



Big Show 6 **Teacher's Guide**

Tapanga Koe

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Table of Contents

	Scope and Sequence	4
	Sample Lesson Plan	6
	Intro	8
UNIT 1	Where Is This Place?	10
UNIT 2	It Tastes Like Honey, Doesn't It?	20
UNIT 3	First, Break the Eggs	30
UNIT 4	He Might Go on a Safari	40
	Review 1	50
UNIT 5	I'd Like to Explore	52
UNIT 6	Could You Please Put Away the Clothes?	62
UNIT 7	Who Will Vacuum the Floor?	72
UNIT 8	I Was Reading the News	82
	Review 2	92
UNIT 9	Have You Ever Explored a Cave?	94
UNIT 10	Has She Packed Her Luggage?	104
UNIT 11	If You Recycle, You'll Help the Earth	114
UNIT 12	He Should Have Eaten Slowly	124
	Review 3	134

Unit	Grammar Focus	Sentence Patterns	Functions
Intro	<ul style="list-style-type: none"> Information questions with <i>when, how, where, how much, and which</i> Relative clauses: <i>who, that</i> 	<ul style="list-style-type: none"> When is your birthday? - It's on April 9th. What shape is this ball? - It's a sphere. 	<ul style="list-style-type: none"> Review asking and giving directions Review shopping transactions Review identifying people and belongings
1	<ul style="list-style-type: none"> <i>Where</i> clauses 	<ul style="list-style-type: none"> Is this the convenience store where you bought a snack? - Yes, it is. / No, it isn't. What is this place? - This is the dentist's where I got a checkup. 	<ul style="list-style-type: none"> Identifying places Everyday activities
2	<ul style="list-style-type: none"> Tag questions Preposition: <i>like</i> verbs: <i>feel, look, smell, sound, taste</i> 	<ul style="list-style-type: none"> This bread / It tastes like honey, doesn't it? - Yes, it does. / No, it doesn't. 	<ul style="list-style-type: none"> Describing what something is similar to Agreeing or disagreeing with someone
3	<ul style="list-style-type: none"> Adverbs of sequence 	<ul style="list-style-type: none"> First, break the eggs. Next / After that, measure the flour. 	<ul style="list-style-type: none"> Giving instructions Cooking
4	<ul style="list-style-type: none"> Modal auxiliary: <i>might</i> Conjunction: <i>because</i> 	<ul style="list-style-type: none"> She might visit the Nile because she is interested in Egypt. I might not climb a mountain because I am scared of heights. 	<ul style="list-style-type: none"> Talking about vacation plans Vacation activities
5	<ul style="list-style-type: none"> Information questions with <i>where</i> and <i>why</i> Modal auxiliary: <i>would</i> 	<ul style="list-style-type: none"> Where would you like to go? - I'd like to go to a cave. Why would you like to go to a cave? - I'd like to explore. 	<ul style="list-style-type: none"> Talking about where you want to go and what you want to do for vacation Nature Recreation activities
6	<ul style="list-style-type: none"> Modal auxiliary: <i>could</i> Separable/inseparable phrasal verbs 	<ul style="list-style-type: none"> Could you please turn off the lights? - Sure. I'll turn them off now. - Yes, I'll turn them off. 	<ul style="list-style-type: none"> Making polite requests Chores
7	<ul style="list-style-type: none"> Future tense: <i>will</i> to show willingness Modal auxiliary: <i>could</i> 	<ul style="list-style-type: none"> Who will vacuum the floor? - I'll do it. Could you mop the floor? - Sure. / Sorry, I can't right now. 	<ul style="list-style-type: none"> Making requests and expressing willingness Chores
8	<ul style="list-style-type: none"> Past progressive tense <i>While</i> clauses 	<ul style="list-style-type: none"> What were you doing while (you were) taking the subway? - I was sending text messages. 	<ul style="list-style-type: none"> Talking about two things happening at the same time Public transport and Internet communication
9	<ul style="list-style-type: none"> Present perfect tense Past participles Adverb: <i>ever</i> 	<ul style="list-style-type: none"> Have you ever looked at the stars? - Yes, I have. / No, I haven't. 	<ul style="list-style-type: none"> Talking about past experiences Camping activities
10	<ul style="list-style-type: none"> Present perfect tense Past participles 	<ul style="list-style-type: none"> Has she bought the ticket? - Yes, she has (bought the ticket). - No, she hasn't (bought the ticket). 	<ul style="list-style-type: none"> Travel preparations Checking completion of tasks
11	<ul style="list-style-type: none"> First conditional <i>if</i> clauses 	<ul style="list-style-type: none"> If you clean up the streets, you'll help your community. 	<ul style="list-style-type: none"> Community service activities Environmental protection
12	<ul style="list-style-type: none"> Modal auxiliary: <i>should have</i> Past participles 	<ul style="list-style-type: none"> What should you have done? - I should have left home earlier. - I shouldn't have eaten so quickly. 	<ul style="list-style-type: none"> Talking about the proper way of doing things

Vocabulary		Integrate IT	CLIL
Review prepositional phrases, personal hygiene, and beauty products			
Months, 3D shapes			
buy a snack, convenience store, fix my computer, repair shop, town square, watch a parade	Places	Geography	
get a checkup, see a show, the dentist's, theater			
cotton candy, honey, medicine, olive, plastic, silk	Describing Things	Music	
pepper, popcorn, wood, wool			
add the flour, break the eggs, measure the flour, mix the ingredients, pour the milk, slice the bananas	Cooking	Health	
flip the pancake, fry the pancake, heat the pan, melt the butter			
be interested in Egypt, go on a safari, like adventure, love animals, ride a jet ski, visit the Nile	Hobbies and Interests	History	
be scared of heights, climb a mountain, go on a tour, not like crowds			
beach, canyon, cave, pond, volcano, waterfall	Travel	Geography	
bungee jump, camp, explore, relax			
clean up the room, pick up the boxes, put away the clothes, throw away the garbage, turn off the lights, turn on the computer	Chores	Social Studies	
go over the lesson, help me out with my homework, look after my pet, tidy up the books			
dry the dishes, fold the laundry, mow the lawn, set the clock, vacuum the floor, wash the cat	Volunteering	Economics	
dust the furniture, make the bed, mop the floor, set the table			
check your email, read the news, ride the bus, send text messages, take a taxi, take the subway	Commuting	Technology	
stand in line, surf the Internet, wait for the traffic light, watch videos			
camp in the woods, catch fireflies, cook marshmallows, explore a cave, look at the stars, walk on a beach	Camping	Geography	
get lost, make a campfire, read a compass, set up a tent			
book the hotel, buy the ticket, check your passport, make a shopping list, pack your luggage, rent a car	Vacation	Math	
charge the camera, get the visa, learn useful phrases, plan the trip			
clean up the streets, do volunteer work, donate clothes, help the homeless, learn first aid, plant a garden	Community Service	Science	
recycle bottles, reduce food waste, reuse paper, use public transportation			
check the weather, eat slowly, follow the instructions, leave home early, stretch before the game, study hard	Learning from Mistakes	Health	
eat so quickly, forget the password, spend so much money, stay up late			

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. Listen and mark. / Mark true or false.	5 min.	SB / CD
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.	FC
Listen and write.	5-10 min.	SB / CD
Speaking I. Say and respond. / Ask and answer.	10-15 min.	SB / FC
Speaking II. Syllables and accents	5 min.	SB / CD
Assign and explain homework. (Optional)	3-5 min.	WB
Bonus Activity (If needed)	5-10 min.	Unscramble WS

Lesson 4

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

Lesson 5

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

A Trace, listen, and read.

- **SB** / **CD** Ask students to open their books to **page 6**. Direct students' attention on the pictures in part A.
- Do a vocabulary spot check. Point to January and ask: "*What month is this?*" Elicit the response: "*It's January.*" Point to July and ask: "*What month is this?*" Elicit the response: "*It's July.*"
- Tell students to trace each month. After students have finished tracing, play **track 02** and tell students to follow along by reading each month 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 ask students to read the question together: "*When is your birthday?*" Elicit the response: "*It's on April 9th.*"
- Complete the activity together as a class.

