicative activity with other students

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Vocabulary Review 5 min.

- **FC** Use the flashcards to review the vocabulary.

Song: Vocabulary and Grammar Structure Review 5 min.

- **CD** Review the vocabulary and structure by singing the song from the previous lesson.

Listening I. Comic Strip 5-10 min.

- **SB/CD** Ask students to open their books to **page 73**. Focus students' attention on the comic strip in the Listening section on **page 73**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *The children are at a bus stop. They are waiting for the bus. They talk to a business man. They are dressed for different jobs.* Use your native language as necessary, and provide support to the students when needed. Ask cue questions, such as *"Where are the children?"* Elicit the appropriate response, *"They are at a bus stop."* Ask *"What is Jeff dressed up as?"* *"He is a teacher."* etc.
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen.

Script



Listen and write.

Frame 1.

Business man: Where do you work?
Rachel: I work in an office.
Business man: What do you do?
Rachel: I am a web designer.

Frame 2.

Business man: Where do you work?
Louie: I work in a hospital.
Business man: What do you do?
Louie: I am a doctor.

Frame 3.

Rachel: What do you do?
Jeff: I am a teacher.
Rachel: Where do you work?
Jeff: I work at a school.

Listening II. Writing 5 min.

- **SB/CD** Have students look at part A on **page 73**.
Review the sentences with the students. Number 1: **I work at a school.** Number 2: **I work in an office.** Ask the students to say: *"Number one, I work at a school."* *"Number two, I work in an office."*
- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles in Frame 1 and Frame 3. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.
 - **(Optional) Level Tip:**
Higher level: Ask students to write the number and the words in the blank speech bubbles of the comic strip. In Frame 1 they should write **2. I work in an office.** In Frame 3 they should write **1. I work at a school.**
- Play **track 63** and have students listen and write to complete the comic strip. Review the correct answers as a class.

Listening III. Popcorn Reading 5 min.

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Role-play the story. 10-15 min.

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 43** in the workbook. Explain how to complete the **Number the pictures in order. Then choose and write** activity. Explain that it is very similar to what they did in the student book on **page 73**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 43**.

Lesson 3

Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

Vocabulary+ (Key words 2)

salon

college

shopping mall

city

Review / Expansion Structure

- Where do you work?
I work in the college.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary and Grammar Structure Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 74**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the words for each picture on the flashcards. Help as

Vocabulary+ Listen and circle.



Speaking Ask and answer.

Guide Where do you work? I work in the city.



needed (e.g. say the first syllable of the word or tell them what letter the word starts with if needed).

Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their book to **page 74**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
 1. Point to the salon and ask: "Where do you work?" Elicit the response: "I work in the salon."
 2. Point to the college and ask: "Where do you work?" Elicit the response: "I work in the college."
- Play **track 64** and ask the students to circle the correct word after each word they hear. Pause the audio after each word in order to give the students enough time to circle.

Script

Listen and circle.

64

1. salon

2. college

3. shopping mall

4. city

- After the students have finished circling all four of the new vocabulary items, call on individual

Writing Look and write.

1.  Where do you work?
I work in an **f l e c o f**
office

2.  Where do you work?
I work at a **h s p o**
shop

3.  Where does he work?
He works in a **s p o a i t h l**
hospital

4.  Where do you work?
I work in the **a o l s n**
salon

Phonics Listen, repeat, and write.

-ome  
dome home

-une  
June June

Let's go home. It's a big dome. Look, a sand dome.
The month is June.

students and ask them how to spell each vocabulary word.

• **(Optional) Level Tip:**

Higher level: FC Put the flashcards for the words *salon*, *college*, *shopping mall*, and *city* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.

Lower level: Ask students to read the spelling of each word from their book.

Point to the salon and ask: "How do you spell 'salon'?" Elicit the response: "s-a-l-o-n."

Point to the college and ask: "How do you spell 'college'?" Elicit the response: "c-o-l-l-e-g-e."

Point to the shopping mall and ask: "How do you spell 'shopping mall'?" Elicit the response: "s-h-o-p-p-i-n-g-(space)-m-a-l-l."

Point to the city and ask: "How do you spell 'city'?" Elicit the response: "c-i-t-y."

Speaking: Ask and answer. 10-15 min.

- **SB/FC** Direct the students' attention to the illustration at the bottom of **page 74**. Read the

question in the illustration together: "Where do you work?" Read the response together: "I work in the city."

- Explain to students that they will complete the answer by pointing at different buildings in the picture. Hold up a flashcard of one of the buildings in the illustration, for example the *salon*, and ask the students to point at this building in the illustration in their book. Then ask them: "Where do you work?" Elicit the response: "I work in the salon."
- Invite a student to the front of the classroom. Give them the flashcard for the words *shopping mall*. Tell the student to ask their classmates the question: "Where do you work?" Elicit the response: "I work in the shopping mall." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the buildings in the illustration on **page 74**. Have B answer. Then have them switch.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 44** in the workbook. Explain how to complete the **Look, read, and match** activity in part D and the **Unscramble and write** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 44**.

(If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- **Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

Lesson 4

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds *-ome* and *-une*

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure Review **5-10 min.**

- **FC** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 10** together.
- Pick one of the flashcards randomly. Look at it and show the students. Ask the students a question using the associated job. For example, if the flashcard is “office” ask the students: “*I am a web designer. Where do I work?*” Elicit the response: “*You work in an office.*” If the flashcard is “airport”, ask the students: “*I am a pilot. Where do I work?*” Elicit the response: “*You work in an airport.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to show the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

Writing: Look and write. **10 min.**

- **SB** Have students open their book to **page 75**.
- Point to items in the pictures and ask students: “*Where do you work?*” Elicit the appropriate responses: Picture 1 “*I work in an office.*” Picture 2 “*I work in a shop.*” Picture 3 “*I work in a hospital.*” Picture 4 “*I work in a salon.*”
- After the students have properly identified all of the pictures, read each sentence aloud together

as a class. Point to number 1 and ask the students if they can read the sentences.

- Number 1: “*Where do you work? I work in an office.*”
- Tell students to read each of the questions and write the answers, according to the pictures, shown above. After they have completed the written exercise, ask the students how to spell the unscrambled word. Have the students raise their hands and volunteer to answer the question: Number 1: office, o-f-f-i-c-e.
- Repeat this for the remaining sentences until the activity is complete.
 - **(Optional) Level Tip:**
 - Higher level:** Call on individual students to read the sentences independently in front of the class and support them as needed while they read.
 - Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

Phonics: Listen, repeat, and write. (*-ome* and *-une*) **10 min.**

- **SB/CD/FC** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures. Point at each one. Elicit the responses: “*It’s a dome.*” “*It’s a home.*” “*It’s a dune.*” and “*It’s June.*”
- Focus the students’ attention on the **red** letters of each word. Ask the students: “*What sound do the letters ‘-ome’ make?*” Elicit the appropriate response: /əʊm/ or, if they don’t know the correct sound, tell the students to repeat after you and say: “*-ome makes the sound /əʊm/.*” Repeat this for letters *-une*.
- Tell the students to listen and repeat. Play **track 65**.

