



## Big Show 5 **Teacher's Guide**

Hana Sakuragi

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Unit	Grammar Focus	Sentence Patterns	Functions
Intro	<ul style="list-style-type: none"> <li>Adverbs of frequency</li> <li>Superlative adverbs</li> <li><i>Be good at</i> + noun</li> </ul>	<ul style="list-style-type: none"> <li>How often do you use chopsticks? - I never use chopsticks.</li> <li>What subject does he like the most? - He likes music the most.</li> <li>He is very good at surfing.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering about frequency</li> </ul>
1	<ul style="list-style-type: none"> <li>Information questions with <i>how much</i></li> <li>Exclamations</li> </ul>	<ul style="list-style-type: none"> <li>How much is this shampoo? - It's two dollars and fifty cents.</li> <li>This perfume is eighty dollars. - Wow! It's expensive! / It's cheap!</li> </ul>	<ul style="list-style-type: none"> <li>Asking prices</li> <li>Shopping transactions</li> </ul>
2	<ul style="list-style-type: none"> <li>Adverbs</li> <li>Information questions with <i>how</i></li> </ul>	<ul style="list-style-type: none"> <li>How do you dance? - I dance beautifully.</li> <li>Does he sit badly? - Yes, he does. He sits badly. - No, he doesn't. He sits nicely.</li> </ul>	<ul style="list-style-type: none"> <li>Describing actions</li> </ul>
3	<ul style="list-style-type: none"> <li>Auxiliary verb review: <i>has, have</i></li> <li><i>Should</i></li> </ul>	<ul style="list-style-type: none"> <li>What's the matter with him? - He has a stomachache.</li> <li>I have a toothache. I should go to the dentist.</li> </ul>	<ul style="list-style-type: none"> <li>Making suggestions</li> <li>Describing sickness and pain</li> </ul>
4	<ul style="list-style-type: none"> <li>Present perfect tense</li> <li>Past participles (regular/irregular verbs)</li> </ul>	<ul style="list-style-type: none"> <li>Have you practiced the song? - Yes, I have (practiced the song). - No, I haven't (practiced the song).</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering about completion of tasks</li> </ul>
5	<ul style="list-style-type: none"> <li>Information questions with <i>why</i></li> </ul>	<ul style="list-style-type: none"> <li>Why are you (so) scared? - I saw a snake.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering clarification questions</li> <li>Describing emotional states</li> </ul>
6	<ul style="list-style-type: none"> <li>Relative clauses with <i>who</i> and <i>that</i></li> <li>Information questions with <i>which</i> + noun</li> </ul>	<ul style="list-style-type: none"> <li>Which boy is Toby? - He is the boy who is kicking the ball.</li> <li>Which ball is yours? - Mine is the ball that has stripes.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying people and belongings</li> </ul>
7	<ul style="list-style-type: none"> <li>Coordinating conjunction: <i>and</i></li> <li>Information questions with <i>how</i> and <i>where</i></li> </ul>	<ul style="list-style-type: none"> <li>How do I get to the theater? - Go straight and turn left after three blocks.</li> <li>Where is the bus station? - It's around the corner.</li> </ul>	<ul style="list-style-type: none"> <li>Asking for and giving directions</li> </ul>
8	<ul style="list-style-type: none"> <li>Subordinating conjunction: <i>because</i></li> <li>Coordinating conjunction: <i>so</i></li> </ul>	<ul style="list-style-type: none"> <li>I was happy because I passed the test.</li> <li>She got up late, so she missed the bus.</li> </ul>	<ul style="list-style-type: none"> <li>Cause and effect</li> <li>Talking about things that happened to people</li> </ul>
9	<ul style="list-style-type: none"> <li>Future tense: <i>be going to</i></li> <li>Information questions with <i>what</i> and <i>when</i></li> </ul>	<ul style="list-style-type: none"> <li>What are you going to do over the weekend / on vacation? - I'm going to play mini-golf.</li> <li>When are you going to watch fireworks? - I'm going to watch fireworks on the 4th of July.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering about plans for the future</li> </ul>
10	<ul style="list-style-type: none"> <li>Review countable and uncountable nouns</li> <li>Partitives: <i>a ____ of</i></li> </ul>	<ul style="list-style-type: none"> <li>What do we need from the supermarket? - We need a can of beans.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering about what is needed at the store</li> </ul>
11	<ul style="list-style-type: none"> <li>Comparative adjectives</li> </ul>	<ul style="list-style-type: none"> <li>I think this one is smaller / more useful than that one. - I agree. - I disagree. I think this one is larger / less useful than that one.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing agreement and disagreement</li> <li>Comparing two things</li> </ul>
12	<ul style="list-style-type: none"> <li>Superlative adjectives</li> <li>Information questions with <i>what</i> + noun</li> </ul>	<ul style="list-style-type: none"> <li>What animal is the fastest / most intelligent? - It's the falcon. - I think it's the chimpanzee.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing facts and opinions</li> <li>Using superlative adjectives</li> </ul>

Vocabulary	Integrate IT	CLIL
Review phonics words, adverbs of frequency, school subjects		
Review ordinal numbers and sports		
conditioner, shampoo, soap, toothbrush, toothpaste, towel	Shopping	Economics
comb, hair dryer, perfume, sunscreen		
beautifully, carefully, carelessly, poorly, quickly, slowly	Quickly or Slowly?	Physical Education
badly, loudly, nicely, quietly		
cough, earache, fever, headache, stomachache, toothache	Sickness and Pain	Health
get some rest, go to the dentist, go to the doctor, take some medicine		
clean the classroom, finish the project, learn the formulas, paint the picture, practice the song, study for the test	Good Students	English
do a hundred pushups, get a report card, search the Internet, write the essay		
excited, hear some good news, scared, see a snake, surprised, win a prize	Feelings	Ethics
embarrassed, fall down, have a fight, upset		
do jumping jacks, jump rope, kick the ball, play catch, run a race, shoot baskets	Athletics	Physical Education
flowers, spots, stripes, zig-zags		
cross the street, go down the hill, go straight, go up the hill, turn left, turn right	Directions	Geography
around the corner, at the crosswalk, over the bridge, under the bridge		
eat spoiled food, go to bed late, lose my wallet, pass the test, skip breakfast, win the race	Emotions	Health
fail the test, forget to study, get up late, miss the bus		
go horseback riding, go to a water park, play darts, play mini-golf, ride a Ferris wheel, ride bumper cars	Amusement Parks	Geography
go out for dinner, have a treasure hunt, ride go-karts, watch fireworks		
a bag of, a bottle of, a can of, a carton of, a piece of, a tub of	At the Supermarket	Social Studies
a bar of, a box of, a jug of, a loaf of		
faster, heavier, larger, lighter, slower, smaller	Wild Animals	Science
less beautiful, less useful, more intelligent, more interesting		
cutest, fastest, hardest, scariest, slowest, softest	Amazing Animals	Science
least dangerous, least intelligent, most dangerous, most intelligent		

# 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
Linked Story I. Watch and answer.	5 min.	SB / CD
Linked Story II. Read.	5-10 min.	SB / CD / FC
Linked Story III. Write.	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
Linked Story: Vocabulary and Grammar Structure Review	5-10 min.	SB / CD
Listening I. Listen and write.	5-10 min.	SB / CD
Listening II. Say and act.	10-15 min.	SB
Listening III. Circle yes or no. / Read and circle.	5 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**Writing WS** Writing Worksheet

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

## Lesson 4

Activity	Time	Materials
Roll Call	2 min.	
Mime Game: Vocabulary, Vocabulary+, and Grammar Structure Review	5-10 min.	<b>FC</b>
Writing I. Look and write.	10 min.	<b>SB</b>
Writing II. Read and write.	10-15 min.	<b>SB</b>
Writing Tip	5-10 min.	<b>SB</b>
Assign and explain homework. (Optional)	3-5 min.	<b>Writing WS</b>

## Lesson 5

Activity	Time	Materials
Roll Call	2 min.	
Pre-reading Discussion	5 min.	<b>FC</b>
CLIL Reading	10-15 min.	<b>SB</b> / <b>CD</b>
Reading Comprehension I. Read and check.	5 min.	<b>SB</b>
Reading Comprehension II. Read and write.	5 min.	<b>SB</b>
Discussion: Discuss with your friend.	10 min.	
Additional Reading	5-10 min.	
Assign and explain homework. (Optional)	3-5 min.	<b>WB</b>

### A Look, write, and read.

- **SB** Ask students to open their books to **page 6**. Direct students' attention to the pictures in part A.
- Do a vocabulary spot check. Point to the ring and ask: "*What is it?*" Elicit the response: "*It's a ring.*" Point to the crayon and ask: "*What is it?*" Elicit the response: "*It's a crayon.*"
- Tell students to look at each picture and write what it is using the letters in the box.
- After the students have finished writing, ask them to read each word out loud.

### B Look and write.

- **SB** Tell students to look at part B at the bottom of **page 6**.
- Point to question 1 and tell students to look at the calendar. Ask: "*How often do they use chopsticks?*" Elicit the response: "*They never use chopsticks.*"
- Tell students to complete the rest of the activity. Go over the answers as a class.

### C Match and write.

- **SB** Tell students to look at part C on **page 7**.
- Do a vocabulary spot check. Point to **a** and ask: "*What subject is it?*" Elicit the response: "*It's geography.*" Point to **c** and ask: "*What subject is it?*" Elicit the response: "*It's math.*"
- Ask students to read number 1 and to fill in the blanks: "*What subject do you like the most?*" "*I like math the most.*"
- Ask students to match question 1 with a picture: "*Which picture does question 1 match with?*" Elicit the response: "*Question 1 matches with picture c.*"
- Tell students to complete questions 2 to 4 and go over the answers as a class.

### D Look and write.





- **SB** Focus students' attention on part D on **page 7**. Tell students to look at the pictures.
- Do a vocabulary spot check. Point to Monday and ask: "*What subject is it?*" Elicit the response: "*It's science.*" Point to Friday and ask: "*What subject is it?*" Elicit the response: "*It's drama.*"
- Ask students to fill in the blanks for questions 1 to 4. Go over the answers as a class.

## INTRO

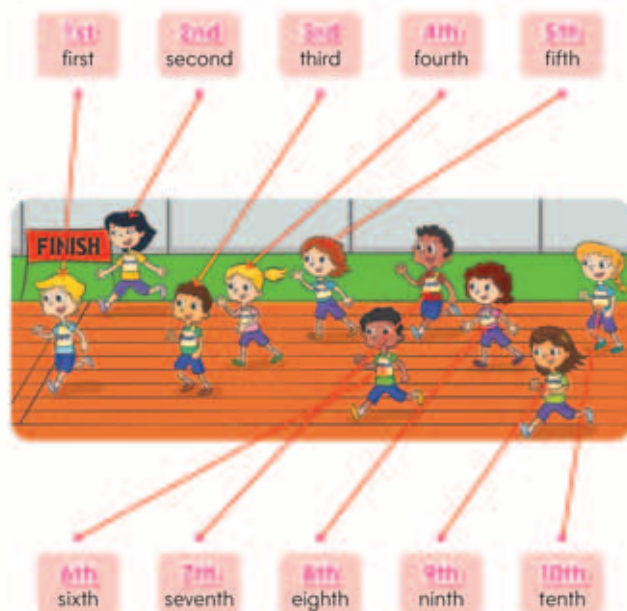
A Look, write, and read. -ai- bl- -ng ch- -aa- cr- -oy sn-

1.  _ _ ue	2.  ri _ _	3.  _ _ emistry	4.  s _ _ l
5.  _ _ ayon	6.  t _ _	7.  b _ _ t	8.  _ _ ake

B Look and write.

1. 	How often do they use chopsticks? They <u>never</u> use chopsticks.
2. 	How often does she knit a scarf? She <u>always</u> knits scarves.
3. 	How often does he fold a paper plane? He folds a paper plane <u>often</u> .
4. 	How often do you whistle? I <u>sometimes</u> whistle.

E Match, write, and read.



- |   |   |
|---|---|
| 1. _____ is the first.                            | 2. _____ is in seventh place.                             |
| 3. Who is the eighth runner?<br>_____ is the one! | 4. Who is the third runner?<br>_____ is the third runner. |



### C Match and write.



1. What subject do you like the most?  
I like 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 does he like the most?  
He likes music the most.

### D Look and write.



1. Jeff has science on Monday.
2. Jeff has music on Tuesday.
3. Jeff has math and history on Thursday.
4. Jeff has art on Friday.

### F Look and match.



### G Look and write.



1. He is very good at surfing.
2. They're good at sailing.
3. He's not very good at swimming. He is scared.
4. She is good at skiing.

### E Match, write, and read.

- **SB** Ask students to look at part E on **page 8**.
- Point to the first box and ask students: "What does it say?" Elicit the response: "It says 'first.'" Continue with each number box.
- Tell students to look at the picture and match each person with his or her number in the race.
- Then tell students to use the picture to fill in the blanks for numbers 1 to 4. Go over the answers as a class.

### F Look and match.

- **SB** Focus students' attention on part F on **page 9**. Tell students to look at the pictures.
- Do a vocabulary spot check. Point to picture 3 and ask: "What sport is it?" Elicit the response: "It's bowling." Point to picture 6 and ask: "What sport is it?" Elicit the response: "It's ice skating."
- Ask students to match the pictures to the words. Go over the answers as a class.

### G Look and write.

- **SB** Focus students' attention on part G on **page 9**.
- Ask students to read number 1 and to fill in the blank: "He is very good at surfing."
- Tell students to complete questions 2 to 4 and go over the answers as a class.

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

- **WB** Tell students to look at the pictures on **pages 4-5** in the workbook. Explain how to complete the **Match, write, and read** activity in part A, the **Read and circle** activity in part B, the **Look and write** activity in part C, the **Match and write** activity in part D, and the **Read and write** activity in part E.
- Complete one example of each part so that the students understand how to complete the page independently.
- Tell them when they need to bring the workbook back to you by, and have them write it in their workbook on **page 4**. (\*\*Note: Allow them to write this in their native language, if necessary.)

# How Much Is This?

## Lesson 1

### Unit Objectives

- Talk about shopping and economics
- Ask for prices using information questions with *how much*

### Lesson Objectives

Students will be able to:

- recognize and name different items at a store
- ask and answer how much an item costs at a store

### Vocabulary (Key words 1)

conditioner	toothbrush	soap
toothpaste	shampoo	towel

### Core Structure

- Ask information questions with *how much*  
Q: How much is this shampoo?  
A: It's two dollars and fifty cents.

### 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).

## How Much Is This?

Vocabulary

Listen and number.

2
 4
 6

3
 5
 1

Language

Ask and answer.

How much is this shampoo?  
It's two dollars and fifty cents.

How much are these towels?  
They're fourteen dollars and twenty-five cents.

Linked Story

Watch and answer.

1. Where do many people go to buy the things they need?  
*Many people go to a store to buy the things they need.*

2. What should you ask a clerk if you don't know how much something costs?  
*"How much is this?" or "How much are these?"*

### 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 books according to the **Listen and number** part. Play **track 02**. After playing **track 02**, check the answers together as a class by calling out the number: "**Number one,**" and have students say the corresponding vocabulary word: "**Towel.**"

### Script

Listen and number.



- |               |                |
|---------------|----------------|
| 1. towel      | 2. conditioner |
| 3. toothpaste | 4. toothbrush  |
| 5. shampoo    | 6. soap        |

### (Optional) Level Tip:

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

## Listening

**A** Listen and write. 



Louie: I need to buy some shampoo and toothbrushes.

Anna: How about these toothbrushes?

Louie: Yes, these look good. How much are these toothbrushes?

Anna: I don't know.

Jeff: I will find out!



Jeff: Excuse me. How much are these toothbrushes?

Clerk: They're seventeen dollars and fifty cents.

Rachel: How much is this shampoo?

Clerk: It's four dollars and twenty-five cents.

Jeff & Rachel: Thank you!

**B** Say and act.

**C** Circle yes or no.

- |  |     |    |
|--|-----|----|
| 1. Louie needs to buy shampoo and toothbrushes.            | yes | no |
| 2. The shampoo is four dollars and twenty-five cents.      | yes | no |
| 3. The toothbrushes are seventeen dollars and fifty cents. | yes | no |
| 4. Jeff asked how much the shampoo is.                     | yes | no |

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**Lower level:** Ask students for more information after checking the answer. Say: *"Number one,"* and have the students respond: *"Towel."* Say: *"When do we use a towel?"* and have the students respond: *"After a shower."* 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 is the shampoo?" "It's two dollars and fifty cents."*
- 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 is the towel?" "It's eight dollars and twenty cents."* *"Number two, how much is the conditioner?" "It's three dollars and seventy-five cents."* Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Linked Story I. Watch and answer. 5 min.

- SB/CD** Focus students' attention on the Linked Story section at the bottom of the page. Explain that they will listen to a story (and watch a video, if your classroom is equipped with a TV). You may also want to ask students to see **page 94** to view the full transcript, especially if your classroom does not have a TV to view the 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](http://www.compasspub.com/BigShow) to access the music video.
- Play the audio that goes along with **track 03**. Ask the students to focus on the words of the story (either on the TV screen or in the back of the book) to follow along.
- Read and answer question 1 as a class: *"Where do many people go to buy the things they need?"*
- Tell students to answer question 2.

## Script



## Shopping

Where do people go to buy the things they need? Many people go to a store, like a supermarket, to buy the things they need. And it's not just food we buy at the supermarket. In a supermarket, we can buy other things we need, like soap, shampoo, conditioner, toothpaste, a toothbrush, or a towel.

But we need to think about how much things cost. If you don't know how much something is, find a store clerk. Ask them, "How much is this?" or "How much are these?"

## Linked Story II. Read. 5-10 min.

- SB/CD** Tell the students that you will play the story again and this time they should try to read along.
- FG** Before you play the story again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the story from beginning to end: **1. soap, 2. shampoo, 3. conditioner, 4. toothpaste, 5. toothbrush, and 6. towel.**



- Ask the students to recite a line from the story they heard, while directing their attention to the flashcards on the board as a visual aid. Point to each vocabulary item and say: *"In a supermarket, we can buy other things we need, like..."* Elicit: *"...soap, shampoo, conditioner, toothpaste, a toothbrush, or a towel."* Help them as necessary. Continue with each flashcard.
- Play the story on **track 03** again and read along with the students.

### Linked Story III. Write. 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](http://www.compasspub.com/BigShow)).
- Play the story on **track 03** and ask the students to write the words from the story on the dictation worksheet. (\*\*Note that if this is too challenging for lower-level students, they may view the transcript in the back of the book or on the TV screen to help them write the words 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 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 about a time they asked a clerk for the price of something. Call on a few students and ask them what the item was and how much it was, in English.

- Ask the students to draw, color, and write the name of the item and price on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

## Lesson 2

### Lesson Objectives

Students will:

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

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

### Linked Story: Vocabulary and Grammar Structure Review 5-10 min.

- **SB / CD** Review the vocabulary and grammar structure by reading the story 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 04** and ask students to read along first dialogue and to write what they hear in the second dialogue.
- Check the answers as a class. Louie: *"Yes, these look good. How much are these toothbrushes?"*  
Clerk: *"They're seven dollars and fifty cents."*  
Clerk: *"It's four dollars and twenty-five cents."*
- Complete the activity as a class.

## Script

04

Listen and write.

### Frame 1.

Louie: I need to buy some shampoo and toothbrushes.

Anna: How about these toothbrushes?

Louie: Yes, these look good. How much are these toothbrushes?

Anna: I don't know.

Jeff: I will find out!

### Frame 2.

Jeff: Excuse me, how much are these toothbrushes?

Clerk: They're seven dollars and fifty cents.

Rachel: How much is this shampoo?

Clerk: It's four dollars and twenty-five cents.

Jeff & Rachel: Thank you!

## Listening III. Circle yes or no. 5 min.

- **SB** Focus students' attention on part C in the Listening section on **page 11**. Read question 1 as a class: *"Number one, Louie needs to buy shampoo and toothbrushes."* "Yes."
- Call on students individually to read questions 2 to 4 and answer as a class: *"Number two: The shampoo is four dollars and twenty-five cents."* "Yes." *"Number three: The toothbrushes are seventeen dollars and fifty cents."* "No." *"Number four: Jeff asked how much the shampoo is."* "No."

## (Optional) Assign and explain homework.

3-5 min.

- **WB** Tell students to look at the picture on **page 7** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Read and check** activity in part D. Explain that part C 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.

## 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 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 a store. They are looking at toothbrushes. They are talking with the clerk.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *"Where are the children?" "What do you see?"* etc.
- Finally, explain to the children 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.



# Lesson 3

## Lesson Objectives

Students will:

- encounter and explore a fun story linked to the theme of the unit
- 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)

hair dryer	perfume
comb	sunscreen

## Review / Expansion Structure

- This perfume is eighty dollars.  
Wow! It's expensive! / It's cheap!

## 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 from the previous lesson. Role-play the story from the previous lesson to review the vocabulary and structure.

### Vocabulary+ Introduction 5 min.

- **EG** 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

## Vocabulary+

Listen and write. 

hair dryer perfume comb sunscreen



## Speaking

Say and respond.

**Guide** This perfume is eighty dollars. Wow! It's expensive!  
These combs are two dollars. Wow! They're cheap!



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

### Listen and write. 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 hair dryer and ask: "What is it?" Elicit the response: "It's a hair dryer."
  2. Point to the comb and ask: "What is it?" Elicit the response: "It's a comb."
- Play **track 05** 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. hair dryer | 2. perfume   |
| 3. comb       | 4. sunscreen |

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

## Writing

### A Look and write.



How much are these towels?  
They are fifteen dollars and seventy-five cents.



How much is this toothbrush?  
It's \$3.15.



How much is this conditioner?  
It's ten dollars and twenty-five cents.



This sunscreen is \$1.98.  
Wow! It's cheap!



This perfume is one hundred dollars.  
Wow! It's expensive!

### B Read and write.

1. How much is this toothpaste?  
It's \$7.65.
2. How much are these combs?  
They're two dollars.
3. This hair dryer is \$700.  
Wow! It's expensive!

### Tip

Ask students with considerable means.

1. Toothbrush \$3.15

2. Toothbrush \$3.15

Ask students with considerable means.

1. Toothbrush \$3.15

2. Toothbrush \$3.15

13

### • (Optional) Level Tip:

**Higher level:** **FC** Put the flashcards for the words **hair dryer**, **perfume**, **comb**, and **sunscreen** 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 hair dryer and ask: "How do you spell 'hair dryer'?" Elicit the response: "h-a-i-r-(space)-d-r-y-e-r."

Point to the perfume and ask: "How do you spell 'perfume'?" Elicit the response: "p-e-r-f-u-m-e."

Point to the comb and ask: "How do you spell 'comb'?" Elicit the response: "c-o-m-b."

Point to the sunscreen and ask: "How do you spell 'sunscreen'?" Elicit the response: "s-u-n-s-c-r-e-e-n."

### Speaking: Say and respond. 10-15 min.

- **SB/FC** Direct the students' attention to the illustration at the bottom of **page 12**. Read the

first sentence in the illustration together: "This perfume is eighty dollars." Read the response together: "Wow! It's expensive." Read the second sentence: "These combs are two dollars." Read the response together: "Wow! They're cheap!"