C Look and write.

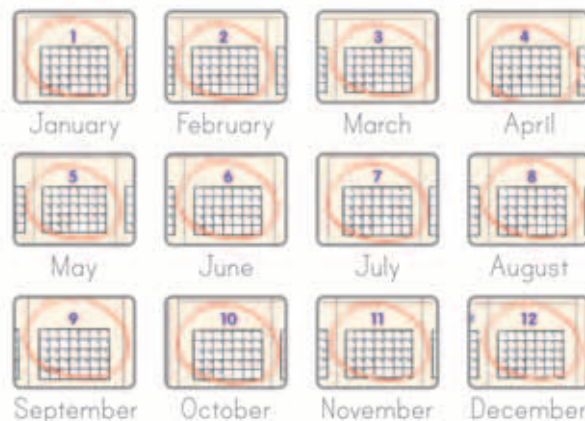
- **SB** Tell students to look at part C at the top of **page 7**.
- Review the vocabulary. Tell students to use the map to help them answer the questions.
- Point to question 1 and ask students to read the question together: "*How do I get to the bank?*" Tell students to find the bank on the map and elicit the response: "*Go straight and turn left after three blocks.*"
- Complete the activity together as a class.

D Look and write.

- **SB** Focus students' attention on part D on **page 8**. Tell students to look at the pictures.
- Do a vocabulary spot check. Point to the toothbrush and ask: "*What is this?*" Elicit the response: "*It's a toothbrush.*" Point to the hair dryer and ask: "*What is this?*" Elicit the response: "*It's a hair dryer.*"
- Tell students to use the shopping list to help them fill in the blanks. Complete question 1 together as a class: "*How much is this toothbrush?*" "*It's two dollars.*"
- Complete the activity together as a class.

INTRO

A Trace, listen, and read.



B Look and write.

1. When is your birthday?
It's on April 9th.
2. When is your father's birthday?
It's on May 16th.

D Look and write.

Shopping List	
• perfume	\$20
• conditioner	\$10.50
• toothpaste	\$4
• toothbrush	\$2
• sunscreen	\$15
• hair dryer	\$50

1. How much is this toothbrush?
It's two dollars.
2. How much is this conditioner?
It's ten dollars and fifty cents.
3. How much are these hair dryers?
They're one hundred dollars.
4. How much is this sunscreen?
It's fifteen dollars.
5. How much is this toothpaste?
It's four dollars.
6. How much are these perfumes?
They're sixty dollars.

C Look and write.



turn right cross the street around the corner go straight turn left

- How do I get to the bank?
Go straight and turn left after three blocks.
- How do I get to the gas station?
Turn left at the next street. Then turn left again at the next street.
- How do I get to the pond?
Cross the street at the basketball court.
- How do I get home from here?
Go straight and turn right. It's on your left.
- Where is your friend's house?
It's around the corner, across from the school.

E Listen and number.

- SB/CD** Ask students to look at part E on the top of **page 9**.
- Do a vocabulary spot check. Point to the soccer ball and ask: "What shape is this?" Elicit the response: "It's a sphere." Point to the cone and ask: "What shape is this?" Elicit the response: "It's a cone."
- Ask the students to prepare 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 03**.
- After playing **track 03**, check the answers together as a class by calling out the number: "Number one," and have students say the corresponding vocabulary word: "cone."

F Match and write.

- 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 **a** and ask: "What is he doing?" Elicit the response: "He's cleaning the classroom." Point to picture **c** and ask: "What is she doing?" Elicit the response: "She's eating an ice cream cone."
- Point to question 1 and read the question together as a class: "Which girl is Vicky?" Elicit the response: "She is the girl who is eating an ice cream cone." Ask students: "Which picture matches this question?" Elicit the response: "Picture c."
- Complete activity together as a class.

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

- WB** Tell students to look at the activities on **page 4 and 5** in the workbook. Explain how to complete the **Match and write** activity in part A, the **Look, write, and circle** activity in part B, the **Look and write** activity in part C, and the **Unscramble and write** activity in part D.
- Complete one example of each for parts A, B, C and D so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 4**. (**Note: Allow them to write this in their native language, if necessary.)

E Listen and number.



sphere

cylinder

cone

cube

F Match and write.



- Which girl is Vicky?
She is the girl who is eating an ice cream cone.
- Which boy is Sam?
He is the boy who is cleaning the classroom.
- Which boy is Sean?
He is the boy who is kicking the ball.
- Which girl is Sonya?
She is the girl who is running a race.

Where Is This Place?

Lesson 1

Unit Objectives

- Identify different places
- Identify everyday activities

Lesson Objectives

Students will be able to:

- ask and answer questions about different places

Vocabulary (Key words 1)

convenience store	repair shop	town square
watch a parade	fix my computer	buy a snack

Core Structure

- Ask information questions using *where* clauses
Q: Is this the convenience store where you bought a snack?
A: Yes, it is. / No, it isn'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.

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

UNIT 1

Where Is This Place?

Vocabulary

Listen and number.

1

3

5

6

4

2

Language

Ask and answer.

Is this the convenience store where you bought a snack?
 Yes, it is.
 No, it isn't.

Linked Story

Watch and answer.

* See page 94 for full transcript.

1. Where can you buy a snack?
I can buy a snack at a convenience store.

2. Where can you watch a parade?
I can watch a parade in a town square.

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

Script



Listen and number.

1. convenience store
2. buy a snack
3. repair shop
4. fix my computer
5. town square
6. watch a parade

(Optional) Level Tip:

Higher level: Ask students to spell each word after checking the answer. Say: "*Number*

Listening

A Listen and write.



Louie: Hey, did you see the new convenience store that opened up near our school?

Jeff: Yes. I went there yesterday.

Louie: Is that the convenience store where you bought a snack?

Jeff: No, it isn't. That is a different convenience store.



Rachel: How was your vacation with your family?

Anna: It was fun! Look at this picture we took at the town square.

Rachel: Oh, wow! It looks nice. Is that the town square where you saw the parade?

Anna: Yes, it is.

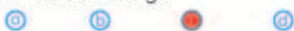
B Say and act.

C Listen and mark.

1. What did Jeff buy?



2. Where did Anna go?



3. What did Anna see?



one," and have the students respond: "convenience store." Say: "How do you spell convenience store?" and have the students respond: "c-o-n-v-e-n-i-e-n-c-e-(space)-s-t-o-r-e." Continue for each word.

Lower level: Ask students for more information after checking the answer. Say: "Number one," and have the students respond: "Convenience store." Say: "Where does the boy buy a snack from?" and have students respond: "From the convenience store." 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: "Is this the convenience store where you bought a snack?" "Yes, it is." "No, it isn't."
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: "Number three, is this the repair shop where you fixed your computer?" 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 to access the music video.
- Play the audio that goes along with **track 05**. 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 together as a class: "Where can you buy a snack?" "I can buy a snack at a convenience store."
- Tell students to answer question 2.

Script



Places

The things we do in a place can help us to remember the place. For example, you might buy a snack at a convenience store. If you go back to that store later, you might think, "This is the store where I bought a snack." If you watch a parade in a town square, you might remember later, "This is the square where I watched a parade." Or if you take your computer to a repair shop, you might remember the shop because someone fixed your computer there. What is one place that you remember well?

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. buy a snack, 2. convenience store, 3. watch a parade, 4. town**

- **square, 5. fix my computer, and 6. repair shop.**
- 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: *"Where can you buy a snack?"* Elicit the response: *"I can buy a snack at a convenience store."* Help them as necessary. Continue with each flashcard.
- Play the story on **track 05** 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.)
- Play the story on **track 05** 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 workbook 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 to describe what they can do or buy at one of the places from this lesson. Call on a few students and ask them to share, in English.

