



Big Show 4 **Teacher's Guide**

Tapanga Koe

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Unit	Grammar Focus	Sentence Patterns	Functions
Intro	<ul style="list-style-type: none"> Information questions with <i>what</i> 	<ul style="list-style-type: none"> What grade are you in? - I'm in the fourth grade. What does your father do? - He's a pilot. 	<ul style="list-style-type: none"> Asking and answering about personal information
1	<ul style="list-style-type: none"> Information questions with <i>where</i> 	<ul style="list-style-type: none"> Where are you from? - I'm from China. 	<ul style="list-style-type: none"> Asking and answering about where one comes from
2	<ul style="list-style-type: none"> Predicate adjectives Using the preposition <i>like</i> to ask about personalities 	<ul style="list-style-type: none"> What are you like? - I'm smart. What's your mother like? - She's quiet. 	<ul style="list-style-type: none"> Asking and answering about someone's personal characteristics
3	<ul style="list-style-type: none"> Using the conjunction <i>or</i> to offer alternatives 	<ul style="list-style-type: none"> Do you like listening to jazz or pop music? - I like listening to pop music. Do you like reading sci-fi or adventure books? - I like reading sci-fi books. 	<ul style="list-style-type: none"> Asking and answering about one's taste in music or books
4	<ul style="list-style-type: none"> Irregular past tense verbs 	<ul style="list-style-type: none"> Did you have a good time with your friends/family? - Yes, I did. We rode a roller coaster. - No, I didn't. We saw a tennis match. 	<ul style="list-style-type: none"> Describing leisure activities experienced in the past
5	<ul style="list-style-type: none"> Superlative adverbs Information questions with <i>what</i> + noun 	<ul style="list-style-type: none"> What subject do you like the most? - I like math the most. 	<ul style="list-style-type: none"> Asking and answering about preferences
6	<ul style="list-style-type: none"> <i>Must</i> for obligation 	<ul style="list-style-type: none"> You must be quiet. You must not shout. 	<ul style="list-style-type: none"> Expressing rules
7	<ul style="list-style-type: none"> Using <i>want</i> + <i>to</i>-infinitive to talk about the future 	<ul style="list-style-type: none"> What do you want to be? - I want to be a singer. 	<ul style="list-style-type: none"> Asking and answering about career plans
8	<ul style="list-style-type: none"> Information questions with <i>why</i> Using <i>want</i> + <i>to</i>-infinitive to talk about the future 	<ul style="list-style-type: none"> Why do you want to be a photographer? - I want to take beautiful pictures. 	<ul style="list-style-type: none"> Asking and answering about ambitions and dreams for the future
9	<ul style="list-style-type: none"> <i>Be good at</i> + noun <i>How about</i> + <i>-ing</i> 	<ul style="list-style-type: none"> He's good at surfing. He's not good at skiing. How about going fishing tomorrow? - Yes, that's a good idea. - No, let's go rafting. 	<ul style="list-style-type: none"> Describing what one is or is not good at doing Making suggestions and responding
10	<ul style="list-style-type: none"> Uncountable and countable nouns Determiners: <i>any, a lot of, a little, some</i> 	<ul style="list-style-type: none"> How much water is there? - There is a little / some / a lot of water. - There isn't any water. How many trees are there? - There are four trees. - There aren't any trees. 	<ul style="list-style-type: none"> Asking and answering about amounts
11	<ul style="list-style-type: none"> <i>To</i>-infinitives 	<ul style="list-style-type: none"> Do you know how to play chess? - Yes, I do. / No, I don't. 	<ul style="list-style-type: none"> Asking and answering about skills and abilities
12	<ul style="list-style-type: none"> Adverbs of frequency 	<ul style="list-style-type: none"> How often do you make cookies? - I rarely make cookies. How often do you have a test? - I have a test once a month. 	<ul style="list-style-type: none"> Asking and answering about the frequency of activities or events

Vocabulary		Phonics	CLIL
Ordinal numbers		Review long vowel sounds	
Review days of the week and occupations			
Australia, Canada, China, France, Indonesia, South Korea		bl- & cl- & fl- & pl- blue, clock, flower, plant	Social Studies
Egypt, Italy, Japan, the United States of America			
brave, clever, funny, naughty, quiet, smart		br- & cr- & fr- & pr- brave, crayon, friend, prince	Social Studies
friendly, honest, nice, talkative			
classical, country, hip hop, jazz, pop, rock		sn- & sw- snake, snow, swan, swim	Music
adventure, fantasy, mystery, sci-fi			
go shopping, have a barbecue, make a sandcastle, ride a roller coaster, see a tennis match, take photos		-ng & -nk ring, sing, bank, drink	Science
eat popcorn, feed the animals, see a movie, tell funny stories			
art, English, history, math, P. E., science		hard ch- & soft ch- character, chemistry, chair, cheese	History
drama, geography, music, technology			
be on time, be quiet, do your homework, eat all your food, listen to your teacher, take out the trash		sh- & wh- ship, shirt, whistle, white	Economics
cheat, fight, shout, throw things			
artist, astronaut, chef, photographer, singer, vet		-ai- & -ea- mail, snail, leaf, meat	Home Economics
architect, nurse, police officer, programmer			
cook delicious food, explore outer space, help sick animals, paint nice pictures, sing good songs, take beautiful pictures		-ay & -oy clay, play, boy, toy	Technology
catch bad people, design special buildings, help sick people, make fun games			
bowling, ice skating, sailing, skateboarding, skiing, surfing		-oa- & -ow- boat, goat, clown, crown	Physical Education
climbing, fishing, rafting, snorkeling			
dirt, grass, ice, sand, snow, water		-ar- & -or- farm, scarf, corn, horse	Science
forest, lake, mountain, tree			
drive a car, knit a scarf, play chess, play the flute, sail a boat, use chopsticks		long -oo- & short -oo- boots, cool, book, cook	Social Studies
do the laundry, fold a paper plane, make cookies, whistle			
always, never, often, rarely, sometimes, usually		-er & -ir & -ur her, stir, fur	Music
every day, once a month, three times a week, twice a year			

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. Listen and write.	5-10 min.	SB / CD
Listening II. Say and act.	10-15 min.	SB
Listening III. Read and check.	5-10 min.	SB
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. / Say and response.	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
Phonics	10-15 min.	SB / CD / FC
Writing I. Look and write. / Match and write. / Choose and write.	10 min.	SB
Writing II. Read and write.	5 min.	SB
Writing Tip	5 min.	SB
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
Reading Comprehension I. Read and circle.	5 min.	SB
Reading Comprehension II. Read and write.	5 min.	SB
Discussion: Discuss with your friend.	10 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 student books to **page 6**.
- Draw students' attention to the pictures in A. Point to the pictures one by one and identify them (read from left to right). Row 1: fuse, dive, rule, shape, write, gate, phone, vote. *"The colors fuse." "You dive." "It's a rule." "Those are shapes." "You write." "It's a gate." "It's phone." "You vote."*
- Draw the students' attention to the letters in the box 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 being identified.
- Make sure each student has something to write with. Have the students complete the written exercise using the letters from the box.

B Trace and read.

- **SB** Tell students to look at **page 6**.
- Draw students' attention to the pictures in B. Point to the pictures and read from left to right: "Sunday." "Monday." "Tuesday." "Wednesday." "Thursday." "Friday." "Saturday."
- (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. Tell students to trace the letters of each of the words.

C Look and write.

- **SB** Tell students to look at **page 7**.
- Draw students' attention to the pictures in C. Point to the pictures and explain that in each photo the children are showing the grade they are in by holding up their fingers. (Use your native language as necessary.) Explain to the students that they must count the number of fingers in order to know what grade the child is in, and answer the questions.
- (Optional) Complete the first question together. Read question 1: *"What grade is he in?"* Direct students' attention to photo one. Elicit the response: *"One. He's in the first grade."*
- Once students have had a chance to complete the exercise, review it together as a class.

D Listen and number.

- **SB/CD** Tell students to look at part D on the

INTRO

A Look, write, and read. -ite -ape -ive -use -ule -one -ate -ote

1.  f <u>use</u>	2.  d <u>ive</u>	3.  r <u>ule</u>	4.  sh <u>ape</u>
5.  wr <u>ite</u>	6.  g <u>ate</u>	7.  ph <u>one</u>	8.  v <u>ote</u>

B Trace and read.

			
Sunday	Monday	Tuesday	Wednesday
			
Thursday	Friday	Saturday	

E Trace and read.

			
first	second	third	fourth
			
fifth	sixth	seventh	eighth
			
ninth	tenth	eleventh	twelfth

C Look and write.

1.  What grade is he in?
He's in the first grade.
2.  What grade is she in?
She is in the first grade.
3.  What grade are they in?
They are in the fourth grade.
4.  What grade are you in?
I am in the second grade.
5.  What grade am I in?
You're in the first grade.

D Listen and number.

Tuesday, June 3rd		Wednesday, June 4th	
Thursday, June 5th		Monday, June 2nd	
Sunday, June 1st		Friday, June 6th	

F Listen and write.

grade are you in	in the fourth grade
your father do	Hi
a pilot	Hello



Louie: Hi, Rachel!

Rachel: Hello, Louie.

Louie: What grade are you
in this year?

Rachel: I'm in the fourth
grade.

Anna: What does your
father do, Jeff?

Jeff: He's a pilot.

What about your father?

Anna: He's a farmer.

G Say and act.

bottom of **page 7**. Play **audio track 02** and tell students to listen.

- Ask students to number the dates in the correct order.
- Play **audio track 02** again, pausing after each date to give students time to write.
- Review the answers as a class.

E Trace and read.

- **SB** Tell students to look at part E on **page 8**.
- Draw students' attention to the pictures in E. Point to the pictures and read from left to right.
- (Optional) Read through the pictures a second time and get the students to point at each picture as it is identified. Explain to the students that each number has two forms: a written form with letters, and a numerical form with numbers.
- Make sure each student has something to write with. Tell students to trace the letters of each word.

F Listen and write.

- **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 3). Point to the characters in order and say who each character is. "*She is Anna.*" Have students repeat after you. Continue with the other three characters. (1. Louie, 2. Rachel, 3. Jeff).
- Play **audio track 03** and tell students to listen the first time.
- Explain to students that the answers are in the box above the comic strip. They must write the correct words in the blank spaces and trace the dotted words.
- Play the track a second time, pausing after each phrase to allow the students time to write.
- Review the answers as a class.

G Say and act.

- Tell students to look at the completed dialogue written in part F on **page 9**. Explain to students that they will act out the story. Use the flashcards to assign character roles: Louie, Anna, Rachel, and Jeff. Give a 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 will be <Anna>.*" etc.
- Practice the lines of the story with the students, according to their roles, a few times. Have more than one group role-playing the story, depending on the number of students in your class.
- Role-play the story.

Where Are You From?

Lesson 1

Unit Objectives

- Talk about where one comes from
- Ask information questions with *where*
- Use the simple present to answer information questions

Lesson Objectives

Students will be able to:

- recognize and name different countries' names and flags.
- ask and answer where someone is from

Vocabulary (Key words 1)

Australia	Canada	China
France	Indonesia	South Korea

Core Structure

- Ask information questions with *where*
Q: Where are you from?
A: I'm from Australia.

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 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. tell them what letter the word starts with).

UNIT 1 **Where Are You From?**

Vocabulary Listen and number.

Australia 3 Canada 2 China 2

France 1 Indonesia 4 South Korea 1

Language Ask and answer.

Where are you from? I'm from **China**.
Where is he from? He's from **France**.

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

France, China, Canada, Australia.
Indonesia, South Korea!
But here's what I want to know.
Where? Where from?
from!

10

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 take out a pencil. Tell them to listen to the audio and number the vocabulary items in their book according to the **Listen and number** part. Play **track 04**. After playing **track 04**, check the answers together as a class by calling out the number: "**Number one**," and have students say the corresponding vocabulary word: "**France**."

Script

Listen and number.



- | | |
|----------------|--------------|
| 1. France | 2. China |
| 3. South Korea | 4. Indonesia |
| 5. Australia | 6. Canada |

(Optional) Level Tip:

Higher level: Ask students to spell each word after checking the answer. Say: "**Number one**," and have the students respond: "**France**." Say: "**How do you spell 'France'?**" and have the students respond: "**F-r-a-n-c-e**." Continue for each word.

Listening

A Listen and write.



Anna: I'm Anna. Where are you from?

Irene: I'm Irene. I'm from Indonesia.

Jeff: I'm Jeff. Where are you from?

Antoine: I'm Antoine. I'm from France. Where are you guys from?

Rachel, Anna, Louie, Jeff: We're from the United States of America!

B Say and act.

C Read and check.

1. ☒ Louie is from the United States of America.
2. ☐ Irene is from France.
3. ☒ Antoine is from France.
4. ☐ Jeff is from Indonesia.

11

Lower level: Ask students for more information after checking the answer. Say: *"Number one,"* and have the students respond: *"France."* Say: *"What colors are the French flag?"* and have the students respond: *"White, blue, and red."* 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 are you from?" "I'm from China."*
- 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 are you from?" "I am from France."* *"Number two: Where is he from?" "He's from France."* 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 05**. 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.

France. China. Canada. Australia.
Indonesia. South Korea! x2
But here's what I want to know.
Where? x2 Where are you from?
I'm from France!

France. China. Canada. Australia.
Indonesia. South Korea! x2
But here's what I want to know.
Where? x2 Where are you from?
I'm from China!

France. China. Canada. Australia.
Indonesia. South Korea! x2
But here's what I want to know.
Where? x2 Where are you from?
I'm from Canada!

France. China. Canada. Australia.
Indonesia. South Korea! x2
But here's what I want to know.
Where? x2 Where is he from?
He's from Australia!

France. China. Canada. Australia.
Indonesia. South Korea! x2
But here's what I want to know.
Where? x2 Where is she from?
She's from Indonesia!

France. China. Canada. Australia.
Indonesia. South Korea! x2
But here's what I want to know.
Where? x2 Where are they from?
They're from South Korea!

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. France, 2. China, 3. Canada, 4. Australia, 5. Indonesia, and 6. South Korea.
- 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 **Indonesia** and say: *"Where? Where? Where are you from?" "I'm from Indonesia. Indonesia. I'm from Indonesia."* Follow the rhythm and general tempo of the song. Help them as necessary. Continue through each flashcard.
- Play the song on **track 05** 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 05**. 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 books. 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 05** 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 6** in the workbook. Explain how to complete the **Look and match** 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 workbooks on **page 6**. (**Note: Allow them to write this in their native language, if necessary.)

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Using your native language if necessary, ask the students what their favorite country is from today's lesson. Call on a few students and ask them to say the name of the country they like the most, in English.
- Ask the students to draw and color the flag and write the name of the country 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 Yes/No questions with *where*
- 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. Listen and write. 5-10 min.

- **SB/CD** Ask students to open their books to **page 11**. Focus students' attention on the dialogue at the top.
- Play **track 06** and ask students to write what they hear. Call on students individually to answer: 1. *"I'm Irene. I'm from Indonesia."* 2. *"I'm Jeff. Where are you from?"*

Script



Listen and write.

Frame 1.

Anna: I'm Anna. Where are you from?

Irene: I'm Irene. I'm from Indonesia.

Frame 2.

Jeff: I'm Jeff. Where are you from?

Antoine: I'm Antoine. I'm from France. Where are you guys from?

Rachel, Anna, Louie, Jeff: We're from the United States of America!

Listening II. Say and act. 10-15 min.

- **SB** 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: **The children are in their classroom. They are meeting new friends. They are shaking hands.** Use your native language as necessary and provide support when needed to the students. Ask few

questions, such as *"Where are the children?"* *"What flags do you see?"* 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. It may be helpful to pause after each frame in the comic strip to assist the students with navigating the page.

Listening III. Read and check. 5-10 min.

- **SB** Focus students' attention on the **Read and check** section on the bottom of **page 11**.
- Read number 1. *"Louie is from the United States of America."* Focus students' attention on the **Listen and write** exercise above. Ask students: *"Where is Louie from?"* Elicit the response: *"He's from the United States of America."* Have students trace over the check mark in box 1.
- Read number 2. *"Irene is from France."* Focus students' attention on the exercise above. Ask students: *"Where is Irene from?"* Elicit the response: *"She's from Indonesia."* Have students mark box 2 with an **x**.
- Read number 3. *"Antoine is from France."* Focus students' attention on the exercise above. Ask students: *"Where is Antoine from?"* Elicit the response: *"He's from France."* Have students place a check mark in box 3.
- Read number 4. *"Jeff is from Indonesia."* Focus students' attention on the exercise above. Ask students: *"Where is Jeff from?"* Elicit the response: *"He's from the United States of America."* Have students mark box 4 with an **x**.

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

- **WB** Tell students to look at the activities on **page 7** in the workbook. 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 exercises and have them write it in their workbooks on **page 7**. (**Note: Allow them to write this in their native language, if necessary.

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)

Italy	Japan
Egypt	United States of America

Review / Expansion Structure

- Where are you from?
We're from the United States of America.

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 reading the sentences and role-playing the story from the previous lesson.

Vocabulary+ Introduction 5 min.

- **FC** 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 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).

Vocabulary+ Listen and circle.

1.  
Italy Egypt

2. 
Japan the United States of America

3.  
Egypt Italy

4. 
the United States of America Japan

Speaking Ask and answer.

Guide Where are you from? We're from the United States of America.
Where is she from? She's from Egypt.



Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their books 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 Italian flag (green, white, and red stripes) and ask: "Where are you from?" Elicit the response: "I'm from Italy."
 2. Point to the Japanese flag (white with a red circle) and ask: "Where are you from?" Elicit the response: "I'm from Japan."
 3. Point to the Egyptian flag (red, white, and black stripes) and ask: "Where are you from?" Elicit the response: "I'm from Egypt."
 4. Point to the American flag (red, white, and blue) and ask: "Where are you from?" Elicit the response: "I'm from the United States of America."
- Play **track 07** and ask the students to circle the correct word after each set of words they hear. Pause the audio after each set of words in order to give the students enough time to write.

Phonics

Listen, repeat, and write.

1

1. b l  2. c l  I see a **blue** **clock** and a **flower** on a **plant**.
3. f l  4. p l 

Writing

A Look and write.

1.  Where is he from?
He's from Egypt.
2.  Where are you from?
We're from Japan.
3.  Where is she from?
She's from the United States of America.
4.  Where are you you from?
I'm from Italy.

Tip

Use a I
to a he, she, it
and a you, we, they

B Read and write.

1. Where are you from?
I'm from the United States of America.
2. Where are they from?
They are from Canada.

13

you spell 'Japan'?" Elicit the response: "J-a-p-a-n."

Point to the flag of Egypt and ask: "How do you spell 'Egypt'?" Elicit the response: "E-g-y-p-t."

Point to the flag of America and ask: "How do you spell 'America'?" Elicit the response: "A-m-e-r-i-c-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: "Where are you from?" Read the response together: "We're from the United States of America." and "Where is she from?" Read the response together: "She's from Egypt."
- Explain to students that they will complete the answer by pointing at different countries decorated with flags in the picture. Hold up a flashcard of one of the flags in the illustration, for example *Egypt*, and ask the students to point at this country in the illustration in their book. Then ask them: "Where is she from?" Elicit the response: "She's from Egypt."
- Invite a student to the front of the classroom. Give them the flashcard for the word *the United States of America*. Tell the student to ask their classmates the question: "Where are you from?" Elicit the response: "I'm from the United States of America." 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 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 activities on **page 8** in the workbook. Explain how to complete the **Read and match** activity in part E and the **Look and write** activity in part F.
- Complete one example of each for parts E and F 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 workbooks on **page 8**. (**Note: Allow them to write this in their native language, if necessary.)

Script

Listen and circle.

07

- Italy
- Japan
- Egypt
- the United States of America

- 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 **Italy**, **Japan**, **Egypt**, and **the United States of America** in a 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 flag of Italy and ask: "How do you spell 'Italy'?" Elicit the response: "I-t-a-l-y." Point to the flag of Japan and ask: "How do

(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 beginning with *bl-*, *fl-*, *cl-* and *pl-*

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 and show students. Explain that you will ask a question about the item on the flashcard and the students will answer. For example, if the flashcard you selected randomly is for the word “Japan,” ask the students: “*Where are you from?*” Elicit the response: “*I am from Japan.*”
- 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.

Phonics: Listen, repeat, and write. (bl-, cl-, fl- and pl-) **10-15 min.**

- **SB / CD / FG** Ask the students to look at the top of **page 13**. Direct their attention to the letters in the yellow boxes. Ask the students if they recognize any of these letter sounds. Point at each set of yellow letters and elicit the appropriate phonetic sound: “/b/, /bl/,” “/c/, /cl/,” “/f/, /fl/,” “/p/, /pl/.”
- Direct students’ attention to the sentence in the right side of the box. Read it to the class. “*I see a blue clock and a flower on a plant.*”
- Explain that the students are to complete the words in the middle using the letters on the left.
- Tell the students to listen and write. Play **track 08**.

Script



Listen, repeat, and write.

Number 1.

/bl/, blue, blue

Number 2.

/cl/, clock, clock

Number 3.

/fl/, flower, flower

Number 4.

/pl/, plant, plant

I see a blue clock and a flower on a plant.

- After listening to the audio, ask the students again: “*What sound do the letters ‘bl-’ make?*” Elicit the appropriate response: “/b/, /bl/” Repeat this for **cl-**, **fl-** and **pl-**. Then point at one of the words randomly and ask them if they can read it. For example, point at the word “*flower.*” it. Ask the students to read it. If they cannot, ask them to repeat after you and say: “/f/, /fl/, *flower, flower.*”
- Finally, read the sentence 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.

Writing I. Look and write. 10 min.

- **SB** Have students open their books to **page 13**.
- Point to the pictures and ask students: Picture 1 *"Where is he from?"* Elicit the response: *"He's from Egypt."* Picture 2 *"Where are you from?"* Elicit the response: *"We're from Japan."* Picture 3 *"Where is she from?"* Elicit the response: *"She's from the United States of America."* Picture 4 *"Where are you from?"* Elicit the response: *"I'm from Italy."*
- 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:** *"Where is he from?"*
- Tell students to write in the correct words in the blank spaces. Explain that the first one has been done for them as an example.
- Check the answers as a class.
 - **(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 II. Read and write. 5 min.

- **SB** Focus students' attention on part B on **page 13**.
- Have students write the answers in the blank spaces. Offer assistance as needed.
- Read question 1. *"Where are you from?"* Elicit the response: *"I'm from the United States of America."*
- Read question 2. *"Where are they from?"* Elicit the response: *"They are from Canada."*

Writing Tip: am/is/are 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: **am = I; is = he, she, it; are = you, we, they**
- Explain to students that **am** is only used with the pronoun **I**. **I am**. (Use your native language to explain, if necessary.)
- Explain to students that **is** is used with the pronouns **he, she**, and the word **it**. **He is, She is**, and **It is** are correct.
- Explain to students that **are** is only used with

the pronouns **you, we, they**. **You are, We are, They are** are all correct.

- Ask the students to practice writing **I am, he is, she is, it is, you are, they are**, and **we are** above and under the "Tip" cloud.
- Point out to the students that they have already learned this in the grammar structure for this unit: *"I am from Italy."* *"We are from the United States of America."*

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

- **WB** Tell students to look at the activity on the top of **page 9** in the workbook. Explain how to complete the **Unscramble and write** activity in part G.
- Complete one example for part G.
- Tell them when they need to complete the workbook exercise, and have them write it in their workbooks on the top of **page 9**. (**Note: Allow them to write this in their native language, if necessary.)

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
- practice using visual clues to assist in developing reading comprehension skills
- 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

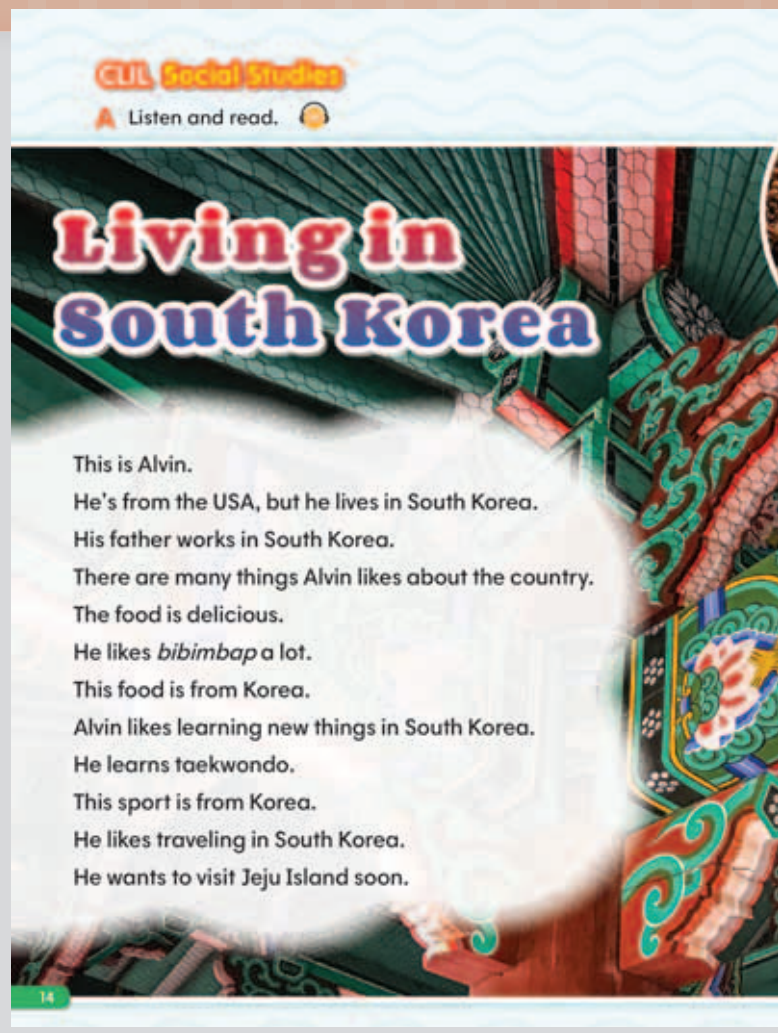
- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Pre-reading Discussion 5 min.