- Explain to students that they will complete the dialogue by pointing at different items in the picture. Hold up a flashcard of one of the items in the illustration, for example *hair dryer*, and ask the students to point at this item in the illustration in their book. Then say: "These hair dryers are twenty-seven dollars and seventy-five cents." Elicit the response: "Wow! They're cheap/expensive!"
- Invite a student to the front of the classroom. Give them the flashcard for the word *sunscreen*. Tell the student to say: "This sunscreen is nine dollars and fifty cents." Elicit the response: "Wow! It's expensive/cheap." 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 **Unscramble and write** 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.)

### (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

### 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 they will ask a question about the item on the flashcard and you will answer. Then they must respond to your answer. For example, if the flashcard you selected randomly is for the word “sunscreen,” elicit the question: *“How much is this sunscreen?”* Respond: *“It’s one dollar and ten cents.”* Elicit the response: *“Wow! It’s cheap!”*
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary items on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary items.

### Writing I. Look and write. 10 min.

- **SB** Have students look at part A at the top of **page 13**.
- Point to question 1 and read it together: *“How much are these towels?”* Read the answer together: *“They are fifteen dollars and seventy-five cents.”*
- Tell students to look at each picture to help them fill in the blanks.
- Check the answers as a class.
  - **(Optional) Level Tip:**

**Higher level:** Call on individual students to read the questions and answers 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. 10-15 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. *“How much is this toothpaste?”* Elicit the response: *“It’s seven dollars and sixty-five cents.”*
- Read question 2. *“How much are these combs?”* Elicit the response: *“They’re two dollars.”*
- Read question 3. *“This hair dryer is \$700.”* Elicit the response: *“Wow! It’s expensive!”*

### Writing Tip: Is / Are 5-10 min.

- **SB** Ask the students to look at the “Tip” box at the bottom of the page. Read the contents of the box together: **Use is/are with countable nouns. 1 toothbrush = is; 2 toothbrushes = are. Use is, not are, with uncountable nouns. perfume = is**
- Explain to students that **is** is used when there is one thing and **are** is used when there are two or more things. (Use your native language to explain this, if necessary.) Ask the students to practice writing **is** and **are** a few times under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: *“How much is this shampoo?” “How much are these combs?”*

*(Optional) Assign and explain homework.*

**3-5 min.**

- **Writing WS** Distribute the writing worksheet and ask students to write their name at the top.
- Tell students to write one sentence for each vocabulary item. Write one sentence together to explain how to complete the assignment. Ask students to volunteer to make a sentence using **conditioner**. Example: *"How much is this conditioner?"*
- Tell them when they need to complete the writing worksheet and have them write it on the worksheet. (\*\*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.

- **FC** Show students the flashcards from **unit 1** and ask them if they know how much each item is at the store. Ask students to name stores that their parents shop at.
- Ask students if they know what “spend” and “amount” 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 shopping at a supermarket.

### CLIL Reading: Economics: Shopping With My Parents 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 06**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask them

**CLIL Economics**  
A Listen and read. 

# Shopping With My Parents

I help my parents when we go shopping at the supermarket. I add up the prices of everything they want to buy. When they put something in the shopping cart, I ask them, “How much is this?” or “How much are these?” When they tell me the prices, I add them together with my smartphone. My father says that spending more than \$200 at the supermarket is too much. So I must tell him if the amount goes over \$200.



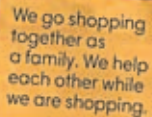
to point at each word as they read it. Walk around the classroom to ensure the students are doing this.

- 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 check. 5 min.

- Tell students to look at part B on **page 15**.
- Read question 1 aloud together as a class: “*What does the girl do for her parents at the supermarket?*” Review the answer choices. Ask students to think for a moment about what the correct answer is. Ask them to volunteer to give the correct answer: “*She asks them how much things are and adds up the prices.*”
- Complete the activity as a class.





# How Does She Dance?

## Lesson 1

### Unit Objectives

- Describe actions using adverbs
- Ask for information questions with *how*

### Lesson Objectives

Students will be able to:

- recognize and name different adverbs
- ask and answer how an action is done

### Vocabulary (Key words 1)

slowly	carelessly	poorly
quickly	carefully	beautifully

### Core Structure

- Ask information questions with *how*  
Q: How do you dance?  
A: I dance beautifully.

### 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

How Does She Dance?

Vocabulary Listen and number.

2

4

6

1

3

5

slowly carelessly poorly  
quickly carefully beautifully

Language Ask and answer.

How do you dance?  
How does he sing?

I dance beautifully.  
He sings beautifully.

Linked Story Watch and answer.

1. How do they run?  
They run quickly.

2. How does he dance?  
He dances beautifully.

### 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 books according to the **Listen and number** part. Play **track 07**. After playing **track 07**, check the answers together as a class by calling out the number: "**Number one**," and have students say the corresponding vocabulary word: "**quickly**."

### Script

Listen and number.



- |                |               |
|----------------|---------------|
| 1. quickly     | 2. slowly     |
| 3. carefully   | 4. carelessly |
| 5. beautifully | 6. poorly     |

### (Optional) Level Tip:

**Higher level:** Ask students to spell each word after checking the answer. Say: "**Number one**," and have the students respond: "**quickly**." Say: "**How do you spell 'quickly'?**" and have the students respond: "**q-u-i-c-k-l-y**." Continue for each word.

## Listening

**A** Listen and write.



Rachel: Are you guys going to the talent show tonight to listen to Jeff sing?

Anna: Yes. Let's go together!

Louie: How does \_\_\_\_\_?

Rachel: He sings beautifully!

Jeff: What shape is it? What shape is it?  
It's a circle. Circle, circle, circle!

Louie: Wow! He \_\_\_\_\_!

Rachel: Yes, he does!

Anna: He plays the piano beautifully, too!

**B** Say and act.

**C** Read and circle.

1. Jeff ( dances / sings ) at the talent show.
2. ( How / How much ) does Jeff sing?
3. Jeff sings ( beautifully / slowly ).
4. Jeff plays the ( guitar / piano ) beautifully.

17

**Lower level:** Ask students for more information after checking the answer. Say: *"Number one,"* and have the students respond: *"Quickly."* Say: *"Which animal runs quickly?"* and have the students respond: *"A cheetah."* 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 do you dance?" "I dance beautifully."* *"How does he sing?" "He sings loudly."*
- 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 does the cheetah run?" "It runs quickly."* *"Number two, how does the turtle walk?" "It walks slowly."* Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Linked Story I. Watch and answer. 5 min.

- **SB/CD** Focus students' attention on the Linked Story section at the bottom of the page. Explain

that they will listen to a story (and watch a video, if your classroom is equipped with a TV). You may also want to ask students to see **page 94** to view the full transcript, especially if your classroom does not have a TV to view the 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](http://www.compasspub.com/BigShow) to access the music video.
- Play the audio that goes along with **track 08**. Ask the students to focus on the words of the story (either on the TV screen or in the back of the book) to follow along.
- Read and answer question 1 as a class: *"Number one, how do they run?" "They run quickly."*
- Tell students to answer question 2.

## Script



### Quickly or Slowly?

People do things differently. We can do things quickly or slowly. We can do things beautifully or poorly. We can do things carefully or carelessly. For example, how do they run? They run quickly. How does he eat his food? He eats his food slowly. How does she paint a picture? She paints a picture carefully. How does he dance? He dances beautifully. Try to think about how you should do things. Whatever you do, always try to do your best.

## Linked Story II. Read. 5-10 min.

- **SB/CD** Tell the students that you will play the story again and this time they should try to read along.
- **FC** Before you play the story again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the story from beginning to end: **1. quickly, 2. slowly, 3. beautifully, 4. poorly, 5. carefully, and 6. carelessly.**
- Ask the students to recite a line from the story they heard, while directing their attention to the flashcards on the board as a visual aid. Point to each adverb and say: *"We can do things..."* Elicit: *"...quickly or slowly."* Help them as



- necessary. Continue with each flashcard.
- Play the story on **track 08** again and read along with the students.

### *Linked Story III. Write.* **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](http://www.compasspub.com/BigShow)).
- Play the story on **track 08** and ask the students to write the words from the story on the dictation worksheet. (\*\*Note that if this is too challenging for lower-level students, they may view the transcript in the back of the book or on the TV screen to help them write the words 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 10** in the workbook. Explain how to complete the **Look and write** activity in part A and the **Read and match** 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 to describe an activity they do using one of the vocabulary words. Call on a few students and ask them to share, in English.
- Ask the students to draw, color, and write the name of the activity and how 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 information questions with *how*
- prepare for and participate in a communicative activity with other students

### Materials

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

### *Vocabulary Review* **5 min.**

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

### *Linked Story: Vocabulary and Grammar Structure Review* **5-10 min.**

- **SB / CD** Review the vocabulary and grammar structure by reading the story 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 09** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: "*What does Louie say?*" Elicit: "*How does he sing?*"
- Complete the activity as a class.

## Script

09

Listen and write.

### Frame 1.

Rachel: Are you guys going to the talent show tonight to listen to Jeff sing?

Anna: Yes. Let's go together!

Louie: How does he sing?

Rachel: He sings beautifully!

### Frame 2.

Jeff: *What shape is it? What shape is it? It's a circle. Circle, circle, circle.*

Louie: Wow! He sings beautifully!

Rachel: Yes, he does!

Anna: He plays the piano beautifully, too!

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

- **WB** Tell students to look at the picture on **page 11** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Read and check** activity in part D. Explain that part C 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 17**. (\*\*Note: Allow them to write this in their native language, if necessary).

## 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 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 school. They are talking about Louie. They are at the talent show.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *"Where are the children?" "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 circle. 5 min.

- **SB** Focus students' attention on part C of the Listening section on **page 17**. Read question 1 as a class: *"Number one: Jeff (blank) at the talent show."* Ask students: *"What does Jeff do at the talent show?"* Elicit: *"Sing."*
- Tell students to answer questions 2 to 4, and go over the answers as a class.



# Lesson 3

## Lesson Objectives

Students will:

- encounter and explore a fun story linked to the theme of the unit
- 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)

loudly	badly
quietly	nicely

## Review / Expansion Structure

- Does he sit badly?  
Yes, he does. He sits badly. /  
No, he doesn't. He sits nicely.

## 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 from the previous lesson. Role-play the story from the previous lesson to review the vocabulary and structure.

## Vocabulary+ Introduction 5 min.

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

## Vocabulary+ Listen and write.

loudly badly quietly nicely



## Speaking Ask and answer.

**Guide** Does he sit loudly? Yes, he does. He sits loudly.  
Does she sit quietly? No, she doesn't. She sits nicely.



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 write. 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 picture 1 and ask: "What is it?" Elicit the response: "Quietly."
  2. Point to picture 2 and ask: "What is it?" Elicit the response: "Loudly."
- Play **track 10** 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. quietly | 2. loudly |
| 3. nicely  | 4. badly  |

## Writing

2

A Look and write. Use the words in brackets to help you.



How does she ice-skate?  
She ice-skates (beautiful) beautifully.



How does he paint pictures?  
He paints pictures (nice) nicely.



How does she sing?  
She sings (loud) loudly.



Does she clean carefully?  
Yes, she does. She cleans carefully.



Do they make food carefully?  
No, they don't. They make food (careless) carelessly.

B Read and write.

- How do you eat your food?  
I eat my food quickly.
- How do you do your homework?  
I do my homework slowly.
- Does he talk quietly?  
No, he doesn't. He talks loudly.

Tip

regular adverb + -ly  
careful → carefully  
slow → slowly  
fast → fast

19

- After the students have finished writing 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 **quietly**, **loudly**, **nicely**, and **badly** 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 quietly and ask: "How do you spell 'quietly'?" Elicit the response: "q-u-i-e-t-l-y."  
Point to loudly and ask: "How do you spell 'loudly'?" Elicit the response: "l-o-u-d-l-y."  
Point to nicely and ask: "How do you spell 'nicely'?" Elicit the response: "n-i-c-e-l-y."  
Point to badly and ask: "How do you spell 'badly'?" Elicit the response: "b-a-d-l-y."

## Speaking: Ask and answer. 10-15 min.

- SB / FC** Direct the students' attention to the illustration at the bottom of **page 18**. Read the first question in the illustration together: "Does he sit badly?" Read the response together: "Yes, he does. He sits badly." Read the second question: "Does she talk quietly?" Read the response together: "No, she doesn't. She talks loudly."
- Explain to students that they will complete the dialogue by pointing at different people in the picture. Hold up a flashcard of one of the adverbs in the illustration, for example *quietly*, and ask the students to point to the person doing something quietly in the illustration in their book. Then ask: "Does she talk quietly?" Elicit the response: "Yes, she does. She talks quietly."
- Invite a student to the front of the classroom. Give them the flashcard for the word *badly*. Tell the student to ask: "Does he sit badly?" Elicit the response: "Yes, he does. He sits badly." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the people in the illustration on **page 18**. Have B answer. Then have them switch.

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

- WB** Tell students to look at the activities on **page 12** in the workbook. Explain how to complete the **Unscramble and write** 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 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

### 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 2** together.
- Pick one of the flashcards randomly. Look at it and show students. Explain that they will ask a question about the item on the flashcard and you will answer. Then they must respond to your answer. For example, if the flashcard you selected randomly is for the word “loudly,” elicit the question: “*Does he talk loudly?*” Elicit the response: “*Yes, he does. He talks loudly.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary items on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary items.

### Writing I. Look and write. 10 min.

- **SB** Have students look at part A at the top of **page 19**.
- Point to question 1 and read it together: “*How does she ice-skate?*” Read the answer together: “*She ice-skates beautifully.*”
- Tell students to look at each picture to help them fill in the blanks.
- Check the answers as a class.
  - **(Optional) Level Tip:**

**Higher level:** Call on individual students to read the questions and answers 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. 10-15 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. “*How do you eat your food?*” Elicit the response: “*I eat my food quickly.*”
- Read question 2. “*How do you do your homework?*” Elicit the response: “*I do my homework slowly.*”
- Read question 3. “*Does he talk quietly?*” Elicit the response: “*No, he doesn’t. He talks loudly.*”

### Writing Tip: Adverbs 5-10 min.

- **SB** Ask the students to look at the “Tip” box at the bottom of the page. Read the contents of the box together: **Regular adverbs = + ly. careful + ly = carefully. I draw the picture carefully. Irregular adverbs. fast = fast. He runs fast.**
- Explain to students that regular adverbs are formed by adding *ly*, while irregular adverbs are not formed by adding *ly*. (Use your native language to explain this, if necessary.) Ask the students to practice writing **carefully** and **fast** a few times under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: “*I eat my food quickly.*”

*(Optional) Assign and explain homework.*

**3-5 min.**

- **Writing WS** Distribute the writing worksheet and ask students to write their name at the top.
- Tell students to write one sentence for each vocabulary item. Write one sentence together to explain how to complete the assignment. Ask students to volunteer to make a sentence using **slowly**. Example: *"The turtle moves slowly."*
- Tell them when they need to complete the writing worksheet and have them write it on the worksheet. (\*\*Note: Allow them to write this in their native language, if necessary.)



# 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.

- **FC** Show students the flashcards from **unit 2** and ask them to name the adverb. Ask students to make sentences using each adverb.
- Ask students if they know what “pass”, “catch,” and “shoot” 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 how basketball is played.

### CLIL Reading: Physical Education: Basketball 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 11**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask them to

## Basketball

I started playing basketball this year on the school team.

Our team practices three times a week.

At practice, we must run and jump quickly.

We learn how to pass, catch, and shoot the ball carefully. Our coach talks to us loudly during practice.

We play a game against another school once a week.

We have a game this Friday. Whether we win or lose, we must play nicely with the other team. This is called good sportsmanship.

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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 check. 5 min.

- Tell students to look at part B on **page 21**.
- Read question 1 aloud together as a class: “*What must the team do at practice?*” Review the answer choices. Ask students to think for a moment about what the correct answer is. Ask them to volunteer to give the correct answer: “*They must run and jump quickly.*”
- Complete the activity as a class.





# You Should Go to the Doctor

## Lesson 1

### Unit Objectives

- Make suggestions using *should*
- Describe sickness and pain using *has*

### Lesson Objectives

Students will be able to:

- recognize and name sickness and pain
- ask and answer questions related to health

### Vocabulary (Key words 1)

headache	toothache	earache
cough	fever	stomachache

### Core Structure

- Ask information questions related to health  
Q: What's the matter with him?  
A: He has a stomachache.

### Materials

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

### Vocabulary Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 22**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first, and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show 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 3

You Should Go to the Doctor

Vocabulary

Listen and number.

headache

toothache

earache

cough

fever

stomachache

Language

Ask and answer.

What's the matter with him?

He has a stomachache.

What's the matter with her?

She has an earache.

Linked Story

Watch and answer.

See page 95 for full transcript.

1. What can you ask someone who is sick?

What's the matter with you?

2. What's the matter with the man holding his stomach?

He has a stomachache.

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### 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 12**. After playing **track 12**, check the answers together as a class by calling out the number: "**Number one**," and have students say the corresponding vocabulary word: "**stomachache**."

### Script

Listen and number.



- |                |             |
|----------------|-------------|
| 1. stomachache | 2. headache |
| 3. toothache   | 4. earache  |
| 5. cough       | 6. fever    |

### (Optional) Level Tip:

**Higher level:** Ask students to spell each word after checking the answer. Say: "**Number one**," and have the students respond: "**stomachache**." Say: "**How do you spell 'stomachache'?**" and have the students

## Listening

**A** Listen and write.



Jeff: Hi! Is Anna there? We need to study for a test.  
 Anna's father: I'm sorry. Anna can't talk now. She is sick.  
 Jeff: What's the matter with her?  
 Anna's father: She has a fever.  
 Jeff: Anna can't come. She went to the doctor this morning.  
 Rachel: Oh, no! Why did she go to the doctor?  
 Jeff: She has a fever.  
 Louie: Is she OK now?  
 Jeff: No, she's not. She is getting some rest.  
 Louie: I hope she feels better soon.

**B** Say and act.

**C** Circle yes or no.

- |  |     |    |
|--|-----|----|
| 1. Anna is sick.   | yes | no |
| 2. Anna can't talk on the phone because she has a toothache. | yes | no |
| 3. Anna went to the doctor yesterday.                        | yes | no |
| 4. Anna is getting some rest.                                | yes | no |

23

respond: "s-t-o-m-a-c-h-a-c-h-e." Continue for each word.

**Lower level:** Ask students for more information after checking the answer. Say: "Number one," and have the students respond: "stomachache." Say: "What hurts when you have a stomachache?" and have the students respond: "My stomach." 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's the matter with him?" "He has a stomachache." "What's the matter with her?" "She has an earache."
- 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's the matter with him?" "He has a stomachache." "Number two: What's the matter with her?" "She has a headache." Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Linked Story I. Watch and answer. 5 min.

- SB/CD** Focus students' attention on the Linked Story section at the bottom of the page. Explain that they will listen to a story (and watch a video, if your classroom is equipped with a TV). You may also want to ask students to see **page 95** to view the full transcript, especially if your classroom does not have a TV to view the 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](http://www.compasspub.com/BigShow) to access the music video.
- Play the audio that goes along with **track 13**. Ask the students to focus on the words of the story (either on the TV screen, or in the back of the book) to follow along.
- Read and answer question 1 as a class: "What can you ask someone who is sick?" "What's the matter with you?"
- Tell students to answer question 2.

## Script

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### Sickness and Pain

Everyone gets sick sometimes. If someone you know is sick or in pain, you can ask, "What's the matter with you?"  
 What's the matter with these people? She has a headache. He has a stomachache. She has an earache. She has a toothache. She has a cough. She has a fever. If you get sick or are in pain, get some rest, drink plenty of water, eat healthy food, and take some medicine. If that doesn't work, go see a doctor.

## Linked Story II. Read. 5-10 min.

- SB/CD** Tell the students that you will play the story again and this time they should try to read along.
- FG** Before you play the story again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the story from beginning to end: **1. headache, 2. stomachache, 3. earache, 4. toothache, 5. cough, and 6. fever.**



- Ask the students to recite a line from the story they heard, while directing their attention to the flashcards on the board as a visual aid. Point to each vocabulary item and say: *"What's the matter with these people?"* Elicit: *"She has a headache. He has a stomachache..."* Help them as necessary. Continue with each flashcard.
- Play the story on **track 13** again and read along with the students.

### Linked Story III. Write. 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](http://www.compasspub.com/BigShow)).
- Play the story on **track 13** and ask the students to write the words from the story on the dictation worksheet. (\*\*Note that if this is too challenging for lower-level students, they may view the transcript in the back of the book or on the TV screen to help them write the words 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 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 to use a vocabulary word to describe a pain or sickness they have experienced. Call on a few students and ask them to share, in English.

- Ask the students to draw, color, and write the name of the sickness or pain 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 describe sickness or pain using *has* and *have*
- 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.

### Linked Story: Vocabulary and Grammar Structure Review 5-10 min.

- **SB** / **CD** Review the vocabulary and grammar structure by reading the story 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 14** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: *"What does Jeff say?"* Elicit: *"What's the matter with her?"*
- Complete the activity as a class.



## Script

14

Listen and write.

### Frame 1.

Jeff: Hi! Is Anna there? We need to study for a test.  
Anna's father: I'm sorry. Anna can't talk now. She is sick.  
Jeff: What's the matter with her?  
Anna's father: She has a fever.

### Frame 2.

Jeff: Anna can't come. She went to the doctor this morning.  
Rachel: Oh, no! Why did she go to the doctor?  
Jeff: She has a fever.  
Louie: Is she OK now?  
Jeff: No, she's not. She is getting some rest.  
Louie: I hope she feels better soon.

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

- **WB** Tell students to look at the picture on **page 15** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Read and check** activity in part D. Explain that part C 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 23**. (\*\*Note: Allow them to write this in their native language, if necessary).

## 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 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: **Louie is talking on the phone. They are at school.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *"Where are the children?" "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. Circle yes or no. 5 min.

- **SB** Focus students' attention on part C in the Listening section on **page 23**. Read question 1 as a class: *"Number one: Anna is sick."* *"Yes."*
- Call on students individually to read questions 2 to 4 and answer as a class.

# Lesson 3

## Lesson Objectives

Students will:

- encounter and explore a fun story linked to the theme of the unit
- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

## Vocabulary+ (Key words 2)

go to the doctor	get some rest
take some medicine	go to the dentist

## Review / Expansion Structure

- I have a toothache.  
I should go to the dentist.

## 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 from the previous lesson. Role-play the story from the previous lesson to review the vocabulary and structure.

## Vocabulary+ Introduction 5 min.

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

## Vocabulary+ Listen and write.

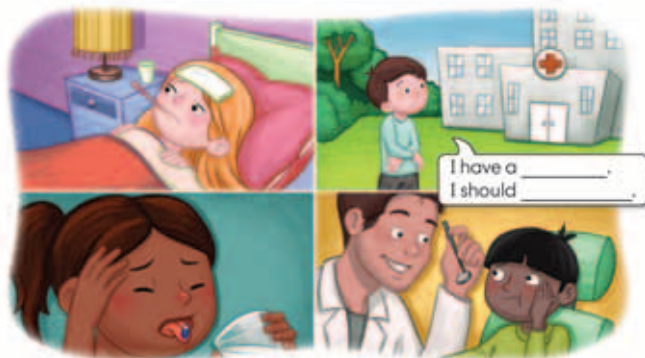
go to the doctor  
take some medicine

get some rest  
go to the dentist



## Speaking Say and respond.

**Guide** I have a toothache. I should go to the dentist.  
He has a fever. He should get some rest.



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 write. 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 picture 1 and ask: "What is it?" Elicit the response: "Go to the dentist."
  2. Point to picture 2 and ask: "What is it?" Elicit the response: "Go to the doctor."
- Play **track 15** 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. go to the dentist
2. go to the doctor
3. take some medicine
4. get some rest

## Writing

3

### A Look and write.



What's the matter with you?  
I have a stomachache.