Script

Listen, repeat, and write.



/əʊ/, /m/, /əʊm/
/d/, /əʊm/, dome, dome
/h/, /əʊm/, home, home
/ju:/, /n/, /ju:n/
/d/, /ju:n/, dune, dune
/j/, /ju:n/, June, June
Let’s go home. It’s a big dome.
Look, a sand dune. The month is June.

- After listening to the audio, ask the students again: “*What sound do the letters ‘-ome’ make?*” Elicit the appropriate response: /əʊm/. Repeat this for letters *-une*. Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the picture for the word “dune.” Ask the students to read it. If they cannot, ask them to repeat after you and say: “*Dune, /d/, /ju:n/, dune.*”
- Finally, read the sentences at the bottom of the page together as a class. Then call on individual students to read the sentences independently. Ask them to point at each word as they read, and assist as needed.

Phonics Review: Multiple letter sounds *-ome, -une -ope, -ote -one, -ose, -ipe, -ole, -ive, and -ime* **5-10 min.**

- **SB/FG** There are two phonics flashcards per letter. Divide them into two piles, one with the letters *-ome* and *-une* in the order they appear in the SB, and another with the *-ome, -une -ope, -ote -one, -ose, -ipe, -ole, -ive, and -ime* in random order.
- Use the flashcards for the letters *-ome* and *-une* in the order they appear in the SB first. Ask the students if they remember what sound each letter set makes. Elicit the correct sound for each letter set, and ask students to tell you the word for each picture on the flashcard. Do this first in order. For example, first, show the flashcard for the word “dome.” Ask the students “*What sound do the letters ‘-ome’ make?*” Elicit the appropriate response: /əʊm/. Turn the flashcard around and show the picture to the students. Say to the students: “*What is it?*” Elicit the response: “*It’s a dome.*” Repeat this for the rest of the flashcards.
Home: Ask the students “*What is it?*” Elicit the response: “*It’s a home.*”
Dune: Ask the students “*What is it?*” Elicit the response: “*It’s a dune.*”
June: Ask the students “*What month is it?*” Elicit the response: “*It’s June.*”
- Repeat this with the second pile of flashcards that is in random order.

(Optional) Assign and explain homework. **3-5 min.**

- **WB** Tell students to look at the pictures on the top of **page 45** in the workbook. Explain how to complete the **Circle and write** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct word. Tell them when they need to complete the workbook exercises and have them copy it in their workbook on the top of **page 45**.

Lesson 5

Lesson Objectives

Students will:

- encounter and explore a “real-world” social studies text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the key vocabulary items
- be able to ask and answer information questions with *what* and *where*
- encounter and explore a fun story linked to the theme of the unit

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Pre-reading Discussion **5 min.**

- **FC** Show the students the flashcards from **unit 10** and ask them where they would like to work and what they would like to do. Give them a few options to think about: farmers work on a farm, clerks work in shopping malls, doctors work in hospitals. Elicit the appropriate responses, which will vary.
- Ask students if they know what a city is, if they have ever been to a city, or if you are currently in a city, what the name of their city is. Ask them what kinds of workplaces can be found in the city, and which are found in the country. (Use your native language as necessary).
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of what a college and university are.

CLIL Reading: Social Studies: Identifying different workplaces. **10-15 min.**

- **SB/CD** Tell students to look at part A on **page 76**. Focus students’ attention on the background picture. Discuss it.

Where Do You Want to Work?

Many people choose to go to college or university.

Some people choose to work outside.

Farmers work on farms.

A lot of people work in the city.

Many doctors work in city hospitals.

Or you could work at an airport, a salon, or in a shop.

Every job is important.

Find the job you like most.

That is the most important!

- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 66**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Read and circle: Reading Comprehension **5 min.**

- **SB** Tell students to look at activity B on **page 77**.
- Read question 1 aloud together as a class. Review the answer choices and ask students to look at the text and think for a moment about



B Read and circle.

- Who works outside?
 - doctors
 - farmers
 - salons
- Where do doctors work?
 - at the airport
 - in college
 - in the hospital
- How many jobs are important?
 - some jobs
 - a lot of jobs
 - every job

C Talk with your friend.

How many different jobs can you think of?

What are the places in your city? Scan to read more.



Additional Reading 5-10 min.

- Scan the QR code on the page to view the animation. If no smart device is available, use Teacher's Guide DVD.
- Explain to students that they will read another story for fun about being careful in different places of the city.
- Watch the animation together and discuss it afterwards as a class.

(Optional) Assign and explain homework. 3-5 min.

- WB** Tell students to look at the pictures on page 45 in the workbook. Explain how to complete the **Read and write** activity in part G and the **Circle yes or no** activity in part H
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on page 45.

Teacher's Note

Blank lined area for teacher's notes.

what the correct answer is. Ask students to volunteer to give the correct answer.

- Complete the activity as a class.

Talk with your friend: Discussion 10 min.

- Talk with students about the difference between the city and the country. Make a list of workplaces in each category.
- Ask students to talk with their friends about different jobs, and have them each think of at least 4-5. Explain that it is OK if they think of a job that isn't from unit 10 as long as they can say it in English.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.
- (**Note: You may allow students to discuss this in their native language, but they should be able to list the jobs they thought of in English.)
- Ask them to draw a small picture of a city.

Presentation 5 min.

- Ask students to speak in English in front of the class and list the jobs they thought of.

What Are You Going to Do?

Lesson 1

Unit Objectives

- Talk about and identify activities, actions, and locations
- Ask information questions with *what* and *where*
- Use short phrases to describe activities
- Use singular nouns to identify locations

Lesson Objectives

Students will be able to:

- recognize and name different activities and locations
- ask what someone is going to do
- ask where someone is going

Vocabulary (Key words 1)

buy butter	see the paintings	mail a letter
buy a shirt	read a book	save money

Core Structure

- **Descriptive phrases**
I'm going to buy butter.
- **Ask information questions with *what***
Q: What are you going to do?
A: I'm going to read a book.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary Introduction **5 min.**

- **FG** Show students the flashcards for the vocabulary items that are on **page 78**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again, and ask them to tell you the word for each picture on the flashcards. Help as

needed (e.g. say the first syllable of the word or tell them what letter the word starts with).