- **FG** Show students the flashcards from **unit 1** and ask them if they know which flag belongs to each country. Use few questions to offer assistance. *E.g. Japan's flag has a circle. Italy's flag is green, red and white.*
- Ask students what country they live in. Ask students if they have ever met someone from another country or travelled to another country themselves. (Use your native language as necessary.)

CLIL Reading: Social Studies: Living in South Korea 10-15 min.

- **SB/CD** Tell students to look at part A on **page 14**. 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 09**.
- 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.

Reading Comprehension I. Read and circle. 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 on **page 14** again and to think for a moment about what the correct answer is. Ask them to volunteer to give the correct answer.
- Complete the activity as a class.

What's Your Brother Like?

Lesson 1

Unit Objectives

- Talk about and identify personality traits
- Ask information questions with *what*
- Use the preposition *like* to ask about personalities
- Describe people using predicate adjectives

Lesson Objectives

Students will be able to:

- identify and name different personality traits
- ask and answer about what someone is like

Vocabulary (Key words 1)

quiet	brave	clever
naughty	smart	funny

Core Structure

- Ask information questions using predicate adjectives
Q: What are you like?
A: I'm smart.

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 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 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. tell them what letter the word starts with).

UNIT 2 What's Your Brother Like?

Vocabulary Listen and number.

quiet brave clever

naughty smart funny

Language Ask and answer.

What are you like? I'm smart.
What's your mother like? She's naughty.

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

What is like? What are you like?
What's your like? I'm .
 's . I am !
My is !

16

Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 16**. Direct their attention to the vocabulary items on the page. Ask the students to take out a pencil. Tell them to listen to the audio and number the vocabulary items in their book according to the **Listen and number** part. Play **track 10**. After playing **track 10**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary word: "*quiet.*"

Script

Listen and number.



- | | |
|-----------|------------|
| 1. quiet | 2. brave |
| 3. funny | 4. smart |
| 5. clever | 6. naughty |

(Optional) Level Tip:

Higher level: Ask students to spell each word after checking the answer. Say: "*Number one,*" and have the students respond: "*quiet.*" Say: "*How do you spell 'quiet'?*" and have the students respond: "*q-u-i-e-t.*" Continue for each word.

Listening

A Listen and write.



Louie: This is my mother.
 Jeff: What's she like?
 Louie: She's smart. This is my father.
 Jeff: What's he like?
 Louie: He's clever and brave.



Rachel: This is my sister.
 Louie: What's she like?
 Rachel: She's funny.

B Say and act.

C Read and check.

- ☒ Louie's mother is smart.
- ☐ Jeff's father is clever and brave.
- ☐ Rachel doesn't have a sister.
- ☐ Louie's sister is funny and naughty.

17

Lower level: Ask students for more information after checking the answer. Say: *"Number one,"* and have the students respond: *"quiet."* Say: *"Can you be quiet?"* and have the students respond: *"Yes, I can."* 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 like?" "I'm smart."/ "What's your mother like?" "She's quiet."*
- 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 like?" "I'm quiet."* *"Number two: What are you like?" "I'm brave."* 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 11**. 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 he like? x2
 What's your father like?
 He's funny. x2
 My father is funny!

What is he like? x2
 What's your brother like?
 He's brave. x2
 My brother is brave!

What is she like? x2
 What's your mother like?
 She's smart. x2
 My mother is smart!

What is she like? x2
 What's your sister like?
 She's naughty. x2
 My sister is naughty!

What are you like? x3
 I'm quiet. x2
 I am quiet!

What are you like? x3
 I'm clever. x2
 I am clever!

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. funny, 2. brave, 3. smart, 4. naughty, 5. quiet, and 6. clever.**
- 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 **quiet** and say: *"What are you like? What are you like?" "What are you like?" "I'm quiet. I'm quiet." "I am quiet!"* Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 11** 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 11**. 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 books. 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 11** 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 10** in the workbook. Explain how to complete the **Look and write** activity in part A and the **Match 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 workbooks on **page 10**. (**Note: Allow them to write this in their native language, if necessary.)

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Using your native language if necessary, ask the students what different members of their family are like (e.g. mother, father, grandmother, grandfather) using the words that they learned about in today's lesson. Call on a few students and ask them to say what their chosen family member is like, in English.
- Ask the students to draw and color a picture of their family member, and write the descriptive adjective underneath, 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 information questions with demonstrative pronouns
- 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. Listen and write. 5-10 min.

- **SB/CD** Ask students to open their books to **page 17**. Focus students' attention on the dialogue at the top.
- Play **track 12** and ask students to write down what they hear. Call on students individually to answer: 1. Jeff: *"What's he like?"* Louie: *"He's brave and clever."* 2. Rachel: *"She's funny."*

Script



Listen and write.

Frame 1.

Louie: This is my mother.

Jeff: What's she like?

Louie: She's smart. This is my father.

Jeff: What's he like?

Louie: He's brave and clever.

Frame 2.

Rachel: This is my sister.

Louie: What's she like?

Rachel: She's funny.

Listening II. Say and act. 10-15 min.

- **SB** 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, and characters in the story, and what they think is happening: **The friends are in a classroom. Louie is showing the other students flashcards. Jeff is raising his hand. He is going to answer the question.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *"What are they doing?"* *"What do you see?"* 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. It may be helpful to pause after each frame in the comic strip to assist the students with navigating the page.

Listening III. Read and check. 5-10 min.

- **SB** Focus students' attention on the **Read and check** section on the bottom of **page 17**.
- Read number 1. *"Louie's mother is smart."* Focus students' attention on the **Listen and write** exercise above. Ask students: *"Is Louie's mother smart?"* Elicit the response: *"Yes, Louie's mother is smart."* Have students trace over the check mark in box 1.
- Read number 2. *"Jeff's father is clever and brave."* Focus students' attention on the exercise above. Ask students: *"Is Jeff's father clever and brave?"* Elicit the response: *"No, Louie's father is clever and brave."* Have students mark box 2 with an **x**.
- Read number 3. *"Rachel doesn't have a sister."* Focus students' attention on the exercise above. Ask students: *"Does Rachel have a sister?"* Elicit the response: *"Yes. Rachel's sister is funny."* Have students mark box 3 with an **x**.
- Read number 4. *"Louie's sister is funny and naughty."* Focus students' attention on the exercise above. Ask students: *"Does Louie have a sister?"* Elicit the response: *"No, Louie has a mother and a father."* Have students mark box 4 with an **x**.

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

- **WB** Tell students to look at the activities on **page 11** in the workbook. 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 exercises and have them write it in their workbooks on **page 11**. (**Note: Allow them to write this in their native language, if necessary.

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)

nice

friendly

honest

talkative

Review / Expansion Structure

- Q: What is she like?
A: She's nice.
- Q: What are they like?
A: They're friendly.

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 reading the sentences and role-playing the story from the previous lesson.

Vocabulary+ Introduction 5 min.

- **EG** 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 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.



nice talkative

2.



honest friendly

3.



honest nice

4.



talkative friendly

Speaking

Ask and answer.

Guide

What is she like?
What are they like?

She's nice.
They're friendly.



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

Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their books 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 picture representing "nice" and ask: "*What is she like?*" Elicit the response: "*She's nice.*" 2. Point to the picture representing "friendly" and ask: "*What are they like?*" Elicit the response: "*They're friendly.*"
- Play **track 13** and ask the students to circle the correct word after each set of words they hear. Pause the audio after each set of words in order to give the students enough time to write.

Script



Listen and circle.

- | | |
|-----------|--------------|
| 1. nice | 2. friendly |
| 3. honest | 4. talkative |

Phonics

Listen, repeat, and write.

2

1. br _ _ _ _	2. cr _ _ _ _	A brave prince gives a friend his crown.
3. fr _ _ _ _	4. pr _ _ _ _	

Writing

A Choose and write.

naughty We're She's quiet



What is she like?
She's talkative.



What is he like?
He is naughty.



What are you like?
We're friendly.



What are they like?
They're quiet.



B Read and write.

- What's your mother like?
She's brave.
- What are they like?
They are honest.

19

Speaking: Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 18**. Read the sentences in the illustration together: "What is she like?" Read the response together: "She's nice." and "What are they like?" Read the response together: "They're friendly."
- 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 adjectives in the illustration, for example nice, and ask the students to point at a nice person in the illustration in their book. Then ask them: "What are they like?" Elicit the response: "They are nice."
- Invite a student to the front of the classroom. Give them the flashcard for the word *friendly*. Tell the student to ask their classmates the question: "What am I like?" Elicit the response: "You are friendly!" 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 items 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 activities on **page 12** in the workbook. Explain how to complete the **Correct and rewrite** activity in part E and the **Look and write** activity in part F.
- Complete one example of each for parts E and F 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 workbooks on **page 12**. (**Note: Allow them to write this in their native language, if necessary.)

(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 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 **nice**, **friendly**, **honest**, and **talkative** in a 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 picture representing "nice" and ask: "How do you spell 'nice'?" Elicit the response: "n-i-c-e."

Point to the picture representing "friendly" and ask: "How do you spell 'friendly'?" Elicit the response: "f-r-i-e-n-d-l-y."

Point to the picture representing "honest" and ask: "How do you spell 'honest'?" Elicit the response: "h-o-n-e-s-t."

Point to the picture representing "talkative" and ask: "How do you spell 'talkative'?" Elicit the response: "t-a-l-k-a-t-i-v-e."

- 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 beginning with *br-*, *pr-*, *fr-* and *cr-*.

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 and show students. Explain that you will ask a question about the item on the flashcard and the students will answer. For example, if the flashcard you selected randomly is for the word "naughty," ask the students: "*What am I like?*" Elicit the response: "*You are naughty.*"
- 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.

Phonics: Listen, repeat, and write. (br-, cr-, fr-, and pr-) 10-15 min.

- **SB/CD/FG** Ask the students to look at the top of **page 19**. Direct their attention to the letters in the yellow boxes. Ask the students if they recognize any of these letter sounds. Point at each set of yellow letters and elicit the appropriate phonetic sound: *"/b/, /br/," "/c/, /cr/," "/f/, /fr/," "/p/, /pr/."*
- Direct students' attention to the sentence in the right side of the box. Read it to the class. "*A brave prince gives a friend his crayon.*"
- Explain that the students are to complete the words in the middle using the letters on the left.
- Tell the students to listen and write. Play **track 14**.

Script



Listen, repeat, and write.

Number 1.

/br/, brave, brave

Number 2.

/cr/, crayon, crayon

Number 3.

/fr/, friend, friend

Number 4.

/pr/, prince, prince

A brave prince gives a friend his crayon.

- After listening to the audio, ask the students again: "*What sound does '-cr' make?*" Elicit the appropriate response: *"/cr/"* Repeat this for **br-** and **pr-**. Then point at one of the words randomly and ask them if they can read it. For example, point at the word "*brave.*" Ask the students to read it. If they cannot, ask them to repeat after you and say: "*Brave, /br/ /æ/ /ave/ brave.*"
- Finally, read the sentence 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.

Writing I. Choose and write. 10 min.

- **SB** Have students open their books to **page 19**.
- Point to the pictures and ask students: Picture 1: "*What is she like?*" Elicit the response: "*She's talkative.*"

- 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 is she like?"
- Tell students to try to write the correct word from the yellow box as you read the sentence. Have students raise their hands and volunteer to answer the question.
- 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.
- Tell them when they need to complete the workbook exercise and have them write it in their workbooks on the top of **page 13**. (**Note: Allow them to write this in their native language, if necessary.)

Writing II. Read and write. 5 min.

- **SB** Focus students' attention on part B on **page 19**.
- Have students write the answers in the blank spaces. Offer assistance as needed.
- Read question 1. *"What's your mother like?"*
Elicit the response: *"She's brave."*
- Read question 2. *"What are they like?"* Elicit the response: *"They are honest."*

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: **we're = we are**
- Focus the students' attention on the words **we are** and then **we're**. Explain to them that **we're** is the short form (or contraction) of the words **we** and **are**. (Use your native language to explain this, if necessary.) Ask the students to practice writing **we're** and **we are** a few times under the "Tip" cloud.
- Point out to the students that they have already learned this in the grammar structure for this unit: *"We're friendly."*

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

- **WB** Tell students to look at the activity on the top of **page 13** in the workbook. Explain how to complete the **Unscramble and write** activity in part G.

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
- practice using visual clues to assist in developing reading comprehension skills
- 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** Show students the flashcards from **unit 2**. Ask them to think of words to describe themselves (“funny,” “nice,” “smart,” “naughty,” etc.)
- Ask students what they think about their brother, sister, or mother. (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 brother is.

CLIL Reading: Social Studies: My Brother 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 along and point at the words as they hear them. Play **track 15**.
- 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.

Reading Comprehension I. Read and circle. 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 on **page 20** and to think for a moment about what the correct answer is. Ask them to volunteer to give the correct answer.
- Complete the activity as a class.



1. What is Derek like?

- C** Read and write.

- D** Discuss with your friend.

Do you want to read more?
Scan and read.



- Additional Reading** 5-10 min.

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

- Reading Comprehension II. Read and write. 5 min.**

- Discussion: Discuss with your friend.**
10 min.

- ### Teacher's Note

Do You Like Listening to Jazz or Pop?

Lesson 1

Unit Objectives

- Talk about and identify different types of music and books
- Ask information questions with *do*
- Use the conjunction *or* to offer different choices

Lesson Objectives

Students will be able to:

- identify and name different genres of music and books
- Ask and answer about one's taste or preference in music and books

Vocabulary (Key words 1)

jazz	pop	classical
country	hip hop	rock


Core Structure

- **Ask information questions with *do***
Q: Do you like listening to hip hop or rock music?
A: I like listening to rock music.

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.

-  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 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


UNIT
3


Do You Like Listening to Jazz or Pop?

Vocabulary Listen and number.

 jazz 4
 pop 1
 classical 6
 country 3
 hip hop 2
 rock 5


Language Ask and answer.

 Do you like listening to **pop** or **rock** music?
I like listening to **pop** music.

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

Do you? Do you like?
Do you like listening to
or music?
music.
I like listening to music!

Do you? Do you like?
Do you like listening to
or music?
music.
I like music!



as needed (e.g. tell them what letter the word starts with).

Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 22**. Direct their attention to the vocabulary items on the page. Ask the students to take out a pencil. Tell them to listen to the audio and number the vocabulary items in their book according to the **Listen and number** part. Play **track 16**. After playing **track 16**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary word: "*pop.*"

Script

Listen and number.



- | | |
|------------|--------------|
| 1. pop | 2. hip hop |
| 3. country | 4. jazz |
| 5. rock | 6. classical |

- **(Optional) Level Tip:**
Higher level: Ask students to spell each word after checking the answer. Say: "*Number one,*" and have the students respond: "*pop.*"

Listening

A Listen and write.



Rachel: Hey, Louie. What are you doing?

Louie: I'm listening to music.

Rachel: Nice! I like listening to pop music.

Anna: Do you like listening to pop
or classical music, Louie?

Louie: I like listening to jazz music.

Anna: I like classical music.

Jeff: Me too.

B Say and act.

C Read and check.

1. ☒ Louie likes listening to jazz music.
2. ☐ Louie likes listening to classical music.
3. ☒ Anna likes listening to classical music.
4. ☐ Jeff likes listening to jazz music.

23

Say: *"How do you spell 'pop'?"* and have the students respond: *"p-o-p."* Continue for each word.

Lower level: Ask students for more information after checking the answer. Say: *"Number one,"* and have the students respond: *"pop."* Say: *"Does 'pop' start with a 'p'?"* and have the students respond: *"Yes."* 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 like listening to jazz or pop music?" "I like listening to pop music."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: *"Number one: Do you like listening to pop or hip hop music?" "I like listening to pop music."* *"Number two: Do you like listening to hip hop or country music?" "I like listening to hip hop music."* 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 17**. 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.

Do you? Do you like? Do you like listening to pop or hip hop music? Pop. Pop music. I like listening to pop music!

Do you? Do you like? Do you like listening to rock or country music? Rock. Rock music. I like listening to rock music!

Do you? Do you like? Do you like listening to jazz or classical music? Jazz. Jazz music. I like listening to jazz music!

Do you? Do you like? Do you like listening to pop or hip hop music? Hip hop. Hip hop music. I like hip hop music!

Do you? Do you like? Do you like listening to rock or country music? Country. Country music. I like country music!

Do you? Do you like? Do you like listening to jazz or classical music? Classical. Classical music. I like classical music!

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. pop, 2. rock, 3. jazz, 4. hip hop, 5. country, and 6. classical.**
- 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 **pop** and say: *"Do you...? Do you...? Do you like listening to pop or hip hop music?" "Pop." "Pop music." "I like listening to pop music!"* Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 17** 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 17**. 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 books. 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 17** 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 **Look and match** 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 workbooks on **page 14**. (**Note: Allow them to write this in their native language, if necessary.)

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Using your native language if necessary, ask the students what their favorite type of music is that they learned about in today's lesson. Call on a few students and ask them to say what their favorite music, in English.
- Ask the students to draw, color, and write about their favorite music 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
- be able to ask information questions with *what*
- practice using visual clues to assist in comprehension
- 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. Listen and write. 5-10 min.

- **SB/CD** Ask students to open their books to **page 23**. Focus students' attention on the dialogue at the top.
- Play **track 18** and ask students to write down what they hear. Call on students individually to answer: 1. *"I'm listening to music."* 2. *"Do you like listening to jazz or classical music, Louie?"*

Script



Listen and write.

Frame 1.

Rachel: Hey, Louie. What are you doing?

Louie: I'm listening to music.

Rachel: Nice! I like listening to pop music.

Frame 2.

Anna: Do you like listening to jazz or classical music, Louie?

Louie: I like listening to jazz music.

Anna: I like classical music.

Jeff: Me too.

Listening II. Say and act. 10-15 min.

- **SB** 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 different kinds of music the children are listening to. 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, and characters in the story, and what they think is happening: **The children are at the park. He is listening to music. They are talking.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *"What do you see?"* *"What are they doing?"* 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. It may be helpful to pause after each frame in the comic strip to assist the students with navigating the page.

Listening III. Read and check. 5-10 min.

- **SB** Focus students' attention on the **Read and check** section on the bottom of **page 23**.
- Read number 1. *"Louie likes listening to jazz music."* Focus students' attention on the **Listen and write** exercise above. Ask students: *"Does Louie like listening to jazz music?"* Elicit the response: *"Yes, Louie likes listening to jazz music."* Have students place a check mark in box 1.
- Read number 2. *"Louie likes listening to classical music."* Focus students' attention on the exercise above. Ask students: *"Does Louie like listening to classical music?"* Elicit the response: *"No, Louie likes listening to jazz music."* Have students place an **x** in box 2.
- Read number 3. *"Anna likes listening to classical music."* Focus students' attention on the exercise above. Ask students: *"Does Anna like listening to classical music?"* Elicit the response: *"Yes, Anna likes listening to classical music."* Have students place a check mark in box 3.
- Read number 4. *"Jeff likes listening to jazz music."* Focus students' attention on the exercise above. Ask students: *"Does Jeff like listening to jazz music?"* Elicit the response: *"No, Jeff likes listening to classical music."* Have students place an **x** in box 4.

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

- **WB** Tell students to look at the activities on **page 15** in the workbook. 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 exercises and have them write it in their workbooks on **page 15**. (**Note: Allow them to write this in their native language, if necessary.

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)

adventure	fantasy
sci-fi	mystery

Review / Expansion Structure

- Q: Do you like reading sci-fi or adventure books?
A: I like reading sci-fi books.

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 reading the sentences and role-playing the story from the previous lesson.

Vocabulary+ Introduction 5 min.

- **FC** 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 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).

Vocabulary+

Listen and circle.

1.  adventure fantasy

2.  mystery sci-fi

3.  adventure sci-fi

4.  mystery fantasy

Speaking

Ask and answer.

Guide Do you like reading adventure or sci-fi books?
I like reading sci-fi books.



Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their books 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 the picture representing adventure and ask: "What type of book is it?" Elicit the response: "It's adventure."
 2. Point to the picture representing mystery and ask: "What type of book is it?" Elicit the response: "It's mystery."
- Play **track 19** and ask the students to circle the correct word after each set of words they hear. Pause the audio after each set of words in order to give the students enough time to write.

Script

Listen and circle.

19

- | | |
|--------------|------------|
| 1. adventure | 2. mystery |
| 3. sci-fi | 4. fantasy |

- 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.

Phonics

Listen, repeat, and write.

3

1. s n
2. s n
3. s w
4. s w

A snake and a man swim in the snow.

Writing

A Match and write.



sci-fi



rock



adventure



hip hop

1. Do you like listening to rock or classical music?
I like listening to rock music.
2. Does he like listening to pop or hip hop music?
He likes listening to hip hop music.
3. Do they like reading sci-fi or mystery books?
They like reading sci-fi books.
4. Does she like reading adventure or fantasy books?
She likes reading adventure books.

Tip

sci-fi = science fiction

B Read and write.

1. Do you like listening to jazz or country music?
I like listening to country music.
2. Does he like reading sci-fi or fantasy books?
He likes reading fantasy books.

25

Speaking: Ask and answer. 10-15 min.

- **SB/FC** Direct the students' attention to the illustration at the bottom of **page 24**. Read the sentences in the illustration together: "*Do you like reading sci-fi or adventure books?*" Read the response together: "*I like reading sci-fi books.*"
- Explain to students that they will complete the answer by pointing at different books on the bookshelves in the picture. Hold up a flashcard of one of the types of books in the illustration, for example *fantasy*, and ask the students to ask: "*Do you like reading sci-fi or fantasy books?*" Elicit the response: "*I like reading fantasy books.*"
- Invite a student to the front of the classroom. Give them the flashcard for the word sci-fi. Tell the student to ask their classmates the question: "*Do you like reading sci-fi or mystery books?*" Elicit the response: "*I like reading sci-fi books.*" 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 items in the illustration on **page 24**. Have B answer. Then have them switch.

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

- **WB** Tell students to look at the activities on **page 16** in the workbook. Explain how to complete the **Read and match** activity in part E and the **Look and write** activity in part F.
- Complete one example of each for parts E and F 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 workbooks on **page 16**. (**Note: Allow them to write this in their native language, if necessary.)

(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.

• (Optional) Level Tip:

Higher level: **FC** Put the flashcards for the words **adventure**, **mystery**, **sci-fi**, and **fantasy** in a 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 picture representing adventure and ask: "*How do you spell 'adventure'?*" Elicit the response: "*a-d-v-e-n-t-u-r-e.*" Point to the picture representing mystery and ask: "*How do you spell 'mystery'?*" Elicit the response: "*m-y-s-t-e-r-y.*" Point to the picture representing sci-fi and ask: "*How do you spell 'sci-fi'?*" Elicit the response: "*s-c-i-(dash)-f-i.*" Point to the picture representing fantasy and ask: "*How do you spell 'fantasy'?*" Elicit the response: "*f-a-n-t-a-s-y.*"

- 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 beginning with *sn-* and *sw-*

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 3** together.
- Pick one of the flashcards randomly. Look at it and show students. Explain that you will ask a question about the item on the flashcard and the students will answer. For example, if the flashcard you selected randomly is for the word “pop,” ask the students: “*Do you like listening to pop or rock music?*” Elicit the response: “*I like listening to pop music.*”
- 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.

Phonics: Listen, repeat, and write. (-sn and sw-) **10-15 min.**

- **SB/CD/FG** Ask the students to look at the top of **page 25**. Direct their attention to the letters in the yellow boxes. Ask the students if they recognize any of these letter sounds. Point at each set of yellow letters and elicit the appropriate phonetic sound: “/s/, /sn/,” “/s/, /sw/.”
- Direct students’ attention to the sentence in the left side of the box. Read it to the class. “*A snake and swan swim in the snow.*”
- Explain that the students are to complete the words in the middle using the letters on the left.
- Tell the students to listen and write. Play **track 20**.