What's the matter with her?  
She has a headache.



She has a toothache.  
She should go to the dentist.



He has a cough.  
He should take some medicine.



He has a fever.  
He should get some rest.

### B Read and write.

- What's the matter with her?  
She has an earache.
- You have a fever.  
You should get some rest.
- He has a cough.  
He should go to the doctor.

### Tip

Remember to use the correct form of the verb. For example, 'He has a fever' is correct, but 'He has a fever' is not correct. Use the correct form of the verb.

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- After the students have finished writing all four of the new vocabulary items, call on individual students and ask them how to spell each item.
- (Optional) Level Tip:**  
**Higher level: FC** Put the flashcards for the phrases **go to the dentist**, **go to the doctor**, **take some medicine**, and **get some rest** 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 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 picture 1 and ask: "How do you spell 'dentist'?" Elicit the response: "d-e-n-t-i-s-t."  
Point to picture 2 and ask: "How do you spell 'doctor'?" Elicit the response: "d-o-c-t-o-r."  
Point to picture 3 and ask: "How do you spell 'medicine'?" Elicit the response: "m-e-d-i-c-i-n-e."  
Point to picture 4 and ask: "How do you spell 'rest'?" Elicit the response: "r-e-s-t."

## Speaking: Say and respond. 10-15 min.

- SB / FC** Direct the students' attention to the illustration at the bottom of **page 24**. Read the first sentence in the illustration together: "I have a toothache." Read the response together: "I should go to the dentist." Read the second part: "He has a fever." Read the response together: "He should get some rest."
- Explain to students that they will complete the dialogue by pointing at different people in the picture. Hold up a flashcard of one of the phrases in the illustration, for example *take some medicine*, and ask the students to point to the person taking medicine in the illustration in their book. Then say: "She has a headache." Elicit the response: "She should take some medicine."
- Invite a student to the front of the classroom. Give them the flashcard for *stomachache*. Tell the student to describe the picture: "He has a stomachache." Elicit the response: "He should go to the doctor." 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 **page 16** in the workbook. Explain how to complete the **Unscramble and write** 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.
- 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

### 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 3** together.
- Pick one of the flashcards randomly. Look at it and show students. Explain that they will ask a question about the item on the flashcard and you will answer. Then they must respond to your answer. For example, if the flashcard you selected randomly is for the word “toothache,” elicit the question: *“What’s the matter with you?”* Elicit the response: *“She has a toothache. She should go to the dentist.”*
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary items on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary items.

### Writing I. Look and write. 10 min.

- **SB** Have students look at part A at the top of **page 25**.
- Point to question 1 and do it together: *“What’s (blank) you?” “I have a stomachache.”* Read the answer together: *“What’s the matter with you?”*
- Tell students to look at each picture to help them fill in the blanks.
- Check the answers as a class.
  - **(Optional) Level Tip:**

**Higher level:** Call on individual students to read the questions and answers 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. 10-15 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. *“What’s the matter with her?”* Elicit the response: *“She has an earache.”*
- Read question 2. *“You have a fever. You should get some rest.”*
- Read question 3. *“He has a cough. He should go to the doctor.”*

### Writing Tip: Modal verbs 5-10 min.

- **SB** Ask the students to look at the “Tip” box at the bottom of the page. Read the contents of the box together: **can = OK to do or not to do / should = OK to do or not to do, but better do / must = not OK to not do; only OK to do**
- Explain to students that “can,” “should,” and “must” are used to say when something is OK or not OK to do. (Use your native language to explain this, if necessary.) Ask the students to practice writing **can**, **should** and **must** a few times under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: *“He should go to the dentist.”*



*(Optional) Assign and explain homework.*

**3-5 min.**

- **Writing WS** Distribute the writing worksheet and ask students to write their name at the top.
- Tell students to write one sentence for each vocabulary item. Write one sentence together to explain how to complete the assignment. Ask students to volunteer to make a sentence using **headache**. Example: *"I have a headache."*
- Tell them when they need to complete the writing worksheet and have them write it on the worksheet. (\*\*Note: Allow them to write this in their native language, if necessary.)

# Lesson 5

## Lesson Objectives

Students will:

- encounter and explore a “real-world” health text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- 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 say: “*What’s the matter with him/her?*” Tell students to make sentences using each flashcard.
- Ask students if they know what “vitamins,” “tea,” and “honey” 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 getting sick means.

### CLIL Reading: Health: When You’re Sick 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 16**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask them 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 check. 5 min.

- Tell students to look at part B on **page 27**.
- Read question 1 aloud together as a class: “*What do many people have when they get sick?*” Review the answer choices. Ask students to think for a moment about what the correct answer is. Ask them to volunteer to give the correct answer: “*They have a fever.*”
- Complete the activity as a class.



- 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 **Choose and write** activity in part G and the **Read and circle** activity in part H.
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbooks on the top of **page 17**. (\*\*Note: Allow them to write this in their native language, if necessary.)

- Tell students to look at part C on **page 27**.
- Read question 1 aloud together as a class: *"You should go (blank) if you get sick"*. Ask students to think for a moment about what word goes in the blank. Ask them to volunteer to give the correct answer: *"to the doctor."*
- Complete the activity as a class.

- Talk with students about getting sick.
- Ask students to talk with their friends about the last time they felt sick. Ask them to describe what they did. 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 able to describe how they felt in English.)
- Ask them to draw a small picture of their illness or how they felt.

# Have You Finished the Project?

## Lesson 1

### Unit Objectives

- Ask and answer questions about completion of tasks
- Use past participles

### Lesson Objectives

Students will be able to:

- ask and answer questions using the present perfect

### Vocabulary (Key words 1)

finish the project	paint the picture	clean the classroom
study for the test	practice the song	learn the formulas


### Core Structure

- Ask information questions using the present perfect  
Q: Have you practiced the song?  
A: Yes, I have. / No, I haven'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.


-  Show students the flashcards for the vocabulary items that are on **page 28**.
- Ask students to repeat after you as you say the expression 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 expression for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).


UNIT  
4

Have You Finished the Project?

Vocabulary Listen and number.



1


2



3


4



5


6

Language Ask and answer.


Have you finished the project?


Yes, I have.  
No, I haven't.



Linked Story Watch and answer.

1. What is something students must do to get good grades?  
The responsibility of students is to study hard and practice the song.

2. What should you say if your teacher asks you, "Have you studied for the test?"  
Yes, I have. / No, I haven't.



### 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 17**. After playing **track 17**, check the answers together as a class by calling out the number: "**Number one,**" and have students say the corresponding vocabulary expression: "**finish the project.**"

### Script

17

Listen and number.

1. finish the project
2. study for the test
3. practice the song
4. paint the picture
5. clean the classroom
6. learn the formulas

### (Optional) Level Tip:

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



## Listening

**A** Listen and write.



Rachel: We must give the project to the teacher tomorrow.

Anna: Louie, have you finished the project?

Louie: Yes, I have. I finished the project today. Look at this robot!

Jeff: Wow! It looks great!

Louie: Thank you!

Louie: Hi, Jeff.

Jeff: Hi. I'm sorry I'm late.

Rachel: Have you studied for the test?

Jeff: No, I haven't.

Anna: The test is tomorrow. We can help you study.

Jeff: OK. Thank you!

**B** Say and act.

**C** Read and circle.

1. Louie (has / hasn't) finished the project.
2. Louie made the robot (today / tomorrow).
3. The test is (today / tomorrow).
4. Jeff (has / hasn't) studied for the test.

*the project.*" Say: "How do you spell 'project'?" and have the students respond: "p-r-o-j-e-c-t." Continue for each word.

**Lower level:** Ask students for more information after checking the answer. Say: "Number one," and have the students respond: "finish the project." Say: "Are they finishing the project?" and have the students respond: "Yes, they are." 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: "Have you practiced the song?" "Yes, I have." "No, I haven'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: Have you finished the project?" "Yes, I have." "No, I haven't." "Number two: Have you studied for the test?" "Yes, I have." "No, I haven't." Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Linked Story I. Watch and answer. 5 min.

- **SB / CD** Focus students' attention on the Linked Story section at the bottom of the page. Explain that they will listen to a story (and watch a video, if your classroom is equipped with a TV). You may also want to ask students to see **page 95** to view the full transcript, especially if your classroom does not have a TV to view the 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](http://www.compasspub.com/BigShow) to access the music video.
- Play the audio that goes along with **track 18**. Ask the students to focus on the words of the story (either on the TV screen, or in the back of the book) to follow along.
- Read and answer question 1 as a class: "What is something students must do to get good grades?" "They must finish projects, study for tests, practice songs, paint pictures, learn formulas, and clean the classroom."
- Tell students to answer question 2.

## Script

18

### Good Students

Students study different subjects at school. There are many things students must do to get good grades in their classes. They must finish projects, study for tests, practice songs, paint pictures, learn formulas, and clean the classroom. A good student will do all their work on time. If the teacher asks, "Have you studied for the test?" or "Have you finished the project?" a good student will always answer, "Yes, I have." Do all your work on time, and you will do well in school.

## Linked Story II. Read. 5-10 min.

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

story from beginning to end: **1. finish the project, 2. study for the test, 3. practice the song, 4. paint the picture, 5. learn the formulas, and 6. clean the classroom.**

- Ask the students to recite a line from the story they heard, while directing their attention to the flashcards on the board as a visual aid. Point to each vocabulary item and say: *"There are many things students must do to get good grades in their classes."* Elicit: *"They must finish projects, study for tests, practice songs, paint pictures, learn formulas, and clean the classroom."* Help them as necessary. Continue with each flashcard.
- Play the story on **track 18** again and read along with the students.

### **Linked Story III. Write. 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](http://www.compasspub.com/BigShow)).
- Play the story on **track 18** and ask the students to write the words from the story on the dictation worksheet. (\*\*Note that if this is too challenging for lower-level students, they may view the transcript in the back of the book or on the TV screen to help them write the words 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 18** in the workbook. Explain how to complete the **Look and rewrite** activity in part A and the **Read and match** 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 to describe something they have done to get good grades, using one of the vocabulary items. Call on a few students and ask them to share, in English.
- Ask the students to draw, color, and write the vocabulary item 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 about completion of tasks
- 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.

### **Linked Story: Vocabulary and Grammar Structure Review 5-10 min.**

- **SB/CD** Review the vocabulary and grammar structure by reading the story 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 19** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: *"What does Anna say?"* Elicit: *"Louie, have you finished the project?"*
- Complete the activity as a class.

#### Script



Listen and write.

#### Frame 1.

Rachel: We must give the project to the teacher tomorrow.

Anna: Louie, have you finished the project?

Louie: Yes, I have. I finished the project today. Look at this robot!

Jeff: Wow! It looks great!

Louie: Thank you!

#### Frame 2.

Louie: Hi, Jeff.

Jeff: Hi. I'm sorry I'm late.

Rachel: Have you studied for the test?

Jeff: No, I haven't.

Anna: The test is tomorrow. We can help you study.

Jeff: OK. Thank you!

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. Circle yes or no. 5 min.

- **SB** Focus students' attention on part C in the Listening section on **page 29**. Read question 1 as a class and tell students to circle the correct word: *"Number one: Louie has finished the project."*
- Call on students individually to read questions 2 to 4 and answer as a class.

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

- **WB** Tell students to look at the picture on **page 19** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Read and check** activity in part D. Explain that part C 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.

### 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 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 school. They are studying for a test.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *"Where are the children?"* *"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



# Lesson 3

## Lesson Objectives

Students will:

- encounter and explore a fun story linked to the theme of the unit
- 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)

get a report card	search the Internet
do a hundred pushups	write the essay

## Review / Expansion Structure

- Has he written the essay?  
Yes, he has written the essay. /  
No, he hasn't written the essay.

## 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 from the previous lesson. Role-play the story from the previous lesson to review the vocabulary and structure.

## Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 30**.
- Ask students to repeat after you as you say the expression 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

## Vocabulary+ Listen and write.

get a report card      search the Internet  
do a hundred pushups      write the essay



## Speaking Ask and answer.

**Guide** Has he written the essay? Yes, he has written the essay.  
No, he hasn't written the essay.



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

## Listen and write. 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 picture 1 and ask: "What is it?" Elicit the response: "Write the essay."  
2. Point to picture 2 and ask: "What is it?" Elicit the response: "Search the Internet."
- Play **track 20** 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. write the essay
2. search the Internet
3. get a report card
4. do a hundred pushups



## Writing

4

### A Look and write.



Has she searched the Internet?  
Yes, she has.



Has he finished the project?  
No, he hasn't.



Has she studied for the test?  
No, she hasn't.



Have they done a hundred pushups?  
Yes, they have.



Has he written the essay?  
Yes, he has.

### B Read and write.

1. Have you searched the Internet?  
Yes, I have searched the Internet.
2. Has he gotten his report card?  
No, he hasn't gotten his report card.
3. Has she practiced the song?  
No, she hasn't practiced the song.

Tip

When forming a present progressive question or sentence, use *is/am/are* with the verb *doing*.  
Add *not* to make a negative sentence.

*is/am/are* + *verb* + *ing*      *is/am/are* + *not* + *verb* + *ing*  
Is he studying?      Is he not studying?  
Are you working?      Are you not working?

31

- After the students have finished writing all four of the new vocabulary items, call on individual students and ask them how to spell each item.
- **(Optional) Level Tip:**  
**Higher level: FC** Put the flashcards for the phrases **write the essay**, **search the Internet**, **get a report card**, and **do a hundred pushups** 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 picture 1 and ask: "How do you spell 'essay'?" Elicit the response: "e-s-s-a-y."  
Point to picture 2 and ask: "How do you spell 'Internet'?" Elicit the response: "I-n-t-e-r-n-e-t."  
Point to picture 3 and ask: "How do you spell 'report card'?" Elicit the response: "r-e-p-o-r-t-(space)-c-a-r-d."  
Point to picture 4 and ask: "How do you spell 'pushup'?" Elicit the response: "p-u-s-h-u-p."

## Speaking: Ask and answer. 10-15 min.

- **SB / FC** Direct the students' attention to the illustration at the bottom of **page 30**. Read the first sentence in the illustration together: "Has he written the essay?" Read the response together: "Yes, he has written the essay." "No, he hasn't written the essay."
- Explain to students that they will complete the dialogue by pointing at different schedule items in the picture. Hold up a flashcard of one of the phrases in the illustration, for example *do a hundred pushups*, and ask the students to point to the schedule for 10 AM in the illustration in their book. Then say: "Has he done a hundred pushups?" Elicit the response: "Yes, he has done a hundred pushups." "No, he hasn't done a hundred pushups."
- Invite a student to the front of the classroom. Give them the flashcard for *get a report card*. Tell the student to ask: "Has he gotten his report card?" Elicit the response from the class: "Yes, he has gotten his report card." "No, he hasn't gotten his report card." 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 **Unscramble and write** 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

### 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 they will ask a question about the item on the flashcard and you will answer. Then they must respond to your answer. For example, if the flashcard you selected randomly is for the phrase “paint the picture,” elicit the question: “*Have you painted the picture?*” Elicit the response: “*Yes, I have painted the picture.*” “*No, I haven’t painted the picture.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary items on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary items.

### Writing I. Look and write. 10 min.

- **SB** Have students look at part A at the top of **page 31**.
- Point to question 1 and do it together: “*Has she (blank)?*” “*Yes, she has.*” Read the answer together: “*Has she painted the picture?*”
- Tell students to look at each picture to help them fill in the blanks.
- Check the answers as a class.
  - **(Optional) Level Tip:**

**Higher level:** Call on individual students to read the questions and answers 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. 10-15 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. “*Have you searched the Internet?*” Elicit the response: “*Yes, I have searched the Internet.*”
- Read question 2. “*Has he gotten his report card?*” Elicit the response: “*No, he hasn’t gotten his report card.*”
- Read question 3. “*Has she practiced the song?*” Elicit the response: “*No, she hasn’t practiced the song.*”

### Writing Tip: Past participle 5-10 min.

- **SB** Ask the students to look at the “Tip” box at the bottom of the page. Read the contents of the box together: **When making a present progressive question or sentence, use *has* or *have* and the past participle form. Past participles usually end with: -ed (looked); -d (scared); -en (been); -ied (tried); -d (heard); -n (seen)**
- Explain to students that *has* and *have* with the past participle is used in the present progressive tense. (Use your native language to explain this, if necessary.) Ask the students to practice writing **looked, scared, been, tried, heard** and **seen** under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: “*Has he finished the project?*”

*(Optional) Assign and explain homework.*

**3-5 min.**

- **Writing WS** Distribute the writing worksheet and ask students to write their name at the top.
- Tell students to write one sentence for each vocabulary item. Write one sentence together to explain how to complete the assignment. Ask students to volunteer to make a sentence using **finish the project**. Example: *"Has he finished the project?"*
- Tell them when they need to complete the writing worksheet and have them write it on the worksheet. (\*\*Note: Allow them to write this in their native language, if necessary.)

# Lesson 5

## Lesson Objectives

Students will:

- encounter and explore a “real-world” English 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

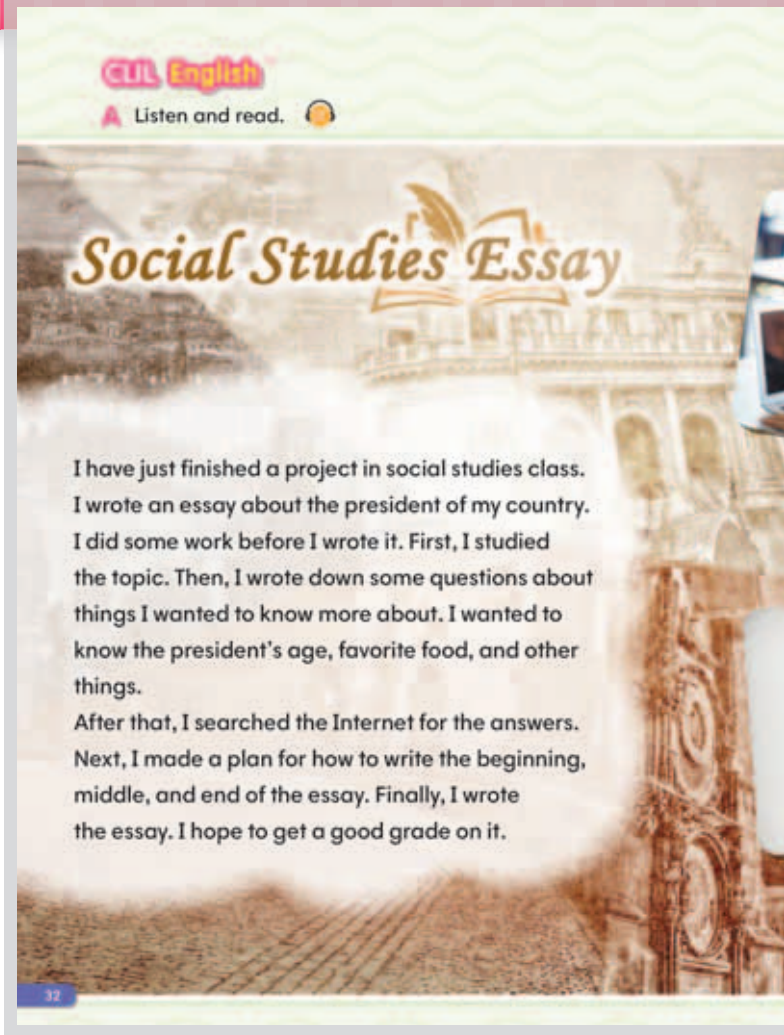
- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Pre-reading Discussion 5 min.

- **FC** Show students the flashcards from **unit 4** and elicit: “*Have you (blank)?*” Tell students to make sentences using each flashcard.
- Ask students if they know what “social studies” and “president” 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 writing an essay entails.

### CLIL Reading: English: Social Studies Essay 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 21**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask them 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 check. 5 min.

- Tell students to look at part B on **page 33**.
- Read question 1 aloud together as a class: “*Has the boy finished his project?*” Review the answer choices. Ask students to think for a moment about what the correct answer is. Ask them to volunteer to give the correct answer: “*Yes, he has.*”
- Complete the activity as a class.





## A Listen, match, and write. 10 min.

- **SB / CD** Tell students to open their student books to **page 34**.
- Point to each of the pictures on the page. Say the word or phrase and have students repeat.
- Make sure each student has something to write with.
- Point to picture 1 (towel) and ask students what it is. Write the word **towel** on the board. Tell students to write the word on the line.
- Play audio **track 22** and ask students to write the words they hear.
- Encourage students to read the words out loud.
- If students are having a difficult time with the words, or for weaker groups, read the words yourself.

## 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 is it?*" Elicit the response: "*It's a comb.*" 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 about how much some things at the supermarket cost. Then talk about them with a friend. 10 min.

- Focus students' attention on part C on **page 35**.
- Put students in pairs and tell them to talk about how much some things at the supermarket cost.
- Monitor and provide assistance, if necessary.

## A Listen, match, and write.

1.  <i>It's towel</i>	 <i>It's hair dryer</i>	 <i>It's perfume</i>
2.  <i>It's quickly</i>	 <i>It's carefully</i>	 <i>It's running</i>
3.  <i>It's get some rest</i>	 <i>It's headache</i>	 <i>It's get some rest</i>
4.  <i>It's write the essay</i>	 <i>It's study for the test</i>	 <i>It's clean the carpet</i>

## D Read and circle.

- Have you ( cleaning / cleaned ) the classroom?  
Yes, I ( have / has ).
- How does she ( dances / dance )?  
She dances ( beautiful / beautifully ).
- Does ( she / her ) sing loudly?  
No, she doesn't. She sings ( quiet / quietly ).
- ( What / How ) much is this shampoo?  
( They're / It's ) two dollars and twenty-five cents.

## E Correct and rewrite.

-  She has a fever?  
*She has a fever*
-  How much are this toothpaste?  
*How much is this toothpaste?*
-  He should goes to the doctor.  
*He should go to the doctor*
-  Does she sings badly?  
*Does she sing badly?*



# **B Match and write.**

a. How much is this toothbrush?	b. Yes, she does.
c. How does she sing?	d. This comb is two dollars.
e. Yes, he has.	f. What's the matter with her?

- 

☐ This comb is two dollars.  
Wow! It's cheap!
- 

☐ Does she read slowly?  
Yes, she does.
- 

☐ How much is this toothbrush?  
It's two dollars and fifty cents.
- 

☐ What's the matter with her?  
She has a toothache.
- 

☐ How does she sing?  
She sings nicely.
- 

☐ Has he painted the picture?  
Yes, he has.

# **C Think about how much some things at the supermarket cost. Then talk about them with a friend.**

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# **F Play the game.**



# **G Complete the chart as you play the game.**

How much is this _____?	It's _____. Wow! It's _____!
How does _____ _____?	He/She _____ _____.
_____ has a/an _____.	He/She should _____.
Has _____ _____?	Yes/No, he/she _____.