- Ask the students to draw, color, and write what they can do or buy at the place 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 different places and everyday activities
- prepare for and participate in a communicative activity with other students

Materials

- Big Show Student Book, Flashcards, and CD w/ 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 06** and ask students to read along and to write what they hear.
- Check the answers together as a class. Ask: *"What does Louie say?"* Elicit the response: *"Is that the convenience store where you bought a snack?"*
- Complete the activity as a class.

Script



Listen and write.

Frame 1.

Louie: Hey, did you see the new convenience store that opened up near our school?

Jeff: Yes, I went there yesterday.

Louie: Is that the convenience store where you bought a snack?

Jeff: No, it isn't. That is a different convenience store.

Frame 2.

Rachel: How was your vacation with your family?

Anna: It was fun! Look at this picture we took at the town square.

Rachel: Oh, wow! It looks nice. Is that the town square where you saw the parade?

Anna: Yes, it is.

- Play **track 07** and tell students to mark the correct answers.
- Review the answers as a class.

Script



Listen and mark.

1. What did Jeff buy?

- a. A convenience store
- b. A school
- c. A snack
- d. A different store

2. Where did Anna go?

- a. She went out to have fun with her friends.
- b. She went on vacation with her family.
- c. She went to town with her family.
- d. She went to a parade to take pictures.

3. What did Anna see?

- a. She saw a parade.
- b. She saw her family.
- c. She saw a picture.
- d. She didn't see anything.

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 images, 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: **Jeff is eating a snack. They are in front of the convenience store.** 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 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. Listen and mark. 5 min.

- **SB/CD** Focus students' attention on part C in the Listening section on **page 11**. Read question 1 as a class: *"Number one: What did Jeff buy?"*
- Call on students individually to read questions 2 and 3.

(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 **Choose and rewrite** 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 workbook on **page 7**. (**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)

see a show	theater
get a checkup	the dentist's

Review / Expansion Structure

- What is this place?
This is the dentist's where I got a checkup.

Materials

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

Vocabulary and Grammar Structure Review 5 min.

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

Vocabulary+ Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 12**.
- Ask students to repeat after you as you say the word or phrase on each flashcard. Show students the picture first, and then the word or 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 the students to tell you the word or phrase for each picture on the flashcards. Help as needed (e.g. say the first syllable of the word or tell them what word the phrase starts with).

Vocabulary+ Listen and write.

see a show theater get a checkup the dentist's

1 2 3 4

the dentist's theater get a checkup see a show

Speaking

A Ask and answer.

Guide

What is this place?

This is the dentist's where I got a checkup.



B Do the parts of the sentences go up or down?

Is this the theater where you saw a show?

Yes, it is. / No, it isn't.

They go up and down.

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 picture 1 and ask: "Where is it?" Elicit the response: "The dentist's."
 2. Point to picture 2 and ask: "Where is it?" Elicit the response: "The theater."
- Play **track 08** and ask the students to write each word or phrase they hear. Pause the audio after each item in order to give the students enough time to write.

Script



Listen and write.

- | | |
|------------------|---------------|
| 1. the dentist's | 2. theater |
| 3. get a checkup | 4. see a show |

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

Writing



A Match and write.

Jeff: Let's go see a show. There's a theater near the school.
 Anna: Yes, that sounds good! Rachel, is this the ① _____ where you ② _____?
 Rachel: Yes, it is.
 Louie: I'm hungry. Let's ③ _____ before we watch the show.
 Jeff: What is this place?
 Anna: I know this place. This is the ④ _____ where I bought a snack before.
 Rachel: Yes, they have lots of delicious snacks.
 Louie: Great! Let's go.



Tip

What is this place?
 This is the theater where I saw a show.

B Choose and rewrite.

repair shop - someone fix his computer	convenience store - buy a snack
the dentist's - get a checkup	theater - see a show

Last summer, Jeff visited his grandmother in another town. He had a good time. He remembers the places he went and the things he did. This is the ① _____ with his grandmother. This is the ② _____ to eat with his grandmother after the show. This is

③ _____ when he had a toothache. This is the ④ _____ when he couldn't email his parents. Jeff liked his grandmother's town. Everyone was so nice. He wants to go back again and visit some of the places he went last time.

• (Optional) Level Tip:

Higher level: Put the flashcards for the items **the dentist's**, **theater**, **get a checkup**, and **see a show** in a random order on the board. Ask students how to spell the words or phrases. Have them come to the front of the class and write the word or phrase on the board under the corresponding flashcard. Allow them to bring their student book with them for reference, if necessary.

Lower level: Ask students to read the spelling of each word or phrase 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 'theater'?" Elicit the response: "t-h-e-a-t-e-r."

Point to picture 3 and ask: "How do you spell 'checkup'?" Elicit the response: "c-h-e-c-k-(space)-u-p."

Point to picture 4 and ask: "How do you spell 'show'?" Elicit the response: "s-h-o-w."

Speaking I. Ask and answer. 10-15 min.

- **SB/FC** Direct the students' attention to the illustration at the bottom of **page 12**. Read the dialogue in the illustration together: "What is this place?" Read the response together: "This is the dentist's where I got a checkup."
- 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 words or phrases in the illustration, for example *theater*, and ask the students to point to the theater in the illustration in their book. Then ask: "What is this place?" Elicit the response: "This is the theater where I saw a show."
- 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.

Speaking II. Do the parts of the sentences go up or down? 5 min.

- **SB/CD** Ask students to open to their books to **page 12**. Direct their attention to part B at the bottom of the page. Before you play the audio, tell students to listen if they hear parts of the sentences go up or down.
- Play **track 09** and review the answers as a class.

(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 item “convenience store,” elicit the question: *“Where is this place?”* Elicit the response: *“This is the convenience store where I bought a snack.”*
- 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. Match and write. 10 min.

- **SB** Have students look at part A at the top of **page 13**.
- Point to numbers 1 and 2 and read the sentence together: *“Yes, that sounds good! Rachel, is this the (blank) where you (blank)?”* Ask students to fill the blank: *“Rachel, is this the theater where you saw a show?”* Then ask which picture it matches with.
- 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. Choose and rewrite.

10-15 min.

- **SB** Ask the students to look at part B on **page 13**.
- Point to number 1 and read it together: *“This is the theater where he saw a show with his grandmother.”*
- Complete the activity as a class.

Writing Tip: this/that/these/those

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: **this, that = one / these, those = two or more**
- Explain to students that we can use **this, that, these, and those** to replace multiple words. (Use your native language to explain this, if necessary.) Ask the students to practice writing **this, that, these, and those** 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: *“This is the theater where I saw the show.”*

(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 **convenience store**. Example: *"Is this the convenience store where you bought milk?"*
- Tell them when they need to complete the writing worksheet and have them write it on the worksheet. (**Note: Allow them to do it 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 1** and say: “*Where is this?*” Tell them to make sentences using each flashcard.
- Ask students if they know what “unique” and “performing arts” 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 Sydney Opera House.

CLIL Reading: Geography: The Sydney Opera House 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 10**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.

The Sydney Opera House

This is a place where visitors to Sydney, Australia, must go: the Sydney Opera House. It’s one of the most famous buildings in the world. One reason it’s famous is because it looks very unique. It was designed by an architect from Denmark named Jørn Utzon. The building opened on October 20th, 1973.

It’s a special kind of theater called a performing arts center. There are seven different theaters inside the building. Together they put on more than 1,500 shows every year. Each year, the Sydney Opera House gets more than 8.2 million visitors.

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.

- **SB** Tell students to look at part B on **page 15**.
- Read question 1 aloud together as a class: “*Where is the Sydney Opera House?*” Review the answer choices. Ask students to think for a moment about what the correct answer is. Ask students to give the correct answer: “*It is in Australia.*”
- Complete the activity as a class.