Listen and number. **5-10 min.**

- **SB / CD** Ask students to open their book to **page 78**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 67**. After playing **track 67**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary words: "*see the paintings.*"

Script

Listen and number.



1. see the paintings
2. read a book
3. buy a shirt
4. mail a letter
5. save money
6. buy butter

- **(Optional) Level Tip:**

Higher level: Ask students to spell each word after checking the answer. Say: "*Number one,*" and have the students respond: "*see the*"

Listening

A Listen and write. 🎧

1. I'm going to buy butter.
2. Where are you going?

B Write the numbers. Say and act.



paintings. Say: "How do you spell 'paintings'?" and have the students respond: "p-a-i-n-t-i-n-g-s." Continue for each word.

Lower level: Ask students to identify the verb in each after checking the answer. Say: "Number one," and have the students respond: "see the paintings." Point to the verb and say: "What do you do?" and have the students respond: "see." Continue for each word.

Language 5 min.

- **SB** Ask students to focus on the "Language" section of the page. Read the examples in the book together as a class to highlight the grammar structure: "What are you going to do?" "I'm going to see the paintings."
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: "Number one, what are you going to do?" "I am going to see the paintings." "Number two, what are you going to do?" "I am going to read a book." Continue until you have covered all six vocabulary items using the target pattern sentence structure.

Song I. Listening 5 min.

- **SB/CD** Focus students' attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music video if your classroom is equipped with a TV). You may also want to ask students to see **page 99** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.
- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at www.compasspub.com/BigShow.
- Play the song that goes along with **track 68**. Ask the students to focus on the words of the song (either on the TV screen, or in the back of the book) to learn the song lyrics.

Script



Listen and sing along.

What are you going to do? x2
I'm going to the museum.
I'm going to see the paintings.
See the paintings.
What are you going to do? x2
I'm going to the bank.
I'm going to save money.
Save money.
What are you going to do? x2
I'm going to the post office.
I'm going to mail a letter.
Mail a letter.
What are you going to do? x2
I'm going to the library.
I'm going to read a book.
Read a book.
What are you going to do? x2
I'm going to the shopping mall.
I'm going to buy a shirt.
Buy a shirt.
What are you going to do? x2
I'm going to the shop.
I'm going to buy butter.
Buy butter.

Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.

- **FC** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. see the paintings, 2. save money, 3. mail a letter, 4. read a book, 5. buy a shirt, and 6. buy butter.**
- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *see the paintings* and say: “*What are you going to do?*” “*What are you going to do?*” “*I’m going to the museum.*” “*I’m going to see the paintings.*” “*See the paintings.*” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 68** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 68**. Ask the students to focus on the words of the song (either on the TV screen, or in the back of the book) to sing the song.

Song III. Writing **5-10 min.**

- **SB / CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 11**. Ask students to write their name at the top of the worksheet. (Available for download at www.compasspub.com/BigShow.)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (**Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 68** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

(Optional) Assign and explain homework. **3-5 min.**

- **WB** Tell students to look at the pictures on **page 46** in the workbook. Explain how to complete the **Look and cross out** activity in part A and the **Look and write** activity in part B.

- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 46**.

(If needed) Bonus Activity **5-10 min.**

- **Dictation WS** Use your native language if necessary and ask the students what activity they’ve done recently that they learned about in today’s lesson. Call on a few students and ask them to say the name of the activity they’ve done recently.
- Ask the students to draw, color, and write the name of the activity on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

Lesson 2

Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask and answer information questions with *what*
- prepare for and participate in a communicative activity with other students

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Vocabulary Review **5 min.**

- **FC** Use the flashcards to review the vocabulary.

Song: Vocabulary and Grammar Structure Review **5 min.**

- **CD** Review the vocabulary and structure by

singing the song from the previous lesson.

Listening I. Comic Strip 5-10 min.

- **SB/CD** Ask students to open their books to **page 79**. Focus students' attention on the comic strip in the Listening section on **page 79**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *The children are in the city. They are visiting different places. The crossing guard is helping them cross the street.* Use your native language as necessary, and provide support to the students when needed. Ask cue questions, such as *"Where are the children?"* Elicit the appropriate response, *"They are in the city."* Ask *"What places do you see?"* *"I see a library."* etc. (Responses will vary.)
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen.

Script

69

Listen and write.

Frame 1.

Crossing guard: Where are you going?

Anna: I'm going to the museum.

Crossing guard: What are you going to do?

Anna: I'm going to see the paintings.

Frame 2.

Crossing guard: Where are you going?

Jeff: I'm going to the shop.

Crossing guard: What are you going to do?

Jeff: I'm going to buy butter.

Frame 3.

Jeff: Where are you going?

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

Jeff: OK! Bye!

Listening II. Writing 5 min.

- **SB/CD** Have students look at part A on **page 79**.

Review the sentences with the students. Number 1: **I'm going to buy butter.** Number 2: **Where are you going?** Ask the students to say *"Number one, I'm going to buy butter."* *"Number two, where are you going?"*

- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles in Frame 2 and Frame 3. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.
 - **(Optional) Level Tip:**
 - Higher level:** Ask students to write the number and the words in the blank speech bubbles of the comic strip. In Frame 2 they should write **1. I'm going to buy butter.** In Frame 3 they should write **2. Where are you going?**
 - Lower level:** Ask students to draw a small picture of a stick of butter next to number 1 in part A and a question mark next to number 2 in part A. Ask them to write the number and the small picture into the comic strip. In Frame 2 they should write **1.** and draw **a stick of butter.** In Frame 3 they should write **2. ?**
- Play **track 69** and have students listen and write to complete the comic strip. Review the correct answers as a class.

Listening III. Popcorn Reading 5 min.

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Listening III. Role-Play 10-15 min.

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 47** in the workbook. Explain how to complete the **Number the pictures in order. Then choose and write** activity. Explain that it is very similar to what they did in the student book on **page 79**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 47**.

Lesson 3

Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

Vocabulary+ (Key words 2)

post office	museum
bank	library

Review / Expansion Structure

- Where are you going?
I'm going to the bank.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary and Grammar Structure Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 80**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them
- Show the students the pictures on the flashcards one by one again and ask them to tell you the

Vocabulary+ Listen and circle.

1.  museum post office

2.  museum library

3.  bank post office

4.  library bank

Speaking Ask and answer.

Guide Where are you going? I'm going to the library.



word for each picture on the flashcards. Help as needed (e.g. say the first syllable of the word or tell them what letter the word starts with if needed).

Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their book to **page 80**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
 1. Point to the post office and ask: "Where are you going?" Elicit the response: "I'm going to the post office."
 2. Point to the museum and ask: "Where are you going?" Elicit the response: "I'm going to the museum."
- Play **track 70**, and ask the students to circle the correct word after each word they hear. Pause the audio after each word in order to give the students enough time to circle.

Script



Listen and circle.

- | | |
|----------------|------------|
| 1. post office | 2. museum |
| 3. bank | 4. library |

Writing Circle and write.

- 

What are you going to do?
I'm going to (save money / buy a shirt)
buy a shirt
- 

Where are you going?
I'm going to the (post office / library)
post office
- 

What are you going to do?
I am going to (read a book / buy butter)
read a book
- 

Where are you going?
I'm going to the (museum / bank)
museum

Phonics Listen, repeat, and write.

-ule



The animal is a mule. Read each rule. Here is a cule.

-ube



This shape is a tube.

- After the students have finished circling all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.
 - (Optional) Level Tip:**
 - Higher level:** Put the flashcards for the words *post office*, *museum*, *bank*, and *library* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.
 - Lower level:** Ask students to read the spelling of each word from their book. Point to the post office and ask: "How do you spell 'post office'?" Elicit the response: "p-o-s-t-(space)-o-f-f-i-c-e." Point to the museum and ask: "How do you spell 'museum'?" Elicit the response: "m-u-s-e-u-m." Point to the bank and ask: "How do you spell 'bank'?" Elicit the response: "b-a-n-k." Point to the library and ask: "How do you spell 'library'?" Elicit the response: "l-i-b-r-a-r-y."

Speaking: Ask and answer. 10-15 min.

- SB / FC** Direct the students' attention to the illustration at the bottom of page 80. Read the question in the illustration together: "Where are you going?" Read the response together: "I'm going to the library."
- Explain to students that they will complete the answer by pointing at different pictures in the illustration or in the exercise above. Hold up a flashcard of one of the words, for example *museum*, and ask the students to point at this illustration in their book. Then ask them: "Where are you going?" Elicit the response: "I'm going to the museum."
- Invite a student to the front of the classroom. Give them the flashcard for the word *bank*. Tell the student to ask their classmates the question: "Where are you going?" Elicit the response: "I'm going to the bank." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the places in the illustration or exercise above it, on page 80. Have B answer. Then have them switch.

(Optional) Assign and explain homework. 3-5 min.

- WB** Tell students to look at the pictures on page 48 in the workbook. Explain how to complete the **Read and circle** activity in part D and the **Unscramble and write** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on page 48.

(If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

Lesson 4

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds *-ule* and *-ube*

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure Review **5-10 min.**

- **FG** Explain to the students that they will play a game. Keep the flashcards for **unit 11** vocabulary and vocabulary+ separate, but mix each pile into a random order.
- Pick one of the flashcards from the vocabulary set randomly. Don't show the students. Ask the students a question. For example, if the flashcard is **buy butter**, ask the students: "*You are going to the shop. What are you going to do?*" Elicit the response: "*I'm going to buy butter.*" Or if the flashcard is **library**, ask the students: "*You are going to read a book. Where are you going?*" Elicit the response: "*I am going to the library.*"
- After you have demonstrated how the game is played, call students up to the front of the classroom to show the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

Writing: Circle and write. **10 min.**

- **SB** Have students open their book to **page 81**.
- Point to items in the pictures and ask students: For pictures 1 and 3: "*What are you going to do?*" For pictures 2 and 4: "*Where are you going?*" Elicit the appropriate responses: Picture 1 "*I'm going to buy a shirt.*" Picture 2 "*I'm*

going to the post office." Picture 3 "*I'm going to read a book.*" Picture 4 "*I'm going to the museum.*"

- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to picture 1 and ask the students if they can read the sentences.
- Picture 1: "*What are you going to do?*" "*I'm going to buy a shirt.*"
- Tell students to read each of the questions and write the answers, according to the pictures, shown beside it. After they have completed the written exercise, ask the students which phrase matches with which sentence. Have the students raise their hands and volunteer to answer the question. Picture 1 matches with **buy a shirt**.
- Repeat this for the remaining sentences until the activity is complete.
 - **(Optional) Level Tip:**
Higher level: Call on individual students to read the sentences independently in front of the class and support them as needed while they read.
Lower level: Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

Phonics: Listen, repeat, and write. (*-ule* and *-ube*) **10 min.**

- **SB / CD / FG** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures. Point at each one. Elicit the responses: "*It's a mule.*" "*It's a rule.*" "*It's a cube.*" and "*It's a tube.*"
- Focus the students' attention on the **red** letters of each word. Ask the students: "*What sound do the letters '-ule' make?*" Elicit the appropriate response: */ju:l/* or, if they don't know the correct sound, tell the students to repeat after you and say: "*-ule makes the sound /ju:l/.*" Repeat this for letters *-ube*.
- Tell the students to listen and repeat. Play **track 71**.

Script



Listen, repeat, and write.

/ju:/: /l/, /ju:l/
/m/, /ju:l/, mule, mule
/r/, /u:l/, rule, rule
/ju:/: /b/, /ju:b/
/k/, /ju:b/, cube, cube
/t/, /u:b/, tube, tube

The animal is a mule. Read each rule. Here is a cube. This shape is a tube.

- After listening to the audio, ask the students again: “*What sound do the letters ‘-ule’ make?*” Elicit the appropriate response: /ju:l/. Repeat this for letters *-ube*. Then point at one of the pictures randomly, and ask them if they can read the word. For example, point at the picture for the word “cube.” Ask the students to read it. If they cannot, ask them to repeat after you, and say: “*Cube, /c/, /ju:b/, cube.*”
- Finally, read the sentences at the bottom of the page together as a class. Then call on individual students to read the sentences independently. Ask them to point at each word as they read, and assist as needed. (**Note: Introduce some of the words like “here” as sight words, rather than phonics words.)

Phonics Review: Multiple letter sounds *-ule, -ube -ope, -ote -one, -ose, -ipe, and -ole.* **5-10 min.**

- **SB/FC** There are two phonics flashcards per letter. Divide them into two piles, one with the letters *-ule* and *-ube* in the order they appear in the SB, and another with the letters *-ule, -ube -ope, -ote -one, -ose, -ipe, and -ole* in random order.
- Use the flashcards for the letters *-ule* and *-ube* in the order they appear in the SB first. Ask the students if they remember what sound each letter set makes. Elicit the correct sound for each letter set, and ask students to tell you the word for each picture on the flashcard. Do this first in order. For example, first show the flashcard for the word “mule.” Ask the students “*What sound do the letters ‘-ule’ make?*” Elicit the appropriate response: /ju:l/. Turn the flashcard around and show the picture to the students. Say to the students: “*What is it?*” Elicit the response: “*It’s a mule.*” Repeat this for the rest of the flashcards.