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# **D Read and circle. 5 min.**

- SB** Direct students' attention to part D on **page 36**.
- Point to number 1 and ask students to circle the correct answer: *"Have you cleaned the classroom?" "Yes, I have."*
- Tell students to do the same for numbers 2 to 4.
- Go over the answers as a class.

# **E Correct and rewrite. 5-10 min.**

- SB** Direct students' attention to part E on **page 36**.
- Point to number 1, read together, and correct the sentence as a class: *"She has a fever?" "She has a fever."*
- Tell students to correct the sentences for numbers 2 to 4.
- Go over the answers as a class.

# **F Play the game. 10 min.**

- SB** Prepare tape, a ball, a bucket, and the flashcards from units 1 to 4.
- Put the bucket on the floor and 3 pieces of tape at 50 cm intervals, labeled 1 point, 2 points, and 3 points.
- Direct students' attention to the picture on **page 37** and give instructions for how to play the game.
- Ask one student to each stand at the 1-point, 2-points, or 3-points line and to randomly pick a flashcard. Tell the students to first make a sentence using the flashcard, and then to toss the ball in the bucket. If the ball goes into the bucket, record their points.
- Ask the class to complete the chart in part G as they play the game.
- Ask students to raise their hands to share their answers.
- Continue until everyone has had a chance to go to play the game.

# Why Is He So Excited?

## Lesson 1

### Unit Objectives

- Ask and answer clarification questions
- Describe various emotional states

### Lesson Objectives

Students will be able to:

- ask and answer information questions with *why*
- describe emotional states

### Vocabulary (Key words 1)

excited	surprised	scared
win a prize	hear some good news	see a snake

### Core Structure

- Ask information questions related to emotions

Q: Why are you (so) scared?

A: I saw a snake.

### 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 38**.
- Ask students to repeat after you as you say the word or phrase 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 or phrase for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).

UNIT  
5

## Why Is He So Excited?

Vocabulary

Listen and number.

1

5

3

2

4

6

Language

Ask and answer.

Why are you (so) scared? I saw a snake.  
Why is he (so) excited? He won a prize.

Linked Story

Watch and answer.

1. What can you ask someone to find out why they are excited?  
Why are you excited?

2. Why might someone feel scared?  
Maybe they saw a snake.

### 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 23**. After playing **track 23**, check the answers together as a class by calling out the number: "**Number one**," and have students say the corresponding vocabulary word: "**excited**."

### Script



Listen and number.

1. excited
2. win a prize
3. scared
4. see a snake
5. surprised
6. hear some good news

### (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.



Anna: Hello. Yes. Oh, really? Yay!

Jeff: Why is she so  
excited?

Louie: She heard some good news.

Rachel: Really? What is the good news?



Jeff: Did Anna win something?

Louie: Yes. She won first prize.

Jeff: First prize for what?

Louie: She won first prize for the picture she painted in the art competition.

Jeff: Wow! That is good news!

Rachel: Congratulations, Anna!

Anna: Thank you!

**B** Say and act.

**C** Circle yes or no.

1. Anna is scared.
2. Anna heard some good news.
3. Anna won a prize in a singing contest.
4. Anna's friends are happy for her.

yes no

yes no

yes no

yes no

*"excited."* Say: *"How do you spell 'excited'?"* and have the students respond: *"e-x-c-i-t-e-d."* Continue for each word.

**Lower level:** Ask students for more information after checking the answer. Say: *"Number one,"* and have the students respond: *"excited."* Say: *"How does the boy feel?"* and have the students respond: *"Excited."* 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 go highlight the grammar structure: *"Why are you so scared?" "I saw a snake." "Why is he so excited?" "He won a prize."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in pairs (1 and 2, 3 and 4, 5 and 6). Call on students individually to ask: *"Number one: Why is he so excited?"* and answer *"He won a prize."* Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Linked Story I. Watch and answer. 5 min.

- **SB / CD** Focus students' attention on the Linked Story section at the bottom of the page. Explain that they will listen to a story (and watch a video, if your classroom is equipped with a TV). You may also want to ask students to see **page 96** to view the full transcript, especially if your classroom does not have a TV to view the 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](http://www.compasspub.com/BigShow) to access the music video.
- Play the audio that goes along with **track 24**. Ask the students to focus on the words of the story (either on the TV screen, or in the back of the book) to follow along.
- Read and answer question 1 as a class: *"What can you ask someone to find out why they are excited?" "Why are you excited?"*
- Tell students to answer question 2.

## Script

24

## Feelings

People have feelings for different reasons. Understanding why someone feels a certain way is important.

For example, if someone you know is excited, you can ask, "Why are you excited?" Maybe they will say, "I won a prize!" If they feel surprised, maybe they heard some good news. If they're scared, maybe it's because they saw a snake.

If someone feels good, you can enjoy the good moment with them. If someone feels bad, you can say something good and try to help them feel better.

## Linked Story II. Read. 5-10 min.

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

story from beginning to end: **1. excited, 2. win a prize, 3. surprised, 4. hear some good news, 5. scared, and 6. see a snake.**

- Ask the students to recite lines from the story they heard, while directing their attention to the flashcards on the board as a visual aid. Point to each vocabulary item and say: *"For example, if someone you know is excited, you can ask, 'Why are you so excited?'"* Elicit: *"Maybe they will say, 'I won a prize!'"* Help them as necessary. Continue with each flashcard.
- Play the story on **track 24** again and read along with the students.

### Linked Story III. Write. 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](http://www.compasspub.com/BigShow)).
- Play the story on **track 24** and ask the students to write the words from the story on the dictation worksheet. (\*\*Note that if this is too challenging for lower-level students, they may view the transcript in the back of the book or on the TV screen to help them write the words 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 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 to use one of the vocabulary words or phrases to describe a feeling they have experienced. Call on a few students and ask them to share, in English.
- Ask the students to draw, color, and write the name of the feeling 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 describe emotional states
- 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.

### Linked Story: Vocabulary and Grammar Structure Review 5-10 min.

- **SB / CD** Review the vocabulary and grammar structure by reading the story 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 25** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: *"What does Jeff say?"* Elicit: *"Why is she so excited?"*
- Complete the activity as a class.

### Script



Listen and write.

#### Frame 1.

Anna: Hello. Yes. Oh, really? Yay!

Jeff: Why is she so excited?

Louie: She heard some good news.

Rachel: Really? What is the good news?

#### Frame 2.

Jeff: Did Anna win something?

Louie: Yes. She won first prize.

Jeff: First prize for what?

Louie: She won first prize for the picture she painted in the art competition.

Jeff: Wow! That is good news!

Rachel: Congratulations, Anna!

Anna: Thank you!

as a class and tell students to circle yes or no:

*"Number one: Anna is scared."* *"No."*

- Call on students individually to read questions 2 to 4 and answer as a class.

### *(Optional) Assign and explain homework.*

**3-5 min.**

- **WB** Tell students to look at the picture on **page 23** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Read and check** activity in part D. Explain that part C 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.

### *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 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 waiting for the bus. They are talking to each other.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *"Where are the children?"* *"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. Circle yes or no. 5 min.*

- **SB** Focus students' attention on part C in the Listening section on **page 39**. Read question 1

# Lesson 3

## Lesson Objectives

Students will:

- encounter and explore a fun story linked to the theme of the unit
- 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)

fall down	have a fight
embarrassed	upset

## Review / Expansion Structure

- Why are you so embarrassed?  
I fell down.

## 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 from the previous lesson. Role-play the story from the previous lesson to review the vocabulary and structure.

## Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 40**.
- Ask students to repeat after you as you say the word or expression on each flashcard. Show students the picture first, and then the word or expression 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

## Vocabulary+ Listen and write.

fall down have a fight embarrassed upset



## Speaking Ask and answer.

**Guide** Why are you (so) embarrassed? I fell down.  
Why is he (so) upset? He has a fight.



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

## Listen and write. 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 picture 1 and ask: "What is it?" Elicit the response: "Upset."  
2. Point to picture 2 and ask: "What is it?" Elicit the response: "Have a fight."
- Play **track 26** 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. upset
2. have a fight
3. embarrassed
4. fall down



## Writing

5

### A Look and write.



Why are you so excited?  
I won a prize.



Why is she so surprised?  
She saw a snake.



Why is he so surprised?  
He heard some good news.



Why is she embarrassed?  
She fell down.



Why are they so upset?  
They had a fight.

### B Read and write.

- Why is he so excited?  
He got a new video game for his birthday.
- Why is she so surprised?  
She heard some good news from the teacher.
- Why is he so embarrassed?  
He fell down the stairs.

### Tip

Using words like 'so' and 'very' can help you to say how you feel. For example: 'I am so excited!' or 'I am very surprised.'

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

#### • (Optional) Level Tip:

**Higher level:** **FC** Put the flashcards for the phrases **upset**, **have a fight**, **embarrassed**, and **fall down** 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 picture 1 and ask: "How do you spell 'upset'?" Elicit the response: "u-p-s-e-t."

Point to picture 2 and ask: "How do you spell 'fight'?" Elicit the response: "f-i-g-h-t."

Point to picture 3 and ask: "How do you spell 'embarrassed'?" Elicit the response: "e-m-b-a-r-r-a-s-s-e-d."

Point to picture 4 and ask: "How do you spell 'fall down'?" Elicit the response: "f-a-l-l- (space)-d-o-w-n."

## Speaking: Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 40**. Read the first sentence in the illustration together: "Why are you so embarrassed?" Read the response together: "I fell down." Read the second part: "Why is he so upset?" Read the response together: "He had a fight."
- Explain to students that they will complete the dialogue by pointing at different people in the picture. Hold up a flashcard of one of the phrases in the illustration, for example **upset**, and ask the students to point to the person who is upset in the illustration in their book. Then ask: "Why is he so upset?" Elicit the response: "He had a fight."
- Invite a student to the front of the classroom. Give them the flashcard for **embarrassed**. Tell the student to point to the person who is embarrassed and ask a question: "Why is he so embarrassed?" Elicit the response from the class: "He fell down." 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 words or phrases 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 activities on **page 24** in the workbook. Explain how to complete the **Unscramble and write** 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

### 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 5** together.
- Pick one of the flashcards randomly. Look at it and show students. Explain that they will ask a question about the word or phrase on the flashcard and you will answer. Then they must respond to your answer. For example, if the flashcard you selected randomly is for the word “scared,” elicit the question: “*Why is he so scared?*” Elicit the response: “*He saw a snake.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary items on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary items.

### Writing I. Look and write. 10 min.

- **SB** Have students look at part A at the top of **page 41**.
- Point to question 1 and do it together: “*Why are you (blank)?*” “*I won a prize.*” Read the answer together: “*Why are you so excited?*”
- Tell students to look at each picture to help them fill in the blanks.
- Check the answers as a class.
  - **(Optional) Level Tip:**

**Higher level:** Call on individual students to read the questions and answers 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. 10-15 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. “*Why is he (so) excited?*” Elicit the response: “*He got a new video game for his birthday.*”
- Read question 2. “*Why is she so surprised?*” Elicit the response: “*She heard some good news from the teacher.*”
- Read question 3. “*Why is he embarrassed?*” Elicit the response: “*He fell down the stairs.*”

### Writing Tip: So + adjective 5-10 min.

- **SB** Ask the students to look at the “Tip” box at the bottom of the page. Read the contents of the box together: **Using so as in the sentence below is like using really or very because it makes the sentence stronger. Why is he so happy? = Why is he very happy?**
- Explain to students that using **so** makes the adjective, or feeling, in the sentence stronger. (Use your native language to explain this, if necessary.) Ask the students to practice writing **so** with different adjectives or feelings a few times under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: “*Why is he so upset?*”

*(Optional) Assign and explain homework.*

**3-5 min.**

- **Writing WS** Distribute the writing worksheet and ask students to write their name at the top.
- Tell students to write one sentence for each vocabulary item. Write one sentence together to explain how to complete the assignment. Ask students to volunteer to make a sentence using **excited**. Example: *"Why is she so excited?"*
- Tell them when they need to complete the writing worksheet and have them write it on the worksheet. (\*\*Note: Allow them to write this in their native language, if necessary.)

## Lesson 5

### Lesson Objectives

Students will:

- encounter and explore a “real-world” ethics 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 5** and say: “*Why are you so (blank)?*” Ask the students to make sentences using each flashcard.
- Ask students if they know what “competition,” “mistake,” and “give up” 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 an English-speaking competition is.

### CLIL Reading: Ethics: Never Give Up 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 27**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask them

CLIL Ethics

A Listen and read.

## Never Give Up

Last week, we had an English-speaking competition at school. I was scared, and my mother asked me, “Why are you scared?” I said, “English is hard. I’m scared of making a mistake.” My mother said, “Do your best. Never give up.”

I practiced hard every day. The day of the competition came. While I was giving my speech, I made a mistake and felt embarrassed. But I remembered what my mother said, “Never give up,” and I finished my speech. I was surprised and excited when I won first prize!

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 check. 5 min.

- Tell students to look at part B on **page 43**.
- Read question 1 aloud together as a class: “*Why was the girl scared?*” Review the answer choices. Ask students to think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer: “*She had an English-speaking competition coming up.*”
- Complete the activity as a class.





# Which Boy Is Toby?

## Lesson 1

### Unit Objectives

- Identify people and belongings using relative clauses
- Ask and answer information questions with *which* + noun

### Lesson Objectives

Students will be able to:

- identify people and belongings
- ask and answer information questions using relative clauses with *who* and *that*

### Vocabulary (Key words 1)

jump rope	do jumping jacks	run a race
play catch	kick the ball	shoot baskets

### Core Structure

- Ask information questions related to people and belongings  
Q: Which boy is Toby?  
A: He is the boy who is kicking the ball.

### 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.


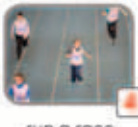
- **FC** Show students the flashcards for the vocabulary items that are on **page 44**.
- Ask students to repeat after you as you say the phrases on each flashcard. Show students the picture first, and then the phrase on each flashcard. Show each card one by one until you have shown all of them.
- Show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




UNIT 6

Which Boy Is Toby?

Vocabulary

Listen and number.

Language

Ask and answer.

Which boy is Toby?  
He is the boy who is kicking the ball.


Which girl is Kate?  
She is the girl who is doing jumping jacks.

Linked Story

Watch and answer.

1. Who is Henry?  
Henry is the boy who is kicking the ball.

2. Who is Kate?  
Kate is the girl who is jumping rope.



### 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 **Listen and number** part. Play **track 28**. After playing **track 28**, check the answers together as a class by calling out the number: *"Number one,"* and have students say the corresponding vocabulary word: *"kick the ball."*

### Script



Listen and number.

1. kick the ball
2. jump rope
3. do jumping jacks
4. run a race
5. play catch
6. shoot baskets

### (Optional) Level Tip:

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

## Listening

**A** Listen and write.



Jeff: Hi, Louie. Are you ready for field day?

Louie: Yes, I am! I'm excited.

Jeff: Ben is on our team.

Louie: Hmm... Which boy is Ben?

Jeff: He is the boy who is shooting baskets.

Rachel: Hi, Anna. Amy is on our team today.

Anna: Which girl is Amy?

Rachel: She is the girl who is kicking the ball.

Anna: She is good! I hope we win today.

**B** Say and act.

**C** Read and circle.

1. (Louie / Jeff) is excited about field day.
2. Ben is the boy who is ( shooting baskets / running a race ).
3. Anna wants to know ( which / who ) girl is Amy.
4. Amy is the girl who is ( playing catch / kicking the ball ).

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*the ball.*" Say: "How do you spell 'kick'?" and have the students respond: "k-i-c-k." Continue for each word.

**Lower level:** Ask students for more information after checking the answer. Say: "Number one," and have the students respond: "kick the ball." Say: "What do soccer players do?" and have the students respond: "They kick the ball." 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: "Which boy is Toby?" "He is the boy who is kicking the ball." "Which girl is Della?" "She is the girl who is doing jumping jacks."
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: "Number one: Which boy is Toby?" "He is the boy who is kicking the ball." Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Linked Story I. Watch and answer. 5 min.

- **SB / CD** Focus students' attention on the Linked Story section at the bottom of the page. Explain that they will listen to a story (and watch a video, if your classroom is equipped with a TV). You may also want to ask students to see **page 96** to view the full transcript, especially if your classroom does not have a TV to view the 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](http://www.compasspub.com/BigShow) to access the music video.
- Play the audio that goes along with **track 29**. Ask the students to focus on the words of the story (either on the TV screen, or in the back of the book) to follow along.
- Read and answer question 1 as a class: "Who is Henry?" "Henry is the boy who is kicking the ball."
- Tell students to answer question 2.

## Script

29

## Athletics

You can learn a lot about a person by what they like to do. This is Henry. He is the boy who is kicking the ball. He likes soccer. This is Andy. He is the boy who is shooting a basket. He likes basketball. This is Ted. He is the boy who is playing catch. He likes American football. This is Kate. She is the girl who is jumping rope. She likes exercise. This is Tom. He is the boy who is doing jumping jacks. He likes exercise, too. This is Lyla. She is the girl who is running the race. She likes running. What do you like to do?

## Linked Story II. Read. 5-10 min.

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



- in order from left to right as they appear in the story from beginning to end: **1. kick the ball, 2. shoot baskets, 3. play catch, 4. jump rope, 5. do jumping jacks, and 6. run a race.**
- Ask the students to recite a line from the story they heard, while directing their attention to the flashcards on the board as a visual aid. Point to each vocabulary item and say: “Which girl is Lyla?” Elicit: “She is the girl who is running the race.” Help them as necessary. Continue with each flashcard.
  - Play the story on **track 29** again and read along with the students.

### Linked Story III. Write. 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](http://www.compasspub.com/BigShow)).
- Play the story on **track 29** and ask the students to write the words from the story on the dictation worksheet. (\*\*Note that if this is too challenging for lower-level students, they may view the transcript in the back of the book or on the TV screen to help them write the words 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 26** in the workbook. Explain how to complete the **Look and rewrite** activity in part A and the **Read and match** 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 to use one of the

vocabulary phrases to describe an activity that they enjoy doing. Call on a few students and ask them to share, in English.

- Ask the students to draw, color, and write 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 identify people using relative clauses
- 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.

### Linked Story: Vocabulary and Grammar Structure Review 5-10 min.

- **SB / CD** Review the vocabulary and grammar structure by reading the story 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 30** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: “What does Louie say?” Elicit: “Which boy is Ben?”
- Complete the activity as a class.



## Script



Listen and write.

### Frame 1.

Jeff: Hi, Louie. Are you ready for field day?

Louie: Yes, I am! I'm excited.

Jeff: Ben is on our team.

Louie: Hmm...Which boy is Ben?

Jeff: He is the boy who is shooting baskets.

### Frame 2.

Rachel: Hi, Anna. Amy is on our team today.

Anna: Which girl is Amy?

Rachel: She is the girl who is kicking the ball.

Anna: She is good! I hope we win today.

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

- **WB** Tell students to look at the picture on **page 27** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Read and check** activity in part D. Explain that part C 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).

## *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 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 school. They are shooting baskets. They are kicking the ball.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *"Where are the children?" "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. Circle yes or no.* **5 min.**

- **SB** Focus students' attention on part C in the Listening section on **page 45**. Read question 1 as a class and tell students to circle the correct answer: *"Number one: Louie is excited about field day."*
- Call on students individually to read questions 2 to 4 and answer as a class.

# Lesson 3

## Lesson Objectives

Students will:

- encounter and explore a fun story linked to the theme of the unit
- 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)

stripes

spots

flowers

zig-zags

## Review / Expansion Structure

- Which ball is yours?  
Mine is the ball that has stripes.

## Materials

- Big Show Student Book, Flashcards, CD w/ 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 from the previous lesson. Role-play the story from the previous lesson to review the vocabulary and structure.

## Vocabulary+ Introduction 5 min.

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

## Vocabulary+

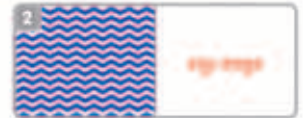
Listen and write. 

stripes

spots

flowers

zig-zags



## Speaking

Ask and answer.

### Guide

Which **ball** is yours? Mine is the **ball** that has **stripes**.  
Which **balls** are hers? Hers are the **balls** that have **flowers**.



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

## Listen and write. 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 picture 1 and ask: "What is it?" Elicit the response: "Spots."
  2. Point to picture 2 and ask: "What is it?" Elicit the response: "Zig-zags."
- Play **track 31** 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. spots  
3. stripes

2. zig-zags  
4. flowers

## Writing

6

### A Look and write.



Which boy is Steve?  
He is the boy who is throwing baskets.



Which girl is Tania?  
She is the girl looking the ball.



Which shirt is yours?  
Mine is the shirt that has stripes.



Which ball has zig-zags?  
Hers is the ball that has zig-zags.



Which girl is Jessica?  
She is the girl who is running it back.

### B Read and write.

- Which boy is Jonas?  
He is the boy who is doing jumping jacks.
- Which girl is Wendy?  
She is the girl who is playing catch.
- Which hat is yours?  
Mine is the hat that has spots.

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

#### (Optional) Level Tip:

**Higher level:** **FC** Put the flashcards for the words **spots**, **zig-zags**, **stripes**, and **flowers** 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 picture 1 and ask: "How do you spell 'spots'?" Elicit the response: "s-p-o-t-s."

Point to picture 2 and ask: "How do you spell 'zig-zags'?" Elicit the response: "z-i-g-(hyphen)-z-a-g-s."

Point to picture 3 and ask: "How do you spell 'stripes'?" Elicit the response: "s-t-r-i-p-e-s."

Point to picture 4 and ask: "How do you spell 'flowers'?" Elicit the response: "f-l-o-w-e-r-s."

## Speaking: Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 46**. Read the first sentence in the illustration together: "Which ball is yours?" Read the response together: "Mine is the ball that has stripes." Read the second part: "Which shirts are hers?" Read the response together: "Hers are the shirts that have flowers."
- Explain to students that they will complete the dialogue by pointing at different people in the picture. Hold up a flashcard of one of the words in the illustration, for example *spots*, and ask the students to point to the person holding the ball with spots in the illustration in their book. Then ask: "Which ball is hers?" Elicit the response: "Hers is the ball that has spots."
- Invite a student to the front of the classroom. Give them the flashcard for *zig-zags*. Tell the student to find the word in the illustration and ask: "Which shirt is his?" Elicit the response from the class: "His is the shirt that has zig-zags." 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 **Unscramble and write** 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.
- 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

### 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 they will ask a question about the item on the flashcard and you will answer. Then they must respond to your answer. For example, if the flashcard you selected randomly is for the phrase “do jumping

jacks,” elicit the question: “Which girl is Anna?” Elicit the response: “She is the girl who is doing jumping jacks.”

- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary items on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary items.

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

- **SB** Have students look at part A at the top of **page 47**.
- Point to question 1 and do it together: “(Blank) boy is Steve?” “He is the boy who is (blank) baskets.”
- Tell students to look at each picture to help them fill in the blanks.
- Check the answers as a class. Read the answers together: “Which boy is Steve?” “He is the boy who is shooting baskets.”
  - **(Optional) Level Tip:**  
**Higher level:** Call on individual students to read the questions and answers 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.* **5-10 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. “Which boy is Jonas?” Elicit the response: “He is the boy who is doing jumping jacks.”
- Read question 2. “Which girl is Wendy?” Elicit the response: “She is the girl who is playing catch.”
- Read question 3. “Which hat is yours?” Elicit the response: “Mine is the hat that has spots.”