- **SB** Tell students to look at part C on **page 15**.
- Read question 1 aloud together as a class:
"There are seven theaters inside the Sydney Opera House."
- Complete the activity as a class.

- Talk with students about famous places.
- Ask students to talk with their friends about a famous place they know about. Ask them to describe what people do there. Explain that it is OK if they think of a word or phrase that isn't from **unit 1** 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 talk about a famous place, in English.)
- Ask them to draw a small picture of the famous place.

- 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 9** 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 workbook on the top of **page 9**. (**Note: Allow them to write this in their native language if necessary.)

It Tastes Like Honey, Doesn't It?

Lesson 1

Unit Objectives

- Describe what something is similar to
- Agree and disagree with someone

Lesson Objectives

Students will be able to:

- ask tag questions
- describe what something is similar to using *like*

Vocabulary (Key words 1)

cotton candy	honey	silk
plastic	olive	medicine

Core Structure

• Ask tag questions

Q: This bread tastes like honey, doesn't it?

A: Yes, it does. / No, it doesn'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.

- **FG** Show students the flashcards for the vocabulary items that are on **page 16**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first, and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show 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

It Tastes Like Honey, Doesn't It?

Vocabulary Listen and number.


 cotton candy
 honey
 silk
 plastic
 olive
 medicine

Language Ask and answer.

 This bread tastes like honey, doesn't it? Yes, it does.
 This juice smells like medicine, doesn't it? No, it doesn't.

Linked Story Watch and answer.

1. How can we describe something that tastes sweet?
It tastes like honey.
2. How can we describe something that is light green?
It looks like silk.



Listen and number. 5-10 min.

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

Script

Listen and number.



- | | |
|-------------|-----------------|
| 1. silk | 2. plastic |
| 3. olive | 4. honey |
| 5. medicine | 6. cotton candy |

• (Optional) Level Tip:

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

Listening

A Listen and write.



Louie: I bought some bread from the convenience store. Would you like to try some?

Jeff: Sure.

Louie: OK, here you are.

Jeff: Thank you. Wow! It tastes sweet. This bread tastes like honey, doesn't it? ?

Louie: Yes, it does.

Anna: Do you like this shirt, Rachel?

Rachel: Yes, I do. It's pretty.

Anna: Wow! It's soft. This shirt feels like silk, doesn't it? ?

Rachel: Yes, it does.

B Say and act.

C Mark true or false.

1.
2.
3.

Lower level: Ask students for more information after checking the answer. Say: *"Number one,"* and have the students respond: *"silk."* Say: *"What color is the silk?"* and have the students respond: *"The silk is light blue."* 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: *"This bread tastes like honey, doesn't it?" "Yes, it does." / "This juice smells like medicine, doesn't it?" "No, it doesn'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, this shirt feels like silk, doesn't it?"* 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 to access the music video.
- Play the audio that goes along with **track 12**. 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 can we describe something that tastes sweet?" "It tastes like honey."*
- Tell students to answer question 2.

Script

12

Describing Things

We have five senses. They are sight, sound, touch, smell, and taste. Sometimes we can use the word "like" to describe how a thing looks, feels, tastes, and so on. For example, if a piece of bread tastes sweet, you can say, "This bread tastes like honey." If something feels light and fluffy, you could say it feels like cotton candy. Or if a thing is soft, you could say it feels like silk. If something is light and hard, you could say it feels like plastic. If something has a strong smell or bitter taste, you could say it smells or tastes like medicine. If something looks light green or black, you could say it looks like olives. There are many ways to describe how you sense things.

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. honey, 2. cotton candy, 3. silk, 4. plastic, 5. medicine, and 6. olive.**

- 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 elicit: *"This bread tastes like honey, doesn't it?" "Yes, it does." "No, it doesn't."* Help them as necessary. Continue with each flashcard.
- Play the story on **track 12** 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.)
- Play the story on **track 12** 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 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 workbook 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 something they have and how it feels or tastes, 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 thing they talked about 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 what something is like
- 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 13** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: *"What does Jeff say?"* Elicit the response: *"This bread tastes like honey, doesn't it?"*
- Complete the activity as a class.

Script



Listen and write.

Frame 1.

Louie: I bought some bread from the convenience store. Would you like to try some?

Jeff: Sure.

Louie: OK, here you are.

Jeff: Thank you. Wow! It tastes sweet. This bread tastes like honey, doesn't it?

Louie: Yes, it does.

Frame 2.

Anna: Do you like this shirt, Rachel?

Rachel: Yes, I do. It's pretty.

Anna: Wow! It's soft. This shirt feels like silk, doesn't it?

Rachel: Yes, it does.

Script



Mark true or false.

1. Jeff thinks the bread tastes sweet like cotton candy.
2. Anna thinks the shirt is soft like silk.
3. Rachel does not agree with Anna.

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

- **WB** Tell students to look at the activities on **page 11** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Choose and rewrite** 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 workbook on **page 11**. (**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 images, 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 Jeff are eating bread. Anna and Rachel are in a store.** 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. Mark true or false. 5 min.

- **SB/CD** Focus students' attention on part C in the Listening section on **page 17**.
- Play **track 14** and tell students to mark true or false.
- Review 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)

popcorn

wool

wood

pepper

Review / Expansion Structure

- It sounds like popcorn, doesn't it?
Yes, it does. / No, it doesn't.

Materials

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

Vocabulary and Grammar Structure

Review 5 min.

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

Vocabulary+ Introduction 5-10 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 word for each picture on the flashcards. Help as needed (e.g. say the first syllable of the word or tell them what letter the word starts with).

Vocabulary+

Listen and write.



Speaking

A Ask and answer.

Guide

It sounds like popcorn, doesn't it?

Yes, it does.
No, it doesn't.



B Do the parts of the sentences go up or down?

This popcorn tastes like pepper, doesn't it? Yes, it does. / No, it doesn't.

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: "It's wool."
 2. Point to picture 2 and ask: "What is it?" Elicit the response: "It's wood."
- Play **track 15** and ask the students to write 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. wool | 2. wood |
| 3. popcorn | 4. pepper |

- 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

UNIT
2

A Look and write.



A: This cookie tastes like honey, doesn't it?

B: Yes, it does.



A: This chair feels like wood, doesn't it?

B: No, it doesn't. It feels like plastic.

B Choose and rewrite.

honey	smell	sound
olives	popcorn	taste

Anna went to a baseball game with her father last weekend. When they got there, she heard something she liked. She said to her father, "That smells like popcorn, doesn't it?" Her father said, "Yes, it does. And it smells like popcorn, too! Let's buy some!" They bought some popcorn and started walking to their seats. Anna tried the popcorn and said, "This popcorn is sweet. It tastes like honey, doesn't it?" Her father agreed. When they got to their seats, her father said, "These green seats look like wool, don't they?" Anna laughed. They had a good time watching the game.

• (Optional) Level Tip:

Higher level: **FC** Put the flashcards for the words **wool**, **wood**, **popcorn**, and **pepper** 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 'wool'?" Elicit the response: "w-o-o-l."

Point to picture 2 and ask: "How do you spell 'wood'?" Elicit the response: "w-o-o-d."

Point to picture 3 and ask: "How do you spell 'popcorn'?" Elicit the response: "p-o-p-c-o-r-n."

Point to picture 4 and ask: "How do you spell 'pepper'?" Elicit the response: "p-e-p-p-e-r"

Speaking I. Ask and answer. 10-15 min.

- **SB/FC** Direct the students' attention to the illustration at the bottom of **page 18**. Read the dialogue in the illustration together: "It sounds like popcorn, doesn't it?" Read the response together: "Yes, it does." "No, it doesn't."
- Explain to students that they will complete the dialogue by pointing at different things in the picture. Hold up a flashcard of one of the words in the illustration, for example *wood*, and ask the students to point to the thing that looks like wood in the illustration in their book. Then elicit: "It looks like wood, doesn't it?" "Yes, it does." "No, it doesn't."
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the items in the illustration on **page 18**. Have B answer. Then have them switch.