Rule: Ask the students “*What is it?*” Elicit the response: “*It’s a rule.*”

Cube: Ask the students “*What is it?*” Elicit the response: “*It’s a cube.*”

Tube: Ask the students “*What is it?*” Elicit the response: “*It’s a tube.*”

- Repeat this with the second pile of flashcards that is in random order.

(Optional) Assign and explain homework. **3-5 min.**

- **WB** Tell students to look at the pictures on the top of **page 49** in the workbook. Explain how to complete the **Circle and write** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct word. Tell them when they need to complete the workbook exercises and have them copy it in their workbook on the top of **page 49**.

Lesson 5

Lesson Objectives

Students will:

- encounter and explore a “real-world” social studies text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the key vocabulary items
- be able to ask and answer information questions with *what* and *where*
- encounter and explore a fun story linked to the theme of the unit

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Pre-reading Discussion **5 min.**

- **FC** Show the students the flashcards from **unit 11** and ask them which places they've visited and what activities they've done before. Give them a few options to think about: Have you been to the bank? Do you save money? Have you been to a post office? Have you mailed a letter? Elicit the appropriate responses, which will vary. (Use your native language as necessary).
- Ask students if they recall the days of the week, have them recite them in order if possible. Say them once, and then recite them together as a class: *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.*

CLIL Reading: Social Studies: Identifying places and activities. **10-15 min.**

- **SB/CD** Tell students to look at part A on **page 82**. Focus students' attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow

Where Can We Go Today?

It's Monday.

Where can we go today?

Let's go to the library.

We can read some books.

On Tuesday, we go to the supermarket.

On Wednesday, let's go to the shop.

We can buy a shirt.

On Friday, we go to the bank and the post office.

On Saturday, let's go to the museum.

We can see the paintings.

On Sunday, let's have a picnic.

along and point at the words as they hear them. Play **track 72**.

- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Read and circle: Reading Comprehension **5 min.**

- **SB** Tell students to look at activity B on **page 83**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.



B Read and circle.

1. Where can they read some books?
 - a. the library
 - b. the museum
 - c. the supermarket

2. What do they do on Wednesday?
 - a. go painting
 - b. go shopping
 - c. go to the supermarket

3. When do they see the paintings?
 - a. on Tuesday
 - b. on Friday
 - c. on Saturday

C Talk with your friend.

Where would you like to go today?

What would you like to buy at the supermarket?
Scan to read more.



Additional Reading 5-10 min.

- Scan the QR code on the page to view the animation. If no smart device is available, use Teacher's Guide DVD.
- Explain to students that they will read another story for fun about the supermarket.
- Watch the animation together and discuss it afterwards as a class.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 49** in the workbook. Explain how to complete the **Read and write** activity in part G and the **Circle yes or no** activity in part H.
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 49**.

Teacher's Note

Talk with your friend: Discussion 10 min.

- Talk with students about the different places they've been recently and the activities that they did at those places.
- Ask students to talk with their friends about which is their favorite place to go and what activity they do when they go there. Explain that it is OK if they think of a place that isn't from **unit 11** as long as they did one of the activities that they learned.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.
- (**Note: You may allow students to discuss this in their native language, but they should be able to explain what activity they did, and where, in English.)
- Ask them to draw a small picture of the activity or place.

Presentation 5 min.

- Ask students to speak in English in front of the class and talk about where they would like to go today, and what they would do there.

What Did You Do Yesterday?

Lesson 1

Unit Objectives

- Talk about and identify activities
- Ask information questions with *what*
- Use short phrases to answer questions about different activities

Lesson Objectives

Students will be able to:

- recognize and name different activities
- ask what someone did yesterday

Vocabulary (Key words 1)

helped my mother	watched cartoons	planted flowers
cleaned my room	fixed my toy	practiced the guitar

Core Structure

- **Informative phrases**
I cleaned my room.
- **Ask information questions with *what***
Q: What did you do yesterday?
A: I practiced the guitar.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary Introduction **5 min.**

- **FC** Show students the flashcards for the vocabulary items that are on **page 84**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help

as needed (e.g. say the first syllable of the word, or tell them what letter the word starts with, if needed)

Listen and number. **5-10 min.**

- **SB / CD** Ask students to open their book to **page 84**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 73**. After playing **track 73**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary words: "*cleaned my room.*"

Script



Listen and number.

1. cleaned my room
2. watched cartoons
3. practiced the guitar
4. planted flowers
5. helped my mother
6. fixed my toy

Listening

A Listen and write. 🎧

1. What did you do yesterday? 2. I fixed my toy.

B Write the numbers. Say and act.



• (Optional) Level Tip:

Higher level: Ask students to spell each word after checking the answer. Say: “Number one,” and have the students respond: “cleaned my room.” Say: “How do you spell ‘cleaned?’” and have the students respond: “c-l-e-a-n-e-d.” Continue for each word.

Lower level: Ask students to repeat the verb after checking the answer. Say: “Number one,” and have the students respond: “cleaned my room.” Say: “What did you do?” and have the students respond: “cleaned.” Continue for each phrase.

Language 5 min.

- **SB** Ask students to focus on the “Language” section of the page. Read the examples in the book together as a class to highlight the grammar structure: “What did you do yesterday?” “I fixed my toy.”
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: “Number one, what did you do yesterday?” “I cleaned my room.” “Number two, what did you do yesterday?” “I watched cartoons.” Continue until you have covered all six vocabulary items

using the target pattern sentence structure.

Song I. Listening 5 min.

- **SB/CD** Focus students’ attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music video if your classroom is equipped with a TV). You may also want to ask students to see **page 99**, to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.
- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at www.compasspub.com/BigShow.
- Play the song that goes along with **track 74**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

Script

74

Listen and sing along.

Yesterday! x2

What did you do yesterday?

I watched, watched, watched.

I watched cartoons.

Yesterday! x2

What did you do yesterday?

I cleaned, cleaned, cleaned.

I cleaned my room.

Yesterday! x2

What did you do yesterday?

I practiced, practiced, practiced.

I practiced the guitar.

Yesterday! x2

What did you do yesterday?

I planted, planted, planted.

I planted flowers.

Yesterday! x2

What did you do yesterday?

I helped, helped, helped.

I helped my mother.

Yesterday! x2

What did you do yesterday?

I fixed, fixed, fixed.

I fixed my toy.

Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.

- **FC** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. watched cartoons, 2. cleaned my room, 3. practiced the guitar, 4. planted flowers, 5. helped my mother, and 6. fixed my toy.**
- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *watched cartoons* and say: “Yesterday!” “Yesterday!” “What did you do yesterday?” “I watched, watched, watched.” “I watched cartoons.” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 74** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 74**. Ask the students to focus on the words of the song (either on the TV screen, or in the back of the book) to sing the song.