*(Optional) Assign and explain homework.*

**3-5 min.**

- **Writing WS** Distribute the writing worksheet and ask students to write their name at the top.
- Tell students to write one sentence for each vocabulary item. Write one sentence together to explain how to complete the assignment. Ask students to volunteer to make a sentence using **jump rope**. Example: *"He is the boy who is jumping rope."*
- Tell them when they need to complete the writing worksheet and have them write it on the worksheet. (\*\*Note: Allow them to write this in their native language, if necessary.)

## 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.

- **FC** Show students the flashcards from **unit 6** and say: “Which boy/girl is (blank)?” “Which (blank) is yours?” Tell students to make sentences using each flashcard.
- Ask students if they know what “athlete” and “score a goal” 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 sports competitions are.

### CLIL Reading: Physical Education: Field Day 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 32**.
- After playing the track, do choral reading and



Once a year, my school has a special day. It's called field day. It's a day when we don't have classes, and instead we have sports competitions. We have teams. Mine is a team that has really good athletes. My team has Kevin. He is the boy who shot and made the most baskets last year. Also, my team has Violet. She is the girl who ran the fastest in a race last year. And we have Aiden. He is the boy who kicked the ball best and scored the most goals last year.

ask the students to repeat after you. Ask them 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 check. 5 min.

- Tell students to look at part B on **page 49**.
- Read question 1 aloud together as a class: “Who is Kevin?” Review the answer choices. Ask students to think for a moment about what the correct answer is. Ask them to volunteer to give the correct answer: “He is the boy who made the most baskets last year.”
- Complete the activity as a class.



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

- Tell students to look at part C on **page 49**.
- Read question 1 aloud together as a class: *"Aiden is the boy who scored (blank) in soccer last year"*. Ask students to think for a moment about what words go in the blank. Ask students to volunteer to give the correct answer: *"Aiden is the boy who scored the most goals in soccer last year"*.
- Complete the activity as a class.

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

- Talk with students about athletes.
- Ask students to talk with their friends about who the best athletes in their class are. Ask them to describe them. Explain that it is OK if they think of something that isn't from **unit 6** 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 describe who the best athletes in their class are, in English.)
- Ask them to draw a small picture of the person doing the activity.

**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 29** in the workbook. Explain how to complete the **Choose and write**, activity in part G and the **Read and circle** activity in part H.
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbooks on the top of **page 29**. (\*\*Note: Allow them to write this in their native language, if necessary.)

### Teacher's Note



# How Do I Get There?

## Lesson 1

### Unit Objectives

- Asking for and giving directions
- Ask and answer information questions with *how* and *where*

### Lesson Objectives

Students will be able to:

- ask for directions using *how* and *where*
- give directions using *and*

### Vocabulary (Key words 1)

turn right	go straight	go up the hill
turn left	cross the street	go down the hill

### Core Structure

- Ask information questions with *how* and *where*


Q: How do I get to the theater?

A: Go straight and turn left after three blocks.

### 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 50**.
- 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

UNIT  
7

How Do I Get There?


Vocabulary

Listen and number.




3

turn right




1

go straight




6

go up the hill




2

turn left



4

cross the street




5


go down the hill

Language

Ask and answer.



How do I get to the theater?  
Go straight and turn left after three blocks.



How do we get to the police station?  
Go up the hill and turn right after two blocks.

Linked Story

Watch and answer.

+ See page 97 for full transcript.



1. How do you get to the theater?  
Turn left, cross the street, and go up the hill.

2. How do you get to the police station?  
Go straight, turn right, and go down the hill. The police station is on your right.



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

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

-   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 33**. After playing **track 33**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary phrase: "*go straight.*"

### Script



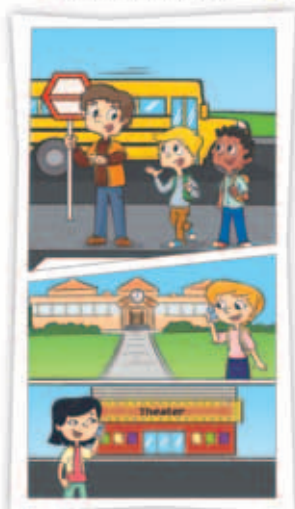
Listen and number.

1. go straight
2. turn left
3. turn right
4. cross the street
5. go down the hill
6. go up the hill



## Listening

**A** Listen and write.



Jeff: Excuse me. How do I get to the library?

Crossing guard: Go straight for two blocks, then turn left and go up the hill.

Louie: Thank you!

Rachel: Hi, Anna! Are you coming to the theater?

Anna: Yes. I'm at the school now. How do I get to the theater?

Rachel: Go down the hill and turn right.

Anna: OK! See you soon.

**B** Say and act.

**C** Circle yes or no.

- |   |     |    |
|---|-----|----|
| 1. Louie and Jeff are going to the library.   | yes | no |
| 2. Go straight for two blocks, then turn left and go up the hill to get to the library. | yes | no |
| 3. Anna is going to school.   | yes | no |
| 4. Go down the hill and turn left to get to the theater.                                | yes | no |

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on students individually to answer: “*Number one: How do I get to the school?*” “*Go straight and turn left.*” “*Number two: How do I get to the park?*” “*Turn left and cross the street.*” Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Linked Story I. Watch and answer. 5 min.

- **SB / CD** Focus students' attention on the Linked Story section at the bottom of the page. Explain that they will listen to a story (and watch a video, if your classroom is equipped with a TV). You may also want to ask students to see **page 97** to view the full transcript, especially if your classroom does not have a TV to view the 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](http://www.compasspub.com/BigShow) to access the music video.
- Play the audio that goes along with **track 34**. Ask the students to focus on the words of the story (either on the TV screen, or in the back of the book) to follow along.
- Read and answer question 1 as a class: “*How do you get to the theater?*” “*Turn left, cross the street, and go up the hill.*”
- Tell students to answer question 2.

## Script

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## Directions

Cities and towns have many places we can go. Sometimes we need to ask for, or give, directions. If you ask someone, “How do I get to the theater?” they might say, “Turn left, cross the street, and go up the hill.”

We might also hear these words if we use GPS navigation to find out how to go somewhere. Let's say you want to go to the police station. A GPS navigation system might tell you, “Go straight, turn right, and go down the hill. The police station is on your right.” If you know these words for directions, you can go anywhere!

## (Optional) Level Tip:

**Higher level:** Ask students to spell each word after checking the answer. Say: “*Number one,*” and have the students respond: “*go straight.*” Say: “*How do you spell 'straight'?*” and have the students respond: “*s-t-r-a-i-g-h-t.*” Continue for each word.

**Lower level:** Ask students for more information after checking the answer. Say: “*Number one,*” and have the students respond: “*go straight.*” Say: “*What's the opposite of go backwards?*” and have the students respond: “*Go straight.*” 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 do I get to the theater?*” “*Go straight and turn left after three blocks.*” “*How do we get to the police station?*” “*Go up the hill and turn right after two blocks.*”
- Use the grammar structure to go through each numbered vocabulary item (1-6) in pairs. Call

### Linked Story II. Read. 5-10 min.

- **SB/CD** Tell the students that you will play the story again and this time they should try to read along.
- **FC** Before you play the story again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the story from beginning to end: **1. turn left, 2. cross the street, 3. go up the hill, 4. so straight, 5. turn right, and 6. go down the hill.**
- Ask the students to recite a line from the story they heard, while directing their attention to the flashcards on the board as a visual aid. Point to each vocabulary item and say: *"How do I get to the theater?"* Elicit: *"Turn left, cross the street, and go up the hill."* Help them as necessary. Continue with each flashcard.
- Play the story on **track 34** again and read along with the students.

### Linked Story III. Write. 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](http://www.compasspub.com/BigShow)).
- Play the story on **track 34** and ask the students to write the words from the story on the dictation worksheet. (\*\*Note that if this is too challenging for lower-level students, they may view the transcript in the back of the book or on the TV screen to help them write the words 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 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 to use the vocabulary items to give simple directions to a place. Call on a few students and ask them to share, in English.
- Ask the students to draw, color, and write the directions 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 give directions
- 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.

### Linked Story: Vocabulary and Grammar Structure Review 5-10 min.

- **SB/CD** Review the vocabulary and grammar structure by reading the story 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 35** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: *"What does Jeff say?"* Elicit: *"Excuse me. How do I get to the library?"*
- Complete the activity as a class.

#### Script



Listen and write.

#### Frame 1.

Jeff: Excuse me, how do I get to the library?

Crossing guard: Go straight for two blocks, then turn left and go up the hill.

Louie: Thank you!

#### Frame 2.

Rachel: Hi, Anna! Are you coming to the theater?

Anna: Yes. I'm at the school now. How do I get to the theater?

Rachel: Go down the hill and turn right.

Anna: OK! See you soon.

### Listening III. Circle yes or no. 5 min.

- **SB** Focus students' attention on part C in the Listening section on **page 51**. Read question 1 as a class and tell the students to circle yes or no: *"Number one, Louie and Jeff are going to the library."* *"Yes."*
- Call on students individually to read questions 2 to 4 and answer as a class.

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

- **WB** Tell students to look at the picture on **page 31** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Read and check** activity in part D. Explain that part C 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.)

### 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 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 front of a school bus. They are asking for directions.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *"Where are the children?"* *"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.

# Lesson 3

## Lesson Objectives

Students will:

- encounter and explore a fun story linked to the theme of the unit
- 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)

under the bridge	at the crosswalk
over the bridge	around the corner

## Review / Expansion Structure

- Where is the bus station?  
It's around the corner.

## 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 from the previous lesson. Role-play the story from the previous lesson to review the vocabulary and structure.

## Vocabulary+ Introduction 5-10 min.

- **EG** Show students the flashcards for the vocabulary items that are on **page 52**.
- 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

## Vocabulary+ Listen and write.

under the bridge  
over the bridge

at the crosswalk  
around the corner



under the bridge



at the crosswalk



over the bridge



around the corner

## Speaking Ask and answer.

Guide

Where is the bus station? It's around the corner.



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

## Listen and write. 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 picture 1 and ask: "What is it?" Elicit the response: "Under the bridge."
  2. Point to picture 2 and ask: "What is it?" Elicit the response: "At the crosswalk."
- Play **track 36** 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

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Listen and circle.

1. under the bridge
2. at the crosswalk
3. over the bridge
4. around the corner



## Writing

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### A Look and write.



How do I get to the library?  
Cross the street, then go straight, and turn left.



How do you get to the theater?  
Go down the hill and turn left.



Where are you?  
I'm at the crosswalk.



Where is your house?  
It's around the corner.



Where is the hospital?  
It's over the bridge.

### B Read and write.

- How do you get to the supermarket?  
Go straight and turn left. The supermarket is at the crosswalk.
- Where is the school?  
It's around the corner.
- How do we get to the police station?  
Go up the hill and turn right.

### Tip

When giving directions, use the prepositions **under**, **around**, **over**, **up**, **down**, **across**, **along**, **to**, **from**, **at**, **in**, **on**, **off**, **into**, **out of**, **up**, **down**, **across**, **along**, **to**, **from**, **at**, **in**, **on**, **off**, **into**, **out of**.

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- After the students have finished writing all four of the new vocabulary items, call on individual students and ask them how to spell each item.
- (Optional) Level Tip:**  
**Higher level:** Put the flashcards for the phrases **under the bridge**, **at the crosswalk**, **over the bridge**, and **around the corner** 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 picture 1 and ask: "How do you spell 'under'?" Elicit the response: "u-n-d-e-r."  
Point to picture 2 and ask: "How do you spell 'crosswalk'?" Elicit the response: "c-r-o-s-s-w-a-l-k."  
Point to picture 3 and ask: "How do you spell 'bridge'?" Elicit the response: "b-r-i-d-g-e."  
Point to picture 4 and ask: "How do you spell 'around'?" Elicit the response: "a-r-o-u-n-d."

## Speaking: Ask and answer. 10-15 min.

- SB / FC** Direct the students' attention to the illustration at the bottom of **page 52**. Read the first sentence in the illustration together: "Where is the bus station?" Read the response together: "It's around the corner."
- Explain to students that they will complete the dialogue by pointing at different places in the picture. Hold up a flashcard of one of the phrases in the illustration, for example *across the street*, and ask the students to point to the theater in the illustration in their book. Then say: "Where is the theatre?" Elicit the response: "It's across the street."
- Invite a student to the front of the classroom. Give them the flashcard *for over the bridge*. Tell the student to ask where a place is: "Where is the fire station?" Elicit the response from the class: "It's over the bridge." 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 **Unscramble and write** 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

### 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 they will ask a question about the item on the flashcard and you will answer. Then they must respond to your answer. For example, if the flashcards you selected randomly are the phrases “turn left” and “around the corner” elicit the question: *“How do I get to the park?”* Elicit the response: *“Turn left and it’s around the corner.”*
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary items on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary items.

### Writing I. Look and write. 10 min.

- **SB** Have students look at part A at the top of **page 53**.
- Point to question 1 and do it together: *“(Blank) do I (blank) the library?” “Cross the street then go straight, and turn left.”* Read the answer together: *“How do I get to the library?”*
- Tell students to look at each picture to help them fill in the blanks.
- Check the answers as a class.
  - **(Optional) Level Tip:**

**Higher level:** Call on individual students to read the questions and answers 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. 10-15 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. *“How do you get to the supermarket?”* Elicit the response: *“Go straight and turn left. The supermarket is at the crosswalk.”*
- Read question 2. *“Where is the school?”* Elicit the response: *“It’s around the corner.”*
- Read question 3. *“How do we get to the police station?”* Elicit the response: *“Go up the hill and turn right.”*

### Writing Tip: Commas in a list 5-10 min.

- **SB** Ask the students to look at the “Tip” box at the bottom of the page. Read the contents of the box together: **When giving three or more directions in a sentence, separate each item with a comma (,) and use the word and before the last item. Go straight, turn left, go down the hill, and turn right.**
- Explain to students that this can also be used in a list of things, not just directions. (Use your native language to explain this, if necessary.) Ask the students to practice writing the example sentence under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: *“Cross the street, then go straight, and turn left.”*

*(Optional) Assign and explain homework.*

**3-5 min.**

- **Writing WS** Distribute the writing worksheet and ask students to write their name at the top.
- Tell students to write one sentence for each vocabulary item. Write one sentence together to explain how to complete the assignment. Ask students to volunteer to make a sentence using **turn right**. Example: *"Turn right after two blocks."*
- Tell them when they need to complete the writing worksheet and have them write it on the worksheet. (\*\*Note: Allow them to write this in their native language, if necessary.)

## Lesson 5

### Lesson Objectives

Students will:

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

### Materials

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

### Pre-reading Discussion 5 min.

- **FG** Show students the flashcards from **unit 7** and say: “How do I get to (blank)?” “Where is (blank)?” Tell students to make sentences using each flashcard.
- Ask students if they know what “crooked” means and where San Francisco is. (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 can make a street like this famous.

### CLIL Reading: Geography: The Most Crooked Street in the World 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 37**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask them

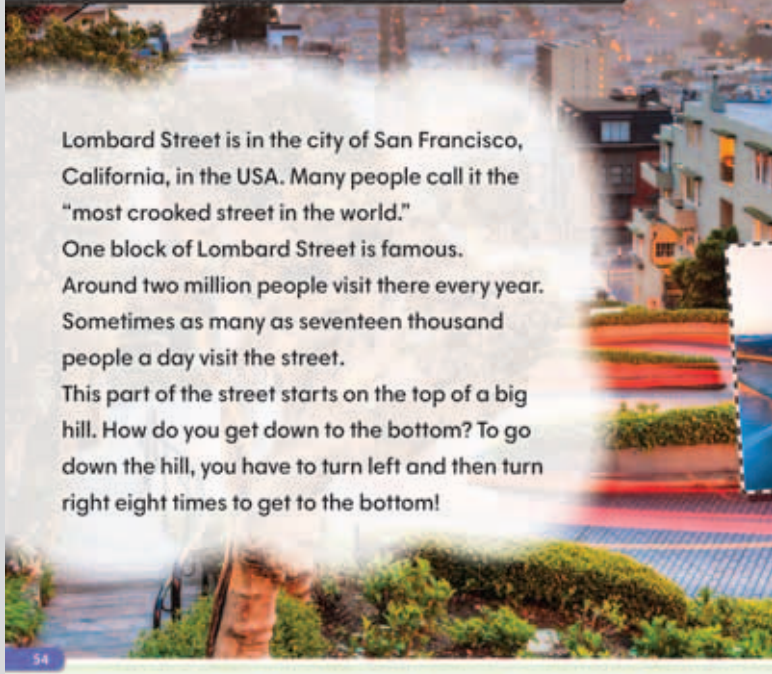
**CLIL Geography**  
A Listen and read.

## The Most Crooked Street in the World

Lombard Street is in the city of San Francisco, California, in the USA. Many people call it the “most crooked street in the world.”

One block of Lombard Street is famous. Around two million people visit there every year. Sometimes as many as seventeen thousand people a day visit the street.

This part of the street starts on the top of a big hill. How do you get down to the bottom? To go down the hill, you have to turn left and then turn right eight times to get to the bottom!



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 check. 5 min.

- Tell students to look at part B on **page 55**.
- Read question 1 aloud together as a class: “Around how many people visit Lombard Street every year?” Review the answer choices. Ask students to think for a moment about what the correct answer is. Ask them to volunteer to give the correct answer: “2,000,000.”
- Complete the activity as a class.





1. Around how many people visit Lombard Street every year?

- There are eight turns people must make to go from the top to the bottom of Lombard Street.

1. Many people call Lombard Street the  
"\_\_\_\_\_"  
"\_\_\_\_\_".

- The Golden Gate Bridge is another very famous place in San Francisco. People come from all over the world to go across the bridge, go under it, and take pictures.

What is an interesting place where you live?  
Why is it interesting?



- Talk with students about interesting places around the world.
- Ask students to talk with their friends about an interesting place where they live. Ask them to describe what makes it interesting. Explain that it is OK if they think of words that aren't from **unit 7** in the book.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.

# I Was Happy Because I Won the Race

## Lesson 1

### Unit Objectives

- Talk about things that happened to people
- Describe cause and effect using *because* and *so*

### Lesson Objectives

Students will be able to:

- use *because* in a cause and effect sentence

### Vocabulary (Key words 1)

win the race	lose my wallet	pass the test
skip breakfast	eat spoiled food	go to bed late


### Core Structure

- Describe cause and effect using *because*  
I was happy because I passed the test.

### 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 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.
- 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 word the phrase starts with).

UNIT  
8

# I Was Happy Because I Won the Race

Vocabulary

Listen and number.








Language

Say and respond.



I was happy because I passed the test.  
We were hungry because we skipped breakfast.



Linked Story

Watch and answer.

1. Why was the boy happy?  
He was happy because he passed the test.

2. Why was the girl sad?  
She was sad because she lost her wallet.



### 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 38**. After playing **track 38**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding phrase: "*pass the test.*"

### Script



Listen and number.

1. pass the test
2. go to bed late
3. win the race
4. eat spoiled food
5. lose my wallet
6. skip breakfast

### (Optional) Level Tip:

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

## Listening

**A** Listen and write.



Louie: Hi, Anna. How was your weekend?

Anna: It was not a happy one.

Louie: What happened?

Anna: I was sad because  
I lost my wallet.

Louie: Oh, no! I'm sorry to hear that. I hope you find your wallet soon.



Rachel: Hi, Jeff. How was field day last week?

Jeff: Great! I was happy because

I won the race!

Rachel: Oh, that's great! Congratulations.

Jeff: Thank you.

**B** Say and act.

**C** Read and circle.

1. ( Louie / Anna ) was sad.
2. ( Louie / Anna ) lost his/her wallet last weekend.
3. Jeff was ( happy / hungry ).
4. Jeff ( won a race / passed a test ).

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*the test.*" Say: "How do you spell 'pass the test'?" and have the students respond: "p-a-s-s-(space)-t-h-e-(space)-t-e-s-t." Continue for each word.

**Lower level:** Ask students for more information after checking the answer. Say: "Number one," and have the students respond: "pass the test." Say: "Why is he happy?" and have the students respond: "He passed the test." 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: "I was happy because I passed the test." "We were hungry because we skipped breakfast."
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to make sentences: "Number one: I was happy because I passed the test." Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Linked Story I. Watch and answer. 5 min.

- **SB/CD** Focus students' attention on the Linked Story section at the bottom of the page. Explain that they will listen to a story (and watch a video, if your classroom is equipped with a TV). You may also want to ask students to see **page 97** to view the full transcript, especially if your classroom does not have a TV to view the 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](http://www.compasspub.com/BigShow) to access the music video.
- Play the audio that goes along with **track 39**. Ask the students to focus on the words of the story (either on the TV screen, or in the back of the book) to follow along.
- Read and answer question 1 as a class: "Why was the boy happy?" "He was happy because he passed the test."
- Tell students to answer question 2.

## Script

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## Emotions

What makes you happy? What makes you sad? When do you feel tired? When do you feel hungry? We feel different feelings for different reasons. For example, he was happy because he passed the test. She was sad because she lost her wallet. He was excited because he won the race. He was hungry because he skipped breakfast. She was sick because she ate spoiled food. He was tired because he went to bed late. Sometimes we can do things differently to make ourselves feel better. So think about what's best for you and try to be happy.

## Linked Story II. Read. 5-10 min.

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



story from beginning to end: **1. pass the test, 2. lose my wallet, 3. win the race, 4. skip breakfast, 5. eat spoiled food, and 6. go to bed late.**

- Ask the students to recite a line from the story they heard, while directing their attention to the flashcards on the board as a visual aid. Point to each vocabulary item and say: *"Why was he happy?"* Elicit: *"He was happy because he passed the test."* Help them as necessary. Continue with each flashcard.
- Play the story on **track 39** again and read along with the students.

### Linked Story III. Write. 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](http://www.compasspub.com/BigShow)).
- Play the story on **track 39** and ask the students to write the words from the story on the dictation worksheet. (\*\*Note that if this is too challenging for lower-level students, they may view the transcript in the back of the book or on the TV screen to help them write the words 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 rewrite** activity in part A and the **Read and match** 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 to use one of the phrases to describe a feeling they had. Call on a few students and ask them to share, in English.
- Ask the students to draw, color, and write the thing that happened to them on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

## Lesson 2

### Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to describe a cause and effect using *because*
- 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.

### Linked Story: Vocabulary and Grammar Structure Review 5-10 min.

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

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

- **SB / CD** Ask students to open their books to **page 57**. Focus students' attention on the dialogue at the top.
- Play **track 40** and ask students to read along and to write what they hear.



- Check the answer as a class. Ask: *“What does Anna say?”* Elicit: *“I was sad because I lost my wallet.”*
- Complete the activity as a class.

### Script



Listen and write.

#### Frame 1.

Louie: Hi, Anna. How was your weekend?

Anna: It was not a happy one.

Louie: What happened?

Anna: I was sad because I lost my wallet.

Louie: Oh, no! I'm sorry to hear that. I hope you find your wallet soon.

#### Frame 2.

Rachel: Hi, Jeff. How was field day last week?

Jeff: Great! I was happy because I won the race!