Speaking II. Do the parts of the sentences go up or down? 5 min.

- **SB/CD** Ask students to open their books to **page 18**. Direct their attention to part B at the bottom of the page. Before you play the audio, tell students to listen if they hear parts of the sentence go up or down.
- Play **track 16** and review the answers as a class.

(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 workbook 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 “honey,” ask students to make a sentence: *“This bread tastes like honey, doesn’t it?”*

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

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

- **SB** Have students look at part A at the top of **page 19**.
- Point to question 1 and do it together: *“This cookie (blank) like (blank), doesn’t it?” “(Blank), it does.”* Ask students to look at the picture to help them fill in the blanks: *“This cookie tastes like honey, doesn’t it?” “Yes, it does.”*
- Complete activity together 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. Choose and rewrite. **10-15 min.**

- **SB** Ask the students to look at part B on **page 19**.
- Point to numbers 1 and 2 and read the sentence together: *“That (blank) like (blank), doesn’t it?”* Ask student to look at the words in the box and find the answer: *“Sounds.” “Popcorn.”*
- Complete the activity as a class.

(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 **cotton candy**. Example: *"The clouds look like cotton candy."*
- 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” music text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the key vocabulary items
- encounter and explore a fun story linked to the theme of the unit

Materials

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

Pre-reading Discussion 5 min.

- **FC** Show students the flashcards from **unit 2** and tell them to make sentences using each flashcard.
- Ask students if they know what “electronic music” and “inventor” 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 theremin.

CLIL Reading: Music: The Theremin 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 17**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.

CLIL Music
A Listen and read. 🎧



The Theremin

The theremin is an electronic musical instrument. It was invented by a Russian inventor, Léon Theremin, in 1920.

The theremin doesn't look or sound like a traditional musical instrument. It looks like a radio. To play the theremin, a person moves their hands around the two metal antennas that stick out from it. The sound changes depending on how quickly the person moves their hands and how close their hands are to the instrument.

Sometimes it sounds like a violin. Other times it sounds like a horn. Its unique sound is used in music, movies, TV shows, and video games.

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.

- **SB** Tell students to look at part B on **page 21**.
- Read question 1 aloud together as a class: “What does the theremin look like?” 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: “It looks like a radio.”
- Complete the activity as a class.

First, Break the Eggs

Lesson 1

Unit Objectives

- Give cooking instructions

Lesson Objectives

Students will be able to:

- use adverbs of sequence to give instructions

Vocabulary (Key words 1)

slice the bananas	break the eggs	pour the milk
mix the ingredients	measure the flour	add the flour

Core Structure

- Give instructions using adverbs of sequence
First, break the eggs.
Next / After that, measure the flour.

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 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
3


First, Break the Eggs

Vocabulary


Listen and number.




1




2




3



4




5




6

Language

Say and respond.




First, break the eggs. Next, measure the flour.



Linked Story

Watch and answer.



1. What is the first step in the instructions?

First, break the eggs into a bowl.

2. What should you do after you pour the milk?

Mix the ingredients.

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 18**. After playing **track 18**, check the answers together as a class by calling out the number: “*Number one,*” and have students say the corresponding vocabulary word: “*Break the eggs.*”

Script



Listen and number.

1. break the eggs
2. mix the ingredients
3. measure the flour
4. add the flour
5. pour the milk
6. slice the bananas

(Optional) Level Tip:

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

Listening

A Listen and write.



Teacher: OK, class. Today we're going to make pancakes. Do you know how to make pancakes? What's the first thing we should do?

Jeff: First, break the eggs. Then, pour the milk.

Anna: Done! After that, measure the flour.

Teacher: Good. What should we do next?

Rachel: Next, add the flour.

Louie: Then, mix the ingredients.

Teacher: Right. And finally, slice the bananas.

B Say and act.

C Listen and mark.

1. What did Jeff do?



2. What did Rachel do?



3. What did the teacher say to do last?



the eggs. Say: "How do you spell 'break'?" and have the students respond: "b-r-e-a-k." Continue for each word.

Lower level: Ask students for more information after checking the answer. Say: "Number one," and have the students respond: "break the eggs." Say: "What do you break?" and have the students respond: "The eggs." 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: "First, break the eggs. Next, measure the flour."
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: "First, break the eggs. Next, mix the ingredients." 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 to access the music video.
- Play the audio that goes along with **track 19**. 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 the first step in the instructions?" "First, break the eggs into the bowl."
- Tell students to answer question 2.

Script



Cooking

Do you know how to make banana pancakes? It's easy. You need only a few ingredients, and the instructions are simple to follow. Get all the ingredients together and you are ready to start. First, break the eggs into a bowl. Next, pour in the milk. After that, measure the flour and add it. Then, mix the ingredients together. After that, slice the bananas. Finally, cook the pancakes and add the bananas as you cook. Now, enjoy this healthy breakfast!

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. break the eggs, 2. pour the milk, 3. measure the flour, 4. add the flour, 5. mix the ingredients, and 6. slice the bananas.**

- 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 elicit: *“First, break the eggs into a bowl.”* Help them as necessary. Continue with each flashcard.
- Play the story on **track 19** 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.)
- Play the story on **track 19** 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 workbook 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 describe one of the steps to make banana pancakes. Call on a few students and ask them to share, in English.
- Ask the students to draw, color, and write the step 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 use adverbs of sequence to give instructions
- 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 20** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: *“What does Anna say?”* Elicit the response: *“After that, measure the flour.”*
- Complete the activity as a class.

Script



Listen and write.

Frame 1.

Teacher: OK, class. Today we're going to make pancakes. Do you know how to make pancakes?

What's the first thing we should do?

Jeff: First, break the eggs. Then, pour the milk.

Anna: Done! After that, measure the flour.

Frame 2.

Teacher: Good. What should we do next?

Rachel: Next, add the flour.

Louie: Then, mix the ingredients.

Teacher: Right. And finally, slice the bananas.

Script



Listen and mark.

1. What did Jeff do?

- a. He broke the eggs.
- b. He mixed the ingredients.
- c. He measured the flour.
- d. He added the flour.

2. What did Rachel do?

- a. She measured the flour.
- b. She added the flour.
- c. She mixed the ingredients.
- d. She sliced the bananas.

3. What did the teacher say to do last?

- a. Mix the ingredients.
- b. Break the eggs.
- c. Measure the flour.
- d. Slice the bananas.

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 images, 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 kitchen. They are cooking.** 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 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. Listen and mark. 5 min.

- **SB/CD** Focus students' attention on part C in the Listening section on **page 23**. Read question 1 as a class: *"Number one: What did Jeff do?"*
- Call on students individually to read questions 2 and 3.
- Play **track 21** and tell students to mark the correct answers.
- Review the answers as a class.

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

- **WB** Tell students to look at the activities on **page 15** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Choose and rewrite** 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 workbook on **page 15**. (**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)

flip the pancake	melt the butter
heat the pan	fry the pancake

Review / Expansion Structure

- First, heat the pan.
After that, melt the butter.

Materials

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

Vocabulary and Grammar Structure

Review 5 min.

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

Vocabulary+ Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 24**.
- Ask students to repeat after you as you say the 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. say the first word of the phrase).

Vocabulary+

Listen and write.

flip the pancake
heat the pan

melt the butter
fry the pancake



1 heat the pan

2 melt the butter

3 fry the pancake

4 flip the pancake

Speaking

A Say and respond.

Guide

First, heat the pan.
After that, melt the butter.



B Which words sound the strongest?

First, break the eggs. After that, pour the milk.

First, break the eggs. After that, pour the milk.

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: "Heat the pan."
 2. Point to picture 2 and ask: "What is it?" Elicit the response: "Melt the butter."
- Play **track 22** and ask the students to write each phrase they hear. Pause the audio after each phrase in order to give the students enough time to write.