Script



Listen, repeat, and write.

Number 1.

/sn/, snake, snake

Number 2.

/sn/, snow, snow

Number 3.

/sw/, swim, swim

Number 4.

/sw/ swan, swan

A snake and swan swim in the snow.

- After listening to the audio, ask the students again: “*What sound does “sn-” make?*” Elicit the appropriate response: “/s/, /sn/.” Repeat this for the letters *sw-*. Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the word “*snake*.” Ask the students to read it. If they cannot, ask them to repeat after you and say: “*Snake, /s/, /sn/, snake.*”
- Finally, read the sentence 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.

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

- **SB** Have students open their books to **page 25**.
- Point to the sentences and ask students: *Question 1 “Do you like listening to rock or classical music?”* Elicit the appropriate response: “*I like listening to rock music.*”

Question 2 “Does he like listening to pop or hip hop music?” Elicit the appropriate response: “He likes listening to hip hop music.”

Question 3 “Do they like reading sci-fi or mystery books?” Elicit the appropriate response: “They like reading sci-fi books.”

Question 4 “Does she like reading adventure or fantasy books?” Elicit the appropriate response: “She likes reading adventure books.”

- Then read each question aloud together as a class. Point to sentence 1 and ask the students if they can read the question.
- **Sentence 1:** “Do you like listening to rock or classical music?” “I like listening to rock music.”
- Ask students which picture the question matches with. Have students raise their hands and volunteer to answer the question.

Sentence 1 matches with **Picture b**.

- Repeat this for the remaining questions 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 II. Read and write. 5 min.

- **SB** Focus students’ attention on part B on **page 25**.
- Have students write the answers in the blank spaces. Offer assistance as needed.
- Read question 1. “Do you like listening to jazz or country music?” Elicit the response: “I like listening to country music.”
- Read question 2. “Does he like reading sci-fi or fantasy books?” Elicit the response: “He likes reading fantasy books.”

Writing Tip: Short form 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: **sci-fi = science fiction**
- Focus the students’ attention on the dash. 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.” (Use your native language to explain this, if necessary.) Ask the students to practice writing **sci-fi** a few times under the “Tip” cloud.

- Point out to the students that they have already learned this in the grammar structure for this unit: “I like reading sci-fi books.”

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

- **WB** Tell students to look at the activity on the top of **page 17** in the workbook. Explain how to complete the **Unscramble and write** activity in part G.
- Complete one example.
- Tell them when they need to complete the workbook exercises and have them write it in their workbooks on the top of **page 17**. (**Note: Allow them to write this in their native language, if necessary.)

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
- practice using visual clues to assist in developing reading comprehension skills
- 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.

- **FC** Show students the flashcards from **unit 3** and ask them to talk about the types of music and books they like and don't like. Give them a few options to think about: pop, country, fantasy, mystery, etc.
- Ask students if they know what “piano,” “piano players,” “instrument,” and “famous” mean. (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 player is.

CLIL Reading: Music: My Favorite Music 10-15 min.

- **SB/CD** Tell students to look at part A on **page 26**. 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 21**.



- 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.

Reading Comprehension I. Read and circle. 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 on **page 26** again and think for a moment about what the correct answer is. Ask them to volunteer to give the correct answer.
- Complete the activity as a class.



1. What kind of music does the girl like listening to?
 - a. classical
 - b. jazz
 - c. rock
2. Why does she like listening to this kind of music?
 - a. She doesn't like other kinds of music.
 - b. The piano is her favorite instrument.
 - c. She wants to become famous.

1. You can hear the piano in classical, jazz, pop, and even rock music.
2. The piano is the girl's favorite instrument.

What is your favorite kind of music?
What is your favorite instrument?

Do you want to read more?
Scan and read.



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- Ask them to draw a small picture of an instrument or musical notes.

- 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.
- Watch the animation together and discuss it afterwards as a class.

- **WB** Tell students to look at the activities on **page 17** in the workbook. Explain how to complete the **Read and write** activity in part H, and the **Circle yes or no** activity in part I.
- Complete one example of each for parts H and I 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 workbooks on **page 17**. (**Note: Allow them to write this in their native language, if necessary.)

- Read the questions aloud together as a class. Explain that this question should be completed for them using the information from the text on **page 26**.
- Read question 2 and ask students to look at the text on **page 27** again and to think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Have students write the answer.

- Talk with students about their favorite music.
- Ask students to talk with their friends about their favorite music and to give 2-3 reasons why they like it. Explain that it is OK if they think of something that isn't from **unit 3** in the book.
- 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

Did You Have a Good Time?

Lesson 1

Unit Objectives

- Talk about different activities
- Ask Yes / No information questions with *did*

Lesson Objectives

Students will be able to:

- identify and name different activities
- ask and answer questions about activities

Vocabulary (Key words 1)

ride a roller coaster	make a sandcastle	take photos
have a barbecue	go shopping	see a tennis match

Core Structure

- **Information questions with *did***
Q: Did you have a good time with your friends?
A: Yes, I did. We rode a roller coaster.

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 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 students the pictures on the flashcards one by one again and ask them to tell you the phrase for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).

UNIT 4 Did You Have a Good Time?

Vocabulary Listen and number.

ride a roller coaster, make a sandcastle, take photos, have a barbecue, go shopping, see a tennis match

Language Ask and answer.

Did you have a good time with your friends?
Yes, I did. We made a roller coaster.
Did you have a good time with your family?
No, I didn't. We saw a tennis match.

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

Did you have a good time? ...with your friends?
Yes! Yes, I did.
We ! It was !

Did you have a good time? ...with your family?
No! No, I didn't.
We ! It was !

Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 28**. Direct their attention to the vocabulary items on the page. Ask the students to take out a pencil. Tell them to listen to the audio and number the vocabulary items in their book according to the **Listen and number** part. Play **track 22**. After playing **track 22**, check the answers together as a class by calling out the number: "**Number one**," and have students say the corresponding vocabulary word: "**make a sandcastle**."

Script



Listen and number.

1. make a sandcastle
2. go shopping
3. take photos
4. have a barbecue
5. see a tennis match
6. ride a roller coaster

(Optional) Level Tip:

Higher level: Ask students to spell each word after checking the answer. Say: "**Number one**," and have the students respond: "**make**

Listening

A Listen and write.



Jeff: How was your weekend?

Louie: I met my friends. We went to an amusement park.

Jeff: Did you have a good time with your friends?

Louie: Yes, I did. We rode a roller coaster. It was exciting.

Anna: I spent time with my family.

Rachel: Did you have a good time with your family?

Anna: No, I didn't. We saw a tennis match. It was too hot.

B Say and act.

C Read and check.

1. ☐ Louie did not have a good time with his friends.
2. ☒ Louie rode a roller coaster.
3. ☐ Anna had a good time with her family.
4. ☒ Anna saw a tennis match.

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a sandcastle. Say: "How do you spell 'sandcastle'?" and have the students respond: "s-a-n-d-c-a-s-t-l-e." Continue for each word.

Lower level: Ask students for more information after checking the answer. Say: "Number one," and have the students respond: "make a sandcastle." Say: "What letter does 'sandcastle' start with?" and have the students respond: "s." 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: "Did you have a good time with your friends?" "Yes, I did. We rode a roller coaster." / "Did you have a good time with your family?" "No, I didn't. We saw a tennis match."
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: "Number one: Did you have a good time with your friends?" "Yes, I did. We made a sandcastle." 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 23**. 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

23

Listen and sing along.

Did you have a good time? x3
...with your friends?
Yes! x2 Yes, I did. We rode a roller coaster! It was exciting!

Did you have a good time? x3
...with your friends?
Yes! x2 Yes, I did. We made a sandcastle! It was great!

Did you have a good time? x3
...with your friends?
No! x2 No, I didn't. We saw a tennis match! It was too hot!

Did you have a good time? x3
...with your family?
Yes! x2 Yes, I did. We had a barbecue! It was delicious!

Did you have a good time? x3
...with your family?
Yes! x2 Yes, I did. We took photos! It was fun!

Did you have a good time? x3
...with your family?
No! x2 No, I didn't. We went shopping! It was boring!

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. ride a roller coaster, 2. make a sandcastle 3. see a tennis match, 4. have a barbecue, 5. take photos, and 6. go shopping.**
- 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 **ride a roller coaster** and say: *"Did you have a good time?" "Did you have a good time?" "Did you have a good time?" "... with your friends?" "Yes." "Yes." "Yes, I did." "We rode a roller coaster! It was exciting!"* Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 23** 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 23**. 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 books. 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 23** 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 write** activity in part A and the **Match 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 workbooks on **page 18**. (**Note: Allow them to write this in their native language, if necessary.)

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Using your native language if necessary, ask the students what their favorite activity is that they learned about in today's lesson. Call on a few students and ask them to say the name of the activity they like the most, in English.
- 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 Yes / No information questions with *can*
- 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. Listen and write. 5-10 min.

- **SB/CD** Ask students to open their books to **page 29**. Focus students' attention on the dialogue at the top.
- Play **track 24** and ask students to write down what they hear. Call on students individually to answer: 1. *"Yes, I did. We rode a roller coaster. It was exciting."* 2. *"Did you have a good time with your family?"*

Script



Listen and write.

Frame 1.

Jeff: How was your weekend?

Louie: I met my friends. We went to an amusement park.

Jeff: Did you have a good time with your friends?

Louie: Yes, I did. We rode a roller coaster. It was exciting.

Frame 2.

Anna: I spent time with my family.

Rachel: Did you have a good time with your family?

Anna: No, I didn't. We saw a tennis match. It was too hot.

Listening II. Say and act. 10-15 min.

- **SB** 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: **They are in the library.**

They are talking about weekend activities.

Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *"Where are they?"* *"What do you see?"* 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. It may be helpful to pause after each frame in the comic strip to assist the students with navigating the page.

Listening III. Read and check. 5-10 min.

- **SB** Focus students' attention on the **Read and check** section on the bottom of **page 29**.
- Read number 1. *"Louie did not have a good time with his friends."* Focus students' attention on the **Listen and write** exercise above. Ask students: *"Did Louie have a good time with his friends?"* Elicit the response: *"Yes, he did."* Have students put an **x** in box 1.
- Read number 2. *"Louie rode a roller coaster."* Focus students' attention on the exercise above. Ask students: *"Did Louie ride a roller coaster?"* Elicit the response: *"Yes, he did."* Have students mark box 2 with a check mark.
- Read number 3. *"Anna had a good time with her family."* Focus students' attention on the exercise above. Ask students: *"Did Anna have a good time with her family?"* Elicit the response: *"No, she didn't."* Have students mark box 3 with an **x**.
- Read number 4. *"Anna saw a tennis match."* Focus students' attention on the exercise above. Ask students: *"Did Anna see a tennis match?"* Elicit the response: *"Yes, she did."* Have students mark box 4 with a check mark.

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

- **WB** Tell students to look at the activities on **page 19** in the workbook. 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 exercises and have them write it in their workbooks on **page 19**. (**Note: Allow them to write this in their native language, if necessary.

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)

eat popcorn	feed the animals
tell funny stories	see a movie

Review / Expansion Structure

- Did you have a good time with your friends?
Yes, I did. We saw a movie.

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 reading the sentences and role-playing the story from the previous lesson.

Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 30**.
- 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 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).

Vocabulary+

Listen and circle. 

1. 

feed the animals
eat popcorn

2. 

feed the animals
tell funny stories

3. 

see a movie
tell funny stories

4. 

see a movie
eat popcorn

Speaking

Ask and answer.

Guide

Did you have a good time with your friends?
Yes, I did. We saw a movie.
Did you have a good time with your family?
No, I didn't. We fed the animals.



Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their books 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 eat popcorn and ask: *"What did they do with their friends?"* Elicit the response: *"eat popcorn."*
 2. Point to feed the animals and ask: *"What did they do with their family?"* Elicit the response: *"feed the animals."*
- Play **track 25** and ask the students to circle the correct phrase after each set of words they hear. Pause the audio after each set of words in order to give the students enough time to write.

Script



Listen and circle.

1. eat popcorn
2. feed the animals
3. tell funny stories
4. see a movie

Phonics

Listen, repeat, and write.



4

1. n g

2. n g

Wear your ri and si, and
have a dr at the ba.

3. n k

4. n k

Writing

A Look and write.



Did you have a good time with your friends?

No, I didn't. We made a rather monster. It was scary.



Did you have a good time with your family?

No, I didn't. We took photos. It was rainy.



Did you have a good time with your friends?

Yes, I did. We saw a movie and ate popcorn.



Did you have a good time with your family?

Yes, I did. We fed the animals.

B Read and write.

1. Did you have a good time with your friends?

Yes, I did. We made a sandcastle. It was fun.

2. Did you have a good time with your family?

No, I didn't. We saw a movie. It wasn't good.

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- 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 phrases **eat popcorn**, **feed the animals**, **tell funny stories**, and **see a movie** in a random order on the board. Ask students how to spell the words in the phrases. 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 "eat popcorn" and ask: "How do you spell 'eat popcorn'?" Elicit the response: "e-a-t(space)p-o-p-c-o-r-n."
 Point to "feed the animals" and ask: "How do you spell 'feed the animals'?" Elicit the response: "f-e-e-d(space)t-h-e(space)a-n-i-m-a-l-s."
 Point to "tell funny stories" and ask: "How do you spell 'tell funny stories'?" Elicit the response: "t-e-l-l(space)f-u-n-n-y(space)s-t-o-r-i-e-s."

Point to "see a movie" and ask: "How do you spell 'see a movie'?" Elicit the response: "s-e-e(space)a(space)m-o-v-i-e."

Speaking: Ask and answer. 10-15 min.

- SB / FG** Direct the students' attention to the illustration at the bottom of **page 30**. Read the sentences in the illustration together: "Did you have a good time with your friends?" Read the response together: "Yes, I did. We saw a movie." / "Did you have a good time with your family?" "No, I didn't. We fed the animals."
- 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 **eat popcorn**, and ask the student: "Did you have a good time with your friends?" Elicit the response: "Yes, I did. We ate popcorn."
- Invite a student to the front of the classroom. Give them the flashcard for the phrase **see a movie**. Tell the student to ask their classmates the question: "Did you have a good time with your family?" Elicit the response: "No, I didn't. We saw a movie." 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 items 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 activities on **page 20** in the workbook. Explain how to complete the **Correct and rewrite** activity in part E and the **Look and write** activity in part F.
- Complete one example of each for parts E and F 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 workbooks on **page 20**. (**Note: Allow them to write this in their native language, if necessary.)

(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 ending with *-ng* and *-nk*

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 4** together.
- Pick one of the flashcards randomly. Look at it and show students. Explain that you will ask a question about the item on the flashcard and the students will answer. For example, if the flashcard you selected randomly is for the phrase “eat popcorn,” ask the students: “*What activity is it?*” Elicit the response: “*Eat popcorn!*”

- 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.

Phonics: Listen, repeat, and write. (-ng and -nk) **10-15 min.**

- **SB / CD / EG** Ask the students to look at the top of **page 31**. Direct their attention to the letters in the yellow boxes. Ask the students if they recognize any of these letter sounds. Point at each set of yellow letters and elicit the appropriate phonetic sound: “/n/, /ng/,” “/n/, /nk./”
- Direct students’ attention to the sentence in the left side of the box. Read it to the class. “*Wear your ring and sing, and have a drink at the bank.*”
- Explain that the students are to complete the words in the middle using the letters on the left.
- Tell the students to listen and write. Play **track 26**.

Script



Listen, repeat, and write.

Number 1.

/ng/, sing, sing

Number 2.

/ng/, ring, ring

Number 3.

/nk/, bank, bank

Number 4.

/nk/, drink, drink

Wear your ring and sing, and have a drink at the bank.

- After listening to the audio, ask the students again: “*What sound does ‘-ng’ make?*” Elicit the appropriate response: “/n/ /ng/.” Repeat this for *-nk*. 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 “*drink*.” Ask the students to read it. If they cannot, ask them to repeat after you and say: “*drink, /d/, /dr/, drink.*”
- Finally, read the sentence 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.

Writing I. Look and write. 10 min.

- **SB** Have students open their books to **page 31**.
- Point to the pictures and ask students: *Picture 1 "Did you have a good time with your friends?"* Elicit the appropriate response: *"No, I didn't. We rode a roller coaster. It was scary."*
Picture 2 "Did you have a good time with your family?" Elicit the appropriate response: *"No, I didn't. We took photos. It was rainy."*
Picture 3 "Did you have a good time with your friends?" Elicit the appropriate response: *"Yes, I did. We saw a movie and ate popcorn."*
Picture 4 "Did you have a good time with your family?" Elicit the appropriate response: *"Yes, I did. We fed the animals."*
- Tell students to write in the correct words in the blank spaces. Explain that the first one has been done for them as an example.
 - **(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 II. Read and write. 5 min.

- **SB** Focus students' attention on part B on **page 31**.
- Have students write the answers in the blank spaces. Offer assistance as needed.
- Read question 1. *"Did you have a good time with your friends?"* Elicit the response: *"Yes, I did. We made a sandcastle. It was fun."*
- Read question 2. *"Did you have a good time with your family?"* Elicit the response: *"No, I didn't. We saw a movie. It wasn't good."*

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

- **WB** Tell students to look at the activity on the top of **page 21** in the workbook. Explain how to complete the **Unscramble and write** activity in part G.
- Complete one example.
- Tell them when they need to complete the workbook exercises and have them write it in their workbooks on the top of **page 21**. (**Note: Allow them to write this in their native language, if necessary.)

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
- practice using visual clues to assist in developing reading comprehension skills
- 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** Show students the flashcards from **unit 4** and ask them to talk about different activities they do with their families. Give them a few options to think about: see a movie, take photos, etc.
- Ask students if they know what the words “zoo,” “herbivore,” “zebra,” “tiger,” and “carnivore,” are. (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 zoo is.

CLIL Reading: Science: Trip to the Zoo 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 along and point at the words as they hear them. Play **track 27**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the

CLIL Science
Listen and read.

Trip to the Zoo

Last weekend, I went to the zoo with my family.
We had a good time.
We fed the animals.
I learned that zebras are herbivores.
That means they only eat plants.
We fed the zebras grass and leaves.
I learned that tigers are carnivores.
That means they only eat meat.
We fed the tigers meat.
It was fun and exciting.
Did you have a good time with your family?

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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.

Reading Comprehension I. Read and circle. 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 on **page 32** again and think for a moment about what the correct answer is. Ask them to volunteer to give the correct answer.
- Complete the activity as a class.



1. Who did the boy go to the zoo with?

- a. He went with his friends.
- b. He went with his family.
- c. He went with his cousins.

- a. an animal that only eats plants
- b. an animal that only eats meat
- c. an animal that eats plants and meat

1. The boy had a good time with his family at the zoo.

2. He fed the animals. It was **fun** and **exciting**.

What did you do last weekend?
Who were you with?
Did you have a good time?

Do you want to read more?
Scan and read.



33

- Additional Reading** 5-10 min.

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

- **WB** Tell students to look at the activities on **page 21** in the workbook. Explain how to complete the **Read and write** activity in part H and the **Circle yes or no** activity in part I.
- 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 workbooks on **page 21**. (**Note: Allow them to write this in their native language, if necessary.)

- **SB** Read question 1 aloud together as a class. Explain that this question has been completed for them using the information from the text on **page 32**.
- Read question 2 and ask students to look at the text on **page 32** again and to think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Have students write the answers in the blanks.

- Talk with students about activities they did last weekend.
- Ask students to talk with their friends about what activity they did, who they were with, and if they had a good time. Explain that it is OK if they think of an activity that isn't from **unit 4** in the book.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.

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.
- Make sure each student has something to write with.
- Point to picture 3 (United States of America) and ask students what it is. Write the words *United States of America* on the board. Tell students to write the words in the blank.
- Play **track 28** and ask students to write the words in the blank spaces.
- 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 Match and write. 10 min.

- **SB** Tell students to look at part B on **page 35**.
- Point to picture 1 and ask students: *"What's your brother like?"* Elicit the response: *"He's brave."* Then read question 1 aloud together as a class. Then ask students to look at the sentences in the box 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.

C Think of your favorite music or book. Then talk about it with a friend. 5 min.











- **SB** Focus students' attention on part C on **page 35**.
- Tell students to think about their favorite music or book.
- Put students in pairs. Student A asks questions about their favorite music or book. Student B answers.
- Tell students to switch.
- Monitor and provide assistance, if necessary.
- Give students 2 to 3 minutes to complete the activity.

A Listen and write.

1.  Indonesia	2.  Egypt	3.  The United States of America
4.  write	5.  wear	6.  wave
7.  play	8.  play	9.  read
10.  take photos	11.  go shopping	12.  sit in a chair

34

D Match and write.

1. 	a.  swan
2. 	b.  snow
3. 	c.  clock
4. 	d.  crayon
5. 	e.  book

E Read and circle.

- Where (is / are) you from?
I (are / am) from China.
- (Where's / What's) your sister like?
(She's / He's) naughty.
- (Does / Do) he like reading mystery or fantasy books?
He (like / likes) reading mystery books.
- Did you (have / has) a good time with your friends?
Yes, I did. We (tell / told) funny stories.

35

B Match and write.


a. I'm from Japan.	b. Yes, I did. We ate popcorn.
c. Where are you from?	d. Do you like listening to hip hop or pop music?
e. What's your brother like?	f. She's nice.


- 

What's your brother like?
He's brave.
- 

What's your sister like?
She's nice.
- 

Where are you from?
I'm from Japan.
- 

Did you have a good time with your friends?
Yes, I did. We ate popcorn.
- 

Do you like listening to hip hop or pop music?
I like listening to hip hop music.
- 

Where are you from?
We're from France.

C Think of your favorite music or book. Then talk about it with a friend.

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D Match and write. 5-10 min.

- SB Direct students' attention to part D on page 36.
- Point to number 1 and ask students what sound it makes. Encourage all students in the class to answer: *"/sn/*". Then tell students to draw a line to the word that begins with *-sn-*.
- Tell students to do the same for numbers 2 to 5.
- Go over the answers as a class.

E Read and circle. 5-10 min.

- SB Direct students' attention to part E on page 36.
- Point to number 1 and read the question using each of the potential answers. *"Where are you from?"* Elicit the response: *"I am from China."* Repeat for questions 2-4.
- Have students circle the correct answers.
- Go over the answers as a class.

F Play the game. 10 min.

- SB Direct students' attention to part F on page 37. Have the flashcards from vocabulary and vocabulary+ from units 1-4 ready. Follow the instructions to play the game.
- 1. Divide the class into teams of three or four students each. Write the names of the teams on the board.
- 2. Set out 6 flashcards randomly chosen, with pictures facing up, on the floor. Keep the rest of the flashcards in a stack nearby.
- 3. Give each team a beanbag.
- 4. Tell students they will take turns tossing the beanbag onto the flashcards.
- 5. Each time a student tosses the beanbag, ask the student to say what word they've landed on. (Give between 1-3 chances to guess the word or phrase, depending on the student's level.)
- 6. Next, have the student use the word or phrase in a sentence.
- 7. If the student is correct, they earn a point for their team. Mark it on the board. Replace the flashcard with a new one from the stack.
- 8. The team that gets the most points is the winner.

F Play the game.



You Will Need

- Big Show 4 flashcards for units 1, 2, 3, and 4
- Tape
- A beanbag (You can make a simple beanbag by pouring one cup of uncooked rice or beans into a clean, old sock.)

37

What Subject Do You Like the Most?

Lesson 1

Unit Objectives

- Talk about and identify school subjects
- Ask information questions with *what*
- Answer questions with *like*

Lesson Objectives

Students will be able to:

- identify and name different school subjects
- ask and answer what subject they like the most

Vocabulary (Key words 1)

English	math	science
history	art	P. E.


Core Structure

- Answer information questions with *what* and *like*
Q: What subject do you like the most?
A: I like math the most.

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.

-  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.
- Show 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. tell them what letter the word starts with).



UNIT 5 What Subject Do You Like the Most?


Vocabulary Listen and number. 

English 1 math 4 science 3

history 6 art 5 P. E. 2

Language Ask and answer. 

What subject do you like the most?
I like **math** the most.

Song Listen and sing along.  * See page 98 for full song lyrics.

What subject... ? What subject... ?
What subject do you like the most? What subject do you like the most?
I like ! I like !
I like the most! I like the most!

38

Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 38**. Direct their attention to the vocabulary items on the page. Ask the students to take out a pencil. Tell them to listen to the audio and number the vocabulary items in their book according to the **Listen and number** part. Play **track 29**. After playing **track 29**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary word: "*English.*"

Script

Listen and number.