Rachel: Oh, that's great! Congratulations.

Jeff: Thank you.

### Listening III. Circle yes or no. 5 min.

- **SB** Focus students' attention on part C in the Listening section on **page 57**. Read question 1 as a class and tell students to circle the correct answer: *“Number one: Anna was sad.”*
- Call on students individually to read questions 2 to 4 and answer as a class.

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

- **WB** Tell students to look at the picture on **page 35** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Read and check** activity in part D. Explain that part C 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.

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

- **SB** Focus students' attention on the comic strip in the Listening section on **page 57**. Tell students to look at the images 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: **Louie and Anna are in the classroom. Rachel and Jeff are talking.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *“Where are the children?”* *“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.

# Lesson 3

## Lesson Objectives

Students will:

- encounter and explore a fun story linked to the theme of the unit
- 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)

forget to study	get up late
miss the bus	fail the test

## Review / Expansion Structure

- She got up late, so she missed the bus.

## 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 from the previous lesson. Role-play the story from the previous lesson to review the vocabulary and structure.

## Vocabulary+ Introduction 5 min.

- **EG** 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

## Vocabulary+

Listen and write. 

forget to study   get up late   miss the bus   fail the test



## Speaking

Say and respond.

### Guide

She got up late, so she missed the bus.  
He forgot to study, so he failed the test.



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

## Listen and write. 5-10 min.

- **SB/CD** Ask 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.
  1. Point to picture 1 and ask: "What is it?" Elicit the response: "Get up late."
  2. Point to picture 2 and ask: "What is it?" Elicit the response: "Miss the bus."
- Play **track 41** 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

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Listen and circle.

1. get up late
2. miss the bus
3. forget to study
4. fail the test

## Writing

8

### A Look and write.



He was hurry because he missed the bus.



He was embarrassed because he failed the test.



She was sleep because she lost her wallet.



He got up late, so he missed the bus.



She forgot to study, so she failed the test.

### B Read and write.

1. I was sick because I ate spoiled food.
2. They were tired because they went to bed late.
3. He skipped breakfast, so he was hungry.

### Tip

When you use the effect first and the cause second, use **because**.  
I was happy **because** I passed the test.  
When you use the cause first and the effect second, use **so**.  
I passed the test **so** I was happy.

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

### • (Optional) Level Tip:

**Higher level:** **FC** Put the flashcards for the phrases **get up late**, **miss the bus**, **forget to study**, and **fail the test** 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 phrase from their book.

Point to picture 1 and ask: "How do you spell 'get up late'?" Elicit the response: "g-e-t-(space)-u-p-(space)-l-a-t-e."

Point to picture 2 and ask: "How do you spell 'miss the bus'?" Elicit the response: "m-i-s-s-(space)-t-h-e-(space)-b-u-s."

Point to picture 3 and ask: "How do you spell 'forget to study'?" Elicit the response: "f-o-r-g-e-t-(space)-t-o-(space)-s-t-u-d-y."

Point to picture 4 and ask: "How do you spell 'fail the test'?" Elicit the response: "f-a-i-l-(space)-t-h-e-(space)-t-e-s-t."

## Speaking: Say and respond. 10-15 min.

- **SB/FC** Direct the students' attention to the illustration at the bottom of **page 58**. Read the first sentence in the illustration together: "She got up late, so she missed the bus." Read the second sentence: "He forgot to study, so he failed the test."
- Explain to students that they will complete the dialogue by pointing at different people in the picture. Hold up a flashcard of one of the phrases in the illustration, for example *get up late*, and ask the students to point to the person who is late in the illustration in their book. Then say: "Why did she miss the bus?" Elicit the response: "She got up late, so she missed the bus."
- Invite a student to the front of the classroom. Give them the flashcard for *fail the tests*. Tell the student to ask a question: "Why did he fail the test?" Elicit the response from the class: "He forgot to study, so he failed the test." 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 **Unscramble and write** 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

### 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 8** together.
- Pick one of the flashcards randomly. Look at it and show students. Explain that they will ask a question about the item on the flashcard and you will answer. Then they must respond to your answer. For example, if the flashcard you selected randomly is for the phrase “lose my wallet,” elicit the question: “*Why was the boy sad?*” Elicit the response: “*He was sad because he lost his wallet.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary items on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary items.

### Writing I. Look and write. 10 min.

- **SB** Have students look at part A at the top of **page 59**.
- Point to question 1 and do it together: “*He was (blank) because he (blank).*” Read the answer together: “*He was happy because he won the race.*”
- Tell students to look at each picture to help them fill in the blanks.
- Check the answers as a class.
  - **(Optional) Level Tip:**

**Higher level:** Call on individual students to read the questions and answers 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. 10-15 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. “*I was sick because I ate spoiled food.*”
- Read question 2. “*They were tired because they went to bed late.*”
- Read question 3. “*He skipped breakfast, so he was hungry.*”

### Writing Tip: Cause and effect 5-10 min.

- **SB** Ask the students to look at the “Tip” box at the bottom of the page. Read the contents of the box together: **When you say the effect first and the cause second, use *because*. I was happy because I passed the test. / When you say the cause first and the effect second, use a comma (,) and *so*. I passed the test, so I was happy.**
- Explain to students that the order is very important because it can change the meaning. (Use your native language to explain this, if necessary.) Ask the students to practice writing the example sentences under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: “*I was late because I missed the bus.*” “*We skipped breakfast, so we were hungry.*”

*(Optional) Assign and explain homework.*

**3-5 min.**

- **Writing WS** Distribute the writing worksheet and ask students to write their name at the top.
- Tell students to write one sentence for each vocabulary item. Write one sentence together to explain how to complete the assignment. Ask students to volunteer to make a sentence using **win the race**. Example: "*She was happy because she won the race.*"
- Tell them when they need to complete the writing worksheet and have them write it on the worksheet. (\*\*Note: Allow them to write this in their native language, if necessary.)

## Lesson 5

### Lesson Objectives

Students will:

- encounter and explore a “real-world” health text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- 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 8** and say: “*I was (blank) because (blank). “I (blank), so I (blank).”* Tell students to make sentences using each flashcard.
- Ask students if they know what “scientist,” “important,” and “meal” 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 the importance of breakfast.

### CLIL Reading: Health: The Most Important Meal of the Day 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 42**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask them



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 check. 5 min.

- Tell students to look at part B on **page 61**.
- Read question 1 aloud together as a class: “*Which is the most important meal of the day?*” Review the answer choices. Ask students to think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer: “*breakfast*”
- Complete the activity as a class.





## A Listen, match, and write. 10 min.

- **SB / CD** Tell students to open their student books to **page 62**.
- Point to each of the pictures on the page. Say the word or phrase and have students repeat.
- Make sure each student has something to write with.
- Point to picture 1 (**upset**) and ask students what it is. Write the word **upset** on the board. Tell students to write the word on the line.
- Play audio **track 43** and ask students to write the words they hear.
- Encourage students to read the words out loud.
- If students are having a difficult time with the words, or for weaker groups, read the words yourself.

## 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 is he doing?" Elicit the response: "He's sleeping." Then read number 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 about what makes you happy and excited. Then talk about it with a friend. 10 min.

- Focus students' attention on part C on **page 63**.
- Put students in pairs and tell them to talk about what makes them happy and excited.
- Monitor and provide assistance, if necessary.


## A Listen, match, and write.

1. 		
<i>is upset</i>	<i>is surprised</i>	<i>is on a snake</i>
2. 		
<i>is shoot baskets</i>	<i>is spots</i>	<i>is do jumping</i>
3. 		
<i>is turn right</i>	<i>is under the bridge</i>	<i>is cross the street</i>
4. 		
<i>is lose the wallet</i>	<i>is miss the bus</i>	<i>is get up late</i>

## D Read and circle.

- Why is he ( too / so ) embarrassed?  
He ( fell down / won a prize ) at the pool.
- Which shirt is ( hers / her )?  
Hers is the shirt with ( stripes / stripe ).
- ( How / Why ) do I get to the library?  
( Turn / Go ) down the hill. It's next to a supermarket.
- I was ( bored / happy ) because I ( failed the test / passed the test ).

## E Correct and rewrite.

-  Why is he so exciting?  
*Why is he so excited?*
-  My is the hat that has zig-zogs.  
*Here is the hat that has zig-zags.*
-  Turn straight and turn left.  
*Go straight and turn left.*
-  He forget to study, so he failed the test.  
*He forgot to study, so he failed the test.*



## B Match and write.

a. Which boy is Ken?	b. I won a prize.
c. Which shoes are yours?	d. so he was tired.
e. Go up the hill.	f. Where is the hospital?

- 

He went to bed late,  
*so he was tired.*
- 

*Where is the hospital?*  
It's around the corner.
- 

*Which boy is Ken?*  
He is the boy who is running the race.
- 

How do I get to the school?  
*Go up the hill.*
- 

*Which shoes are yours?*  
Mine are the shoes that have flowers.
- 

Why are you so excited?  
*I won a prize.*

C Think about what makes you happy and excited. Then talk about it with a friend.

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## D Read and circle. 5 min.

- **SB** Direct students' attention to part D on page 64.
- Point to number 1 and ask students to circle the correct answers: *"Why is he so embarrassed?"* *"He fell down at the pool."*
- Tell students to do the same for numbers 2 to 4.
- Go over the answers as a class.

## E Correct and rewrite. 5-10 min.

- **SB** Direct students' attention to part E on page 64.
- Point to number 1, read together, and correct the sentence as a class: *"Why is he so exciting?"* *"Why is so excited?"*
- Tell students to correct the sentences for numbers 2 to 4.
- Go over the answers as a class.

## F Play the game. 10 min.

- **SB** Prepare flashcards from units 5 to 8, a timer, a board, a marker or chalk, and an eraser.
- Direct students' attention to the four pictures on page 65. Ask the students to read the instructions out loud.
- Divide the class into two teams: team 1 and team 2.
- Ask one student from team 1 to come to the board and randomly give them a flashcard.
- Tell the student to draw the vocabulary item on the board. Remind them that they cannot speak or write words, and that they can only draw their own picture.
- Tell team 1 to guess what the vocabulary word or phrase is. When a student is correct, ask them to stand and make a sentence. Tell the class to write the sentence in part G.
- *The first person in team 1 will draw the vocabulary word or phrase on the board. You cannot speak or write words, and you must draw your own picture. Team 1 guesses what the word or phrase is. Raise your hand if you want to guess. If you get it right, make a sentence. Everyone will write the sentence in part G on page 65. Then it's team 2's turn.*
- Keep score for each team.

## F Play the game.

2



### You will need

1. Big Show 5 flashcards for units 5, 6, 7, and 8
2. A timer
3. A board, a marker or chalk, and an eraser

## G Write the sentences your class makes as you play the game.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

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# What Are You Going to Do Over the Weekend?

## Lesson 1

### Unit Objectives

- Ask information questions about plans for the future using *what* and *when*
- Answer questions about the future using the future tense

### Lesson Objectives

Students will be able to:

- ask and answer information questions using *what*
- use the future tense: *be going to*

### Vocabulary (Key words 1)

go horseback riding	play darts	ride a Ferris wheel
go to a water park	play mini-golf	ride bumper cars

### Core Structure

- **Ask information questions with *what***  
Q: What are you going to do over the weekend / on vacation?  
A: I'm going to play mini-golf.

### Materials

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

### Vocabulary Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 66**.
- Ask students to repeat after you as you say the 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 phrase for each picture on the flashcards. Help as needed (e.g. tell them what letter the phrase starts with).

UNIT 9

What Are You Going to Do Over the Weekend?

Vocabulary

Listen and number.



1



2



3



4



5



6

Language

Ask and answer.



What are you going to do over the weekend?

I'm going to play mini-golf.



What is he going to do on vacation?

He's going to ride bumper cars.

Linked Story

Watch and answer.

• See page 88 for full transcript.

1. What is one thing you are going to do at the amusement park?

I'm going to go horseback riding.

2. What is another thing you are going to do there?

I'm going to play darts, ride a Ferris wheel, ride bumper cars, play mini-golf, or go to a water park.



### 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 44**. After playing **track 44**, check the answers together as a class by calling out the number: "**Number one,**" and have students say the corresponding phrase: "**go to a water park.**"

### Script



Listen and number.

1. go to a water park
2. go horseback riding
3. ride bumper cars
4. ride a Ferris wheel
5. play darts
6. play mini-golf

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



## Listening

**A** Listen and write.



Jeff: This place has lots of things to do.

Louie: Let's try this one.

Rachel: What are you going to do, guys?

Jeff: We are going to ride bumper cars.

Louie: Yeah! It's going to be fun!

Rachel: Let's play this, Anna.

Louie: What are you going to do?

Anna: We're going to play darts.

Rachel: Yeah, I want to win a prize!

Jeff: OK. Have fun!

**B** Say and act.

**C** Circle yes or no.

- |   |     |    |
|---|-----|----|
| 1. Louie and Jeff are going to ride bumper cars.          | yes | no |
| 2. Louie thinks riding bumper cars is going to be boring. | yes | no |
| 3. Anna and Rachel are going to play mini-golf.           | yes | no |
| 4. Rachel wants to win a prize.                           | yes | no |

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'water park'?' and have the students respond: "w-a-t-e-r(blank)p-a-r-k" Continue for each word.

**Lower level:** Ask students for more information after checking the answer. Say: "Number one," and have the students respond: "go to a water park." Say: "What can you do at a water park?" and have the students respond: "Play in the water." Continue for each word.

## Language 5 min.

- SB** Ask students to focus on the "Language" section of the page. Read the examples in the book together as a class to highlight the grammar structure: "What are you going to do over the weekend?" "I'm going to play mini-golf." "What is he going to do on vacation?" "He's going to ride bumper cars."
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: "Number one: What are you going to do on vacation?" "I'm going to go to a water park." Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Linked Story I. Watch and answer. 5 min.

- SB/CD** Focus students' attention on the Linked Story section at the bottom of the page. Explain that they will listen to a story (and watch a video, if your classroom is equipped with a TV). You may also want to ask students to see **page 98** to view the full transcript, especially if your classroom does not have a TV to view the 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](http://www.compasspub.com/BigShow) to access the music video.
- Play the audio that goes along with **track 45**. Ask the students to focus on the words of the story (either on the TV screen, or in the back of the book) to follow along.
- Read and answer question 1 as a class: "What is one thing you are going to do at the amusement park?" "I'm going to go horseback riding."
- Tell students to answer question 2.

## Script

45

### Amusement Parks

Amusement parks are a great place for people to have fun in their free time.

What are you going to see and do if you go to an amusement park?

You're going to go horseback riding. You're going to play darts. You're going to ride a Ferris wheel. You're going to ride bumper cars. You're going to play mini-golf. And you're going to go to a water park.

Who are you going to go with?

When are you going to go?

Whatever you do, be safe and have a good time!

## Linked Story II. Read. 5-10 min.

- SB/CD** Tell the students that you will play the story again and this time they should try to read along.
- FC** Before you play the story again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the story from beginning to end: **1. go horseback**

- riding, 2. play darts, 3. ride a Ferris wheel, 4. ride bumper cars, 5. play mini-golf, and 6. go to a water park.
- Ask the students to recite a line from the story they heard, while directing their attention to the flashcards on the board as a visual aid. Point to each vocabulary item and say: *"What are you going to see and do if you go to an amusement park?"* Elicit: *"You're going to go horseback riding...."* Help them as necessary. Continue with each flashcard.
- Play the story on **track 45** again and read along with the students.

### Linked Story III. Write. 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](http://www.compasspub.com/BigShow)).
- Play the story on **track 45** and ask the students to write the words from the story on the dictation worksheet. (\*\*Note that if this is too challenging for lower-level students, they may view the transcript in the back of the book or on the TV screen to help them write the words 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 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 to use one of the phrases to describe an activity they have experienced. Call on a few students and ask them to share, 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 about future plans
- 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.

### Linked Story: Vocabulary and Grammar Structure Review 5-10 min.

- SB** / **CD** Review the vocabulary and grammar structure by reading the story 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 46** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: *"What does Rachel say?"* Elicit: *"What are you going to do, guys?"*
- Complete the activity as a class.

#### Script



Listen and write.

#### Frame 1.

Jeff: This place has lots of things to do.

Louie: Let's try this one.

Rachel: What are you going to do, guys?

Jeff: We are going to ride bumper cars!

Louie: Yeah! It's going to be fun!

#### Frame 2.

Rachel: Let's play this, Anna.

Louie: What are you going to do?

Anna: We're going to play darts.

Rachel: Yeah. I want to win a prize!

Jeff: OK. Have fun!

### 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 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 amusement park. They are going to do many fun things.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *"Where are the children?"* *"What are they going to do?"* 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. Circle yes or no. 5 min.

- **SB** Focus students' attention on part C in the Listening section on **page 67**. Read question 1 as a class and tell students to circle yes or no: *"Number one: Louie and Jeff are going to ride bumper cars."* *"Yes."*
- Call on students individually to read questions 2 to 4 and answer as a class.

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

- **WB** Tell students to look at the picture on **page 39** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Read and check** activity in part D. Explain that part C 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:

- encounter and explore a fun story linked to the theme of the unit
- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

## Vocabulary+ (Key words 2)

go out for dinner	ride go-karts
watch fireworks	have a treasure hunt

## Review / Expansion Structure

- When are you going to watch fireworks?  
I'm going to watch fireworks on the 4th of July.

## 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 from the previous lesson. Role-play the story from the previous lesson to review the vocabulary and structure.

## Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 68**.
- Ask students to repeat after you as you say the 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

## Vocabulary+

Listen and write. 

go out for dinner  
watch fireworks

ride go-karts  
have a treasure hunt



1  
watch fireworks



2  
ride go-karts



3  
go out for dinner



4  
have a treasure hunt

## Speaking

Ask and answer.

### Guide

When are you going to watch fireworks?  
I'm going to watch fireworks on the 4th of July.  
When is she going to ride go-karts?  
She's going to ride go-karts on March 18th.



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

## Listen and write. 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 picture 1 and ask: "What is it?" Elicit the response: "Watch fireworks."
  2. Point to picture 2 and ask: "What is it?" Elicit the response: "Ride go-karts."
- Play **track 47** 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. watch fireworks
2. ride go-karts
3. go out for dinner
4. have a treasure hunt

## Writing

### A Look and write.



What are you going to do this weekend?  
I'm going to go horseback riding.



What is he going to do this weekend?  
He's going to go to a notebook.



When is she going to ride bumper cars?  
She's going to ride bumper cars on the 12th of April.



When are they going to watch fireworks?  
They're going to watch fireworks on the 31st of December.



When are we going out for dinner?  
We're going to go out for dinner on the 20th of February.

Tip

the 12th of April = April 12th

### B Read and write.

- What are you going to do this weekend?  
I'm going to go to the water park.
- When is she going to have a treasure hunt?  
She's going to have treasure hunt on the 7th of June.
- What are you going to do over the weekend?  
We're going to ride a ferris wheel.

- After the students have finished writing all four of the new vocabulary items, call on individual students and ask them how to spell each item.
- (Optional) Level Tip:**  
**Higher level: FC** Put the flashcards for the phrases **watch fireworks**, **ride go-karts**, **go out for dinner**, and **have a treasure hunt** 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 picture 1 and ask: "How do you spell 'fireworks'?" Elicit the response: "f-i-r-e-w-o-r-k-s."  
Point to picture 2 and ask: "How do you spell 'go-karts'?" Elicit the response: "g-o-(hyphen)-k-a-r-t-s."  
Point to picture 3 and ask: "How do you spell 'dinner'?" Elicit the response: "d-i-n-n-e-r."  
Point to picture 4 and ask: "How do you spell 'treasure hunt'?" Elicit the response: "t-r-e-a-s-u-r-e-(space)-h-u-n-t."

## Speaking: Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 68**. Read the first sentence in the illustration together: "When are you going to watch fireworks?" Read the response together: "I'm going to watch fireworks on the 4th of July." Read the second part: "When is she going to ride go-karts?" Read the response together: "She's going to ride go-karts on March 18th."
- Explain to students that they will complete the dialogue by pointing at different days in the picture. Hold up a flashcard of one of the phrases in the illustration, for example *play mini-golf*, and ask the students to point to the mini-golf picture in the illustration in their book. Then ask: "When are you going to play mini-golf?" Elicit the response: "I'm going to play mini-golf on July 18th."
- Invite a student to the front of the classroom. Give them the flashcard for *play darts*. Tell the student to ask a question: "When are you going to play darts?" Elicit the response from the class: "I'm going to play darts on July 1st." 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 **Unscramble and write** 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

### 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 9** together.
- Pick one of the flashcards randomly. Look at it and show students. Explain that they will ask a question about the item on the flashcard and you will answer. Then they must respond to your answer. For example, if the flashcard you selected randomly is for the phrase “go horseback riding,” elicit the question: *“What are you going to do over the weekend?”* Elicit the response: *“I’m going to go horseback riding.”*
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different items on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary items.

### Writing I. Look and write. 10 min.

- **SB** Have students look at part A at the top of **page 69**.
- Point to question 1 and do it together: *“What (blank) this weekend?” “I’m going to go horseback riding.”* Read the answer together: *“What are you going to do this weekend?”*
- Tell students to look at each picture to help them fill in the blanks.
- Check the answers as a class.
  - **(Optional) Level Tip:**

**Higher level:** Call on individual students to read the questions and answers 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. 10-15 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. *“What are you going to do this weekend?”* Elicit the response: *“I’m going to go to the water park.”*
- Read question 2. *“When is she going to have a treasure hunt?”* Elicit the response: *“She’s going to have treasure hunt on the 7th of June.”*
- Read question 3. *“What are you going to do over the weekend?”* Elicit the response: *“We’re going to ride a Ferris wheel.”*

### Writing Tip: Dates 5-10 min.

- **SB** Ask the students to look at the “Tip” box at the bottom of the page. Read the contents of the box together: **the 12<sup>th</sup> of April = April 12<sup>th</sup>**
- Explain to students that there are different ways to write dates. (Use your native language to explain this, if necessary.) Ask the students to practice writing different dates a few times under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: *“I’m going to watch fireworks on the 4<sup>th</sup> of July.”*



*(Optional) Assign and explain homework.*

**3-5 min.**

- **Writing WS** Distribute the writing worksheet and ask students to write their name at the top.
- Tell students to write one sentence for each vocabulary item. Write one sentence together to explain how to complete the assignment. Ask students to volunteer to make a sentence using **go horseback riding**. Example: *"I'm going to go horseback riding."*
- Tell them when they need to complete the writing worksheet and have them write it on the worksheet. (\*\*Note: Allow them to write this in their native language, if necessary.)

# Lesson 5

## Lesson Objectives

Students will:

- encounter and explore a “real-world” geography 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 9** and say: “*What are you going to (blank)?*” Tell students to make sentences using each flashcard.
- Ask students if they know what “huge” and “view” mean, and where Europe and London 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 tall structures.

### CLIL Reading: Geography: The Biggest Ferris Wheel in Europe 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 48**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask them

**CLIL Geography**  
A Listen and read. 

## The Biggest Ferris Wheel In Europe



The London Eye is a huge Ferris wheel in London, UK. It is 135 meters tall.

When it first opened in 2000, it was the world's tallest Ferris wheel. Today, it's not the tallest in the world, but it's still the tallest Ferris wheel in Europe. Every year, about 3.75 million people visit it.