Script



Listen and write.

1. heat the pan
2. melt the butter
3. fry the pancake
4. flip the pancake

Writing

UNIT
3

A Match and write.

Jeff: Let's make some French toast.
Louie: Yes, that sounds good! How do we make it?
Jeff: It's easy. First, ① heat the eggs. After that, ② add the milk.
Louie: Then what? Do we ③ mix the ingredients?
Jeff: Yes, that's right. You can mix them with a fork. Next, heat the pan.
Louie: Then, ④ melt the butter in the pan, right?
Jeff: Yes. Then, put the bread into the milk and eggs, and after that fry it.
Louie: Finally, flip the bread. Then, we can eat!



B Choose and rewrite.

after that - measure the flour	then - heat the oven
then - mix the butter and sugar	next - break an egg and mix

Do you know how to make cookies? Rachel often makes cookies with her mother. First, get some butter and measure the sugar.

① Then, mix the butter and sugar together.
② Next, break an egg and mix it with the butter and sugar.
③ After that, measure the flour and mix it with the butter, sugar, and egg. ④ Then, heat the oven to 200°C and cook for ten minutes. When the cookies are done, take them out of the oven and let them cool down. Finally, pour some milk and enjoy it with the cookies.

- 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 item.
- (Optional) Level Tip:**
Higher level: FC Put the flashcards for the phrases **heat the pan**, **melt the butter**, **fry the pancake**, and **flip the pancake** 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 phrase on the board under the corresponding flashcard. Allow them to bring their student book with them for reference, if necessary.
Lower level: Ask students to read the spelling of each word from their book.
Point to picture 1 and ask: "How do you spell 'heat'?" Elicit the response: "h-e-a-t."
Point to picture 2 and ask: "How do you spell 'melt'?" Elicit the response: "m-e-l-t."
Point to picture 3 and ask: "How do you spell 'fry'?" Elicit the response: "f-r-y."
Point to picture 4 and ask: "How do you spell 'flip'?" Elicit the response: "f-l-i-p."

Speaking I. Say and respond. 10-15 min.

- SB / FC** Direct the students' attention to the illustration at the bottom of **page 24**. Read the dialogue in the illustration together: "First, heat the pan. After that, melt the butter."
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 phrases in the illustration, for example *add the flour*, and ask the students to point to the picture. Then say: "First, add the flour." "After that, mix the ingredients."
Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have them take turns giving instructions on how to make pancakes.

Speaking II. Which words sound the strongest? 5 min.

- SB / CD** Ask students to open their books to **page 24**. Direct their attention part B at the bottom of the page. Before you play the audio, tell students to listen to which words sound the strongest.
Play **track 23** and review answer as a class.

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

- WB** Tell students to look at the activities on **page 16** in the workbook. Explain how to complete the **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 workbook 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.**

- **FG** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 3** together.
- Call on individual students to come up and pick a flashcard and put it in the correct order of making banana pancakes.
- Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

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

- **SB** Have students look at part A at the top of **page 25**.
- Point to number 1 and read the sentence together: *"First, (blank) eggs."* Ask students to fill in the blank: *"First, break the eggs."* Then ask which picture it matches with.
- 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. Choose and rewrite.

10-15 min.

- **SB** Ask the students to look at part B on **page 25**.
- Point to question 1 and do it together: *"(Blank) together."* Tell students to use one of the phrases from the box to fill in the blank: *"Then, mix the butter and sugar together."*
- Complete the activity as a class.

Writing Tip: Adverbs of sequence

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: **next = after that = then**
- Explain to students that adverbs of sequence help make instructions clearer. (Use your native language to explain this, if necessary.) Ask the students to practice writing **next**, **after that** and **then** 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: *"Then, mix the ingredients together."*

(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 **slice the bananas**. Example: *"Next, slice the bananas."*
- 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
- be able to ask and answer information questions with *what*

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 3** and tell them to make sentences using each flashcard.
- Ask students if they know what “nutrients” and “recharge” 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 being healthy and strong.

CLIL Reading: Health: Healthy and Strong 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 24**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the

CLIL Health

A Listen and read.

Healthy and Strong

There are three things people need to be healthy: food, exercise, and rest.

First, you need to eat healthy foods that give your body the nutrients it needs to do work. Have plenty of healthy food and water.

Next, you need to exercise to keep your body healthy and strong. If you don’t exercise, you’ll become unhealthy or weak. You’ll feel tired and may get sick easily.

Finally, you need to rest after exercising because you’ll feel kind of exhausted. Your body recharges its energy like a battery.

Make sure you do these three things to be healthy and strong.

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.

- **SB** Tell students to look at part B on **page 27**.
- Read question 1 aloud together as a class: “*What will happen if you don’t exercise?*” 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: “*You’ll feel tired easily.*”
- Complete the activity as a class.

He Might Go on a Safari

Lesson 1

Unit Objectives

- Talk about possible vacation plans and activities

Lesson Objectives

Students will be able to:

- use modal auxiliary *might*
- use conjunction *because*

Vocabulary (Key words 1)

visit the Nile	ride a jet ski	go on a safari
like adventure	love animals	be interested in Egypt

Core Structure

- **Modal auxiliary *might***
She might visit the Nile because she is interested in Egypt.
- **Conjunction *because***
I might not climb a mountain because I am scared of heights.

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 28**.
- 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
4

He Might Go on a Safari

Vocabulary

Listen and number.

visit the Nile

ride a jet ski

go on a safari

like adventure

love animals

be interested in Egypt

Language

Say and respond.

She might visit the Nile because she is interested in Egypt.
He might go on a safari because he loves animals.

Linked Story

Watch and answer.

See page 95 for full transcript.

1. Why might people visit the Nile?

2. Why might people go on a safari?

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 25**. After playing **track 25**, check the answers together as a class by calling out the number: "**Number one**," and have students say the corresponding vocabulary expression: "**Visit the Nile**."

Script

Listen and number.

25

1. visit the Nile
2. be interested in Egypt
3. go on a safari
4. love animals
5. ride a jet ski
6. like adventure

(Optional) Level Tip:

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

Listening

A Listen and write.



Anna: What are you going to do during the vacation, Rachel?
 Rachel: Well, I might go on a safari with my family.
 Anna: Wow! Really? That sounds interesting. Why might you go on a safari?
 Rachel: I might go on a safari because I love animals.
 Anna: Yes, you do love animals.

Louie: What are you going to do during the vacation, Jeff?
 Jeff: I'm going to go camping at the lake with my parents.
 Louie: Oh, that sounds fun. What are you going to do at the lake?
 Jeff: I might ride a jet ski because I love adventure.
 Louie: Right. You do love adventure.

B Say and act.

C Mark true or false.

- ☒ true ☐ false
- ☐ true ☒ false
- ☒ true ☐ false

Nile. Say: “How do you spell ‘the Nile’?” and have the students respond: “t-h-e-(space)-(capital)-N-i-l-e.” Continue for each word.

Lower level: Ask students for more information after checking the answer. Say: “Number one,” and have the students respond: “visit the Nile.” Say: “Where are they visiting?” and have the students respond: “The Nile.” 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: “She might visit the Nile because she is interested in Egypt.” “He might go on a safari because he loves animals.”
- Use the grammar structure to go through each numbered vocabulary item (1–6) in numerical order. 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 to access the music video.
- Play the audio that goes along with **track 26**. 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 might people visit the Nile?” “They might visit the Nile because they are interested in Egypt.”
- Tell students to answer question 2.