Song III. Writing 5-10 min.

- **SB / CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 12**. Ask students to write their name at the top of the worksheet. (Available for download at www.compasspub.com/BigShow.)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (**Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 74** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 50** in the workbook. Explain how to complete the **Look and cross out** activity in part A and the

Look and write activity in part B.

- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 50**.

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Use your native language if necessary and ask the students what their favorite activity is from today’s lesson. Call on a few students and ask them to say the name of the activity they like the most.
- Ask the students to draw, color, and write the name of the activity on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

Lesson 2

Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask and answer information questions with *what*
- prepare for and participate in a communicative activity with other students

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Vocabulary Review 5 min.

- **FC** Use the flashcards to review the vocabulary.

Song: Vocabulary and Grammar Structure Review 5 min.

- **CD** Review the vocabulary and structure by singing the song from the previous lesson.

Listening I. Comic Strip 5-10 min.

- **SB/CD** Ask students to open their books to **page 85**. Focus students' attention on the comic strip in the Listening section on **page 85**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *The children are at school. They are painting pictures. The teacher asks them about their paintings.* Use your native language as necessary, and provide support to the students when needed. Ask cue questions, such as *"What do the children do?"* Elicit the appropriate response, *"They paint pictures."* Ask *"What pictures do you see?"* *"I see a bike."* etc. (Responses will vary.)
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen.

Script

Listen and write.

75

Frame 1.

Teacher: What did you do yesterday?

Rachel: I helped my mother.

Teacher: How did you help?

Rachel: I cleaned my room.

Frame 2.

Teacher: What did you do yesterday?

Jeff: I fixed my toy.

Teacher: What did you do?

Jeff: I fixed my bike.

Frame 3.

Jeff: What did you do yesterday?

Anna: I watched cartoons. What did you do yesterday?

Jeff: I planted flowers.

Listening II. Writing 5 min.

- **SB/CD** Have students look at part A on **page 85**. Review the sentences with the students. Number 1: **What did you do yesterday?** Number 2: **I fixed my toy.** Ask the students to say

"Number one, what did you do yesterday?"

"Number two, I fixed my toy."

- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles in Frame 2. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.
 - **(Optional) Level Tip:**
 - Higher level:** Ask students to write the number and the words in the blank speech bubbles of the comic strip. In Frame 2, **in the top blank**, they should write **1. What did you do yesterday?** In Frame 2, **in the bottom blank**, they should write **I fixed my toy.**
 - Lower level:** Ask students to draw a question mark next to number 1 in part A and a small picture of a toy next to number 2 in part A. Ask them to write the number and the small picture into the comic strip. In Frame 2, **in the top blank**, they should write **1.?** In Frame 2, **in the bottom blank**, they should write **2.** and draw **a toy.**
- Play **track 75** and have students listen and write to complete the comic strip. Review the correct answers as a class.

Listening III. Popcorn Reading 5 min.

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Listening III. Role-Play 10-15 min.

- **FG** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 51** in the workbook. Explain how to complete the **Number the pictures in order. Then choose and write** activity. Explain that it is very similar to what they did in the student book on **page 85**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 51**.

Lesson 3

Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

Vocabulary+ (Key words 2)

washed my bike	hiked up a mountain
played a card game	cooked dinner

Review / Expansion Structure

- What did you do yesterday?
I played a card game.

Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

Vocabulary and Grammar Structure Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 86**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as

Vocabulary+ Listen and circle.

1.  played a card game
washed my bike

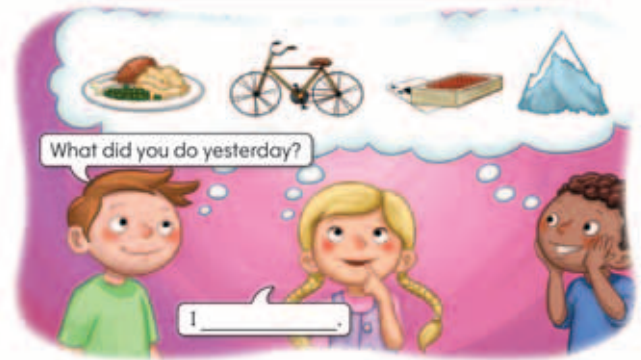
2.  cooked dinner
hiked up a mountain

3.  hiked up a mountain
played a card game

4.  washed my bike
cooked dinner

Speaking Ask and answer.

Guide What did you do yesterday? I **cooked dinner**.



needed (e.g. say the first syllable of the word or tell them what letter the word starts with if needed).

Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their book to **page 86**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
 1. Point to washed my bike and ask: "What did you do yesterday?" Elicit the response: "I washed my bike."
 2. Point to the hiked up a mountain and ask: "What did you do yesterday?" Elicit the response: "I hiked up a mountain."
- Play **track 76**, and ask the students to circle the words under the correct picture after each word they hear. Pause the audio after each word in order to give the students enough time to circle.

Script Listen and circle.



1. washed my bike
2. hiked up a mountain
3. played a card game
4. cooked dinner

Writing Look and write.

UNIT 12



1. What did you do on Thursday?
I washed my face.
2. It is Tuesday. What did you do yesterday?
I cleaned my room.
3. What did you do on Friday?
I hiked up a mountain.
4. What did you do on Wednesday?
I played the guitar.

Tip
clean → cleaned
help → helped
cook → cooked
play → played

Phonics Listen, repeat, and write.



The baby is clean. Put the television on make, please.
Let's use this. Watch it fine.

- After the students have finished circling all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.
- **(Optional) Level Tip:**
Higher level: FC Put the flashcards for the words *washed my bike*, *hiked up a mountain*, *played a card game*, and *cooked dinner* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.
Lower level: Ask students to read the spelling of each word from their book.
Point to *washed my bike* and ask: "How do you spell 'washed'?" Elicit the response: "w-a-s-h-e-d."
Point to *hiked up a mountain* and ask: "How do you spell 'hiked'?" Elicit the response: "h-i-k-e-d."
Point to *played a card game* and ask: "How do you spell 'played'?" Elicit the response: "p-l-a-y-e-d."
Point to *cooked dinner* and ask: "How do you spell 'cooked'?" Elicit the response: "c-o-o-k-e-d."

Speaking: Ask and answer. 10-15 min.