If you're going to ride the London Eye, you should bring a camera. You're going to see the city of London up to 40 kilometers in all directions. This amazing view is why they call it the London Eye.

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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 check. 5 min.

- Tell students to look at part B on **page 71**.
- Read question 1 aloud together as a class: “*How tall is the London Eye?*” Review the answer choices. Ask students to think for a moment about what the correct answer is. Ask them to volunteer to give the correct answer: “*135m.*”
- Complete the activity as a class.



- Tell students to look at part C on **page 71**.
- Read question 1 aloud together as a class: *“If you’re going to ride the London Eye, you should (blank).”* Ask students to think for a moment about what words go in the blank. Ask students to volunteer to give the correct answer: *“If you’re going to ride the London Eye, you should bring a camera.”*
- Complete the activity as a class.

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

- Talk with students about famous places.
- Ask students to talk with their friends about a famous place where they live. Ask them to say if they have been there. 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 able to describe a famous place in English.)
- Ask them to draw a small picture of the place.

**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 41** in the workbook. Explain how to complete the **Choose and write** activity in part G and the **Read and circle** activity in part H.
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbooks on the top of **page 41**. (\*\*Note: Allow them to write this in their native language, if necessary.)

### Teacher's Note



# What Do We Need From the Supermarket?

## Lesson 1

### Unit Objectives

- Ask and answer questions about what is needed at the store

### Lesson Objectives

Students will be able to:

- use countable and uncountable nouns
- use partitives: *a \_\_\_\_\_ of*

### Vocabulary (Key words 1)

a bag of	a can of	a tub of
a carton of	a bottle of	a piece of

### Core Structure

- Ask information questions about items needed at the store  
Q: What do we need from the supermarket?  
A: We need a can of beans.

### Materials

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

### Vocabulary Introduction 5 min.




- **FG** Show students the flashcards for the vocabulary items that are on **page 72**.
- Ask students to repeat after you as you say the 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 phrase for each picture on the flashcards. Help as needed (e.g. tell them what letter the phrase starts with).




UNIT 10

## What Do We Need From the Supermarket?

Vocabulary


Listen and number.

Language

Ask and answer.



What do we need from the supermarket?  
We need a can of beans.


What does she need from the supermarket?  
She needs a bag of rice.

Linked Story

Watch and answer.

1. What do you need a can of from the supermarket?  
I need a can of beans.

2. What do you need a bag of?  
I need a bag of rice.



### 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 49**. After playing **track 49**, check the answers together as a class by calling out the number: *"Number one,"* and have students say the corresponding expression: *"a can of."*

### Script



Listen and number.

- |               |                |
|---------------|----------------|
| 1. a can of   | 2. a bag of    |
| 3. a tub of   | 4. a carton of |
| 5. a piece of | 6. a bottle of |

### (Optional) Level Tip:

**Higher level:** Ask students to spell each word after checking the answer. Say: *"Number one,"* and have the students respond: *"a can of."* Say: *"How do you spell 'a can of'?"* and

## Listening

**A** Listen and write.



Louie: What do we need from the supermarket, Dad?

Louie's father: Well, we need to get a tub of ice cream, a bag of peanuts, a can of fruit, and a bottle of chocolate sauce.

Jeff: Wow! That sounds delicious!

Louie's father: Yes, it does. We're going to make ice-cream sundaes!

Louie & Jeff: Yes!

Rachel: What do you need from the supermarket, Anna?

Anna: My mother sent me a text message. She said we need a bag of rice.

Rachel: Oh, OK. I'll go with you and help you.

**B** Say and act.

**C** Read and circle.

1. Louie and Jeff need (a bag of rice / a tub of ice cream) from the supermarket.
2. Louie and Jeff need to buy (a bottle of chocolate sauce / a can of beans).
3. (Anna's mother / Rachel's mother) told her what to get from the supermarket.
4. Anna needs to buy (a bag of peanuts / a bag of rice).

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have the students respond: "*a-(space)-c-a-n-(space)-o-f*." Continue for each word.

**Lower level:** Ask students for more information after checking the answer. Say: "*Number one*," and have the students respond: "*a can of*." Say: "*What is this a can of?*" and have the students respond: "*A can of beans*." 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 we need from the supermarket?*" "*We need a can of beans*." "*What does she need from the supermarket?*" "*She needs a bag of rice*."
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: "*Number one: What do we need from the supermarket?*" "*We need a can of beans*." Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Linked Story I. Watch and answer. 5 min.

- **SB/CD** Focus students' attention on the Linked Story section at the bottom of the page. Explain that they will listen to a story (and watch a video, if your classroom is equipped with a TV). You may also want to ask students to see **page 98** to view the full transcript, especially if your classroom does not have a TV to view the 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](http://www.compasspub.com/BigShow) to access the music video.
- Play the audio that goes along with **track 50**. Ask the students to focus on the words of the story (either on the TV screen, or in the back of the book) to follow along.
- Read and answer question 1 as a class: "*What do you need a can of from the supermarket?*" "*I need a can of beans*."
- Tell students to answer question 2.

## Script



### At the Supermarket

What do you usually buy when you go to the supermarket? What do you need from the supermarket? There are many things you can buy at the supermarket. Make a shopping list of the things you need before you go. For example, you could write down that you need to buy a can of beans, a tub of frozen yogurt, a bag of nuts, a bottle of water, a carton of milk, and a piece of cake. There are many things at the supermarket. So, be ready with a shopping list and your money.

## Linked Story II. Read. 5-10 min.

- **SB/CD** Tell the students that you will play the story again and this time they should try to read along.
- **FC** Before you play the story again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the story from beginning to end: **1. a can of, 2. a tub**

- of, 3. a bag of, 4. a bottle of, 5. a carton of, and 6. a piece of.
- Ask the students to recite a line from the story they heard, while directing their attention to the flashcards on the board as a visual aid. Point to each vocabulary item and say: “*What do we need a can of?*” Elicit: “*We need a can of beans.*” Help them as necessary. Continue with each flashcard.
  - Play the story on **track 50** again and read along with the students.

### Linked Story III. Write. 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](http://www.compasspub.com/BigShow)).
- Play the story on **track 50** and ask the students to write the words from the story on the dictation worksheet. (\*\*Note that if this is too challenging for lower-level students, they may view the transcript in the back of the book or on the TV screen to help them write the words 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 **Read and match** 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 use one of the phrases to say what they need from the supermarket. Call on a few students and ask them to share, in English.

- Ask the students to draw, color, and write the name of the item 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 what is needed at the supermarket
- 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.

### Linked Story: Vocabulary and Grammar Structure Review 5-10 min.

- **SB / CD** Review the vocabulary and grammar structure by reading the story 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 51** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: “*What does Louie say?*” Elicit: “*What do we need from the supermarket, Dad?*”
- Complete the activity as a class.



## Script

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Listen and write.

### Frame 1.

Louie: What do we need from the supermarket, Dad?

Louie's father: Well, we need to get a tub of ice cream, a bag of peanuts, a can of fruit, and a bottle of chocolate sauce.

Jeff: Wow. That sounds delicious!

Louie's father: Yes, it does. We're going to make ice cream sundaes!

Jeff & Louie: Yes!

### Frame 2.

Rachel: What do you need from the supermarket, Anna?

Anna: My mother sent me a text message. She said we need a bag of rice.

Rachel: Oh, OK. I'll go with you and help you.

## Listening III. Circle yes or no. 5 min.

- **SB** Focus students' attention on part C in the Listening section on **page 73**. Read question 1 as a class and tell students to circle the correct answer: *"Number one: Louie and Jeff need a tub of ice cream from the supermarket."*
- Call on students individually to read questions 2 to 4 and answer as a class.

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

- **WB** Tell students to look at the picture on **page 43** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Read and check** activity in part D. Explain that part C 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.

## 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 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 car. They are talking at the supermarket.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *"Where are they?" "What are they doing?"* etc.
- Finally, explain to the students that they will now listen to the story, and that they should read along 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.

# Lesson 3

## Lesson Objectives

Students will:

- encounter and explore a fun story linked to the theme of the unit
- 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)

a box of	a bar of
a loaf of	a jug of

## Review / Expansion Structure

- What do we need from the supermarket?  
We need three jugs of juice.

## 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 from the previous lesson. Role-play the story from the previous lesson to review the vocabulary and structure.

## Vocabulary+ Introduction 5 min.

- **EG** Show students the flashcards for the vocabulary items that are on **page 74**.
- 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

## Vocabulary+ Listen and write.

a box of    a bar of    a loaf of    a jug of



## Speaking Ask and answer.

**Guide**  
What do we need from the supermarket?  
We need three jugs of juice.  
What does he need from the supermarket?  
He needs two boxes of cereal.



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

## Listen and write. 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 picture 1 and ask: "What is it?" Elicit the response: "A jug of."  
2. Point to picture 2 and ask: "What is it?" Elicit the response: "A loaf of."
- Play **track 52** 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. a jug of | 2. a loaf of |
| 3. a box of | 4. a bar of  |

## A Look and write.



What do you need from the supermarket?  
I need a bag of rice.



What does he need from the supermarket?  
He needs a box of cereal.



What does she need from the supermarket?  
She needs three bags of chips.



What do they need from the supermarket?  
They need a piece of fruit.



What do we need from the supermarket?  
We need two cartons of milk.

Tip

a loaf of bread is one  
box of bread is two or more

## B Read and write.

- What do you need from the supermarket?  
I need a bag of almonds.
- What do we need from the supermarket?  
We need four jugs of juice.
- What does he need from the supermarket?  
He needs two boxes of bread.

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

## • (Optional) Level Tip:

**Higher level:** Put the flashcards for the phrases **a jug of**, **a loaf of**, **a box of**, and **a bar of** 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 picture 1 and ask: "How do you spell 'a jug of'?" Elicit the response: "a-(space)-j-u-g-(space)-o-f."

Point to picture 2 and ask: "How do you spell 'a loaf of'?" Elicit the response: "a-(space)-l-o-a-f-(space)-o-f."

Point to picture 3 and ask: "How do you spell 'a box of'?" Elicit the response: "a-(space)-b-o-x-(space)-o-f."

Point to picture 4 and ask: "How do you spell 'a bar of'?" Elicit the response: "a-(space)-b-a-r-(space)-o-f."

## Speaking: Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 74**. Read the first sentence in the illustration together: "What do we need from the supermarket?" Read the response together: "We need three jugs of juice." Read the second part: "What does he need from the supermarket?" Read the response together: "He needs two boxes of cereal."
- Explain to students that they will complete the dialogue by pointing at different items on the list in the picture. Hold up a flashcard of one of the phrases in the illustration, for example *a loaf of*, and ask the students to point to the phrase on the list. Then say: "What does he need from the supermarket?" Elicit the response: "He needs one loaf of bread."
- Invite a student to the front of the classroom. Give them the flashcard for *a box of*. Tell the student to ask: "What does he need from the supermarket?" Elicit the response from the class: "He needs two boxes of cereal." 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 **Unscramble and write** 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

### 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 10** together.
- Pick one of the flashcards randomly. Look at it and show students. Explain that they will ask a question about the item on the flashcard and you will answer. Then they must respond to your answer. For example, if the flashcard you selected randomly is for the phrase “a tub of,” elicit the question: “*What do you need from the supermarket?*” Elicit the response: “*I need a tub of yogurt.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different items on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary items.

### Writing I. Look and write. 10 min.

- **SB** Have students look at part A at the top of **page 75**.
- Point to question 1 and do it together: “*(Blank) do you need from the supermarket?*” “*I need a (blank) of rice.*” Read the answers together: “*What do you need from the supermarket?*” “*I need a bag of rice.*”
- Tell students to look at each picture to help them fill in the blanks.
- Check the answers as a class.
  - **(Optional) Level Tip:**

**Higher level:** Call on individual students to read the questions and answers 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. 10-15 min.

- **SB** Focus students’ attention on part B on **page 75**.
- Have students write the answers in the blank spaces. Offer assistance as needed.
- Read question 1. “*What do you need from the supermarket?*” Elicit the response: “*I need a bag of almonds.*”
- Read question 2. “*What do we need from the supermarket?*” Elicit the response: “*We need four jugs of juice.*”
- Read question 3. “*What does he need from the supermarket?*” Elicit the response: “*He needs two loaves of bread.*”

### Writing Tip: Plural form 5-10 min.

- **SB** Ask the students to look at the “Tip” box at the bottom of the page. Read the contents of the box together: **a loaf of bread = one / loaves of bread = two or more**
- Explain to students that the plural form of “loaf” is “loaves”. (Use your native language to explain this, if necessary.) Ask the students to practice writing **loaves of bread** a few times under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: “*He needs two loaves of bread.*”

*(Optional) Assign and explain homework.*

**3-5 min.**

- **Writing WS** Distribute the writing worksheet and ask students to write their name at the top.
- Tell students to write one sentence for each vocabulary item. Write one sentence together to explain how to complete the assignment. Ask students to volunteer to make a sentence using **a bag of**. Example: *"We need a bag of rice."*
- Tell them when they need to complete the writing worksheet and have them write it on the worksheet. (\*\*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.

- **FC** Show students the flashcards from **unit 10** and ask: “*What does he need from the supermarket?*” Tell students to make sentences using each flashcard.
- Ask students if they know what “cabbage” and “pickled” 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 different food from around world.

### CLIL Reading: Social Studies: Different Flavors in Different Places 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 53**.
- After playing the track, do choral reading and



ask the students to repeat after you. Ask them 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 check. 5 min.

- Tell students to look at part B on **page 77**.
- Read question 1 aloud together as a class: “*What do Germans and Korean both eat?*” Review the answer choices. Ask students to think for a moment about what the correct answer is. Ask them to volunteer to give the correct answer: “*Pickled cabbage.*”
- Complete the activity as a class.





# I Think This One Is Faster Than That One

## Lesson 1

### Unit Objectives

- Express agreement and disagreement
- Compare two things

### Lesson Objectives

Students will be able to:

- use comparative adjectives
- express agreement or disagreement

### Vocabulary (Key words 1)

heavier	larger	faster
lighter	smaller	slower

### Core Structure

- Use comparative adjectives to compare two things  
Q: I think this one is smaller / more useful than that one.  
A: I agree. /  
I disagree. I think this one is larger / less useful than that one.

### Materials

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

### Vocabulary Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 78**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first, and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show 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 word of the word or tell them what letter the expression starts with).

UNIT  
11

I Think This One Is  
Faster Than That One

Vocabulary

Listen and number.

5

3

1

6

4

2

heavier

larger

faster

lighter

smaller

slower

Language

Say and respond.

I think this one is heavier than that one.

I agree.

I disagree. I think that one is smaller than this one.

I disagree. I think this one is lighter than that one.

Linked Story

Watch and answer.

See page 99 for full transcript.

1. Which is heavier, an elephant or a mouse?  
An elephant is heavier than a mouse.

2. Which is larger, a giraffe or a zebra?  
A giraffe is larger than a zebra.

### 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 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: *"Faster."*

### Script

Listen and number.



- |            |            |
|------------|------------|
| 1. faster  | 2. slower  |
| 3. larger  | 4. smaller |
| 5. heavier | 6. lighter |

### (Optional) Level Tip:

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

## Listening

**A** Listen and write.



Rachel: Which is faster, a lion or a cheetah?

Jeff: I think a lion is faster than  
a cheetah.

Anna: I disagree. I think a cheetah  
is faster than  
a lion.

Louie: Hmm... Let me check online. Which is faster, a lion or a cheetah?

Anna: What does it say, Louie?

Louie: It says here that a lion can run 80 kilometers per hour, but a cheetah can run 120 kilometers per hour.

Jeff: Oh. So you were right, Anna. a  
cheetah is faster  
than a lion.

**B** Say and act.

**C** Circle yes or no.

- |   |     |    |
|---|-----|----|
| 1. The children are talking about a cheetah and a lion. | yes | no |
| 2. Jeff thinks a cheetah is faster than a lion.         | yes | no |
| 3. Anna thinks a cheetah is faster than a lion.         | yes | no |
| 4. A lion can run 80 kilometers per hour.               | yes | no |

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**Lower level:** Ask students for more information after checking the answer. Say: *"Number one,"* and have the students respond: *"faster."* Say: *"Which animal is faster, the cheetah or the turtle?"* and have the students respond: *"The cheetah is faster than the turtle."* 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: *"I think this one is smaller than that one."* *"I agree."* / *"I disagree. I think that one is smaller than this one."* / *"I disagree. I think this one is larger than that one."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: *"Number one: I think that one is faster than this one."* *"I agree."* / *"I disagree. I think that one is slower than this one."* / *"I disagree. I think this one is faster than that one."*
- Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Linked Story I. Watch and answer. 5 min.

- SB/CD** Focus students' attention on the Linked Story section at the bottom of the page. Explain that they will listen to a story (and watch a video, if your classroom is equipped with a TV). You may also want to ask students to see **page 99** to view the full transcript, especially if your classroom does not have a TV to view the 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](http://www.compasspub.com/BigShow) to access the music video.
- Play the audio that goes along with **track 55**. Ask the students to focus on the words of the story (either on the TV screen, or in the back of the book) to follow along.
- Read and answer question 1 as a class: *"Which is heavier, an elephant or a mouse?"* *"An elephant is heavier than a mouse."*
- Tell students to answer question 2.

## Script

55

## Wild Animals

If you go to a zoo or go on a safari, you will see different animals of all shapes and sizes. They look and act differently. For example, a giraffe is larger than a zebra. So a zebra is smaller than a giraffe. A cheetah is faster than a turtle. So a turtle is slower than a cheetah. An elephant is heavier than a mouse. So a mouse is lighter than an elephant.

The differences are what make the animals, and many other things in life, so interesting. What kinds of animals do you think are the most interesting?

## Linked Story II. Read. 5-10 min.

- SB/CD** Tell the students that you will play the story again and this time they should try to read along.
- FC** Before you play the story again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the story from beginning to end: **1. larger, 2. smaller, 3. faster, 4. slower, 5. heavier, and 6. lighter.**



- Ask the students to recite a line from the story they heard, while directing their attention to the flashcards on the board as a visual aid. Point to each vocabulary item and say: *"Which is large, a giraffe or a zebra? Elicit: "A giraffe is larger than a zebra."* Help them as necessary. Continue with each flashcard.
- Play the story on **track 55** again and read along with the students.

### Linked Story III. Write. 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](http://www.compasspub.com/BigShow)).
- Play the story on **track 55** and ask the students to write the words from the story on the dictation worksheet. (\*\*Note that if this is too challenging for lower-level students, they may view the transcript in the back of the book or on the TV screen to help them write the words 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 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 use one of the vocabulary words to describe an animal. Call on a few students and ask them to share, in English.

- Ask the students to draw, color, and write the name of the animal 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 agreement and disagreement
- 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.

### Linked Story: Vocabulary and Grammar Structure Review 5-10 min.

- **SB** / **CD** Review the vocabulary and grammar structure by reading the story 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 56** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: *"What does Jeff say?"* Elicit: *"I think a lion is faster than a cheetah."*
- Complete the activity as a class.

## Script

56

Listen and write.

### Frame 1.

Rachel: Which is faster, a lion or a cheetah?

Jeff: I think a lion is faster than a cheetah.

Anna: I disagree. I think a cheetah is faster than a lion.

### Frame 2.

Louie: Hmmm... Let me check online. Which is faster, a lion or a cheetah?

Anna: What does it say, Louie?

Louie: It says here that a lion can run 80 kilometers per hour, but a cheetah can run 120 kilometers per hour.

Jeff: Oh. So you were right, Anna. A cheetah is faster than a lion.

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

- **WB** Tell students to look at the picture on **page 47** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Read and check** activity in part D. Explain that part C 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).

## 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 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 searching the Internet.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *"Where are the children?" "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. Circle yes or no. 5 min.

- **SB** Focus students' attention on part C in the Listening section on **page 79**. Read question 1 as a class and tell students to circle yes or no: *"Number one: The children are talking about a cheetah and a lion."* *"Yes."*
- Call on students individually to read questions 2 to 4 and answer as a class.

# Lesson 3

## Lesson Objectives

Students will:

- encounter and explore a fun story linked to the theme of the unit
- 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)

more intelligent	more interesting
less useful	less beautiful

## Review / Expansion Structure

- I think this one is more useful than that one.
- I agree. / I disagree. I think that one is more useful than this one. / I disagree. I think this one is less useful than that one.

## 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 from the previous lesson. Role-play the story from the previous lesson to review the vocabulary and structure.

## Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 80**.
- Ask students to repeat after you as you say the 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

## Vocabulary+ Listen and write.

more intelligent  
less useful

more interesting  
less beautiful



## Speaking Say and respond.

**Guide**

I think this one is more useful than that one.  
I agree.  
I disagree. I think that one is more useful than this one.  
I disagree. I think this one is less useful than that one.



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

## Listen and write. 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 picture 1 and ask: "What is it?" Elicit the response: "Less beautiful."
  2. Point to picture 2 and ask: "What is it?" Elicit the response: "More intelligent."
- 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

57

Listen and circle.

1. less beautiful
2. more intelligent
3. more interesting
4. less useful



**A** Look and write. Use the words in brackets to help you.



I think the cheetah is (fast) faster than the gazelle.  
I agree.



I think the baby elephant is (interesting) more interesting than the mother elephant.  
I agree.



I think the giraffes are (light) lighter than the zebras.  
I agree.



I think the bird is (slow) slower than the insect.  
I disagree. I think the bird is faster.



I think the elephants are (intelligent) more intelligent than the lion.  
I agree.

**B** Read and write.

- I think a tiger is (heavy) heavier than a lion.  
I agree.
- I think a rabbit is (large) bigger than a fox.  
I disagree. I think a rabbit is smaller.
- I think a goat is (useful) more useful than a horse.  
I disagree. I think a goat is less useful.

**Tip**

Use an adjective and the suffix -er to compare two things or to make a comparison.

- After the students have finished writing all four of the new vocabulary items, call on individual students and ask them how to spell each item.
- (Optional) Level Tip:**  
**Higher level: FC** Put the flashcards for the phrases **less beautiful**, **more intelligent**, **more interesting**, and **less useful** 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 picture 1 and ask: "How do you spell 'beautiful'?" Elicit the response: "b-e-a-u-t-i-f-u-l."  
 Point to picture 2 and ask: "How do you spell 'intelligent'?" Elicit the response: "i-n-t-e-l-l-i-g-e-n-t."  
 Point to picture 3 and ask: "How do you spell 'interesting'?" Elicit the response: "i-n-t-e-r-e-s-t-i-n-g."  
 Point to picture 4 and ask: "How do you spell 'useful'?" Elicit the response: "u-s-e-f-u-l."

## Speaking: Say and respond. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 80**. Read the first sentence in the illustration together: "I think this one is more useful than that one." Read the responses together: "I agree." / "I disagree. I think that one is more useful than this one." / "I disagree. I think this one is less useful than that one."
- Explain to students that they will complete the dialogue by pointing at different animals in the picture. Hold up a flashcard of one of the phrases in the illustration, for example *more intelligent*, and ask the students to point to the goat in the illustration in their book. Then say: "I think this one is more intelligent than that one." Elicit the response: "I disagree. I think that one is more intelligent than this one."
- Invite a student to the front of the classroom. Give them the flashcard for *useful*. Tell the student to describe the picture using the vocabulary word: "I think this one is more useful than that one." Elicit the response from the class: "I agree." 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 **Unscramble and write** 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.
- 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

### 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 they will ask a question about the item on the flashcard and you will answer. Then they must respond to your answer. For example, if the flashcard you selected randomly is for the word “larger,” elicit the question: *“I think the turtle is larger than the zebra.”* Elicit the response: *“I disagree. I think the turtle is smaller than the zebra.”*
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary items on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary items.