Script

26

Hobbies and Interests

People have different hobbies and interests. They do things they enjoy and are interested in. Some people enjoy traveling. They might visit the Nile because they’re interested in Egypt. Some people love animals. They might go on a safari because they want to see animals living in nature. Many people enjoy outdoor activities. They might ride a jet ski because they like adventure. There are many different kinds of hobbies and interests. 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.
- 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. visit the Nile, 2. be interested in Egypt, 3. love animals, 4. go on a safari, 5. ride a jet ski, and 6. like adventure.**

- 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 **visit the Nile** and **be interested in Egypt** and elicit: *"They might visit the Nile because they're interested in Egypt."* Help them as necessary. Continue with each flashcard.
- Play the story on **track 26** 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.)
- Play the story on **track 26** 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 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 workbook 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 one of the vocabulary phrases (e.g. ride a jet ski). Call on a few students and ask them to share, in English.

- Ask the students to draw, color, and write the vocabulary phrase 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 talk about possible vacation plans and activities
- prepare for and participate in a communicative activity with other students

Materials

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

Vocabulary Review **5 min.**

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

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 27** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: *"What does Rachel say?"* Elicit the response: *"I might go on a safari because I love animals."*
- Complete the activity as a class.

Script



Listen and write.

Frame 1.

Anna: What are you going to do during the vacation, Rachel?

Rachel: Well, I might go on a safari with my family.

Anna: Wow! Really? That sounds interesting. Why might you go on a safari?

Rachel: I might go on a safari because I love animals.

Anna: Yes, you do love animals.

Frame 2.

Louie: What are you going to do during the vacation, Jeff?

Jeff: I'm going to go camping at the lake with my parents.

Louie: Oh, that sounds fun. What are you going to do at the lake?

Jeff: I might ride a jet ski because I love adventure.

Louie: Right. You do love adventure.

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 images, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: **They are in the classroom. They are talking about vacation plans.** 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 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. Mark true or false. 5 min.

- **SB/CD** Focus students' attention on part C in the Listening section on **page 29**.
- Play **track 28** and tell students to mark true or false.
- Review the answers as a class.

Script



Mark true or false.

1. Rachel might go on a safari.
2. Rachel might go on a safari because she loves traveling.
3. Jeff might ride a jet ski at the lake.

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

- **WB** Tell students to look at the activities on **page 19** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Choose and rewrite** 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 workbook on **page 19**. (**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)

be scared of heights	not like crowds
go on a tour	climb a mountain

Review / Expansion Structure

- I might climb a mountain because I like adventure.

Materials

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

Vocabulary and Grammar Structure Review 5 min.

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

Vocabulary+ Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 30**.
- 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. say the first word of the phrase).

Vocabulary+ Listen and write.

be scared of heights
go on a tour

not like crowds
climb a mountain



Speaking

A Say and respond.

Guide I might **climb a mountain** because I **like adventure**.
I might not **climb a mountain** because I **am scared of heights**.



B How many syllables are there in each word?

climb mountain adventure interested
climb 1 mountain 2 adventure 2 interested 4

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: "Go on a tour."
 2. Point to picture 2 and ask: "What is it?" Elicit the response: "Not like crowds."
- Play **track 29** and ask the students to write each phrase they hear. Pause the audio after each phrase in order to give the students enough time to write.

Script



Listen and write.

1. go on a tour
2. not like crowds
3. climb a mountain
4. be scared of heights

- 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 item.

Writing

A Look and write.



I might not _____
because I _____.



He might _____
because he _____.



Use the words in the box to complete the sentences.
Use the words in the box to complete the sentences.
Use the words in the box to complete the sentences.

B Choose and write.

love animals	climb a mountain	visit the Nile
like adventure	go on a safari	be scared of heights

Louie **1** _____ and travel. He has been interested in other countries for a long time. This summer, he might **2** _____ because he's interested in Egypt. But there is more to do in Egypt than just visit the Nile. There is interesting wildlife to see. Louie might **3** _____ because he **4** _____. There are also beautiful mountains to visit. But Louie might not **5** _____ because he **6** _____. Louie is excited about the idea of going to Egypt.

• (Optional) Level Tip:

Higher level: Put the flashcards for the phrases **go on a tour**, **not like crowds**, **climb a mountain**, and **be scared of heights** 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 phrase on the board under the corresponding flashcard. Allow them to bring their student book with them for reference, if necessary.

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

Point to picture 1 and ask: "How do you spell 'tour'?" Elicit the response: "t-o-u-r."

Point to picture 2 and ask: "How do you spell 'crowds'?" Elicit the response: "c-r-o-w-d-s."

Point to picture 3 and ask: "How do you spell 'mountain'?" Elicit the response: "m-o-u-n-t-a-i-n."

Point to picture 4 and ask: "How do you spell 'heights'?" Elicit the response: "h-e-i-g-h-t-s."

Speaking I. Say and respond. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 30**. Read the dialogue in the illustration together: "I might climb a mountain because I like adventure." "I might not climb a mountain because I am scared of heights."
- Explain to students that they will complete the dialogue by pointing at different activities in the picture. Hold up a flashcard of one of the phrases in the illustration, for example *not like crowds*, and ask the students to point to it in the illustration in their book. Then ask students to make a sentence: "I might not go on a tour because I don't like crowds."
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have them take turns making sentences about the illustration.

Speaking II. How many syllables are there in each word? 5 min.

- SB/CD** Ask students to open their books to **page 30**. Direct their attention to part B at the bottom of the page. Before you play the audio, tell students to think of how many syllables each word has.
- Play **track 30** and review answers as a class.

(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 workbook 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.

- **FG** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 4** together.
- Put two flashcards together and show students. Explain that they will make a sentence using the two flashcards. For example, if the flashcards you selected are **love animals** and **go on a safari**, elicit: *"I might go on a safari because I love animals."*
- 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 sentence 1 and read it together: *"I might not (blank) because I (blank)."*
- Tell students to look at the 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. Choose and write.

10-15 min.

- **SB** Ask the students to look at part B on **page 31**.
- Point to number 1 and read the sentence together: *"Louie (blank) and travel."* Tell students to choose one of the phrases from the box to fill in the blank: *"Louie likes adventure and travel."*
- Complete the activity as a class.

Writing Tip: Definite article "the"

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: Do not use **the** with the names of: lakes or mountains (Mount Everest); towns, cities, countries, or continents (San Francisco). Use **the** with: the names of countries whose names are plural (the United States); any place or thing where part of the name is a common noun (the United Kingdom); deserts, rivers, and oceans (the Nile River).
- (Use your native language to explain this, if necessary.) Ask the students to practice writing **the United States**, **the United Kingdom**, and **the Nile** under the "Tip" box.
- Point out to the students that they have already learned this in the grammar structure for this unit: *"I might go to the Nile because I'm interested in Egypt."*

(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 pair. Write one sentence together to explain how to complete the assignment. Ask students to volunteer to make a sentence using **visit the Nile** Example: *"We might visit the Nile because we are interested in Egypt."*
- 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” history text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the 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: “*I might (blank) because I (blank).*” Tell students to make sentences using each flashcard.
- Ask students if they know what “flow,” “ancient,” and “pyramid” 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 Egypt.

CLIL Reading: History: Amazing Egypt 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 31**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the

CLIL History

A Listen and read.

Amazing Egypt

Egypt is one of the oldest and most amazing countries in the world.

Ancient Egyptians helped make some important things like writing. But this is not the only thing that makes the country special. Egypt has the Nile flowing through its land. This is the longest river in the world, at 6,853 kilometers. Recently, the ancient Egyptian city of Heracleion was found under the sea after 1,200 years. Egypt also has the famous Pyramids of Giza and the Sphinx. These amazing places and the interesting history bring more than twelve million tourists to Egypt every year.

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.

- **SB** Tell students to look at part B on **page 33**.
- Read question 1 aloud together as a class: “*What is the Nile?*” 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: “*It’s the longest river in the world.*”
- 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.
- Play **audio track 32** and ask students to match and 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, you can read the words for them.

B Match and write. 10 min.

- SB** Tell students to look at part B on **page 35**.
- Point to picture 1 and ask students: *"Who is he?"* Elicit the response: *"He is a dentist."* Then read question 1 aloud together as a class.
- Read question 2 together. 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 your favorite food tastes, smells, and feels like. Then talk about it with a friend. 10 min.