- | | |
|------------|------------|
| 1. English | 2. P. E. |
| 3. science | 4. math |
| 5. art | 6. history |

(Optional) Level Tip:

Higher level: Ask students to spell each word after checking the answer. Say: "*Number one,*" and have the students respond: "*English.*" Say: "*How do you spell 'English'?*" and have the students respond: "*E-n-g-l-i-s-h.*" Continue for each word.

Listening

A Listen and write.



Jeff: What subject do you like the most?
 Anna: I like science the most.
 Jeff: What subject do you like the most?
 Rachel: I like art the most.

Jeff: What subject do you like the most?
 Louie: I like history the most. What about you?
 What subject do you like the most?
 Jeff: I like English the most.

B Say and act.

C Read and check.

1. ☐ Anna likes art the most.
2. ☐ Jeff likes science the most.
3. ☒ Rachel likes art the most.
4. ☒ Louie likes history the most.

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Lower level: Ask students for more information after checking the answer. Say: “*Number one,*” and have the students respond: “*English.*” Say: “*Do you like English?*” and have the students respond: “*Yes.*” 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 subject do you like the most?*” “*I like math the most.*”
- 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 subject do you like the most?*” “*I like English the most.*” “*Number two: What subject do you like the most?*” “*I like P. E. the most.*” 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 30**. 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 subject... ? x2
 What subject do you like the most?
 I like math!
 I like math the most!

What subject... ? x2
 What subject do you like the most?
 I like art!
 I like art the most!

What subject... ? x2
 What subject do you like the most?
 I like English!
 I like English the most!

What subject... ? x2
 What subject do you like the most?
 I like science!
 I like science the most!

What subject... ? x2
 What subject do you like the most?
 I like P. E.!
 I like P. E. the most!

What subject... ? x2
 What subject do you like the most?
 I like history!
 I like history the most!

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. math, 2. art, 3. English, 4. science, 5. P. E., and 6. history.**
- 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 **math** and say: *"What subject...?" "What subject...?" "What subject do you like the most?" "I like math!" "I like math the most!"* Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 30** 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 30**. 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 books. 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 30** 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 **Look and match.** 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 workbooks on **page 22**. (**Note: Allow them to write this in their native language, if necessary.)

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Using your native language if necessary, ask the students what their favorite subject is that they learned about in today's lesson. Call on a few students and ask them to say the name of their favorite subject, in English.
- Ask the students to draw, color, and write the name of the subject 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 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. Listen and write. 5-10 min.

- **SB/CD** Ask students to open their books to **page 39**. Focus students' attention on the dialogue at the top.
- Play **track 31** and ask students to write down what they hear. Call on students individually to answer: 1. *"I like science the most."* 2. *"What subject do you like the most?"*

Script



Listen and write.

Frame 1.

Jeff: What subject do you like the most?

Anna: I like science the most.

Jeff: What subject do you like the most?

Rachel: I like art the most

Frame 2.

Jeff: What subject do you like the most?

Louie: I like history the most. What about you? What subject do you like the most?

Jeff: I like English the most.

- 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. It may be helpful to pause after each frame in the comic strip to assist the students with navigating the page.

Listening III. Read and check. 5-10 min.

- **SB** Focus students' attention on the **Read and check** section on the bottom of **page 39**.
- Read number 1. *"Anna likes art the most."* Focus students' attention on the **Listen and write** exercise above. Ask students: *"What subject does Anna like the most?"* Elicit the response: *"Anna likes science the most."* Have students mark box 1 with an **x**.
- Read number 2. *"Jeff likes science the most."* Focus students' attention on the exercise above. Ask students: *"What subject does Jeff like the most?"* Elicit the response: *"Jeff likes English the most."* Have students mark box 2 with an **x**.
- Read number 3. *"Rachel likes art the most."* Focus students' attention on the exercise above. Ask students: *"What subject does Rachel like the most?"* Elicit the response: *"Rachel likes art the most."* Have students place a check mark in box 3.
- Read number 4. *"Louie likes history the most."* Focus students' attention on the exercise above. Ask students: *"What subject does Louie like the most?"* Elicit the response: *"Louie likes history the most."* Have students place a check mark in box 4.

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

Listening II. Say and act. 10-15 min.

- **SB** 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: **They are at the library. They are studying different subjects.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *"What are they doing?"* *"What do you see?"* etc.

- **WB** Tell students to look at the activities on **page 23** in the workbook. 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 exercises and have them write it in their workbooks on **page 23**. (**Note: Allow them to write this in their native language, if necessary).

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)

drama	geography
technology	music

Review / Expansion Structure

- Q: What subject do you like the most?
A: I like technology the most.

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 reading the sentences and role-playing the story from the previous lesson.

Vocabulary+ Introduction 5 min.

- **FG** 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 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

Vocabulary+ Listen and circle.

1.  geography drama

2.  geography music

3.  technology drama

4.  technology music

Speaking Ask and answer.

Guide What subject do you like the most?
I like technology the most.



syllable of the word or tell them what letter the word starts with).

Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their books 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 picture representing drama and ask: "What subject is this?" Elicit the response: "It's drama."
 2. Point to the picture representing geography and ask: "What subject is this?" Elicit the response: "It's geography."
- Play **track 32** and ask the students to circle the correct word after each set of words they hear. Pause the audio after each set of words in order to give the students enough time to write.

Script



Listen and circle.

- | | |
|---------------|--------------|
| 1. drama | 2. geography |
| 3. technology | 4. music |

Phonics

Listen, repeat, and write.



5

1. ch ch ch ch ch ch
2. ch ch ch ch ch ch
3. ch ch ch ch ch ch
4. ch ch ch ch ch ch

A character who talks
chemistry is eating cheese
in a chair.

Writing

A Match and write.

1. What subject does he like the most?
He likes math the most.
2. What subject do they like the most?
They like geography the most.
3. What subject do you like the most?
I like P.E. the most.
4. What subject do you like the most?
I like math the most.



B Read and write.

1. What subject do you like the most?
I like drama the most.
2. What subject does she like the most?
She likes art the most.

Tip

Don't forget to write the words in the boxes.

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- 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 **geography**, **music**, **drama**, and **technology** in a 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 drama and ask: "How do you spell 'drama'?" Elicit the response: "d-r-a-m-a." Point to geography and ask: "How do you spell 'geography'?" Elicit the response: "g-e-o-g-r-a-p-h-y."

Point to technology and ask: "How do you spell 'technology'?" Elicit the response: "t-e-c-h-n-o-l-o-g-y."

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

Speaking: Ask and answer. 10-15 min.

- **SB/FC** Direct the students' attention to the illustration at the bottom of **page 40**. Read the sentences in the illustration together: "What subject do you like the most?" Read the response together: "I like technology the most."
- Explain to students that they will complete the answer by pointing at different objects in the picture. Hold up a flashcard of one of the objects in the illustration, for example *drama* (the mask), and ask the students to point at this drama (the mask) in the illustration in their book. Then ask them: "What subject do you like the most?" Elicit the response: "I like drama the most."
- Invite a student to the front of the classroom. Give them the flashcard for the word *geography*. Tell the student to ask their classmates the question: "What subject do you like the most?" Elicit the response: "I like geography the most." 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 items 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 picture on **page 24** in the workbook. Explain how to complete the **Read and match** activity in part E and the **Look and write** activity in part F.
- Complete one example of each for parts E and F 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 workbooks on **page 24**. (**Note: Allow them to write this in their native language, if necessary.)

(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 starting with hard *ch*- and soft *ch*-

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 5** together.
- Pick one of the flashcards randomly. Look at it and show students. Explain that you will ask a question about the item on the flashcard and the students will answer. For example, if the flashcard you selected randomly is for the word "history," ask the students: *"What subject is this?"* Elicit the response: *"It's history."*
- 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.

Phonics: Listen, repeat, and write. ((soft) ch- and (hard) ch-) 10-15 min.

- **SB/CD/FG** Ask the students to look at the top of **page 41**. Direct their attention to the letters

in the yellow boxes. Ask the students if they recognize any of these letter sounds. Point at each set of yellow letters and elicit the appropriate phonetic sound: (hard) *"/c/, /ch/"* and (soft) *"/c/, /ch/"*.

- Direct students' attention to the sentence in the right side of the box. Read it to the class. *"A character who talks chemistry is eating cheese in a chair."*
- Explain that the students are to complete the words in the middle using the letters on the left.
- Tell the students to listen and write. Play **track 33**.

Script

33

Listen, repeat, and write.

Number 1.

/ch/, character, character

Number 2.

/ch/, chemistry, chemistry

Number 3.

/ch/, chair, chair

Number 4.

/ch/, cheese, cheese

A character who talks chemistry is eating cheese in a chair.

- After listening to the audio, ask the students again: *"What hard sound do the letters 'ch-' make?"* Elicit the appropriate response: *"/ch/"*. Repeat this for soft *"/ch/"*. Then point at one of the words randomly and ask them if they can read the word. For example, point at the word *"character."* Ask the students to read it. If they cannot, ask them to repeat after you and say: *"character, /ch/, /ch/, character."*
- Finally, read the sentence 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.

Writing I. Match and write. 10 min.

- **SB** Have students open their books to **page 41**.
- Point to sentence 1 and ask students: *"What subject does he like the most?"* Elicit the appropriate response: *"He likes music the most."* Sentence 2 *"What subject do they like the most?"* *"They like geography the most."* Sentence 3 *"What subject do you like the most?"* *"I like P. E. the most."* Sentence 4 *"What subject do you like the most?"* *"I like math the most."*
- Point to picture a and tell students to match the letter with the correct sentence above.

- Go over number 1 together. *“What subject does he like the most?” “He likes music the most.”*
- 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.

their workbooks on the top of **page 25**. (**Note: Allow them to write this in their native language, if necessary.)

Writing II. Read and write. 5 min.

- **SB** Focus students’ attention on part B on **page 41**.
- Have students write the answers in the blank spaces. Offer assistance as needed.
- Read question 1. *“What subject do you like the most?”* Elicit the response: *“I like drama most.”*
- Read question 2. *“What subject does she like the most?”* Elicit the response: *“She likes art the most.”*

Writing Tip: do and does 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: **do = I, you, we, they; does = he, she, it**
- Explain to students that **do** is only used with the pronouns I, you, we, and they. **I do, you do, we do, and, they do,** are all correct. (Use your native language to explain as necessary.)
- Explain to students that **does** is used with the pronouns he, she, and the word it. **He does, she does, and it does,** are all correct.
- Ask the students to practice writing **I do, you do, we do, and they do; he does, she does, and it does** beside and under the “Tip” cloud.
- Point out to the students that they have already learned this in the grammar structure for this unit: *“What subject do you like the most?”*
“What subject does she like the most?”

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

- **WB** Tell students to look at the activity on the top of **page 25** in the workbook. Explain how to complete the **Unscramble and write** activity in part G.
- Complete one example.
- Tell them when they need to complete the workbook exercise and have them write it in

Lesson 5

Lesson Objectives

Students will:

- encounter and explore a “real-world” history text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the second set of 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.

- **FC** Show students the flashcards from **unit 5** and ask them about their favorite school subjects. Give them a few options to think about: P. E., math, geography, drama, etc.
- Ask students if they know what “boring,” “love,” “scientists,” and “past” mean. (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 art history is.

CLIL Reading: History: My Favorite Subject 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 read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 34**.
- 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.

Reading Comprehension I. Read and circle. 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 on **page 42** again and think for a moment about what the correct answer is. Ask them to volunteer to give the correct answer.
- Complete the activity as a class.

You Must Be on Time

Lesson 1

Unit Objectives

- Talk about and identify types of rules
- Express rules using *must*

Lesson Objectives

Students will be able to:

- identify and name different duties
- ask and answer questions about rules using *can*, *must*, *must not*, and the contraction *mustn't*
- use *must* and *mustn't* to express an obligation

Vocabulary (Key words 1)

be quiet	listen to your teacher	take out the trash
do your homework	eat all your food	be on time

Core Structure

- Ask and answer questions using *can* and *must*.

Q: Can I have some ice cream?

A: You must eat all your food first.

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 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.

UNIT
6

You Must Be on Time

Vocabulary

Listen and number.

be quiet

listen to your teacher

take out the trash

do your homework

eat all your food

be on time

Language

Say and respond.

You must be quiet.
You must listen to your teacher.

Song

Listen and sing along.

You must...
!
You must...
!
Do it!
!

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

Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 44**. Direct their attention to the vocabulary items on the page. Ask the students to take out a pencil. Tell them to listen to the audio and number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 35**. After playing **track 35**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary phrase: "*be quiet.*"

Script



Listen and number.

1. be quiet
2. eat all your food
3. do your homework
4. listen to your teacher
5. be on time
6. take out the trash

Listening

A Listen and write.



Anna: Mom, can I have some ice cream?

Anna's mother: You must eat all your food first.

After eating, you must do your homework before watching TV.

Anna: OK.



Jeff: Can I borrow a pencil?

Louie: Sure.

Teacher: Shhh! We're having a test! You must be quiet.

Jeff & Louie: Sorry.

B Say and act.

C Read and check.

1. ☒ Anna wants to eat ice cream.
2. ☒ Anna must eat all her food first.
3. ☐ Jeff wants to borrow a crayon.
4. ☐ Jeff and Louie must talk during the test.

45

have covered all six vocabulary items using the target pattern sentence structure.

Song 1. 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 36**. 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.

You must... x2
Eat all your food! x2
You must eat all your food!
Do it! x2 Eat all your food!

You must... x2
Do your homework! x2
You must do your homework!
Do it! x2 Do your homework!

You must... x2
Be on time! x2
You must be on time!
Do it! x2 Be on time!

You must... x2
Listen to your teacher! x2
You must listen to your teacher!
Do it! x2 Listen to your teacher!

You must... x2
Take out the trash! x2
You must take out the trash!
Do it! x2 Take out the trash!

You must... x2
Be quiet! x2
You must be quiet!
Do it! x2 Be quiet!

(Optional) Level Tip:

Higher level: Ask students to spell each word after checking the answer. Say: "*Number one*," and have the students respond: "*be quiet*." Say: "*How do you spell 'be quiet'?*" and have the students respond: "*b-e(space) q-u-i-e-t*." Continue for each word.

Lower level: Ask students for more information after checking the answer. Say: "*Number one*," and have the students respond: "*be quiet*." Say: "*What must they do?*" and have the students respond: "*They must be quiet*." 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: "*You must be quiet*." "*You must listen to your teacher*."
- 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 must you do?*" "*You must be quiet*." "*Number two: What must you do?*" "*You must eat all your food*." Continue until you

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. eat all your food, 2. do your homework, 3. be on time, 4. listen to your teacher, 5. take out the trash, and 6. be quiet.**
- 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 **be on time** and say: “*You must...*” “*You must...*” “*Be on time!*” “*Do it!*” “*Do it!*” “*Be on time!*” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 36** 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 36**. 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 books. 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 36** 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 write** activity in part A and the **Match 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 workbooks on **page 26**. (**Note: Allow them to write this in their native language, if necessary.)

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Using your native language if necessary, ask the students what their favorite rule is that they learned about in today’s lesson. Call on a few students and ask them to say the name of their favorite rule, in English.
- Ask the students to draw, color, and write the name of the rule 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 make informative statements with *must*
- 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. Listen and write. 5-10 min.

- **SB/CD** Ask students to open their books to **page 45**. Focus students' attention on the dialogue at the top.
- Play **track 37** and ask students to write down what they hear. Call on students individually to answer: 1. "You must eat all your food first." 2. "You must be quiet."

Script



Listen and write.

Frame 1.

Anna: Mom, can I have some ice cream?

Anna's mother: You must eat all your food first. After eating, you must do your homework before watching TV.

Anna: OK.

Frame 2.

Jeff: Can I borrow a pencil?

Louie: Sure.

Teacher: Shhh! We're having a test! You must be quiet.

Jeff & Louie: Sorry.

Listening II. Say and act. 10-15 min.

- **SB** 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: Frame 1: **They are at the table. They are eating dinner.** Frame 2: **They are in the classroom. They are sitting at their desks.** Use your native language as necessary and provide support when needed to the

students. Ask few questions, such as "What are they doing?" "What do you see?" 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. It may be helpful to pause after each frame in the comic strip to assist the students with navigating the page.

Listening III. Read and check. 5-10 min.

- **SB** Focus students' attention on the **Read and check** section on the bottom of **page 45**.
- Read number 1. "Anna wants to eat ice cream." Focus students' attention on the **Listen and write** exercise above. Ask students: "Does Anna want to eat ice cream?" Elicit the response: "Yes, she wants to eat ice cream." Have students place a check mark in box 1.
- Read number 2. "Anna must eat all her food first." Focus students' attention on the exercise above. Ask students: "Must Anna eat all her food first?" Elicit the response: "Yes, Anna must eat all her food first." Have students place a check mark in box 2.
- Read number 3. "Jeff wants to borrow a crayon." Focus students' attention on the exercise above. Ask students: "Does Jeff want to borrow a crayon?" Elicit the response: "No, he wants to borrow a pencil." Have students mark box 3 with an x.
- Read number 4. "Jeff and Louie must talk during the test." Focus students' attention on the exercise above. Ask students: "Must they talk during the test?" Elicit the response: "No, they must be quiet." Have students mark box 4 with an x.

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

- **WB** Tell students to look at the activities on **page 27** in the workbook. 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 exercises and have them write it in their workbooks on **page 27**. (**Note: Allow them to write this in their native language, if necessary.

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)

cheat

shout

throw things

fight

Review / Expansion Structure

- How many boards are there? There is one board.

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 reading the sentences and role-playing the story from the previous lesson.

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.
- Show 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).

Vocabulary+

Listen and circle.



Speaking

Say and respond.

Guide

You must not ~~cheat~~.
You mustn't ~~fight~~.



Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their books 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 boy cheating and ask: "What does he do?" Elicit the response: "He cheats."
 2. Point to the boy shouting and ask: "What does he do?" Elicit the response: "He shouts."
- Play **track 38** and ask the students to circle the correct word after each set of words they hear. Pause the audio after each set of words in order to give the students enough time to write.

Script



Listen and circle.

1. cheat 2. shout
3. throw things 4. fight

- 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 or phrase.

Phonics

Listen, repeat, and write.

6

1. sh

2. sh

A man with a **wh**istle
and a **wh**ite **sh**irt
jumps from the **wh**ip.

3. wh

4. wh

Writing

A Choose and write.

shout

be quiet

throw things

be on time



You must **be quiet** in the movie theater.



You must **be on time** to school.



You must not **shout** in the classroom.



You mustn't **throw things** in your bedroom.

Tip

mustn't = must not

B Read and write.

1. We must **not** cheat on exams.

And we **must** listen to our **teachers**.

2. You **must** not **throw things** from the car.

Throw them in this plastic bag.

47

Speaking: Say and respond. 10-15 min.

- **SB/FC** Direct the students' attention to the illustration at the bottom of **page 46**. Read the sentences in the illustration together: "*You must not shout.*" / "*You mustn't fight.*"
- Explain to students that they will complete the answer by pointing at different rules in the picture. Hold up a flashcard of one of the rules in the illustration, for example *throw things*, and ask the students to point at the child throwing the paper airplane in the illustration in their book. Then ask them: "*What mustn't you do?*" Elicit the response: "*You mustn't throw things.*"
- Invite a student to the front of the classroom. Give them the flashcard for the word *shout*. Tell the student to ask their classmates the question: "*What mustn't you do?*" Elicit the response: "*You mustn't shout.*" 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 items 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 activities on **page 28** in the workbook. Explain how to complete the **Correct and rewrite** activity in part E and the **Look and write** activity in part F.
- Complete one example of each for parts E and F 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 workbooks on **page 28**. (**Note: Allow them to write this in their native language, if necessary.)

(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.

(Optional) Level Tip:

Higher level: FC Put the flashcards for the words **cheat**, **shout**, **throw things**, and **shout** in a 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 boy who is shouting and ask: "*How do you spell 'shout'?*" Elicit the response: "*s-h-o-u-t.*" Point to the children who are fighting and ask: "*How do you spell 'fight'?*" Elicit the response: "*f-i-g-h-t.*" Point to the boy throwing something and ask: "*How do you spell 'throw things'?*" Elicit the response: "*t-h-r-o-w(space)t-h-i-n-g-s.*" Point to the boy who is cheating and ask: "*How do you spell 'cheat'?*" Elicit the response: "*c-h-e-a-t.*"

- 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 beginning with *sh-* and *wh-*

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 6** together.
- Pick one of the flashcards randomly. Look at it and show students. Explain that you will ask a question about the item on the flashcard and the students will answer. For example, if the flashcard you selected randomly is for the phrase “eat all your food,” ask the students: “*What must you do?*” Elicit the response: “*You must eat all your food.*”
- 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 or phrases.

Phonics: Listen, repeat, and write. (sh- and wh-) 10-15 min.

- **SB/CD/EG** Ask the students to look at the top of **page 47**. Direct their attention to the letters in the yellow boxes. Ask the students if they

recognize any of these letter sounds. Point at each set of yellow letters and elicit the appropriate phonetic sound: “/sh/” and “/w/, /wh/.”

- Direct students’ attention to the sentence in the right side of the box. Read it to the class. “*A man with a whistle and a white shirt jumps from the ship.*”
- Explain that the students are to complete the words in the middle using the letters on the left.
- Tell the students to listen and write. Play **track 39**.

Script



Listen, repeat, and write.

Number 1.

/sh/, ship, ship

Number 2.

/sh/ shirt, shirt

Number 3.

/wh/, whistle, whistle

Number 4.

/wh/, white, white

A man with a whistle and a white shirt jumps from the ship.

- After listening to the audio, ask the students again: “*What sound do the letters ‘sh-’ make?*” Elicit the appropriate response: “/sh/, /sh/” Repeat this for *wh-*. Then point at one of the words randomly and ask them if they can read the word. For example, point at the word “*whistle.*” Ask the students to read it. If they cannot, ask them to repeat after you and say: “*Whistle, /wh/, /wh/, whistle.*”
- Finally, read the sentence 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.

Writing I. Choose and write. 10 min.

- **SB** Have students open their books to **page 47**.
- Point to the pictures and ask students: Picture 1: “*What must you do?*” Elicit the appropriate response: “*You must be quiet in the movie theater.*” Picture 2: “*What must you do?*” Elicit the appropriate response: “*You must be on time to school.*” Picture 3: “*What mustn’t you do?*” Elicit the appropriate response: “*You must not shout in the classroom.*” Picture 4: “*What mustn’t you do?*” Elicit the appropriate response: “*You mustn’t throw things in your bedroom.*”

- Point to picture 1 and tell students to write the correct answer in the blank space from the yellow box above.
- Go over number 1 together. *"You must be quiet in the movie theater."*
- 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 II. Read and write. 5 min.

- **SB** Focus students' attention on part B on **page 47**.
- Have students write the answers in the blank spaces. Offer assistance as needed.
- Read question 1. *"We must not cheat on exams." "And we must listen to our teachers."*
- Read question 2. *"You must not throw things from the car." "Throw them in this plastic bag."*

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: **mustn't = must 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." (Use your native language to explain this, if necessary.) Ask the students to practice writing **mustn't** a few times beside the "Tip" cloud.
- Point out to the students that they have already learned this in the grammar structure for this unit: *"You mustn't shout."*

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

- **WB** Tell students to look at the activity on the top of **page 29** in the workbook. Explain how to complete the **Unscramble and write** activity in part G.
- Complete one example.
- Tell them when they need to complete the workbook exercises and have them write it in their workbooks on the top of **page 29**. (**Note: Allow them to write this in their native language, if necessary.)

Lesson 5

Lesson Objectives

Students will:

- encounter and explore a “real-world” economics text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- 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

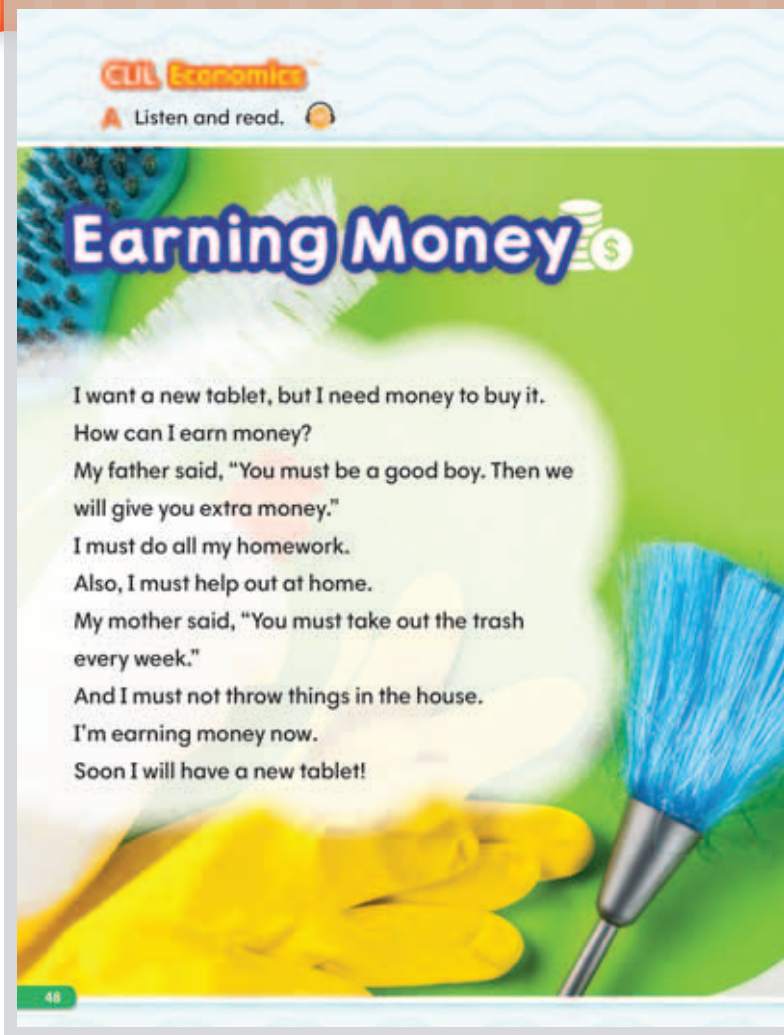
- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Pre-reading Discussion 5 min.