### Writing I. Look and write. 10 min.

- **SB** Have students look at part A at the top of **page 81**.
- Point to question 1 and do it together: *“I think the cheetah is (blank) than the gazelle.”* *“I agree.”* Read the answer together: *“I think the cheetah is faster than the gazelle.”*
- Tell students to look at each picture to help them fill in the blanks.
- Check the answers as a class.
  - **(Optional) Level Tip:**

**Higher level:** Call on individual students to read the questions and answers 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. 10-15 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. *“I think a tiger is heavier than a lion.”* *“I agree.”*
- Read question 2. *“I think a rabbit is larger than a fox.”* *“I disagree. I think a rabbit is smaller.”*
- Read question 3. *“I think a goat is more useful than a horse.”* *“I disagree. I think a goat is less useful.”*

### Writing Tip: Comparative adjective 5-10 min.

- **SB** Ask the students to look at the “Tip” box at the bottom of the page. Read the contents of the box together: **If an adjective ends in the letter y, change the y to -ier to make it a comparative adjective. heavy → heavier**
- Explain what a comparative adjective is to students. (Use your native language to explain this, if necessary.) Ask the students to practice writing **heavier** a few times under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: *“A tiger is heavier than a lion.”*

*(Optional) Assign and explain homework.*

**3-5 min.**

- **Writing WS** Distribute the writing worksheet and ask students to write their name at the top.
- Tell students to write one sentence for each vocabulary item. Write one sentence together to explain how to complete the assignment. Ask students to volunteer to make a sentence using **heavier**. Example: *"I think that one is heavier than this one."*
- Tell them when they need to complete the writing worksheet and have them write it on the worksheet. (\*\*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

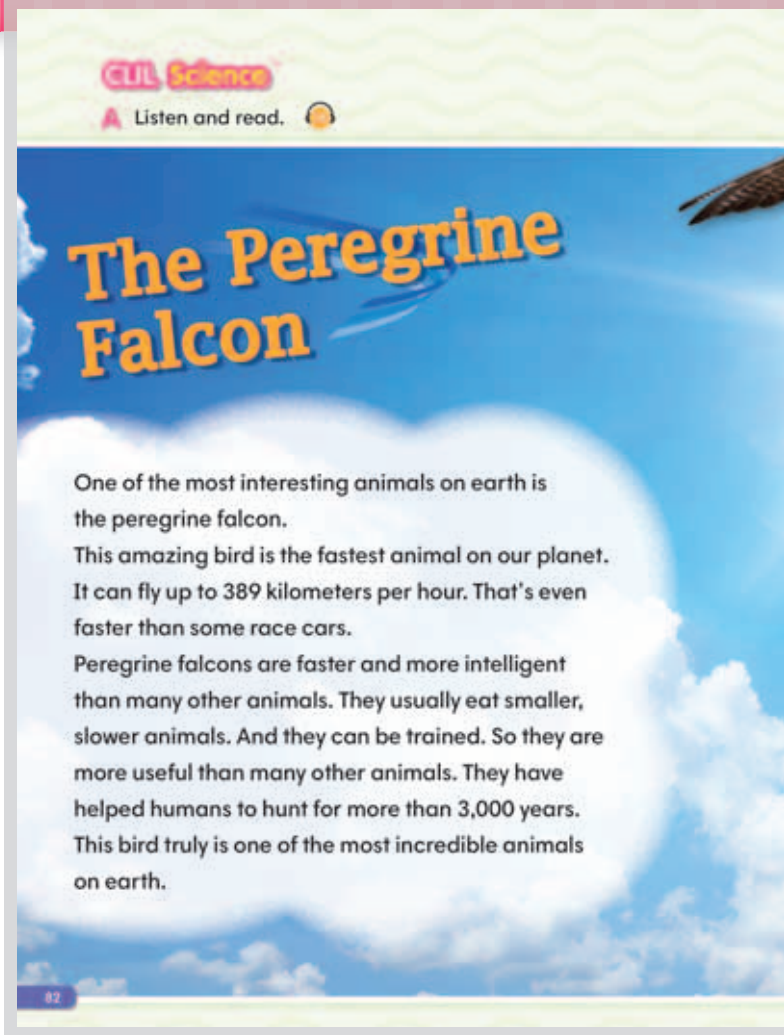
- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Pre-reading Discussion 5 min.

- **FC** Show students the flashcards from **unit 11** and say: “*I think a (blank) is (blank) than a (blank).*” Tell students to make sentences using each flashcard.
- Ask students if they know what “falcon,” “train,” and “hunt” 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 peregrine falcon is.

### CLIL Reading: Science: The Peregrine Falcon 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 58**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask them



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 check. 5 min.

- Tell students to look at part B on **page 83**.
- Read question 1 aloud together as a class: “*Which is faster?*” Review the answer choices. Ask students to think for a moment about what the correct answer is. Ask them to volunteer to give the correct answer: “*the peregrine falcon*”
- Complete the activity as a class.



# What Animal Is the Fastest?

## Lesson 1

### Unit Objectives

- Express facts and opinions
- Use superlative adjectives

### Lesson Objectives

Students will be able to:

- ask information questions with *what* + noun
- use superlative adjectives
- express facts and opinions

### Vocabulary (Key words 1)

softest	scariest	slowest
hardest	cutest	fastest

### Core Structure

- Ask information questions with *what* + noun  
Q: What animal is the fastest?  
A: It's the falcon.  
Q: What animal is the most intelligent?  
A: I think it's the chimpanzee.

### 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 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

UNIT  
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What Animal Is the Fastest?

Vocabulary Listen and number.

3

5

2

4

6

1

softest scariest slowest  
hardest cutest fastest

Language Ask and answer.

What animal is the fastest? It's the falcon.

Linked Story Watch and answer.

1. What animal is the slowest?  
The snail and the turtle are some of the slowest.

2. What animal is the softest?  
The jellyfish has one of the softest bodies.

QR Code

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 59**. After playing **track 59**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary word: "*fastest.*"

#### Script

Listen and number.



- |             |            |
|-------------|------------|
| 1. fastest  | 2. slowest |
| 3. softest  | 4. hardest |
| 5. scariest | 6. cutest  |

#### (Optional) Level Tip:

**Higher level:** Ask students to spell each word after checking the answer. Say: "*Number*



## Listening

**A** Listen and write.



Zookeeper: What is the fastest animal in the world? Do you know?

Rachel: Yes, I know. It's the falcon.

Zookeeper: Yes, that's right. The peregrine falcon is the fastest animal in the world.

Anna: How fast is it?

Zookeeper: It can fly over 380 kilometers per hour.

Zookeeper: What animal is the hardest? Do you know?

Louie: Yes, I know. It's the tortoise.

Zookeeper: Correct! Do you know the difference between a turtle and a tortoise?

Jeff: I know! Turtles live in the water and on land, but tortoises live on land only.

Zookeeper: Yes, that's right. You kids are really smart!

**B** Say and act.

**C** Read and circle.

1. Rachel knows what is the (fastest / scariest) animal.
2. Louie knows what is the (slowest / hardest) animal.
3. Falcons are the (fastest / cutest) animal in the world.
4. (Turtles / Tortoises) live on land only.

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*one*," and have the students respond: "fastest." Say: "How do you spell 'fastest'?" and have the students respond: "f-a-s-t-e-s-t." Continue for each word.

**Lower level:** Ask students for more information after checking the answer. Say: "Number one," and have the students respond: "fastest." Say: "Is the snail the fastest?" and have the students respond: "No." 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 animal is the fastest?" "It's the falcon."
- 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 animal is the fastest?" "It's the falcon." Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Linked Story I. Watch and answer. 5 min.

- **SB / CD** Focus students' attention on the Linked Story section at the bottom of the page. Explain that they will listen to a story (and watch a video, if your classroom is equipped with a TV). You may also want to ask students to see **page 99** to view the full transcript, especially if your classroom does not have a TV to view the 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](http://www.compasspub.com/BigShow) to access the music video.
- Play the audio that goes along with **track 60**. Ask the students to focus on the words of the story (either on the TV screen, or in the back of the book) to follow along.
- Read and answer question 1 as a class: "What animal is the slowest?" "The snail and the tortoise are some of the slowest animals."
- Tell students to answer question 2.

## Script

60

## Amazing Animals

There are some really amazing animals in our world. They are amazing for different reasons. An animal like the falcon is amazing because it's the fastest. Others like the snail and the tortoise are some of the slowest. The tortoise has one of the hardest shells, while the jellyfish has one of the softest bodies. These are differences that we can measure. Other differences depend on people's opinion. For example, some may think the squirrel is the cutest animal; others might think it's the rabbit. And some people may think that the scorpion is the scariest animal. These differences depend on what people think. But one thing is for sure. There are a lot of amazing animals in the world!

### Linked Story II. Read. 5-10 min.

- **SB/CD** Tell the students that you will play the story again and this time they should try to read along.
- **FC** Before you play the story again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the story from beginning to end: **1. fastest, 2. slowest, 3. hardest, 4. softest, 5. cutest, and 6. scariest.**
- Ask the students to recite a line from the story they heard, while directing their attention to the flashcards on the board as a visual aid. Point to each vocabulary item and say: *"Why is the falcon amazing?"* Elicit: *"An animal like the falcon is amazing because it's the fastest."* Help them as necessary. Continue with each flashcard.
- Play the story on **track 60** again and read along with the students.

### Linked Story III. Write. 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](http://www.compasspub.com/BigShow)).
- Play the story on **track 60** and ask the students to write the words from the story on the dictation worksheet. (\*\*Note that if this is too challenging for lower-level students, they may view the transcript in the back of the book or on the TV screen to help them write the words 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 **Read and match** 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 to use one of the vocabulary words to describe an animal. Call on a few students and ask them to share, in English.
- Ask the students to draw, color, and describe the animal 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 facts and opinions
- 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.

### Linked Story: Vocabulary and Grammar Structure Review 5-10 min.

- **SB/CD** Review the vocabulary and grammar structure by reading the story 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 61** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: *"What does the zookeeper say?"* Elicit: *"What is the fastest animal in the world? Do you know?"*
- Complete the activity as a class.

#### Script



Listen and write.

#### Frame 1.

Zookeeper: What is the fastest animal in the world? Do you know?

Rachel: Yes, I know. It's the falcon.

Zookeeper: Yes, that's right. The peregrine falcon is the fastest animal in the world.

Anna: How fast is it?

Zookeeper: It can fly over 380 kilometers per hour.

#### Frame 2.

Zookeeper: What animal is the hardest? Do you know?

Louie: Yes, I know. It's the tortoise.

Zookeeper: Correct! Do you know the difference between a turtle and a tortoise?

Jeff: I know! Turtles live in the water and on land, but tortoises live on land only.

Zookeeper: Yes, that's right. You kids are really smart!

language as necessary and provide support when needed to the students. Ask few questions, such as *"Where are the children?"* *"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 numbered frame in the comic strip to assist the students with navigating the page.

### Listening III. Read and circle. 5 min.

- **SB** Focus students' attention on part C in the Listening section on **page 85**. Read question 1 as a class and tell students to circle the correct answer: *"Number one: Rachel knows what is the fastest animal."*
- Call on students individually to read questions 2 to 4 and answer as a class.

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

- **WB** Tell students to look at the picture on **page 51** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Read and check** activity in part D. Explain that part C 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.

### 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 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 zoo. They are looking at animals.** Use your native



# Lesson 3

## Lesson Objectives

Students will:

- encounter and explore a fun story linked to the theme of the unit
- 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)

most intelligent	most dangerous
least intelligent	least dangerous

## Review / Expansion Structure

- What animal is the most intelligent?  
I think it's the chimpanzee.

## 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 from the previous lesson. Role-play the story from the previous lesson to review the vocabulary and structure.

## Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 86**.
- Ask students to repeat after you as you say the 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

## Vocabulary+

Listen and write. 

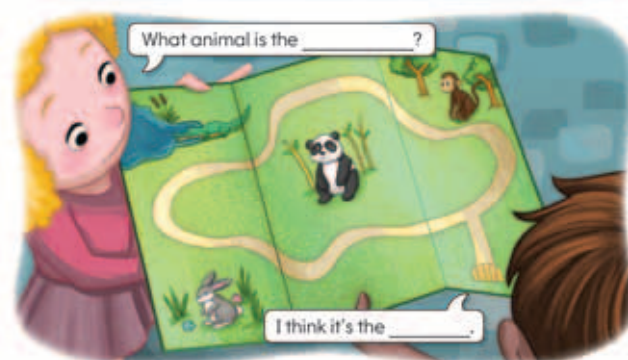
most intelligent least intelligent		most dangerous least dangerous	
1 	most intelligent	2 	least intelligent
3 	most dangerous	4 	least dangerous

## Speaking

Ask and answer.

### Guide

What animal is the most intelligent? I think it's the chimpanzee.  
What animal is the most dangerous? I think it's the crocodile.



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

## Listen and write. 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 picture 1 and ask: "*What is it?*" Elicit the response: "*Most intelligent.*"
  2. Point to picture 2 and ask: "*What is it?*" Elicit the response: "*Least intelligent.*"
- Play **track 62** 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 write.

1. most intelligent
2. least intelligent
3. most dangerous
4. least dangerous

**A** Look and write. Use the words in brackets to help you.



What animal is the (scary) most land animal?  
It's the wolf.



What animal is the heaviest land animal?  
It's the elephant.



What animal is the (intelligent) least intelligent?  
It's the chimpanzee.



What animal is the (dangerous) least dangerous?  
It's the rabbit.



What animal is the (fast) fastest?  
It's the peregrine falcon.

**B** Read and write.

1. What animal is the slowest?

I think it's the snail.

2. What animal is the softest?

I think it's the jellyfish.

3. What animal is the most intelligent?

I think it's the panda bear.

Tip

most smart, clever, wise = intelligent = int  
safest, least bad = least  
long, big, strong = most (the opposite)  
more intelligent, more dangerous

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

**(Optional) Level Tip:**

**Higher level:** **FC** Put the flashcards for the phrases **most intelligent**, **least intelligent**, **most dangerous**, and **least dangerous** 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 picture 1 and ask: "How do you spell 'intelligent'?" Elicit the response: "i-n-t-e-l-l-i-g-e-n-t."

Point to picture 2 and ask: "How do you spell 'most'?" Elicit the response: "m-o-s-t."

Point to picture 3 and ask: "How do you spell 'dangerous'?" Elicit the response: "d-a-n-g-e-r-o-u-s."

Point to picture 4 and ask: "How do you spell 'least'?" Elicit the response: "l-e-a-s-t."

**Speaking: Ask and answer. 10-15 min.**

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 86**. Read the first sentence in the illustration together: "What animal is the most intelligent?" Read the response together: "I think it's the chimpanzee." Read the second part: "What animal is the least intelligent?" Read the response together: "I think it's the panda bear."
- Explain to students that they will complete the dialogue by pointing at different animals in the picture. Hold up a flashcard of one of the phrases in the illustration, for example **most dangerous** and ask the students to point to the crocodile in the illustration in their book. Then say: "What animal is the most dangerous?" Elicit the response: "I think it's the crocodile."
- Invite a student to the front of the classroom. Give them the flashcard for **least dangerous**. Tell the student to ask: "What animal is the least dangerous?" Elicit the response from the class: "I think it's the rabbit." 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 **Unscramble and write** 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

### Materials

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

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

- **EG** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 12** together.
- Pick one of the flashcards randomly. Look at it and show students. Explain that they will ask a question about the item on the flashcard and you will answer. Then they must respond to your answer. For example, if the flashcard you selected randomly is for the word “slowest,” elicit the question: *“What animal is the slowest?”* Elicit the response: *“I think it’s the snail.”*
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary items on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary items.

### Writing I. Look and write. 10 min.

- **SB** Have students look at part A at the top of **page 87**.
- Point to question 1 and do it together: *“(blank) animal is the (blank) land animal?” “It’s the wolf.”* Read the answer together: *“What animal is the scariest land animal?”*
- Tell students to look at each picture to help them fill in the blanks.
- Check the answers as a class.
  - **(Optional) Level Tip:**

**Higher level:** Call on individual students to read the questions and answers 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. 10-15 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. *“What animal is the slowest?”* Elicit the response: *“I think it’s the snail.”*
- Read question 2. *“What animal is the softest?”* Elicit the response: *“I think it’s the jellyfish.”*
- Read question 3. *“What animal is the most intelligent?”* Elicit the response: *“I think it’s the panda bear.”*

### Writing Tip: Superlative adjectives 5-10 min.

- **SB** Ask the students to look at the “Tip” box at the bottom of the page. Read the contents of the box together: **Most short adjectives = adjective + est; fastest, smartest / long adjectives = + most before the adjective; most intelligent, most dangerous**
- Explain to students what superlative adjectives are. Use your native language to explain this, if necessary.) Ask the students to practice writing the examples under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: *“What animal is the most intelligent?”*



*(Optional) Assign and explain homework.*

**3-5 min.**

- **Writing WS** Distribute the writing worksheet and ask students to write their name at the top.
- Tell students to write one sentence for each vocabulary item. Write one sentence together to explain how to complete the assignment. Ask students to volunteer to make a sentence using **softest**. Example: *"What animal is the softest?"*
- Tell them when they need to complete the writing worksheet and have them write it on the worksheet. (\*\*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.

- **FC** Show students the flashcards from **unit 12** and say: “*What animal is the (blank)?*” Tell students to make sentences using each flashcard.
- Ask students if they know what “poison” and “skin” 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 the blue-ringed octopus.

### CLIL Reading: Science: The Blue-Ringed Octopus 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 63**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask them



- 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 check. 5 min.

- Tell students to look at part B on **page 89**.
- Read question 1 aloud together as a class: “*What is the blue-ringed octopus?*” Review the answer choices. Ask students to think for a moment about what the correct answer is. Ask them to volunteer to give the correct answer: “*one of the most dangerous animals in the ocean*”
- Complete the activity as a class.



1. What is the blue-ringed octopus?

- ☐ one of the smallest animals in the ocean
- ☐ one of the longest animals in the ocean
- ☒ one of the most dangerous animals in the ocean

2. What else is the blue-ringed octopus?
- ☐ It's one of the strongest animals.
- ☐ It's one of the hardest animals.
- ☒ It's one of the most difficult animals to see.

1. The blue-ringed octopus is smaller than many other animals, but it's very dangerous.
2. If it feels angry or scared, the octopus changes its skin color to bright red, orange, and blue.

What is another very dangerous animal you know about?  
Why is it dangerous?

Do you want to read more?  
Scan and read.



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**Additional Reading** 5-10 min.

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

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

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

- ### Teacher's Note



## A Listen, match, and write. 10 min.

- **SB / CD** Tell students to open their student books to **page 90**.
- Point to each of the pictures on the page. Say the word or phrase and have students repeat.
- Make sure each student has something to write with.
- Point to picture 1 (ride bumper cars) and ask students what it is. Write the phrase **ride bumper cars** on the board. Tell students to write the phrase on the line.
- Play audio **track 64** and ask students to write the words they hear.
- Encourage students to read the words out loud.
- If students are having a difficult time with the words, or for weaker groups, read the words yourself.

## B Match and write. 10 min.

- **SB** Tell students to look at part B on **page 91**.
- Point to picture 1 and ask students: "Where is this?" Elicit the response: "It's a restaurant." Then read number 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 about your plans for the next vacation. Then talk about it with a friend. 10 min.

- Focus students' attention on part C on **page 91**.
- Put students in pairs and tell them to talk about their plans for the next vacation.
- Monitor and provide assistance, if necessary.

## A Listen, match, and write.

1.  <u>is a ride bumper cars</u>	 <u>is a ride go-karts</u>	 <u>is go horseback riding</u>
2.  <u>is a steak of</u>	 <u>is a box of</u>	 <u>is a can of</u>
3.  <u>is more intelligent</u>	 <u>is faster</u>	 <u>is bigger</u>
4.  <u>is slower</u>	 <u>is jellyfish</u>	 <u>is most dangerous</u>

## D Read and circle.

- What are you (going to / will) do over the weekend?  
I'm (will / going to) ride a Ferris wheel.
- What (do / does) we need from the supermarket?  
We (needs / need) a carton of milk.
- I think a giraffe is (larger / largest) than a zebra.  
I (agree / agreed).
- (Which / What) animal is the hardest?  
(It's / They're) the tortoise.

## E Correct and rewrite.

-  I'm going to played mini-golf on the weekend.  
I'm going to play mini-golf on the weekend.
-  I need three jug of juice from the supermarket.  
I need three jugs of juice from the supermarket.
-  I think the cat is most intelligent than the rabbit.  
I think the cat is more intelligent than the rabbit.
-  The shark is the scarier animal in the ocean.  
The shark is the scariest animal in the ocean.

## B Match and write.

a. What are you going to do on the weekend?	b. When are you going to watch fireworks?
c. We need a bottle of water.	d. It's the cheetah.
e. I agree.	f. It's the chimpanzee.

- 

What are you going to do on the weekend?  
I'm going to go out for dinner on Sunday.
- 

What animal is the most intelligent?  
It's the chimpanzee.
- 

When are you going to watch fireworks?  
We're going to watch fireworks on the 26th of June.
- 

What do we need from the supermarket?  
We need a bottle of water.
- 

I think an elephant is heavier than a hippo.  
I agree.
- 

What animal is the fastest on land?  
It's the cheetah.

## C Think about your plans for the next vacation. Then talk about it with a friend.

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## F Play the game.

3



- You will need:**
1. Big Show 5 flashcards for units 9, 10, 11, and 12
  2. A timer
  3. A board, a marker or chalk, and an eraser

## G Write the sentences your class makes as you play the game.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

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## D Read and circle. 5 min.

- **SB** Direct students' attention to part D on page 92.
- Point to number 1 and ask students to circle the correct answers: "What are you going to do over the weekend?" "I'm going to ride a Ferris wheel."
- Tell students to do the same for numbers 2 to 4.
- Go over the answers as a class.

## E Correct and rewrite. 5-10 min.

- **SB** Direct students' attention to part E on page 92.
- Point to number 1, read together, and correct the sentence as a class: "I'm going to played mini-golf on the weekend." "I'm going to play mini-golf on the weekend."
- Tell students to correct the sentences for numbers 2 to 4.
- Go over the answers as a class.

## F Play the game. 10 min.

- **SB** Prepare flashcards from units 9 to 12, a timer, a board, a marker or chalk, and an eraser.
- Direct students' attention to the four pictures on page 93. Ask the students to read the instructions out loud.
- Divide the class into two teams: team 1 and team 2.
- Ask one student from team 1 to come to the board and randomly give them a flashcard.
- Tell team 1 to guess what the vocabulary word or phrase is. When a student is correct, ask them to stand and make a sentence. Tell the class to write the sentence in part G.
- The first person in team 1 will draw the vocabulary word or phrase on the board. You cannot speak or write words, and you must draw your own picture. Team 1 guesses what the word or phrase is. Raise your hand if you want to guess. If you get it right, make a sentence. Everyone will write the sentence in part G on page 93. Then it's team 2's turn.
- Keep score for each team.

# Memo