- **SB/FC** Direct the students' attention to the illustration at the bottom of **page 86**. Read the question in the illustration together: "What did you do yesterday?" Read the response together: "I cooked dinner."
- Explain to students that they will complete the answer by pointing at different images in the picture. Hold up a flashcard of one of the activities in the illustration, for example *hiked up a mountain*, and ask the students to point at this image in the illustration in their book. Then ask them: "What did you do yesterday?" Elicit the response: "I hiked up a mountain."
- Invite a student to the front of the classroom. Give them the flashcard for the words *cooked dinner*. Tell the student to ask their classmates the question: "What did you do yesterday?" Elicit the response: "I cooked dinner." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the images in the illustration on **page 86**. Have B answer. Then have them switch.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 52** in the workbook. Explain how to complete the **Look, read, and match** activity in part D and the **Unscramble and write** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 52**.

(If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- **Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

Lesson 4

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds *-ute* and *-use*

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Mime Game: Vocabulary, Vocabulary+, and Grammar Structure Review

5-10 min.

- **EG** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 12** together.
- Pick one of the flashcards randomly. Look at it, but do not show the students. Explain that you will act out the activity on the flashcard, but you will not speak or write anything on the board. For example, if the flashcard you selected randomly is for the word “washed my bike,” act as if you are pointing a hose, and move your arm back and forth as though you are spraying off different parts of the bike. Make the hissing sound of the water spraying. Ask the students: “*What did you do yesterday?*” Elicit the response: “*I washed my bike.*” (If students require further help to get the right answer, prompt them by saying: “*Yesterday, I washed _____.*”)
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

Writing: Look and write. 10 min.

- **SB** Have students open their book to **page 87**.
- Point to items in the pictures and ask students: “*What did you do yesterday?*” Elicit the

appropriate responses: Picture 1, Monday: “*I cooked dinner.*” Picture 2, Tuesday: “*I helped my mother.*” Picture 3, Wednesday: “*I practiced the guitar.*” Picture 4, Thursday: “*I fixed my toy.*” Picture 5, Friday: “*I hiked up a mountain.*”

- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to number 1 and ask the students if they can read the sentences.
- Sentences 1: “*What did you do on Thursday?*” “*I fixed my toy.*”
- Tell students to read each of the questions and write the answers, according to the pictures, shown above. After they have completed the written exercise, ask the students which picture matches with which sentence. Have the students raise their hands and volunteer to answer the question. Sentence 1 matches with Picture: **Thursday, I fixed my toy.**
- Repeat this for the remaining sentences until the activity is complete.
 - **(Optional) Level Tip:**
 - Higher level:** Call on individual students to read the sentences independently in front of the class and support them as needed while they read.
 - Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

Writing Tip: Past tense 5 min.

- **SB** Ask the students to look at the “Tip” cloud on the right side of the page. Read the contents of the box together.
clean → cleaned, help → helped, cook → cooked, play → played
- Focus the students’ attention on the letters *-ed*. Explain to them that adding these letters changes the verb into the past tense. For example, to say: “I clean” means the action is happening in the present, or in the now. With the addition of *-ed*, “I cleaned,” means the action has already happened. It has been completed in the past. Ask the students to practice writing “**clean → cleaned,**” “**help → helped,**” etc. under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit. For example: “*Yesterday, I cleaned my room.*”

Phonics: Listen, repeat, and write. (-ute and -use) 10 min.

- **SB/CD/FC** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures or actions happening in the pictures. Point at each one. Elicit the responses: *"She's cute."* *"The TV is on mute."* *"He uses the knife."* and *"It's fused."*
- Focus the students' attention on the red letters of each word. Ask the students: *"What sound do the letters '-ute' make?"* Elicit the appropriate response: /ju:t/ or, if they don't know the correct sound, tell the students to repeat after you and say: *"-ute makes the sound /ju:t/."* Repeat this for letters -use.
- Tell the students to listen and repeat. Play **track 77**.

Script



Listen, repeat, and write.

/ju:/, /t/, /ju:t/
/k/, /ju:t/, cute, cute
/m/, /ju:t/, mute, mute
/ju:/, /z/, /ju:z/
/ju:/, /z/, use, use
/f/, /ju:z/, fuse, fuse

The baby is cute. Put the television on mute, please. Let's use this. Watch it fuse.

- After listening to the audio, ask the students again: *"What sound do the letters '-ute' make?"* Elicit the appropriate response: /ju:t/ Repeat this for letter -use. Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the picture for the word "mute." Ask the students to read it. If they cannot, ask them to repeat after you and say: *"Mute, /m/, /ju:t/, mute."*
- Finally, read the sentences at the bottom of the page together as a class. Then call on individual students to read the sentences independently. Ask them to point at each word as they read, and assist as needed. (**Note: Introduce some of the words like "let" as sight words, rather than phonics words.)

Phonics Review: Multiple letter sounds -ute, -use, -ule, -ube -ope, -ote -one, and -ose. 5-10 min.

- **SB/FC** There are two phonics flashcards per letter. Divide them into two piles, one with the letters -ute and -use in the order they appear in the SB, and another with the letters -ute, -use, -ule, -ube -ope, -ote -one, and -ose in random order.
- Use the flashcards for the letters -ute and -use in the order they appear in the SB first. Ask the students if they remember what sound each letter set makes. Elicit the correct sound for each letter set, and ask students to tell you the word for each picture on the flashcard. Do this first in order. For example, first show the flashcard for the word "cute." Ask the students *"What sound do the letters '-ute' make?"* Elicit the appropriate response: /ju:t/. Turn the flashcard around and show the picture to the students. Say to the students: *"What does she look like?"* Elicit the response: *"She's cute."* Repeat this for the rest of the flashcards.
Mute: Ask the students *"The TV is on _____?"* Elicit the response: *"mute."*
Use: Ask the students *"What does he do?"* Elicit the response: *"He uses the knife."*
Fuse: Ask the students *"What do they do?"* Elicit the response: *"They fuse."*
- Repeat this with the second pile of flashcards that is in random order.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on the top of **page 53** in the workbook. Explain how to complete the **Circle and write** activity in part F.
- Tell them to circle the correct word. Tell them when they need to complete the workbook exercises and have them copy it in their workbook on the top of **page 53**.

Lesson 5

Lesson Objectives

Students will:

- encounter and explore a “real-world” home economics text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the key vocabulary items
- be able to ask and answer information questions with *what* and *where*
- encounter and explore a fun story linked to the theme of the unit

Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)


Pre-reading Discussion **5 min.**

- **FG** Show the students the flashcards from **unit 12** and ask them which activities they have done recently. Give them a few options to think about: Have you helped your mother? Have you played a card game? Elicit the appropriate responses, which will vary.
- Ask students if they know what yesterday is. (Let them use native language, as necessary, but they should be able to say “yesterday” in English).
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of what a family is.