- **FG** Show students the flashcards from **unit 6** and ask them about the rules they must obey.
- Ask students if they know what “tablet,” “earn,” “extra,” and “money,” mean. (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 earning money by doing chores means.

CLIL Reading: Economics: Earning 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 read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 40**.
- 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.

Reading Comprehension I. Read and circle. 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 on **page 48** again and to think for a moment about what the correct answer is. Ask them to volunteer to give the correct answer.
- Complete the activity as a class.

What Do You Want to Be?

Lesson 1

Unit Objectives

- Talk about different jobs
- Make suggestions using *want + to* -infinitive to talk about the future
- Ask and answer questions about different types of jobs

Lesson Objectives

Students will be able to:

- identify and name different jobs
- talk about what type of job they would like to do

Vocabulary (Key words 1)

astronaut	vet	chef
singer	photographer	artist

Core Structure

- Ask and answer information questions with *what* and *want*
Q: What do you want to be?
A: I want to be a singer.

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 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. tell them what letter the word starts with).

UNIT
7

What Do You Want to Be?

Vocabulary Listen and number.








Language Ask and answer.



What do you want to be? I want to be a singer.

What does he want to be? He wants to be an astronaut.

Song Listen and sing along. * See page 97 for full song lyrics.

What do you want? What do you want?
What do you want to be? What do you want to be?
I want to be... a singer. I want to be... an astronaut.
A singer. An astronaut.
I want to be a singer! I want to be an astronaut!

Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 50**. Direct their attention to the vocabulary items on the page. Ask the students to take out a pencil. Tell them to listen to the audio and number the vocabulary items in their book according to the **Listen and number** part. Play **track 41**. After playing **track 41**, check the answers together as a class by calling out the number: "*Number one*," and have students say the corresponding vocabulary word: "*singer*."

Script

Listen and number.



- | | |
|--------------|-----------------|
| 1. singer | 2. artist |
| 3. chef | 4. vet |
| 5. astronaut | 6. photographer |

- **(Optional) Level Tip:**
Higher level: Ask students to spell each word after checking the answer. Say: "*Number one*," and have the students respond: "*singer*." Say: "*How do you spell 'singer'?*" and have the students respond: "*s-i-n-g-e-r*." Continue for each word.

Listening

A Listen and write.



Teacher: What do you want to be?

Anna: I want to be an astronaut.

Louie: Me too!



Teacher: What do you want to be?

Jeff: I want to be a chef.

Rachel: Me too!

B Say and act.

C Read and check.

1. ☒ Anna wants to be an astronaut.
2. ☒ Jeff wants to be a chef.
3. ☐ Rachel wants to be an astronaut, too.
4. ☐ Louie wants to be a chef, too.

51

Lower level: Ask students for more information after checking the answer. Say: “*Number one,*” and have the students respond: “*singer.*” Say: “*What do you want to be?*” and have the students respond: “*I want to be a singer.*” 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 do you want to be?*” “*I want to be a singer.*” / “*What does he want to be?*” “*He wants to be an astronaut.*”
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: “*What do you want to be?*” “*I want to be a singer.*” 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 42**. 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

42

Listen and sing along.

What do you want? x2
What do you want to be?
I want to be... x3 a vet.
A vet. x2
I want to be a vet!

What do you want? x2
What do you want to be?
I want to be... x3 a chef.
A chef. x2
I want to be a chef!

What do you want? x2
What do you want to be?
I want to be... x3 a singer.
A singer. x2
I want to be a singer!

What do you want? x2
What do you want to be?
I want to be... x3 a photographer.
A photographer. x2
I want to be a photographer!

What do you want? x2
What do you want to be?
I want to be... x3 an artist.
An artist. x2
I want to be an artist!

What do you want? x2
What do you want to be?
I want to be... x3 an astronaut.
An astronaut. x2
I want to be an astronaut!

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. vet, 2. chef, 3. singer, 4. photographer, 5. artist, and 6. astronaut.**
- 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 **singer** and say: *"What do you want?" "What do you want?" "What do you want to be?" "I want to be..." "I want to be..." "I want to be..." "a singer." "A singer, a singer." "I want to be a singer!"* Follow the rhythm and general tempo of the song. Help them as necessary. Continue through each flashcard.
- Play the song on **track 42** 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 42**. 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 books. 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 42** 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 **Look and match** 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 workbooks on **page 30**. (**Note: Allow them to write this in their native language, if necessary.)

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Using your native language if necessary, ask the students what their favorite job is that they learned about in today's lesson. Call on a few students and ask them to say their favorite job, in English.
- 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 express wishes using *want*
- 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. Listen and write. 5-10 min.

- **SB/CD** Ask students to open their books to **page 51**. Focus students' attention on the dialogue at the top.
- Play **track 43** and ask students to write down what they hear. Call on students individually to answer: 1. "What do you want to be?" 2. "I want to be a chef."

Script

Listen and write.



Frame 1.

Teacher: What do you want to be?

Anna: I want to be an astronaut.

Louie: Me too!

Frame 2.

Teacher: What do you want to be?

Jeff: I want to be a chef.

Rachel: Me too!

Listening II. Say and act. 10-15 min.

- **SB** 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: **They are in the classroom. They are talking about what they want to be.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as "What are they doing?" "What do you see?" 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. It may be helpful to pause after each frame in the comic strip to assist the students with navigating the page.

Listening III. Read and check. 5-10 min.

- **SB** Focus students' attention on the **Read and check** section on the bottom of **page 51**.
- Read number 1. "Anna wants to be an astronaut." Focus students' attention on the **Listen and write** exercise above. Ask students: "Does Anna want to be an astronaut?" Elicit the response: "Yes, Anna wants to be an astronaut." Have students place a check mark in box 1.
- Read number 2. "Jeff wants to be a chef." Focus students' attention on the exercise above. Ask students: "Does Jeff want to be a chef?" Elicit the response: "Yes, Jeff wants to be a chef." Have students place a check mark in box 2.
- Read number 3. "Rachel wants to be an astronaut, too." Focus students' attention on the exercise above. Ask students: "Does Rachel want to be an astronaut, too?" Elicit the response: "No, Rachel wants to be a chef." Have students mark box 3 with an x.
- Read number 4. "Louie wants to be a chef, too." Focus students' attention on the exercise above. Ask students: "Does Louie want to be a chef, too?" Elicit the response: "No, Louie wants to be an astronaut." Have students mark box 4 with an x.

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

- **WB** Tell students to look at the activities on **page 31** in the workbook. 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 exercises and have them write it in their workbooks on **page 31**. (**Note: Allow them to write this in their native language, if necessary).

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)

programmer	police officer
architect	nurse

Review / Expansion Structure

- What do you want to be? / I want to be a nurse.

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 reading the sentences and role-playing the story from the previous lesson.

Vocabulary+ Introduction 5 min.

- **FC** 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 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. 

<p>1. </p> <p>architect programmer</p>	<p>2. </p> <p>police officer nurse</p>
<p>3. </p> <p>architect police officer</p>	<p>4. </p> <p>programmer nurse</p>

Speaking

Ask and answer.

Guide

What do you want to be? I want to be a programmer.
What does she want to be? She wants to be an architect.



52

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

Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their books 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 the programmer and ask: *"What does he want to do?"* Elicit the response: *"He wants to be a programmer."*
 2. Point to the police officer and ask: *"What does she want to do?"* Elicit the response: *"She wants to be a police officer."*
- Play **track 44** and ask the students to circle the correct word after each set of words they hear. Pause the audio after each set of words in order to give the students enough time to write.

Script



Listen and circle.

- | | |
|---------------|-------------------|
| 1. programmer | 2. police officer |
| 3. architect | 4. nurse |

Phonics

Listen, repeat, and write.

7

1. ai 2. ai 3. ea 4. ea

There is **m** on the **l** and a **s** in the **m**.

Writing

A Match and write.



1. What shall he want to be?
He wants to be an architect.
2. What does she want to be?
She wants to be an nurse.
3. What does she want to be?
She wants to be a programmer.
4. What do they want to be?
They want to be programmers.

Tip:

want to be (want to be) = I want to be a nurse, I want to be a programmer.

B Read and write.

1. What do you want to be?
We want to be photographers.
2. What does he want to be?
He wants to be a police officer.

53

- 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 **architect**, **nurse**, **police officer**, and **programmer** in a 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 nurse and ask: "How do you spell 'nurse'?" Elicit the response: "n-u-r-s-e." Point to the programmer and ask: "How do you spell 'programmer'?" Elicit the response: "p-r-o-g-r-a-m-m-e-r." Point to the police officer and ask: "How do you spell 'police officer'?" Elicit the response: "p-o-l-i-c-e(space)o-f-f-i-c-e-r." Point to the architect and ask: "How do you spell 'architect'?" Elicit the response: "a-r-c-h-i-t-e-c-t."

Speaking: Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 52**. Read the sentences in the illustration together: "What do you want to be?" Read the response together: "I want to be a nurse." / "What does she want to be?" "She wants to be an architect."
- Explain to students that they will complete the answer by pointing at different drawings in the picture. Hold up a flashcard of one of the drawings in the illustration, for example *police officer*, and ask the students to point at that drawing in the illustration in their book. Then say to them: "What does he want to be?" Elicit the response: "He wants to be a police officer."
- Invite a student to the front of the classroom. Give them the flashcard for the word *programmer*. Tell the student to say to their classmates: "What do you want to be?" Elicit the response: "I want to be a programmer." 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 items 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 activities on **page 32** in the workbook. Explain how to complete the **Read and match** activity in part E and the **Look and write** activity in part F.
- Complete one example of each for parts E and F 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 workbooks on **page 32**. (**Note: Allow them to write this in their native language, if necessary.)

(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 in the middle of words with *-ai-* and *-ea-*

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 7** together.
- Pick one of the flashcards randomly. Look at it and show students. Explain that you will ask a question about the item on the flashcard and the students will answer. For example, if the flashcard you selected randomly is for the word "architect," ask the students: *"What do you want to be?"* Elicit the response: *"I want to be an architect."*
- 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.

Phonics: Listen, repeat, and write. (-ai-, and -ea-) 10-15 min.

- **SB** / **CD** / **EG** Ask the students to look at the top of **page 53**. Direct their attention to the letters in the yellow boxes. Ask the students if they recognize any of these letter sounds. Point at each set of yellow letters and elicit the appropriate phonetic sound: *"/a/, /ai/"* and *"/e/, /ea/"*.
- Direct students' attention to the sentence in the right side of the box. Read it to the class. *"There is meat on the leaf and a snail in the mail."*
- Explain that the students are to complete the words in the middle using the letters on the left.
- Tell the students to listen and write. Play **track 45**.

Script

45

Listen, repeat, and write.

Number 1.

/ai/, mail, mail

Number 2.

/ai/, snail, snail

Number 3.

/ea/, leaf, leaf

Number 4.

/ea/, meat, meat

There is meat on the leaf and a snail in the mail.

- After listening to the audio, ask the students again: *"What sound do the letters '-ai-' make?"* Elicit the appropriate response: *"/ai/, /ai/"*. Repeat this for *-ea-*. Then point at one of the words randomly and ask them if they can read the word. For example, point at the word *"meat."* Ask the students to read it. If they cannot, ask them to repeat after you and say: *"Meat, /m/, /m/, meat."*
- Finally, read the sentence 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.

Writing I. Match and write. 10 min.

- **SB** Have students open their books to **page 53**.
- Point to picture **a** and ask the students: *"What does she want to be?"* Elicit the appropriate response: *"She wants to be a singer."*
- Point to picture **b** and ask the students: *"What does he want to be?"* Elicit the appropriate response: *"He wants to be an astronaut."*

- Point to picture **c** and ask the students: *"What does she want to be?"* Elicit the appropriate response: *"She wants to be an artist."*
- Point to picture **d** and ask the students: *"What do they want to be?"* Elicit the appropriate response: *"They want to be programmers."*
- After the students have properly identified all of the pictures, ask them to fill in the blanks for each question. Then read each question aloud together as a class. Point to sentence 1 and ask the students if they can read the statement.
- Sentence 1 *"What does he want to be? He wants to be an astronaut."*
- Ask students which picture the question matches with. Have students raise their hands and volunteer to answer the question.
Sentence 1 matches with **Picture b**.
- 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 II. Read and write. 5 min.

- **SB** Focus students' attention on part B on **page 53**.
- Have students write the answers in the blank spaces. Offer assistance as needed.
- Read question 1. *"What do you want to be?"*
Elicit the response: *"We want to be photographers."*
- Read question 2. *"What does he want to be?"*
Elicit the response: *"He wants to be a police officer."*

Writing Tip: Want to be / wants to be 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: **wants to be a(n) = I, you; wants to be a(n) = he, she, it; want to be = we, they**
- Explain to students that the phrase "want to be" is used with the pronouns **I** and **you**, and **we** and **they**. "I want to be" and "you want to be" are correct. "We want to be," and "They want to be" are also correct. (Use your native language to explain as necessary.)
- Explain to students that the phrase "wants to

be" is used with the pronouns **he**, **she** and **it**. "He wants to be," "She wants to be," and "It wants to be" are correct. (Use your native language to explain as necessary.)

- Ask the students to practice writing **I want to be, you want to be, he wants to be, she wants to be, it wants to be, we want to be, and they want to be** above, beside, and under the "Tip" cloud.
- Point out to the students that they have already learned this in the grammar structure for this unit: *"I want to be a nurse."* *"He wants to be an astronaut."*

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

- **WB** Tell students to look at the activity on the top of **page 33** in the workbook. Explain how to complete the **Unscramble and write** activity in part G.
- Complete one example.
- Tell them when they need to complete the workbook exercises and have them write it in their workbooks on the top of **page 33**. (**Note: Allow them to write this in their native language, if necessary.)

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
- practice using visual clues to assist in developing reading comprehension skills
- 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

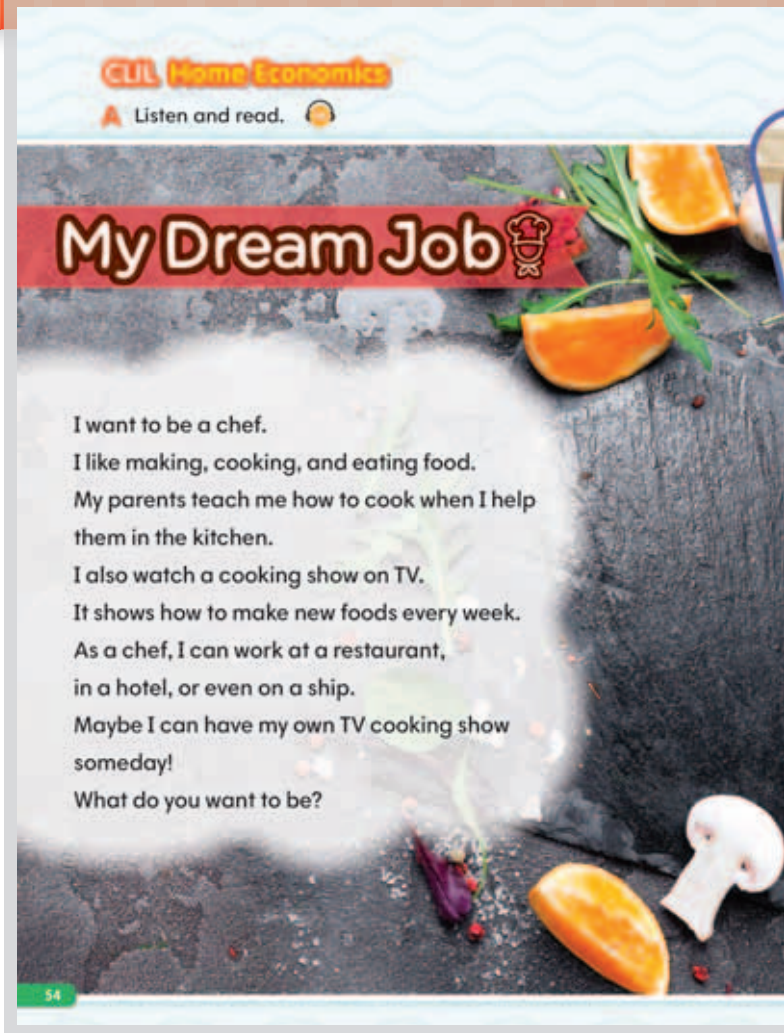
- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

Pre-reading Discussion 5 min.

- **FG** Show students the flashcards from **unit 7** and ask them about what they want to be.
- Ask students if they know what “cooking,” “hotel,” and “ship” mean. (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 working as a chef in different places.

CLIL Reading: Home Economics: My Dream Job 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 46**.
- 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.

Reading Comprehension I. Read and circle. 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 on **page 54** again 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.

Why Do You Want to Be a Singer?

Lesson 1

Unit Objectives

- Talk about and identify different types of jobs
- Ask information questions with *why*
- Answer questions expressing reasons for doing different jobs with *want to*

Lesson Objectives

Students will be able to:

- identify and name different jobs
- ask and answer questions with descriptions of job duties

Vocabulary (Key words 1)

take beautiful pictures	paint nice pictures	sing good songs
cook delicious food	help sick animals	explore outer space

Core Structure

- **Answer about jobs with descriptions of its duties**
Q: Why do you want to be a photographer?
A: I want to take beautiful pictures.

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 56**.
- Ask students to repeat after you as you say the phrase on each flashcard. Show students the picture first, and then the phrase on each flashcard. Show each card one by one until you have shown all of them.

UNIT
8

Why Do You Want to Be a Singer?

Vocabulary

Listen and number.



take beautiful pictures



paint nice pictures



sing good songs



cook delicious food



help sick animals



explore outer space

Language

Ask and answer.



Why do you want to be a photographer?
I want to take beautiful pictures.

Why does he want to be an astronaut?
He wants to explore outer space.

Song

Listen and sing along.

Why do you...
Why do you want to...
Why do you...
Why do you want to be a(n) ?
I want to... I want to !



- Show students the pictures on the flashcards one by one again and ask them tell you the phrase for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).

Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 56**. Direct their attention to the vocabulary items on the page. Ask the students to take out a pencil. Tell them to listen to the audio and number the vocabulary items in their book according to the **Listen and number** part. Play **track 47**. After playing **track 47**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary phrase: "*sing good songs.*"

Script



Listen and number.

1. sing good songs
2. cook delicious food
3. help sick animals
4. paint nice pictures
5. explore outer space
6. take beautiful pictures

Listening

A Listen and write.



Louie: Why do you want to be an astronaut, Anna?

Anna: I want to explore outer space!

Louie: So do I!



Rachel: I want to be a chef because I want to cook delicious food.

Why do you want to be a chef, Jeff?

Jeff: I want to eat delicious food!

B Say and act.

C Read and check.

1. ☐ Louie and Rachel want to explore outer space.
2. ☐ Anna wants to cook delicious food.
3. ☒ Jeff wants to eat delicious food.
4. ☒ Rachel wants to cook delicious food.

57

order. Call on students individually to answer: *"Number one: Why do you want to be a singer?" "I want to sing good songs."* 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 48**. 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.

Why do you... Why do you want to...
Why do you...
Why do you want to be a singer?
I want to... I want to
sing songs. Sing good songs!

Why do you... Why do you want to...
Why do you...
Why do you want to be a vet?
I want to... I want to
help animals. Help sick animals!

Why do you... Why do you want to...
Why do you...
Why do you want to be a chef?
I want to... I want to
cook food. Cook delicious food!

Why do you... Why do you want to...
Why do you...
Why do you want to be a
photographer?
I want to... I want to
take pictures. Take beautiful pictures!

(Optional) Level Tip:

Higher level: Ask students to spell each word after checking the answer. Say: *"Number one,"* and have the students respond: *"sing good songs."* Say: *"How do you spell 'sing good songs'?"* and have the students respond: *"s-i-n-g(space)g-o-o-d(space)s-o-n-g-s."* Continue for each word.

Lower level: Ask students for more information after checking the answer. Say: *"Number one,"* and have the students respond: *"sing good songs."* Say: *"Can you sing good songs?"* and have the students respond: *"Yes, I can sing good songs."* 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: *"Why do you want to be a photographer?" "I want to take beautiful pictures." / "Why does he want to be an astronaut?" "He wants to explore outer space."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical

Why do you... Why do you want to...
Why do you...
Why do you want to be an artist?
I want to... I want to
paint pictures. Paint nice pictures!

Why do you... Why do you want to...
Why do you...
Why do you want to be an astronaut?
I want to... I want to
explore space. Explore outer space!

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. sing good songs, 2. help sick animals, 3. cook delicious food, 4. take beautiful pictures, 5. paint nice pictures, and 6. explore outer space.**
- 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 **explore outer space** and say: “*Why do you... Why do you want to...*” “*Why do you...*” “*Why do you want to be an astronaut?*” “*I want to... I want to explore outer space.*” “*Explore outer space!*” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 48** 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 48**. 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 books. 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 48** 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 activities on **page 34** in the workbook. Explain how to complete the **Look and write** activity in part A and the **Match 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 workbooks on **page 34**. (**Note: Allow them to write this in their native language, if necessary.)

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Using your native language if necessary, ask the students what their favorite job is that they learned about in today’s lesson. Call on a few students and ask them to say their favorite job, in English.
- 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 discuss job descriptions using *want*
- 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.

-  Use the flashcards to review the vocabulary.

Song: Vocabulary and Grammar Structure Review 5 min.

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

Listening I. Listen and write. 5-10 min.

-   Ask students to open their books to **page 57**. Focus students' attention on the dialogue at the top.
- Play **track 49** and ask students to write down what they hear. Call on students individually to answer: 1. *"Why do you want to be an astronaut, Anna?"* 2. *"I want to be a chef because I want to cook delicious food."*

Script

49

Listen and write.

Frame 1.

Louie: Why do you want to be an astronaut, Anna?

Anna: I want to explore outer space!


Louie: So do I!

Frame 2.


Rachel: I want to be a chef because I want to cook delicious food. Why do you want to be a chef, Jeff?

Jeff: I want to eat delicious food!

Listening II. Say and act. 10-15 min.

-  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: **The children are in a classroom. They are looking at pictures. Each child is telling the other students what they want to do.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *"What are they doing?"* *"What do you see?"* 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. It may be helpful to pause after each frame in the comic strip to assist the students with navigating the page.

Listening III. Read and check. 5-10 min.

-  Focus students' attention on the **Read and check** section on the bottom of **page 57**.
- Read number 1. *"Louie and Rachel want to explore outer space."* Focus students' attention on the **Listen and write** exercise above. Ask students: *"Do Louie and Rachel want to explore outer space?"* Elicit the response: *"No, Louie and Anna want to explore outer space!"* Have students mark box 1 with an **x**.
- Read number 2. *"Anna wants to cook delicious food."* Focus students' attention on the exercise above. Ask students: *"Does Anna want to cook*

delicious food?" Elicit the response: "No, Anna wants to explore outer space." Have students mark box 2 with an x.

- Read number 3. "Jeff wants to eat delicious food." Focus students' attention on the exercise above. Ask students: "Does Jeff want to eat delicious food?" Elicit the response: "Yes, Jeff wants to eat delicious food." Have students place a check mark in box 3.
- Read number 4. "Rachel wants to cook delicious food." Focus students' attention on the exercise above. Ask students: "Does Rachel want to cook delicious food?" Elicit the response: "Yes, Rachel wants to cook delicious food." Have students place a check mark in box 4.

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

- **WB** Tell students to look at the activities on **page 35** in the workbook. 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 exercises and have them write it in their workbooks on **page 35**. (**Note: Allow them to write this in their native language, if necessary.

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 fun games	catch bad people
design special buildings	help sick people

Review / Expansion Structure

- Why do you want to be a programmer? / I want to make fun games.

Vocabulary+

Listen and circle. 