CLIL Reading: Home Economics: Identifying activities that happened in the past. **10-15 min.**

- **SB/CD** Tell students to look at part A on **page 88**. Focus students’ attention on the background picture. Discuss it.

CLIL Home Economics

A Listen and read. 

What Did Your Family Do Yesterday?

Yesterday, my mother cooked dinner.

She made pasta and salad!

It was delicious.

My father and I did house chores.

He fixed my broken toy.

I cleaned my room.

My brother and sister washed their bikes.

We helped my mother plant flowers.

After dinner, we hiked up a mountain.

Then we all played a card game.

Yesterday, our family had a lot of fun.

- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 78**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

Read and circle: Reading Comprehension **5 min.**


- **SB** Tell students to look at activity B on **page 89**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the text and think for a moment about what



- B Read and circle.**
1. What did the brother do yesterday?
a. hiked up a mountain
b. cooked dinner
c. washed the bike
 2. What did they do after dinner?
a. fixed a toy
b. hiked up a mountain
c. helped the mother
 3. What did they do after hiking?
a. did chores
b. played a card game
c. made pasta

C Talk with your friend.
What different things did you do yesterday?

What did your family do last vacation?
Scan to read more.



Presentation 5 min.

- Ask students to speak in English in front of the class about what activity they did yesterday, and who they did it with.

Additional Reading 5-10 min.

- Scan the QR code on the page to view the animation. If no smart device is available, use Teacher's Guide DVD.
- Explain to students that they will read another story for fun about a family vacation.
- Watch the animation together and discuss it afterwards as a class.

(Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 53** in the workbook. Explain how to complete the **Read and write** activity in part G and the **Circle yes or no** activity in part H.
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 53**.

the correct answer is. Ask students to volunteer to give the correct answer.

- Complete the activity as a class.

Talk with your friend: Discussion 10 min.

- Talk with students about the different activities they did yesterday. Talk about the difference between helpful activities and fun activities. Make a list of activities in each category. (Some activities could be considered helpful and fun.)
- Ask students to talk with their friends about which activities they did yesterday and who they did the activities with. Explain that it is OK if they think of an activity that isn't from **unit 12** in the as long as they can explain it in English.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.
- (**Note: You may allow students to discuss this in their native language, but they should be able to explain what activity they did, and with whom, in English.)
- Ask them to draw a small picture of the activity.

Teacher's Note

A Listen and write. 10 min.

- **SB/CD** Tell students to open their books to **page 90**.
- Point to each of the pictures on the page. Say the word and have students repeat (1. farm, 2. city, 3. florist, 4. planted flowers, 5. post office, 6. helped my mother, 7. hospital, 8. barber, 9. buy butter, 10. mail a letter, 11. museum, 12. hiked up a mountain).
- Make sure each student has something to write with.
- Point to picture 1. (farm) and ask students what it is. Write the word *farm* on the board. Tell students to write the word.
- Play **track 79** and tell students to write the words.
- Encourage students to read the words out loud.
- If students are having a difficult time with the words, or for weaker groups, you can read the words for them.

B Read and circle. 10 min.

- **SB** Tell students to look at the pictures in B on **page 91**.
- Next, read the six questions on **page 91**. Then point to the two answer choices for each question (a and b) and ask the students to say what they can see.
- Make sure each student has something to write with. Tell the students they are going to read the questions and the two answer choices. Students should circle the correct answer choice which matches with the picture for that question.
- Review answers as a class. Read the question and call on different students to provide the answers.
- (Optional) Read the questions and the correct answers one more time to give students a chance to listen for any answers they may have missed the first time. For example, Sentence 1: "Where do you work?" "I work in an office."









C Think of your hobby. Then tell a friend about it. 5 min.

- **SB** Focus students' attention on part C on **page 91**.
- Put students in pairs. Tell students to think about what they did yesterday. Ask them to tell their partner about it.

A Listen and write.

1.  <u>farm</u>	2.  <u>city</u>	3.  <u>florist</u>
4.  <u>planted flowers</u>	5.  <u>post office</u>	6.  <u>helped my mother</u>
7.  <u>hospital</u>	8.  <u>barber</u>	9.  <u>buy butter</u>
10.  <u>mail a letter</u>	11.  <u>museum</u>	12.  <u>hiked up a mountain</u>

D Match and write.

1. -ute		f. <u>ute</u>
2. -ube		c. <u>ube</u>
3. -ate		m. <u>ate</u>
4. -use		j. <u>use</u>
5. -ape		t. <u>ape</u>
6. -ute		r. <u>ute</u>
7. -une		v. <u>une</u>
8. -ome		h. <u>ome</u>

B Read and circle.



Where do you work?

- I work in a shopping mall.
- I work in an office.



Where are you going?

- I am going to the bank.
- I am going to the library.



What did you do yesterday?

- I watched cartoons.
- I played a card game.



What does your father do?

- He is a pilot.
- He is a clerk.



What did you do yesterday?

- I practiced the guitar.
- I fixed my toy.



What are you going to do?

- I'm going to read a book.
- I'm going to see the paintings.

C Think of what you did yesterday. Then tell a friend about it.

- Student A asks B: "Student A, ask your partner 'What did you do yesterday?' Student B, answer the question. Then change." Student B responds.
- Tell students to switch.
- Monitor and provide assistance if necessary.
- Give students 2 to 3 minutes to complete the activity.

D Match and write. **5-10 min.**

- **SB** Direct students' attention to part D on page 92.
- Point to the picture of the rope and ask students what it is. Encourage all students in the class to say the word. Then tell students to trace the lines from *-ope* to the picture, to the letter *r*.
- Tell the students to write the letters *-ope* after *r*.
- Have students match the pictures to the letters.
- Go over the answers as a class.

E Play the game.

- **SB** Direct students' attention to part E on page 93. Follow the instructions to play the game.
 1. Divide the class into teams of three or four students each.
 2. Give each team a die and markers to use on their gameboard.
 3. Tell students they will take turns rolling the die and moving their marker along the board.
 4. Each time a student rolls a die, ask the student to say what word they've landed on. (Give between 1 to 3 chances to guess the word or phrase depending on the student's level).
 5. Next, have the student use the word or phrase in a sentence.
 6. If the student is correct, they may stay on the square. If not, they must start over at the beginning.
 7. The player who gets to the *Finish* first is the winner.

E Play the game.

REVIEW 3

START

How to Play

1. Roll a die and move.
2. Say the word or phrase and use it in a sentence.
3. Take turns.

GO FORWARD

MISS A TURN

GO BACK A SPACE

MISS A TURN

FINISH

Where do you work?
What does your father do?
What does your mother do?
What did you do yesterday?
Where are you going?
What are you going to do?