<p>1. </p> <p>help sick people make fun games</p>	<p>2. </p> <p>catch bad people help sick people</p>
<p>3. </p> <p>make fun games design special buildings</p>	<p>4. </p> <p>help sick people design special buildings</p>

Speaking

Ask and answer.

Guide

Why do you want to be a programmer?
I want to make fun games.
Why does she want to be an architect?
She wants to design special buildings.



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 reading the sentences and role-playing the story from the previous lesson.

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 phrase on each flashcard. Show students the picture first, and then the phrase on each flashcard. Show each card one by one until you have shown all of them.
- Show students the pictures on the flashcards one by one again and ask them to tell you the

Phonics

Listen, repeat, and write.

8

1. a ay

2. a ay

I **play** with **clay**.
The **boy** plays with
a **toy**.

3. o oy

4. o oy

Writing

A Look and write.



We want to help sick animals.



He wants to make fun games.



He wants to help sick people.



I want to cook delicious food.



Tip
Types of words:
- words I see often: help, make, play
- words I hear often: sick, people, fun, games
- words I use often: help, make, play, fun, games
- words I use often: help, make, play, fun, games

B Read and write.

1. Why does he want to be an architect?

He wants to design special buildings.

2. Why do they want to be singers?

They want to sing good songs.

59

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 circle. 5-10 min.

- SB/CD** sk students to open their books to **page 58**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
 - Point to the picture representing "make fun games" and ask: "What does he do?" Elicit the response: "He makes fun games."
 - Point to the picture representing "catch bad people" and ask: "What does he do?" Elicit the response: "He catches bad people."
- Play **track 50** and ask the students to circle the correct word after each set of words they hear. Pause the audio after each set of words in order to give the students enough time to write.

Script

50

Listen and circle.

- make fun games
- catch bad people
- design special buildings
- help sick people

- 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 phrase.

(Optional) Level Tip:

Higher level: FC Put the flashcards for the phrases **help sick people**, **catch bad people**, **make fun games**, and **design special buildings** in a random order on the board. Ask students how to spell the phrases. Have them come to the front of the class and write the phrase 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 phrase from their book.

Point to "help sick people" and ask: "How do you spell 'help sick people'?" Elicit the response: "h-e-l-p(space)s-i-c-k(space)p-e-o-p-l-e."

Point to "make fun games" and ask: "How do you spell 'make fun games'?" Elicit the response: "m-a-k-e(space)f-u-n(space)g-a-m-e-s."

Point to "design special buildings" and ask: "How do you spell 'design special buildings'?" Elicit the response: "d-e-s-i-g-n(space)s-p-e-c-i-a-l(space)b-u-i-l-d-i-n-g-s."

Point to "catch bad people" and ask: "How do you spell 'catch bad people'?" Elicit the response: "c-a-t-c-h(space)b-a-d(space)p-e-o-p-l-e."

Speaking: Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 58**. Read the sentences in the illustration together: "Why do you want to be a programmer?" Read the response together: "I want to make fun games." / "Why does she want to be an architect?" "She wants to design special buildings."
- Explain to students that they will complete the answer by pointing at different drawings in the picture. Hold up a flashcard of one of the drawings in the illustration, for example *help sick people*, and ask the students to point at the drawing of the nurse in the illustration in their book. Then ask them: "Why do you want to be a nurse?" Elicit the response: "I want to help sick people."
- Invite a student to the front of the classroom. Give them the flashcard for the phrase *catch bad people*. Tell the student to ask their classmates the question: "Why do you want to

be a police officer?” Elicit the response: “I want to catch bad people.” 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 items 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 activities on **page 36** in the workbook. Explain how to complete the **Correct and rewrite** activity in part E and the **Look and write** activity in part F.
- Complete one example of each for parts E and F 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 workbooks on **page 36**. (**Note: Allow them to write this in their native language, if necessary.)

(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 ending with *-ay* and *-oy*

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 8** together.
- Pick one of the flashcards randomly. Look at it and show students. Explain that you will ask a question about the item on the flashcard and the students will answer. For example, if the flashcard you selected randomly is for the phrase “catch bad people,” ask the students: *“What do you want to do?”* Elicit the response: *“I want to catch bad people.”*
- 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.

Phonics: Listen, repeat, and write. (-ay and -oy) **10-15 min.**

- **SB/CD/FG** Ask the students to look at the top of **page 59**. Direct their attention to the letters in the yellow boxes. Ask the students if they recognize any of these letter sounds. Point at each set of yellow letters and elicit the appropriate phonetic sound: *“/a/, /ay/”* and *“/o/, /oy/.”*
- Direct students’ attention to the sentences in the right side of the box. Read them to the class. *“I play with clay. The boy plays with a toy.”*

- Explain that the students are to complete the words in the middle using the letters on the left.
- Tell the students to listen and write. Play **track 51**.

Script



Listen, repeat, and write.

Number 1.

/ay/, play, play

Number 2.

/ay/, clay, clay

Number 3.

/oy/, toy, toy

Number 4.

/oy/, boy, boy

I play with clay. The boy plays with a toy.

- After listening to the audio, ask the students again: *“What sound do the letters ‘-ay’ make?”* Elicit the appropriate response: *“/a/, /ay/”*. Repeat this for *-oy*. 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 *“play.”* Ask the students to read it. If they cannot, ask them to repeat after you, and say: *“Play /pl/, /ay/, play.”*
- Finally, read the sentences 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.

Writing I. Look and write. 10 min.

- **SB** Have students open their books to **page 59**.
- Point to the pictures and ask students *Picture 1: “What do we want to do?”* Elicit the appropriate response: *“We want to help sick animals.”*
Picture 2: “What does he want to do?” Elicit the appropriate response: *“He wants to make fun games.”*
Picture 3: “What does he want to do?” Elicit the appropriate response: *“He wants to help sick people.”*
Picture 4: “What do I want to do?” Elicit the appropriate response: *“I want to cook delicious food.”*
- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to sentence **a** and ask the students if they can read the sentence.
- Sentence 1 *“We want to help sick animals.”*
- Tell students to write the correct words. After

writing the words, have students raise their hands and volunteer to read the sentences.

- 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 II. Read and write. 5 min.

- **SB** Focus students’ attention on part B on **page 59**.
- Have students write the answers in the blank spaces. Offer assistance as needed.
- Read question 1. *“Why does he want to be an architect?”* Elicit the response: *“He wants to design special buildings.”*
- Read question 2. *“Why do they want to be singers?”* Elicit the response: *“They want to sing good songs.”*

Writing Tip: Types of words 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 to gether: **verb = an action: help, make, play; noun = a person, place, or thing: nurse, building, game; adjective = a word that describes a noun: sick, special, fun**
- Talk with students about the differences between verbs, nouns, and adjectives. Write three columns on the board and label them: “verb,” “noun,” “adjective,” and have students brainstorm words for each. Ask prompting questions such as *“What is a verb? It is an action word. What is an action that you do?”*, *“What is a noun, a person, place or thing? What things do you see in the classroom?”*, *“What is an adjective? It describes a person, place or thing. Can you describe the things you see right now?”* Write the words the children come up with in the appropriate categories on the board. (Use your native language to explain this, if necessary.) Ask the students to practice writing a verb, noun, and adjective under the “Tip” cloud.
- Point out to the students that they have already learned this in the grammar structure for this unit: *“Why do you want to be a programmer?”* *“I want to make fun games.”* (want = verb; games = noun; fun = adjective – it describes “games.”)

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

- **WB** Tell students to look at the activity on the top of **page 37** in the workbook. Explain how to complete the **Unscramble and write** activity in part G.
- Complete one example.
- Tell them when they need to complete the workbook exercises and have them write it in their workbooks on the top of **page 37**. (**Note: Allow them to write this in their native language, if necessary.)

Lesson 5

Lesson Objectives

Students will:

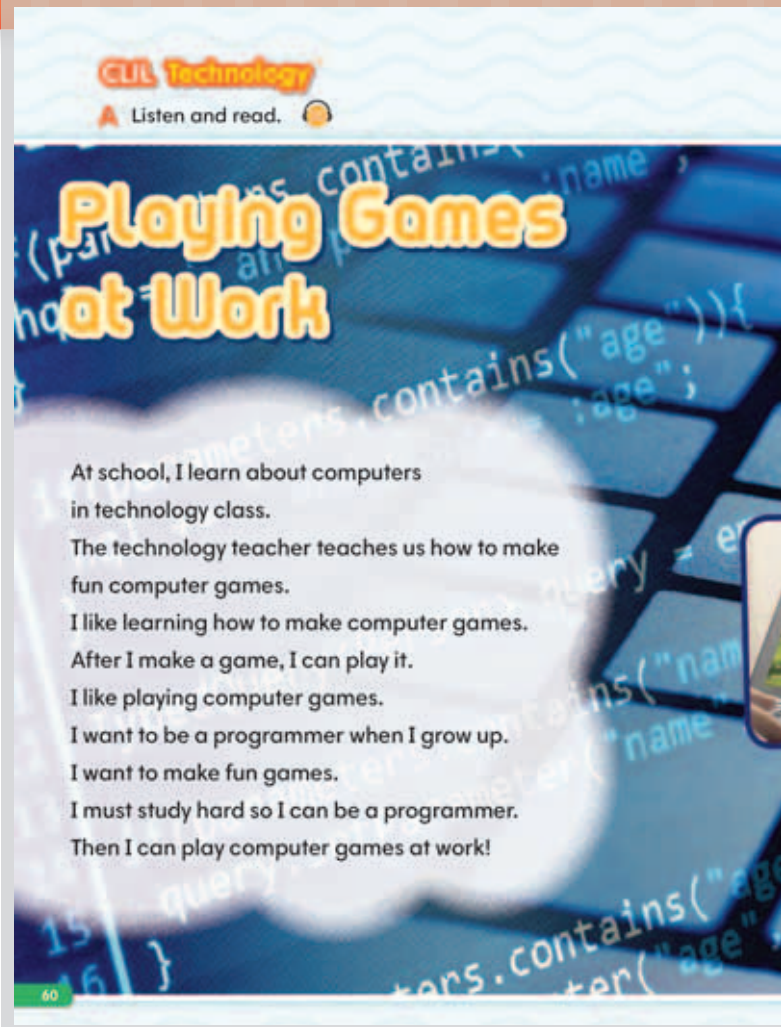
- encounter and explore a “real-world” technology text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- prepare for and participate in a communicative speaking activity 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** Show students the flashcards from **unit 8** and ask them about what they would like to do for a job and why.
- Ask students about the different jobs they learned and what duties these different jobs have. (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 different jobs and job duties.

CLIL Reading: Technology: Playing Games at Work **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 52**.
- 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.

8



I Read and circle.

- What does the boy want to be when he grows up?
 - a programmer
 - a technology teacher
 - a game tester
- What does he like doing?
 - He likes learning about computers in history class.
 - He likes testing computer games in class.
 - He likes learning computer games.

C Read and write.

- At school, the boy learns about computers in technology class.
- He wants to be a programmer and make fun games.

D Discuss with your friend.

What do you want to be in the future? Why?

Do you want to read more?

Scan and read.



61



Discussion: Discuss with your friend.

10 min.

- Talk with students about what they want to do for a job in the future.
- Ask students to talk with their friends about their favorite job and its duties, and to give 2-3 reasons why it's their favorite. Explain that it is OK if they think of something that isn't from **unit 8** in the book.
- 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 they want to be in English.)
- Ask them to draw a small picture of themselves doing their chosen job.

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.
- Watch the animation together and discuss it afterwards as a class.

Reading Comprehension I. Read and circle. **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 on **page 60** again 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.

Reading Comprehension II. Read and write. **5 min.**

- SB** Read sentence 1 aloud together as a class. Explain that this question has been completed for them using the information from the text on **page 60**.
- Read question 2 and ask students to look at the text on **page 60** again and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Have students write the answer.

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

- WB** Tell students to look at the activities on **page 37** in the workbook. Explain how to complete the **Read and write** activity in part H, and the **Circle yes or no** activity in part I.
- Complete one example of each for parts H and I 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 workbooks on **page 37**. (**Note: Allow them to write this in their native language, if necessary.)

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.
- Make sure each student has something to write with.
- Point to picture 1 (drama) and ask students what it is. Write the word *drama* on the board. Tell students to write it in the blank space below.
- Play **track 53** and ask students to write the words in the blank spaces.
- 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 Match and write. 10 min.

- **SB** Tell students to look at part B on **page 63**.
- Point to picture 1 and ask students: "What does he want to be?" Elicit the response: "He wants to be a programmer." Then read question 1 aloud together as a class. Review the answer choices in the box above, and ask students to look at the pictures and think for a moment about what the correct answer is. (e.g. picture 1 = letter c) Ask students to volunteer to give the correct answer. Have students put the correct letter in the box and write the words in the blank space.
- Complete the activity as a class.

C Think about what you want to be and why. Then talk about it with a friend. 5 min.











- **SB** Focus students' attention on part C on **page 63**.
- Tell students to think about what they want to be and why.
- Put students in pairs. Student A asks questions about what Student B wants to be and why.
- Tell students to switch.
- Monitor and provide assistance, if necessary.
- Give students 2 to 3 minutes to complete the activity.

A Listen and write.

1.  <u>drama</u>	2.  <u>play</u>	3.  <u>read</u>
4.  <u>fight</u>	5.  <u>win a prize</u>	6.  <u>do your homework</u>
7.  <u>eat</u>	8.  <u>sing</u>	9.  <u>help</u>
10.  <u>cook delicious food</u>	11.  <u>sing good songs</u>	12.  <u>help old people</u>

62

D Match and write.

1. 	a.  <u>chemistry</u>
2. 	b.  <u>read</u>
3. 	c.  <u>cheese</u>
4. 	d.  <u>whistle</u>
5. 	e.  <u>toys</u>

E Read and circle.

1. What subject (do / does) you like the most?
I (like / likes) English the most.
2. You must (listen / listened) to your teacher.
3. What do you (want / wants) to be?
I want to be (a / an) artist.
4. Why (does / do) she want to be a police officer?
She wants to (catch / catches) bad people.

64

B Match and write.

a. What subject do you like the most?	b. You must be quiet.
c. What does he want to be?	d. Why do you want to be a photographer?
e. I want to be an architect.	f. He likes geography the most.

- 

What does he want to be?
He wants to be a programmer.
- 

What subject do you like the most?
I like science the most.
- 

What do you want to be?
I want to be an architect.
- 

Why do you want to be a photographer?
I want to take beautiful pictures.
- 

You must not shout.
You must be quiet.
- 

What subject does he like the most?
He likes geography the most.

C Think about what you want to be and why. Then talk about it with a friend.

63

D Match and write. 5-10 min.

- SB Direct students' attention to part D on page 64.
- Point to number 1 and ask students what sound it makes. Encourage all students in the class to answer: (hard) */ch/*. Then tell students to draw a line to the word that starts with (hard) *ch*.
- Tell students to do the same for numbers 2 to 5.
- Go over the answers as a class.

E Read and circle. 5-10 min.

- SB Direct students' attention to part E on page 64.
- Point to number 1 and read it using each of the potential answers. *"What subject do you like the most?" "What subject does you like the most?"* Elicit the response: *"I like English the most."* Repeat for questions 2-4.
- Have students circle the correct answers.
- Go over the answers as a class.

F Play the game. 10 min.

- SB Direct students' attention to part F on page 65. 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 game board.
- 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 words they've landed on. (Give between 1-3 chances to guess the words or phrases depending on the student's level.)
- 5. Next, have the student use the word and phrase together 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.



65

He's Good at Surfing

Lesson 1

Unit Objectives

- Talk about and identify types of fun activities
- Make informative statements using *good at*
- Use *-ing* to create present participles

Lesson Objectives

Students will be able to:

- identify and name different types of activities
- ask and answer questions about future activities
- ask and answer questions about what activities they are good at doing

Vocabulary (Key words 1)

ice skating	surfing	skateboarding
skiing	sailing	bowling

Core Structure

- **Answer information questions about activities**
Q: How about going fishing tomorrow?
A: Yes, that's a good idea.

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 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 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

UNIT 9

He's Good at Surfing

Vocabulary

Listen and number.

ice skating

surfing

skateboarding

skiing

sailing

bowling

Language

Say and respond.

He's good at sailing.

He's not good at skating.

Song

Listen and sing along.

See page 98 for full song lyrics.

good.

good at !

!

good at !

not good.

not good at !

!

not good at !

QR code

as needed (e.g. tell them what letter the word starts with).

Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 66**. Direct their attention to the vocabulary items on the page. Ask the students to take out a pencil. Tell them to listen to the audio and number the vocabulary items in their book according to the **Listen and number** part. Play **track 54**. After playing **track 54**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary word: "*sailing.*"

Script

Listen and number.

54

- | | |
|------------------|------------|
| 1. sailing | 2. surfing |
| 3. skateboarding | 4. bowling |
| 5. ice skating | 6. skiing |

- **(Optional) Level Tip:**
Higher level: Ask students to spell each word after checking the answer. Say: "*Number one,*" and have the students respond:

Listening

A Listen and write.



Jeff: Wow! Look at Louie!

Rachel: He's good at skateboarding.

Anna: Yes, he is.

Anna & Louie: We're not good at skiing.

Rachel: Jeff is good at skiing!

Jeff: I can teach you how to ski.

Louie: That's a great idea!

B Say and act.

C Read and check.

- ☐ Louie is good at skiing.
- ☒ Anna is not good at skiing.
- ☒ Jeff is good at skiing.
- ☐ Louie is not good at skateboarding.

67

"sailing." Say: *"How do you spell 'sailing'?"* and have the students respond: *"s-a-i-l-i-n-g."* Continue for each word.

Lower level: Ask students for more information after checking the answer. Say: *"Number one,"* and have the students respond: *"sailing."* Say: *"What letter does 'sailing' start with?"* and have the students respond: *"s."* 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: *"He's good at surfing."* *"He's not good at skiing."*
- 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 he good at?"* *"He's good at sailing."* 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 55**. 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.

She's good. x2
She's good at ice skating!
Ice skating! x2
She's good at ice skating!

He's good. x2
He's good at skateboarding!
Skateboarding! x2
He's good at skateboarding!

You're good. x2
You're good at surfing!
Surfing! x2
You're good at surfing!

We're not good. x2
We're not good at bowling!
Bowling! x2
We're not good at bowling!

They're not good. x2
They're not good at sailing!
Sailing! x2
They're not good at sailing!

I'm not good. x2
I'm not good at skiing!
Skiing! x2
I'm not good at skiing!

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. ice skating, 2. skateboarding, 3. surfing, 4. bowling, 5. sailing, and 6. skiing.**
- 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 **skateboarding** and say: *"He's good." "He's good." He's good at skateboarding!" "Skateboarding!" "Skateboarding!" "He's good at skateboarding!"* Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 55** 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 55**. 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 books. 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 55** 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 **Look and match** 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 workbooks on **page 38**. (**Note: Allow them to write this in their native language, if necessary.)

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Using your native language if necessary, ask the students what their favorite activity is that they learned about in today's lesson. Call on a few students and ask them to say their favorite activity, in English.
- 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 questions about the activities and ability
- 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. Listen and write. 5-10 min.

- **SB** / **CD** Ask students to open their books to **page 67**. Focus students' attention on the dialogue at the top.
- Play **track 56** and ask students to write down what they hear. Call on students individually to answer: 1. *"He's good at skateboarding."* 2. *"We're not good at skiing."*

Script



Listen and write.

Frame 1.

Jeff: Wow! Look at Louie!

Rachel: He's good at skateboarding.

Anna: Yes, he is.

Frame 2.

Anna & Louie: We're not good at skiing.

Rachel: Jeff is good at skiing!

Jeff: I can teach you how to ski.

Louie: That's a great idea!

Listening II. Say and act. 10-15 min.

- **SB** 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: Frame 1: **They are in a park. Louie is on a skateboard. The other children are watching.** Frame 2: **They are on a hill. The children are skiing. It is snowy.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *"What are they doing?"* *"What do you see?"* 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. It may be helpful to pause after each frame in the comic strip to assist the students with navigating the page.

Listening III. Read and check. 5-10 min.

- **SB** Focus students' attention on the **Read and check** section on the bottom of **page 67**.
- Read number 1. *"Louie is good at skiing."* Focus students' attention on the **Listen and write** exercise above. Ask students: *"Is Louie good at skiing?"* Elicit the response: *"No, Louie is not good at skiing."* Have students mark box 1 with an **x**.
- Read number 2. *"Anna is not good at skiing."* Focus students' attention on the exercise above. Ask students: *"Is Anna good at skiing?"* Elicit the response: *"No, Anna is not good at skiing."* Have students place a check mark in box 2.
- Read number 3. *"Jeff is good at skiing."* Focus students' attention on the exercise above. Ask students: *"Is Jeff good at skiing?"* Elicit the response: *"Yes, Jeff is good at skiing."* Have students place a check mark in box 3.
- Read number 4. *"Louie is not good at skateboarding."* Focus students' attention on the exercise above. Ask students: *"Is Louie good at skateboarding?"* Elicit the response: *"Yes, Louie is good at skateboarding."* Have students mark box 4 with an **x**.

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

- **WB** Tell students to look at the activities on **page 39** in the workbook. 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 exercises and have them write it in their workbooks on **page 39**. (**Note: Allow them to write this in their native language, if necessary).

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)

rafting	climbing
fishing	snorkeling

Review / Expansion Structure

- Q: How about going fishing tomorrow?
A: Yes, that's a good idea. / No, let's go rafting.

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 reading the sentences and role-playing the story from the previous lesson.

Vocabulary+ Introduction 5 min.

- **FC** 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 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. 
rafting snorkeling

2. 
climbing fishing

3. 
rafting climbing

4. 
snorkeling fishing

Speaking

Ask and answer.

Guide How about going snorkeling tomorrow? Yes, that's a good idea.
No, let's go climbing.



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

Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their books 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 snorkeling and ask: "What are they doing?" Elicit the response: "They're snorkeling."
 2. Point to climbing and ask: "What are they doing?" Elicit the response: "They're climbing."
- Play **track 57** and ask the students to trace the letters after each word they hear. Pause the audio after each word in order to give the students enough time to write.

Script

Listen and circle.



- | | |
|---------------|-------------|
| 1. snorkeling | 2. climbing |
| 3. rafting | 4. fishing |

Phonics

Listen, repeat, and write.

9

1. l o a 2. l o a 3. c r o w 4. c r o w

A **cl** **een** with a **cr** **een** sails with a **g** **o** **o** **t** in a **b** **o** **o** **t**.

Writing

A Match and write.

Tip

Let's a lot us

1. He's good at skateboarding.
2. He's not good at swimming.
3. How about going snorkeling tomorrow?
Yes, that's a good idea.
4. How about going bowling tomorrow?
No, let's go rafting.



B Read and write.

1. He is good at surfing.
But he's not good at ice skating.
2. How about going bowling tomorrow?
Yes, that's a good idea.

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- 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 **snorkeling**, **climbing**, **rafting**, and **fishing** in a 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 snorkeling and ask: "How do you spell 'snorkeling'?" Elicit the response: "s-n-o-r-k-e-l-i-n-g."

Point to fishing and ask: "How do you spell 'fishing'?" Elicit the response: "f-i-s-h-i-n-g."

Point to climbing and ask: "How do you spell 'climbing'?" Elicit the response: "c-l-i-m-b-i-n-g."

Point to rafting and ask: "How do you spell 'rafting'?" Elicit the response: "r-a-f-t-i-n-g."

Speaking: Ask and answer. 10-15 min.

- **SB/FC** Direct the students' attention to the illustration at the bottom of **page 68**. Read the sentences in the illustration together: "How about going fishing tomorrow?" Read the responses together: "Yes, that's a good idea." / "No, let's go rafting."
- Explain to students that they will complete the answer by pointing at different pictures of activities in the picture. Hold up a flashcard of one of the activities in the illustration, for example *fishing*, and ask the students to point at the picture of fishing in the illustration in their book. Then ask them: "How about going fishing tomorrow?" Elicit the response: "Yes, that's a good idea."
- Invite a student to the front of the classroom. Give them the flashcard for the word *snorkeling*. Tell the student to point to the picture of snorkeling and ask their classmates the question: "How about going snorkeling tomorrow?" Elicit the response: "Yes, that's a good idea." 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 items 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 activities on **page 40** in the workbook. Explain how to complete the **Read and match** activity in part E and the **Look and write** activity in part F.
- Complete one example of each for parts E and F 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 workbooks on **page 40**. (**Note: Allow them to write this in their native language, if necessary.)

(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 in the middle of words with *-oa-* and *-ow-*

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 9** together.
- Pick one of the flashcards randomly. Look at it and show students. Explain that you will ask a question about the item on the flashcard and the students will answer. For example, if the flashcard you selected randomly is for the word "skiing," ask the students: *"What are you good at?"* Elicit the response: *"I am good at skiing."*
- 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.

Phonics: Listen, repeat, and write. (-oa- and -ow-) 10-15 min.

- **SB** / **CD** / **FC** Ask the students to look at the top of **page 69**. Direct their attention to the letters

in the yellow boxes. Ask the students if they recognize any of these letter sounds. Point at each set of yellow letters and elicit the appropriate phonetic sound: *"/o/, /oa/"* and *"/ow/."*

- Direct students' attention to the sentence in the right side of the box. Read it to the class. *"A clown with a crown sails with a goat in a boat."*
- Explain that the students are to complete the words in the middle using the letters on the left.
- Tell the students to listen and write. Play **track 58**.

Script



Listen, repeat, and write.

Number 1.

/oa/, boat, boat

Number 2.

/oa/, goat, goat

Number 3.

/ow/, crown, crown

Number 4.

/ow/, clown, clown

A clown with a crown sails with a goat in a boat.

- After listening to the audio, ask the students again: *"What sound do the letters '-oa-' make?"* Elicit the appropriate response: *"/o/, /oa/"* Repeat this for *-ow-*. Then point at one of the words randomly and ask them if they can read the word. For example, point at the word *"boat."* Ask the students to read it. If they cannot, ask them to repeat after you and say: *"Boat, /b/, /oat/, boat."*
- Finally, read the sentence 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.

Writing I. Match and write. 10 min.

- **SB** Have students open their books to **page 69**.
- Point to Picture **a** and say to the students: *"He's not good at (blank)."* Elicit the appropriate response: *Picture 1 "Skiing."*
- Point to picture **b** and say to the students: *"He's good at (blank)."* Elicit the appropriate response: *"Skateboarding."*
- Point to picture **c** and say to the students: *"How about going bowling tomorrow?"* Elicit the appropriate response: *"No, let's go rafting."*

- Point to picture **d** and say to the students: *“How about going snorkeling tomorrow?”* Elicit the appropriate response: *“Yes, that’s a good idea.”*
- After the students have properly identified all of the pictures, read each sentence aloud together as a class.
- Tell students to write the correct letter in the box and word in the blank for each sentence.
- 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.
- Complete one example.
- Tell them when they need to complete the workbook exercise and have them write it in their workbooks on the top of **page 41**. (**Note: Allow them to write this in their native language, if necessary.)

Writing II. Read and write. 5 min.

- **SB** Focus students’ attention on part B on **page 69**.
- Have students write the answers in the blank spaces. Offer assistance as needed.
- Read question 1. *“He is good at ice skating.”* *“But he’s not good at ice skating.”*
- Read question 2. *“How about going bowling tomorrow?”* Elicit the response: *“Yes, that’s a good idea.”*

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: **let’s = let us**
- 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.” (Use your native language to explain this, if necessary.) Ask the students to practice writing **let’s = let us** a few times under the “Tip” cloud.
- Point out to the students that they have already learned this in the grammar structure for this unit: *“Let’s go snorkeling.”*

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

- **WB** Tell students to look at the activity on the top of **page 41** in the workbook. Explain how to complete the **Unscramble and write** activity in part G.

Lesson 5

Lesson Objectives

Students will:

- encounter and explore a “real-world” physical education text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- 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** Show students the flashcards from **unit 9** and ask them to talk about outside activities.
- Ask students to talk about different safety “gear” needed such as: “helmet,” “elbow and knee pads.” (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 safety gear.

CLIL Reading: Physical Education: What I'm Good at 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 59**.
- 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.

CLIL Physical Education
A Listen and read.

What I'm Good at

I like doing activities outside.
I'm good at skateboarding.
I can go fast and do jumps.
Even though I'm good at skateboarding,
I wear safety gear.
I wear a helmet to protect my head.
I wear elbow and knee pads to protect
my arms and legs.
When I fall down, it doesn't hurt. And
I can get up and keep skateboarding.
I'm not good at skiing.
I want to learn how to ski better.
What are you good at doing?

70

- 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.

Reading Comprehension I. Read and circle. 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. Ask students to look at the text on **page 70** again 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.



1. What is the girl good at doing?

- a. She's good at skateboarding.
- b. She's good at skiing.
- c. She's good at ice skating.

1. The girl likes doing activities involving and is specialist at skateboarding.

2. She's not good at doing.

Do you want to read more?
Scan and read.



21

- Ask them to draw a small picture of something they are good at doing.

- 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.
- Watch the animation together and discuss it afterwards as a class.

- **WB** Tell students to look at the activities on **page 41** in the workbook. Explain how to complete the **Read and write** activity in part H and the **Circle yes or no** activity in part I.
- Complete one example of each for parts H and I 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 workbooks on **page 41**. (**Note: Allow them to write this in their native language, if necessary.)

- **SB** Read question 1 aloud together as a class. Explain that this question has been completed for them using the information from the text on **page 70**.
- Read question 2 and ask students to look at the text on **page 70** again and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer. Have students write the answer.

- Talk with students about what they are good at doing and if they like those activities.
- Ask students to talk with their friends about what they are good at doing. Explain that it is OK if they think of something that isn't from **unit 9** in the book.
- 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

How Much Snow Is There?

Lesson 1

Unit Objectives

- Talk about and identify countable and uncountable nouns
- Ask information questions using *how much* and *how many*
- Use determiners: *any, a lot of, a little, some*

Lesson Objectives

Students will be able to:

- ask and answer about amounts

Vocabulary (Key words 1)

snow	sand	dirt
ice	water	grass

Core Structure

- Ask and answer questions using *how much* and determiners: *any, a lot of, a little, some*.
Q: How much water is there?
A: There is a little / some / a lot of water.
There isn't any water.

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 72**.
- 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 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. tell them what letter the word starts with).

UNIT
10

How Much Snow Is There?

Vocabulary Listen and number.

snow

sand

dirt

ice

water

grass

Language Ask and answer.

How much water is there?
There is a little / some / a lot of water.
There isn't any water.

Song Listen and sing along.

How much is there?
How much is there?
There's is.
There's is.
There's is.

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

Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 72**. Direct their attention to the vocabulary items on the page. Ask the students to take out a pencil. Tell them to listen to the audio and number the vocabulary items in their book according to the **Listen and number** part. Play **track 60**. After playing **track 60**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary word: "*snow.*"

Script

Listen and number.



- | | |
|---------|----------|
| 1. snow | 2. water |
| 3. ice | 4. grass |
| 5. sand | 6. dirt |

(Optional) Level Tip:

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

Listening

A Listen and write.



Rachel: How much sand is there?

Anna: There is a lot of sand.

Jeff: How much water is there?

Louie: There is a lot of water.



Rachel: How much ice is there?

Anna: There isn't

Rachel: I will go get some.

B Say and act.

C Read and check.

1. ☒ There is a lot of sand.
2. ☐ There isn't any water.
3. ☒ There is a lot of water.
4. ☐ There is a lot of ice.

73

Lower level: Ask students for more information after checking the answer. Say: "*Number one,*" and have the students respond: "*snow.*" Say: "*What sound does 'snow' start with?*" and have the students respond: "*s.*" 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 much water is there?*" "*There is some water.*"
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: "*Number one: How much snow is there? There's a lot of snow.*" 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 61**. 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

61

Listen and sing along.

How much is there?
How much water is there? x2
There's a lot. x2
There's a lot, lot, lot.
There's a lot of water.

How much is there?
How much sand is there? x2
There's a lot. x2
There's a lot, lot, lot.
There's a lot of sand.

How much is there?
How much grass is there? x2
There's some. x2
There's some, some, some.
There's some grass.

How much is there?
How much dirt is there? x2
There's some. x2
There's some, some, some.
There's some dirt.

How much is there?
How much snow is there? x2
There isn't any. x2
There isn't any, any, any.
There isn't any snow.

How much is there?
How much ice is there? x2
There isn't any. x2
There isn't any, any, any.
There isn't any ice.

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. water, 2. sand, 3. grass, 4. dirt, 5. snow, and 6. ice.**
- 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 **snow** and say: *"How much is there?" "How much snow is there? How much snow is there?" "There isn't any. There isn't any." "There isn't any, any, any." "There isn't any snow."* Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 61** 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 61**. 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 books. 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 61** 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 activities on **page 42** in the workbook. Explain how to complete the **Look and write** activity in part A and the **Match 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 workbooks on **page 42**. (**Note: Allow them to write this in their native language, if necessary.)

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Using your native language if necessary, ask the students to consider which they like to play in best (snow, sand, dirt, ice, water, or grass) that they learned about in today's lesson. Call on a few students and ask them to say their favorite one to play in, in English.
- Ask the students to draw, color, and write the name of the item and to color a picture of them playing in it 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 questions using *how much*
- 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. Listen and write. 5-10 min.

- **SB/CD** Ask students to open their books to **page 73**. Focus students' attention on the dialogue at the top.
- Play **track 62** and ask students to write down what they hear. Call on students individually to answer: 1. *"How much water is there?"* 2. *"There isn't any ice."*

Script

62

Listen and write.

Frame 1.

Rachel: How much sand is there?

Anna: There is a lot of sand.

Jeff: How much water is there?

Louie: There is a lot of water.

Frame 2.

Rachel: How much ice is there?

Anna: There isn't any ice.

Rachel: I will go get some.

Listening II. Say and act. 10-15 min.

- **SB** 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: **The children are at the beach. The boys swim, the girls make a sandcastle. There is an umbrella.** Use your

native language as necessary and provide support when needed to the students. Ask few questions, such as *"What are they doing?"* *"What do you see?"* 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. It may be helpful to pause after each frame in the comic strip to assist the students with navigating the page.

Listening III. Read and check. 5-10 min.

- **SB** Focus students' attention on the **Read and check** section on the bottom of **page 73**.
- Read number 1. *"There is a lot of sand."* Focus students' attention on the **Listen and write** exercise above. Ask students: *"Is there a lot of sand?"* Elicit the response: *"Yes, there is a lot of sand."* Have students place a check mark in box 1.
- Read number 2. *"There isn't any water."* Focus students' attention on the exercise above. Ask students: *"Is there any water?"* Elicit the response: *"Yes, there is a lot of water."* Have students mark box 2 with an **x**.
- Read number 3. *"There is a lot of water."* Focus students' attention on the exercise above. Ask students: *"Is there a lot of water?"* Elicit the response: *"Yes, there is a lot of water."* Have students place a check mark in box 3.
- Read number 4. *"There is a lot of ice."* Focus students' attention on the exercise above. Ask students: *"Is there a lot of ice?"* Elicit the response: *"No, there isn't any ice."* Have students mark box 4 with an **x**.

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

- **WB** Tell students to look at the activities on **page 43** in the workbook. 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 exercises and have them write it in their workbooks on **page 43**. (**Note: Allow them to write this in their native language, if necessary.

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)

forest	lake
mountain	tree

Review / Expansion Structure

- Q: How many trees are there?
A: There are four trees.
- Q: How many mountains are there?
A: There aren't any mountains.

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 reading the sentences and role-playing the story from the previous lesson.

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 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.  forest lake

2.  mountain tree

3.  mountain forest

4.  lake tree

Speaking Ask and answer.

Guide How many lakes are there? There are four lakes.
How many mountains are there? There aren't any mountains.



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

Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their books 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 picture of the forest and ask: "What is it?" Elicit the response: "A forest."
2. Point to the picture of the tree and ask: "What is it?" Elicit the response: "A tree."
- Play **track 63** and ask the students to circle the correct word after each set of words they hear. Pause the audio after each set of words in order to give the students enough time to write.

Script



Listen and circle.

1. forest
2. tree
3. mountain
4. lake

Phonics

Listen, repeat, and write.

10

1. ar 2. ar 3. or 4. or

There is some car on the farm, and a horse with a scarf.

Writing

A Choose and write.

snow ice mountains trees



There aren't any snow.



There's some ice.



There's a lot of trees.



There are three mountains.

Tip

How many is a countable
How many is a countable

B Read and write.

- How much sand is there?
There is a little sand.
- How many lakes are there?
There aren't any lakes.

75

- 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 **lake**, **mountain**, **tree**, and **forest** in a 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 "tree" and ask: "How do you spell 'tree'?" Elicit the response: "t-r-e-e." Point to "mountain" and ask: "How do you spell 'mountain'?" Elicit the response: "m-o-u-n-t-a-i-n."

Point to "forest" and ask: "How do you spell 'forest'?" Elicit the response: "f-o-r-e-s-t." Point to "lake" and ask: "How do you spell 'lake'?" Elicit the response: "l-a-k-e."

Speaking: Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 74**. Read the sentences in the illustration together: "How many trees are there?" Read the response together: "There are four trees."
- Explain to students that they will complete the answer by pointing at different nature items in the picture. Hold up a flashcard of one of the nature items in the illustration, for example *mountains*, and ask the students to point at the mountains in the illustration in their book. Then ask them: "How many mountains are there?" Elicit the response: "There are four mountains."
- Invite a student to the front of the classroom. Give them the flashcard for the word forest. Tell the student to point to the picture and ask their classmates the question: "How many forests are there?" Elicit the response: "There aren't any forests." 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 items 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 activities on **page 44** in the workbook. Explain how to complete the **Correct and rewrite** activity in part E and the **Look and write** activity in part F.
- Complete one example of each for parts E and F 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 workbooks on **page 44**. (**Note: Allow them to write this in their native language, if necessary.)

(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 in the middle of words with *-ar-* and *-or-*

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 10** together.
- Pick one of the flashcards randomly. Look at it and show students. Explain that you will ask a question about the item on the flashcard and the students will answer. For example, if the flashcard you selected randomly is for the word "tree," ask the students: "What is it?" Elicit the response: "It's a tree."
- 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.

Phonics: Listen, repeat, and write. (-ar- and -or-) 10-15 min.

- **SB/CD/FG** Ask the students to look at the top of **page 75**. Direct their attention to the letters

in the yellow boxes. Ask the students if they recognize any of these letter sounds. Point at each set of yellow letters and elicit the appropriate phonetic sound: *"/a/, /ar/"* and *"/o/, /or/."*

- Direct students' attention to the sentence, in the right side of the box. Read it to the class. *"There is some corn on a farm, and a horse with a scarf."*
- Explain that the students are to complete the words in the middle using the letters on the left.
- Tell the students to listen and write. Play **track 64**.

Script



Listen, repeat, and write.

Number 1.

/ar/, farm, farm

Number 2.

/ar/, scarf, scarf

Number 3.

/or/, corn, corn

Number 4.

/or/, horse, horse

There is some corn on the farm,
and a horse with a scarf.

- After listening to the audio, ask the students again: "What sound do the letters '-ar-' make?" Elicit the appropriate response: *"/a/, /ar/"* Repeat this for *-or-*. Then point at one of the words randomly and ask them if they can read the word. For example, point at the word "scarf." Ask the students to read it. If they cannot, ask them to repeat after you and say: *"Scarf /sc/, /arf/, scarf."*
- Finally, read the sentence 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.

Writing I. Choose and write. 10 min.

- **SB** Have students open their books to **page 75**.
- Point to items in the pictures and read the questions to the students: "There aren't any (blank)." Elicit the appropriate response: "Trees."
Picture 2. "There's some (blank)." Elicit the appropriate response: "Ice."
Picture 3 "There's a lot of (blank)." Elicit the appropriate response: "Snow."
Picture 4 "There are three (blank)." Elicit the appropriate response: "Mountains."

- After the students have properly identified all of the pictures, read each sentence aloud together as a class.
- Tell students to fill in the blank with the correct word from the box above.
- 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 II. Read and write. 5 min.

- **SB** Ask the students to look at part B on **page 75**.
- Have students write the answers in the blank spaces. Offer assistance as needed.
- Read question 1. *"How much sand is there?"*
Elicit the response: *"There is a little sand."*
- Read question 2. *"How many lakes are there?"*
Elicit the response: *"There aren't any lakes."*

Writing Tip: countable / uncountable 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: **how much = uncountable, how many = countable**
- Explain to the students that **countable nouns** are things we can count with numbers, for example: "trees," and is used with the question **how many**. Explain to the students that **uncountable nouns** cannot be counted and are used with a singular verb, and the question **how much**. (Use your native language to explain this, if necessary.) Ask the students to write two countable nouns and two uncountable nouns under the "Tip" cloud. (Tip: to assist students in determining which are countable and which are uncountable, remind them which question is used with uncountable nouns, **how much**, and which question is used with countable nouns, **how many**.)
- Point out to the students that they have already learned this in the grammar structure for this unit: *"How much snow is there?" "How many trees are there?"*

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

- **WB** Tell students to look at the activity on the top of **page 45** in the workbook. Explain how to complete the **Unscramble and write** activity in part G.
- Complete one example.
- Tell them when they need to complete the workbook exercises and have them write it in their workbooks on the top of **page 45**. (**Note: Allow them to write this in their native language, if necessary.)

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
- practice using visual clues to assist in developing reading comprehension skills
- 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** Show students the flashcards from **unit 10** and ask them to talk about the different environments and what landmark items they see. For example, plants are found in the forest; we go fishing at the lake.
- Ask students if they know what “fresh air” and “fresh water” means. (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 forest is.

CLIL Reading: Science: Into the Forest 10-15 min.

- **SB/CD** Tell students to look at part A on **page 76**. 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 65**.

CLIL Science

A Listen and read.

Into the Forest

I like nature.

I like going to the forest on weekends with my family.

We like climbing the mountains in the forest.

There are many trees and beautiful plants in the forest.

There are a lot of animals living there, too.

We bring some fruit and bread for a snack.

There is a big lake near the forest.

Sometimes we go fishing there.

There's a lot of fresh air and fresh water all around.

- 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.

Reading Comprehension I. Read and circle. 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. Ask students to look at the text on **page 76** again 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.



1. Where does the boy like going?

- I like hiking in the forest with my family. We stay together so we don't get lost.

1. There are many trees
and beautiful plants
in the forest.

2. There's a lot of fresh air
and fresh water
all around.

What kind of nature is there around you?
What is there a lot of?

Scan and read.



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5 min.

- page 76.**

10 min.

- etc.

- Ask them to draw a small picture of their favorite activity and where they like doing it.

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.
- Watch the animation together and discuss it afterwards as a class.

3-5 min.

- **WB** Tell students to look at the activities on **page 45** in the workbook. Explain how to complete the **Read and write** activity in part H, and the **Circle yes or no** activity in part I.
- Complete one example of each for parts H and I 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 workbooks on **page 45**. (**Note: Allow them to write this in their native language, if necessary.)

Do You Know How to Play Chess?

Lesson 1

Unit Objectives

- Talk about and identify different skills and abilities
- Ask information questions using *do you know how to*
- Use *to*-infinitives

Lesson Objectives

Students will be able to:

- identify and name different skills and abilities
- ask and answer questions about skills and abilities using yes or no

Vocabulary (Key words 1)

drive a car	play the flute	play chess
sail a boat	knit a scarf	use chopsticks

Core Structure

- Answer information questions using *to*-infinitive
Q: Do you know how to play chess?
A: Yes, I do. / No, I don't.

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 78**.
- 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 students the pictures on the flashcards one by one again and ask them to tell you the phrase for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).

Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 78**. Direct their attention to the vocabulary items on the page. Ask the students to take out a pencil. Tell them to listen to the audio and number the vocabulary items in their book according to the **Listen and number** part. Play **track 66**. After playing **track 66**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary phrase: "*knit a scarf.*"

Script



Listen and number.

1. knit a scarf
2. play the flute
3. play chess
4. drive a car
5. sail a boat
6. use chopsticks

- **(Optional) Level Tip:**
Higher level: Ask students to spell each word after checking the answer. Say: "*Number one,*" and have the students respond: "*knit a*"

Listening

A Listen and write.



Louie: Do you know how to use chopsticks?

Anna: Yes, I do.

Louie: You are good at it! I am not.

Rachel: Do you know how to use chopsticks?

Jeff: No, I don't. Can you show me how?

Rachel: Sure, no problem.

B Say and act.

C Read and check.

1. ☒ Anna knows how to use chopsticks.
2. ☒ Louie doesn't know how to use chopsticks.
3. ☒ Rachel knows how to use chopsticks.
4. ☒ Jeff doesn't know how to use chopsticks.

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scarf. Say: "How do you spell 'knit a scarf'?" and have the students respond: "k-n-i-t(space)a(space)s-c-a-r-f." Continue for each word.

Lower level: Ask students for more information after checking the answer. Say: "Number one," and have the students respond: "knit a scarf." Say: "What letter does 'scarf' start with?" and have the students respond: "s." 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 know how to play chess?" "Yes, I do." / "No, I don't."
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: "Number one: Do you know how to knit a scarf?" "No, I don't." 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 67**. 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.

Do you know... x2
How to play chess? x2
Do you know how to play chess?
Yes! x2 Yes, I do!
I know how to play chess!

Do you know... x2
How to play the flute? x2
Do you know how to play the flute?
Yes! x2 Yes, I do!
I know how to play the flute!

Do you know... x2
How to use chopsticks? x2
Do you know how to use chopsticks?
Yes! x2 Yes, I do!
I know how to use chopsticks!

Do you know... x2
How to drive a car? x2
Do you know how to drive a car?
No! x2 No, I don't!
I don't know how to drive a car!

Do you know... x2
How to sail a boat? x2
Do you know how to sail a boat?
No! x2 No, I don't!
I don't know how to sail a boat!

Do you know... x2
How to knit a scarf? x2
Do you know how to knit a scarf?
No! x2 No, I don't!
I don't know how to knit a scarf!

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. play chess, 2. play the flute, 3. use chopsticks, 4. drive a car, 5. sail a boat, and 6. knit a scarf.**
- 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 **play chess** and say: *"Do you know..." "Do you know..." "How to play chess?" "How to play chess?" "Do you know how to play chess?" "Yes!" "Yes!" "Yes, I do!" "I know how to play chess!"* Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 67** 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 67**. 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 books. 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 67** 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 match** 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 workbooks on **page 46**. (**Note: Allow them to write this in their native language, if necessary.)

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Using your native language if necessary, ask the students to choose a skill or ability they have learned about in today's lesson. Call on a few students and ask them to talk about their skill or ability, in English.
- Ask the students to draw, color, and write about their skill or ability 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 questions about skills and activities
- 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.

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

Listening I. Listen and write. 5-10 min.

- **SB** / **CD** Ask students to open their books to **page 79**. Focus students' attention on the dialogue at the top.
- Play **track 68** and ask students to write down what they hear. Call on students individually to answer: 1. *"Do you know how to use chopsticks?"* 2. *"No, I don't."*

Script



Listen and write.

Frame 1.

Louie: Do you know how to use chopsticks?

Anna: Yes, I do.

Louie: You are good at it! I am not.

Frame 2.

Rachel: Do you know how to use chopsticks?

Jeff: No, I don't. Can you show me how?

Rachel: Sure, no problem.

Listening II. Say and act. 10-15 min.

- **SB** 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, and characters in the story, and what they think is happening: **They are in the cafeteria. They are having lunch. They are eating noodles.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *"What are they doing?"* *"What do you see?"* 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. It may be helpful to pause after each frame in the comic strip to assist the students with navigating the page.

Listening III. Read and check. 5-10 min.

- **SB** Focus students' attention on the **Read and check** section on the bottom of **page 79**.
- Read number 1. *"Anna knows how to use chopsticks."* Focus students' attention on the **Listen and write** exercise above. Ask students: *"Does Anna know how to use chopsticks?"* Elicit the response: *"Yes, she does."* Have students place a check mark in box 1.
- Read number 2. *"Louie doesn't know how to use chopsticks."* Focus students' attention on the exercise above. Ask students: *"Does Louie know how to use chopsticks?"* Elicit the response: *"No, he doesn't."* Have students place a check mark in box 2.
- Read number 3. *"Rachel knows how to use chopsticks."* Focus students' attention on the exercise above. Ask students: *"Does Rachel know how to use chopsticks?"* Elicit the response: *"Yes, she does."* Have students place a check mark in box 3.
- Read number 4. *"Jeff doesn't know how to use chopsticks."* Focus students' attention on the exercise above. Ask students: *"Does Jeff know how to use chopsticks?"* Elicit the response: *"No, he doesn't."* Have students place an x in box 4.

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

- **WB** Tell students to look at the activities on **page 47** in the workbook. 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 exercises and have them write it in their workbooks on **page 47**. (**Note: Allow them to write this in their native language, if necessary).

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)

whistle	do laundry
make cookies	fold a paper plane

Review / Expansion Structure

- Do you know how to do the laundry?
Yes, I do. / No, I don't.

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 reading the sentences and role-playing the story from the previous lesson.

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 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 students the pictures on the flashcards one by one again and ask them to tell you the phrase 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).

Vocabulary+

Listen and circle.

1. 
whistle
do the laundry

2. 
make cookies
fold a paper plane

3. 
fold a paper plane
make cookies

4. 
do the laundry
whistle

Speaking

Ask and answer.

Guide Do you know how to do the laundry? Yes, I do.
No, I don't.



Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their books 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 "do the laundry" and ask: "What do you do?" Elicit the response: "I do the laundry."
 2. Point to "make cookies" and ask: "What do you do?" Elicit the response: "We make cookies."
- Play **track 69** and ask the students to circle the correct word after each set of words they hear. Pause the audio after each set of words in order to give the students enough time to write.

Script



Listen and circle.

1. do the laundry
2. make cookies
3. fold a paper plane
4. whistle

- 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 phrase.

Phonics

Listen, repeat, and write.



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long oo	1. <u>oo</u> <u>oo</u> <u>oo</u>	2. <u>oo</u> <u>oo</u> <u>oo</u>	The co ok has co ol bo ats and a bo ok.
short oo	3. <u>oo</u> <u>oo</u> <u>oo</u>	4. <u>oo</u> <u>oo</u> <u>oo</u>	

Writing

A Match and write.



1. Do you know how to play chess?
Yes, I do.
2. Does she know how to knit a scarf?
Yes, she does.
3. Does he know how to do the laundry?
No, he doesn't.
4. Do they know how to make cookies?
Yes, they do.

B Read and write.

1. Do you know how to use chopsticks?
Yes, I do.
2. Does she know how to fold a paper plane?
No, she doesn't.

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Speaking: Ask and answer. 10-15 min.

- **SB** / **FC** Direct the students' attention to the illustration at the bottom of **page 80**. Read the sentences in the illustration together: "*Do you know how to do the laundry?*" Read the responses together: "*Yes, I do.*" / "*No, I don't.*"
- 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 *fold a paper plane*, and ask the students to point at the paper plane in the illustration in their book. Then ask them: "*Do you know how to fold a paper plane?*" Elicit the response: "*Yes, I do.*"
- Invite a student to the front of the classroom. Give them the flashcard for the word *whistle*. Tell the student to point to the boy whistling and ask their classmates the question: "*Do you know how to whistle?*" Elicit the response: "*Yes, I do.*" 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 items in the illustration 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 activities on **page 48** in the workbook. Explain how to complete the **Read and match** activity in part E and the **Look and write** activity in part F.
- Complete one example of each for parts E and F 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 workbooks on **page 48**. (**Note: Allow them to write this in their native language, if necessary.)

(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.

• (Optional) Level Tip:

Higher level: **FC** Put the flashcards for the phrases **do the laundry**, **make cookies**, **fold a paper plane**, and **whistle** in a 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 "do the laundry" and ask: "*How do you spell 'do the laundry'?*" Elicit the response: "d-o(space)t-h-e-(space)l-a-u-n-d-r-y." Point to "make cookies" and ask: "*How do you spell 'make cookies'?*" Elicit the response: "m-a-k-e(space)c-o-o-k-i-e-s." Point to "fold a paper plane" and ask: "*How do you spell 'fold a paper plane'?*" Elicit the response: "f-o-l-d(space)a(space)p-a-p-e-r(space)p-l-a-n-e." Point to "whistle" and ask: "*How do you spell 'whistle'?*" Elicit the response: "w-h-i-s-t-l-e."

- 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 in the middle of words with (long) -oo- and (short) -oo-

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 11** together.
- Pick one of the flashcards randomly. Look at it and show students. Explain that you will ask a question about the item on the flashcard and the students will answer. For example, if the flashcard you selected randomly is for the phrase “make cookies,” ask the students: “*Do you know how to make cookies?*” Elicit the response: “*No, I don’t.*”
- 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.

Phonics: Listen, repeat, and write. (long -oo- and short -oo-) 10-15 min.

- **SB/CD/EG** Ask the students to look at the top of **page 81**. Direct their attention to the letters in the yellow boxes. Ask the students if they recognize any of these letter sounds. Point at each set of yellow letters and elicit the appropriate phonetic sound: “(long) *ō*, /oo/” and “(short) *ö*, /oo/.”
- Direct students’ attention to the sentence in the right side of the box. Read it to the class. “*The cook has cool boots and a book.*”
- Explain that the students are to complete the words in the middle using the letters on the left.
- Tell the students to listen and write. Play **track 70**.

Script



Listen, repeat, and write.

Number 1.

/oo/, boots, boots

Number 2.

/oo/, cool, cool

Number 3.

/oo/, book, book

Number 4.

/oo/, cook, cook

The cook has cool boots and a book.

- After listening to the audio, ask the students again: “*What sound do the letters short ‘-oo-’ make?*” Elicit the appropriate response: “(short) *ö*, /oo/” Repeat this for (long) -oo- (*ō*). Then point at one of the words randomly and ask them if they can read the word. For example, point at the word “*boots.*” Ask the students to read it. If they cannot, ask them to repeat after you and say: “*Boots, /b/, /oots/, boots.*”
- Finally, read the sentence 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.

Writing I. Match and write. 10 min.

- **SB** Have students open their books to **page 81**.
- Point to picture **a** and ask the students: “*Do you know how to (blank)?*” Elicit the appropriate response: “*Play chess.*”
- Point to picture **b** and ask the students: “*Do they know how to (blank)?*” Elicit the appropriate response: “*Make cookies.*”

- Point to picture **c** and ask the students: *"Does he know how to (blank)?"* Elicit the appropriate response: *"Do the laundry."*
- Point to picture **d** and ask the students: "Does she know how to (blank)?" Elicit the appropriate response: *"Knit a sweater."*
- After the them have properly identified all of the pictures, ask them to fill in the blanks for each question. Then read each question aloud together as a class. Point to sentence 1 and ask the students if they can read the statement.
- Sentence 1 *"Do you know how to play chess?"*
"Yes, I do."
- Ask students which picture the question matches with. Have students raise their hands and volunteer to answer the question.
Sentence 1 matches with **Picture a**.
- 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 II. Read and write. 5 min.

- **SB** Focus students' attention on part B on **page 81**.
- Have students write the answers in the blank spaces. Offer assistance as needed.
- Read question 1. *"Do you know how to use chopsticks?"* Elicit the response: *"Yes, I do."*
- Read question 2. *"Does she know how to fold a paper plane?"* Elicit the response: *"No, she doesn't."*

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

- **WB** Tell students to look at the activity on the top of **page 49** in the workbook. Explain how to complete the **Unscramble and write** activity in part G.
- Complete one example.
- Tell them when they need to complete the workbook exercises and have them write it in their workbooks on the top of **page 49**. (**Note: Allow them to write this in their native language, if necessary.)

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
- practice using visual clues to assist in developing reading comprehension skills
- 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** Show students the flashcards from **unit 11** and ask them to talk about their different hobbies and abilities.
- Ask students if they know what “strategy” means. (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 chess.

CLIL Reading: Social Studies: My Hobby 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 along and point at the words as they hear them. Play **track 71**.
- 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.

My Hobby

Do you know how to play chess? I do.

I learned how to play chess last year.

Now I play chess a lot.

I know the rules, but I’m still learning how to play the game well.

This is called “strategy.”

Learning strategy helps you know how to win the game.

Chess is easy to learn to play, but it’s hard to win.

That is why I’m learning how to use strategy when I play chess.

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.

Reading Comprehension I. Read and circle. 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 on **page 82** again 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.



- Additional Reading** 5-10 min.

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

- ### Teacher's Note

123

How Often Do You Do the Laundry?

Lesson 1

Unit Objectives

- Talk about and identify how often routine activities occur
- Ask information questions using *how often*
- Ask and answer information questions using adverbs of frequency

Lesson Objectives

Students will be able to:

- ask about the frequency or occurrence of different routine activities
- ask and answer questions using *how often*

Vocabulary (Key words 1)

always	usually	often
sometimes	rarely	never

Core Structure

- Answer information questions using frequency adverbs
Q: How often do you make cookies?
A: I rarely make cookies.

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 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. tell them what letter the word starts with).



Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 84**. Direct their attention to the vocabulary items on the page. Ask the students to take out a pencil. Tell them to listen to the audio and number the vocabulary items in their book according to the **Listen and number** part. Play **track 72**. After playing **track 72**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary word: "*sometimes.*"

Script

Listen and number.



- | | |
|--------------|------------|
| 1. sometimes | 2. usually |
| 3. often | 4. never |
| 5. always | 6. rarely |

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

Listening

A Listen and write.



Rachel: Your room is so clean! How often do you clean it?

Anna: I usually clean my room every Saturday.

Rachel: Your teeth are beautiful. How often

do you brush your teeth?

Anna: I always brush my teeth three times a day.

Louie: You are good! How often do you play computer games?

Jeff: I often play computer games on the weekend.

B Say and act.

C Read and check.

1. ☐ Anna sometimes cleans her room every week.
2. ☐ Anna always brushes her teeth two times a day.
3. ☒ Anna always brushes her teeth three times a day.
4. ☒ Jeff often plays computer games.

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Lower level: Ask students for more information after checking the answer. Say: *"Number one,"* and have the students respond: *"sometimes."* Say: *"How often do you play computer games?"* and have the students respond: *"Sometimes."* 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 often do you make cookies?" "I rarely make cookies." / "How often do you do the laundry?" "I sometimes do the laundry."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: *"Number one: How often do you make cookies?" "I sometimes make cookies."* 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 73**. 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 often do you... x2
How often do you brush your teeth?
How often do you... x2
Always. x2
I always brush my teeth!

How often do you... x2
How often do you use chopsticks?
How often do you... x2
Usually. x2
I usually use chopsticks!

How often do you... x2
How often do you take out the trash?
How often do you... x2
Often. x2
I often take out the trash!

How often do you... x2
How often do you do the laundry?
How often do you... x2
Sometimes. x2
I sometimes do the laundry!

How often do you... x2
How often do you make cookies?
How often do you... x2
Rarely. x2
I rarely make cookies!

How often do you... x2
How often do you drive a car?
How often do you... x2
Never. x2
I never drive a car!

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. always, 2. usually, 3. often, 4. sometimes, 5. rarely, and 6. never.**
- 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 “always” and say: “*How often do you...*” “*How often do you...*” “*How often do you brush your teeth?*” “*Always.*” “*Always.*” “*I always brush my teeth.*” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 73** 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 73**. 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 books. 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 73** 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 activities on **page 50** in the workbook. Explain how to complete the **Look and write** activity in part A and the **Match 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 workbooks on **page 50**. (**Note: Allow them to write this in their native language, if necessary.)

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Using your native language if necessary, ask the students how often they do an activity. Have students use one of the frequency adverbs they learned in today’s lesson. Call on a few students and ask them to say how often they do an activity, in English.
- Ask the students to draw and color the activity and write how often they do it 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 questions about how often someone is doing an activity
- 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.

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

Listening I. Listen and write. 5-10 min.

- **SB/CD** Ask students to open their books to **page 85**. Focus students' attention on the dialogue at the top.
- Play **track 74** and ask students to write down what they hear. Call on students individually to answer: 1. *"How often do you brush your teeth?"* 2. *"I often play computer games on the weekend."*

Script



Listen and write.

Frame 1.

Rachel: Your room is so clean! How often do you clean it?

Anna: I usually clean my room every Saturday.

Rachel: Your teeth are beautiful. How often do you brush your teeth?

Anna: I always brush my teeth three times a day.

Frame 2.

Louie: You are good! How often do you play computer games?

Jeff: I often play computer games on the weekend.

Listening II. Say and act. 10-15 min.

- **SB** 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: **The girls are talking. The boys are playing computer games. They are in a bedroom.** Use your native language as

necessary and provide support when needed to the students. Ask few questions, such as *"What are they doing?"* *"What do you see?"* 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. It may be helpful to pause after each frame in the comic strip to assist the students with navigating the page.

Listening III. Read and check. 5-10 min.

- **SB** Focus students' attention on the **Read and check** section on the bottom of **page 85**.
- Read number 1. *"Anna sometimes cleans her room every week."* Focus students' attention on the **Listen and write** exercise above. Ask students: *"Does Anna sometimes clean her room every week?"* Elicit the response: *"No, she doesn't. She usually clean her room every Saturday."* Have students place an **x** in box 1.
- Read number 2. *"Anna always brushes her teeth two times a day."* Focus students' attention on the exercise above. Ask students: *"Does Anna always brush her teeth two times a day?"* Elicit the response: *"No, she doesn't."* Have students place an **x** in box 2.
- Read number 3. *"Anna always brushes her teeth three times a day."* Focus students' attention on the exercise above. Ask students: *"Does Anna always brush her teeth three times a day?"* Elicit the response: *"Yes, she does."* Have students place a check mark in box 3.
- Read number 4. *"Jeff often plays computer games."* Focus students' attention on the exercise above. Ask students: *"Does Jeff often play computer games?"* Elicit the response: *"Yes, he does."* Have students place a check mark in box 4.

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

- **WB** Tell students to look at the activities on **page 51** in the workbook. 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 exercises and have them write it in their workbooks on **page 51**. (**Note: Allow them to write this in their native language, if necessary.

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)

once a month	every day
three times a week	twice a year

Review / Expansion Structure

- How often do you have a test? I have a test once a month.

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 reading the sentences and role-playing the story from the previous lesson.

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 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 students the pictures on the flashcards one by one again and ask the students to tell you the phrase for each picture on the flashcards. Help as needed (e.g. say the first

Vocabulary+ Listen and circle.

1.

2.

3.

4.

Speaking Ask and answer.

Guide

How often do you have a test?
I have a test once a month.

How often do you have a book from school?
I have a book from school twice a year.



syllable of the word or tell them what letter the word starts with).

Listen and circle. 5-10 min.

- **SB/CD** Ask students to open their books 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 "every day" and ask: "*How often do you do laundry?*" Elicit the response: "*I do laundry every day.*"
 2. Point to "three times a week" and ask: "*How often do you have a test?*" Elicit the response: "*I have a test three times a week.*"
- Play **track 75** and ask the students to circle the correct word after each set of words they hear. Pause the audio after each set of words in order to give the students enough time to write.

Script



Listen and circle.

1. every day
2. three times a week
3. once a month
4. twice a year

1. er

2. ir

3. ur

Her cat has fur. She can stir.

Writing

A Choose and write.

always sometimes every day twice a week



How often does she do the laundry?

She always does the laundry.

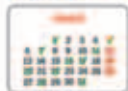
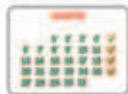
How often does she eat food?

She eats food every day.

How often does she take out the trash?

She takes out the trash twice a week.

How often does he brush his teeth?

He always brushes his teeth.

B Read and write.

1. How often does he knit a scarf?
He never knits a scarf.2. How often do you go sailing?
We go sailing once a year.

Tip

once a month
twice a week
three times a week

87

- 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 **once a month**, **every day**, **twice a year**, and **three times a week** in a random order on the board. Ask students how to spell the phrases. 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 "every day" and ask: "How do you spell 'every day'?" Elicit the response: "e-v-e-r-y(space)d-a-y."

Point to "three times a week" and ask: "How do you spell 'three times a week'?" Elicit the response: "t-h-r-e-e(space)t-i-m-e-s(space)a(space)w-e-e-k."

Point to "once a month" and ask: "How do you spell 'once a month'?" Elicit the response: "o-n-c-e(space)a(space)m-o-n-t-h."

Point to "twice a year" and ask: "How do you spell 'twice a year'?" Elicit the response: "t-w-i-c-e(space)a(space)y-e-a-r."

Speaking: Ask and answer. 10-15 min.

- SB / FC** Direct the students' attention to the illustration at the bottom of **page 86**. Read the sentences in the illustration together: "How often do you have a test?" Read the response together: "I have a test once a month."
- Explain to students that they will complete the answer by pointing at different dates on the calendar in the picture. Hold up a flashcard of one of the time frames, for example *three times a week*, and ask the students to use three fingers to point at three days in a week in the illustration in their book. Then ask them: "How often do you go to the store?" Elicit the response: "I go to the store three times a week."
- Invite a student to the front of the classroom. Give them the flashcard for the words *every day*. Tell the student to point to the calendar and ask their classmates the question: "How often do they go to the store?" Elicit the response: "They go to the store every day." 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 items 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 activities on **page 52** in the workbook. Explain how to complete the **Correct and rewrite** activity in part E and the **Look and write** activity in part F.
- Complete one example of each for parts E and F 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 workbooks on **page 52**. (**Note: Allow them to write this in their native language, if necessary.)

(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 ending with *-er*, *-ir*, and *-ur*.

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 12** together.
- Pick one of the flashcards randomly. Look at it and show students. Explain that you will ask a question about the item on the flashcard and the students will answer. For example, if the flashcard you selected randomly is for the word “sometimes,” ask the students: “*How often do you ride the bus?*” Elicit the response: “*I sometimes ride the bus.*”
- 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.

Phonics: Listen, repeat, and write. (*-er*, *-ir*, and *-ur*) **10-15 min.**

- **SB** / **CD** / **FG** Ask the students to look at the top of **page 87**. Direct their attention to the letters in the yellow boxes. Ask the students if they recognize any of these letter sounds. Point at each set of yellow letters and elicit the appropriate phonetic sound: “/er/, ” “/ir/, ” “/ur/.”
- Direct students’ attention to the sentences in the left side of the box. Read them to the class. “*Her cat has fur. She can stir.*”
- Explain that the students are to complete the words in the middle using the letters on the left.
- Tell the students to listen and write. Play **track 76**.

Script



Listen, repeat, and write.

Number 1.

/er/, her, her

Number 2.

/ir/, stir, stir

Number 3.

/f/, /ur/, /fur

Her cat has fur. She can stir.

- After listening to the audio, ask the students again: “*What sound do the letters ‘-er’ make?*” Elicit the appropriate response: “/er/.” Repeat this for *-er*, *-ir* and *-ur*. Then point at one of the words randomly and ask them if they can read the word. For example, point at the word “*stir.*” Ask the students to read it. If they cannot, ask them to repeat after you and say: “*Stir, /s/, /st/, stir.*”
- Finally, read the sentences 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.

Writing I. Choose and write. **10 min.**

- **SB** Have students open their books to **page 87**.
- Point to the picture for 1 and ask the students: “*How often does she do the laundry?*” Elicit the appropriate response: “*She sometimes does the laundry.*”
- Point to the picture for 2 and ask the students: “*How often does she eat food?*” Elicit the appropriate response: “*She eats food every day.*”

- Point to the picture for 3 and ask the students: *"How often does she take out the trash?"* Elicit the appropriate response: *"She takes out the trash twice a week."*
- Point to the picture for 4 and ask the students: *"How often does he brush his teeth?"* Elicit the appropriate response: *"He always brushes his teeth."*
- Ask students to write the words from the box in the blanks.
- Go over sentence 1 together. *"She sometimes does the laundry."*
- 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.

- Point out to the students that they have already learned this in the grammar structure for this unit: *"He rides the bus three times a week."*

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

- **WB** Tell students to look at the activity on the top of **page 53** in the workbook. Explain how to complete the **Unscramble and write** activity in part G.
- Complete one example.
- Tell them when they need to complete the workbook exercises and have them write it in their workbooks on the top of **page 53**. (**Note: Allow them to write this in their native language, if necessary.)

Writing II. Read and write. 5 min.

- **SB** Focus students' attention on part B on **page 87**.
- Have students write the answers in the blank spaces. Offer assistance as needed.
- Read question 1. *"How often does he knit a scarf?"* Elicit the response: *"He never knits a scarf."*
- Read question 2. *"How often do you go sailing?"* Elicit the response: *"We go sailing once a year."*

Writing Tip: Expressing number of occurrences 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: **once = 1 time, twice = 2 times, three times = 3 times**
- Focus the students' attention on each word and the corresponding number. Explain to them that "once" means an event or activity occurs one time; "twice" means an event or activity occurs two times; and three times means an event or activity occurs three times. (Use your native language to explain this, if necessary.) Ask the students to practice writing the combinations a few times under the "Tip" cloud.

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
- practice using visual clues to assist in developing reading comprehension skills
- 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.

- **FC** Show students the flashcards from **unit 12** and ask them to talk about how often they do an activity.
- Ask students if they know what “instruments,” and “percussion,” means. (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 different musical instruments.

CLIL Reading: Music: My Music Schedule 10-15 min.

- **SB/CD** Tell students to look at part A on **page 88**. 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 77**.
- 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.

Reading Comprehension I. Read and circle. 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 on **page 88** again 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.

- (**Note: You may allow students to discuss this in their native language, but they should be able to explain the things they often do in every week in English.)
- Ask them to draw a small picture of them doing an activity they do often and enjoy doing.

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.
- 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 activities on **page 53** in the workbook. Explain how to complete the **Read and write** activity in part H and the **Circle yes or no** activity in part I.
- Complete one example of each for parts H and I 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 workbooks on **page 53**. (**Note: Allow them to write this in their native language, if necessary.)

Reading Comprehension II. Read and write. 5 min.

- **SB** Read question 1 aloud together as a class. Explain that this question has been completed for them using the information from the text on **page 88**.
- Read question 2 and ask students to look at the text on **page 88** again and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer. Have students write the answer.

Discussion: Discuss with your friend.
10 min.

- Talk with students about things they do every week.
- Ask students to talk with their friends about some things they often do every week. Ask the students if they enjoy this activity. Explain that it is OK if they think of something that isn't from **unit 12** in the book.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.

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.
- Make sure each student has something to write with.
- Point to picture 3 (ice skating) and ask students what it is. Write the word *ice skating* on the board. Tell students to write it in the blank.
- Play **track 78** and ask students to write the words in the blank spaces.
- 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 Match and write. 10 min.

- **SB** Tell students to look at part B on **page 91**.
- Point to picture 1 and ask students: "*How many mountains are there?*" Elicit the response: "*There are two mountains.*" Then read question 1 aloud together as a class. Review the answer choices in the box above and ask students to look at the picture 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.

C Think about what you are good and not good at doing. Then talk about it with a friend. 5 min.











- **SB** Focus students' attention on part C on **page 91**.
- Tell students to think about activities or chores they are good and not good at doing.
- Put students in pairs. Student A asks questions about their activities and chores. Student B answers.
- Tell students to switch.
- Monitor and provide assistance, if necessary.
- Give students 2 to 3 minutes to complete the activity.

A Listen and write.

1. 	2. 	3. 
<u>clowning</u>	<u>surfing</u>	<u>ice skating</u>
4. 	5. 	6. 
<u>lake</u>	<u>water</u>	<u>grass</u>
7. 	8. 	9. 
<u>fold a paper plane</u>	<u>look at things</u>	<u>make models</u>
10. 	11. 	12. 
<u>May</u>	<u>June</u>	<u>July</u>

90

D Match and write.

1. 	a. 	<u>corn</u>
2. 	b. 	<u>boat</u>
3. 	c. 	<u>book</u>
4. 	d. 	<u>boots</u>
5. 	e. 	<u>wash</u>

E Read and circle.

- How about (go / going) rafting tomorrow?
Yes, that (is / are) a good idea.
- How (many / much) sand is there?
There (isn't / aren't) any sand.
- Do you (knows / know) how to sail a boat?
Yes, I (do / don't).
- How often (do / does) he sail a boat?
He (sail / sails) a boat about twice a week.

92

B Match and write.

a. She's not good at ice skating.	b. There is some ice.
c. How many mountains are there?	d. Do you know how to play the flute?
e. I go to the library once a month.	f. I often do the laundry on Saturdays.

-   How many mountains are there?
There are two mountains.
-   Do you know how to play the flute?
Yes, I do.
-   How often do you go to the library?
I go to the library once a month.
-   How much ice is there?
There is some ice.
-   She's not good at ice skating.
She's good at skiing.
-   How often do you do the laundry?
I often do the laundry on Saturdays.

C Think about what you are good and not good at doing. Then talk about it with a friend.

D Match and write. 5-10 min.

- SB** Direct students' attention to part D on page 92.
- Point to number 1 and ask students what sound it makes. Encourage all students in the class to answer: *"/oa/"*. Then tell students to draw a line to the word that has a middle sound with *-oa-*.
- Tell students to do the same for numbers 2 to 5.
- Go over the answers as a class.

E Read and circle. 5-10 min.

- SB** Direct students' attention to part E on page 92.
- Point to number 1 and read it using each of the potential answers. *"How about go rafting tomorrow?" "How about going rafting tomorrow?"* Elicit the response: *"Yes, that is a good idea."* Repeat for questions 2-4.
- Have students circle the correct answers.
- Go over the answers as a class.

F Play the game.

- SB** Direct students' attention to part F on page 93. Have the flashcards from vocabulary and vocabulary+ from units 9-12 ready. 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.
- 3. Tell students they will take turns rolling the die and moving the correct number of spaces.
- 4. Each time a student rolls the die they must say the words in the space that they land on and use them in a sentence. (Give between 1-3 chances to guess the word or phrase depending on the student's level.)
- 5. If the student is correct, they get to stay on the space. If they are wrong, they go back to the start.
- 6. If the student lands on a ladder, they move up. If they land on a slide, they go down.
- 7. The student who lands on the "Finish" square first wins.

F Play the game.



How to Play

1. Roll a die and move.
2. Read the words or phrases.
3. Make a sentence.
4. If your sentence is wrong, go back. If your sentence is correct, stay.
5. Ladders go up, and slides go down.
6. Take turns.

Memo