- Focus students' attention on part C on **page 35**.
- Put students in pairs and tell them to talk about their favorite food.
- Monitor and provide assistance, if necessary.

D Read and write. 5 min.

- SB** Direct students' attention to part D on **page 36**.
- Point to number 1 and 2. Tell students to use the words in the box to fill in the blanks: *"Convenience store, bought a snack."*
- Tell students to do the same for number 3.
- Go over the answers as a class.



A Listen, match, and write.

1.  b. watch a parade	 a. fix the computer	 c. town square
2.  b. ate	 c. medicine	 a. popcorn
3.  a. pour the milk	 c. keep the pan	 b. slice the biscuits
4.  b. go on a tour	 a. visit the hills	 c. ride a jet ski

D Read and rewrite.

buy a snack convenience store honey

Rachel remembers this place. This is the **1** convenience store where she **2** bought a snack to eat last week. She remembers the bread she bought because it tasted like **3** honey. She's going to come often to buy that bread.

fry some eggs climb a mountain like adventure


Jeff is having a good time on vacation. Each day, he might **4** climb a mountain or explore a cave because he **5** likes adventure. He prepares a healthy snack to bring with him. First, he pours some fruit juice into a bottle. Next, he **6** fries some eggs and makes sandwiches. Finally, he packs some fruit and nuts. Then, he's ready to go!


E Correct and rewrite.


- This is the repair shop where you saw a show.
This is the theater where you take a show.
- These bread tastes like pepper.
This bread tastes like pepper.
- First, added the flour.
First, add the flour.
- He might goes on a safari because he loves animals.
He might go on a safari because he loves animals.
- I might not climb a mountain because I scared of heights.
I might not climb a mountain because I'm scared of heights.


B Match and write.


a. This is the theater where I saw the show.	b. This bread feels like wood, doesn't it?
c. No, it doesn't. It tastes OK.	d. Is this the dentist's where you got a checkup?
e. he likes adventure.	f. Next, mix the ingredients.


- 

Is this the dentist's where you got a checkup?
Yes, it is.
- 

What is this place?
This is the theater where I saw the show.
- 

This bread feels like wood, doesn't it?
Yes, it does.
- 

This juice tastes like plastic, doesn't it?
No, it doesn't. It tastes OK.
- 

First, measure the flour.
Then, mix the ingredients.
- 

He might go hiking because
he likes adventure.

C Think about what your favorite food tastes, smells, and feels like. Then talk about it with a friend.

E Correct and rewrite. 5-10 min.

- SB Direct students' attention to part E on page 36.
- Point to number 1 and read the answer together: "This is the theater where you saw a show."
- Tell students to correct the sentences for numbers 2 to 5.
- Go over the answers as a class.

F Play the game. 10 min.

- SB Prepare flashcards from units 1 to 4, a timer, a board, a marker or chalk, and an eraser.
- Direct students' attention to the four pictures on page 37. 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, draw words, and that they must 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 37. Then it's team 2's turn.
- Keep score for each team.

F Play the game.



- You will need:**
1. Big Show 6 flashcards for units 1, 2, 3, and 4
 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. _____

I'd Like to Explore

Lesson 1

Unit Objectives

- Talk about where you want to go and what you want to do for vacation
- Discuss activities related to nature and recreation activities

Lesson Objectives

Students will be able to:

- ask and answer information questions with *where* and *why*
- use modal auxiliary: *would*

Vocabulary (Key words 1)

cave	canyon	beach
pond	volcano	waterfall

Core Structure

- Ask information questions with *where*
Q: Where would you like to go?
A: I'd like to go to a cave.
- Ask information questions with *why*
Q: Why would you like to go to a cave?
A: I'd like to go explore.

Materials

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

Vocabulary Introduction 5 min.


- **FG** Show students the flashcards for the vocabulary items that are on **page 38**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first, and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).

UNIT
5


I'd Like to Explore

Vocabulary


Listen and number.




cave




canyon




beach



pond




volcano



waterfall


Language

Ask and answer.



Where would you like to go?

I'd like to go to a cave.



Linked Story

Watch and answer.


See page 96 for full transcript.

1. Where might a person go if they like adventure?

I'd like to explore. I'd like to go to a cave.

2. Where might a person go if they like to explore?

I'd like to explore. I'd like to go to a cave.



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 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 word: "*Cave.*"

Script

Listen and number.



- | | |
|------------|--------------|
| 1. cave | 2. beach |
| 3. pond | 4. waterfall |
| 5. volcano | 6. canyon |

(Optional) Level Tip:

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

Listening

A Listen and write.



Louie: Vacation time is almost here. I'd like to go to a nice beach. What would you like to go?

Rachel: Well, I like to relax. I would like to go to a quiet pond.

Anna: That sounds good.



Anna: I like adventure. I want to visit Hawaii. I would like to go to a volcano volcano.

Jeff: I've been reading about caves lately. I would like to go to a cave. I want to explore.

Louie: That sounds interesting.

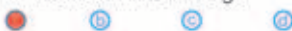
B Say and act.

C Listen and mark.

1. Where would Rachel like to go?



2. Where would Anna like to go?



3. What has Jeff been reading about lately?



Lower level: Ask students for more information after checking the answer. Say: *"Number one,"* and have the students respond: *"cave."* Say: *"What color is the cave?"* and have the students respond: *"Brown."* Continue for each word.

Language 5 min.

- **SB** Ask students to focus on the "Language" section of the page. Read the examples in the book together as a class to highlight the grammar structure: *"Where would you like to go?" "I'd like to go to a cave."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to ask: *"Number two: Where would you like to go?"* and answer *"I'd like to go to a beach."* 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 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: *"Where might a person go if they like adventure?" "If they like adventure, maybe they would like to go to a volcano."*
- Tell students to answer question 2.

Script

Travel



If you could go anywhere on vacation, where would you like to go? Would you like to go to a beautiful beach? Or would you like to go to a quiet pond? If you like adventure, maybe you would like to go to a volcano. If you like to explore, maybe you would like to go to a cave. If you like taking beautiful pictures, maybe you would like to go to a canyon. Another great place for taking pictures is a waterfall. There are many places you could go, and many things you could do. Where would you like to go?

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. beach, 2. pond, 3. volcano, 4. cave, 5. canyon, and 6. waterfall**
- 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: “*Would you like to go to a beautiful (blank)?*” Elicit the response: “*Would you like to go to a beautiful beach?*” 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 5**. Ask students to write their name at the top of the worksheet. (Available for download at 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 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 workbook 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 to describe a place they would like to go. Call on a few students and ask them to share, in English.
- Ask the students to draw, color, and write the name of the place 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 with *where*
- prepare for and participate in a communicative activity with other students

Materials

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

Vocabulary Review **5 min.**

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

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 35** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: “*What does Louie say?*” Elicit the response: “*Where would you like to go?*”
- Complete the activity as a class.

Script

35

Listen and write.

Frame 1.

Louie: Vacation time is almost here.
I'd like to go to a nice beach.
Where would you like to go?

Rachel: Well, I like to relax. I would
like to go to a quiet pond.

Anna: That sounds good.

Frame 2.

Anna: I like adventure. I want to
visit Hawaii. I would like to
go to a volcano.

Jeff: I've been reading about caves
lately. I would like to go to a
cave. I want to explore.

Louie: That sounds interesting.

Script

36

Listen and mark.

1. Where would Rachel like to go?
a. She'd like to go to a cave.
b. She'd like to go to a beach.
c. She'd like to go to a pond.
d. She'd like to go to Hawaii.

2. Where would Anna like to go?
a. She'd like to go to a volcano.
b. She'd like to go to a beach.
c. She'd like to go to a lake.
d. She'd like to go to a cave.

3. What has Jeff been reading
about lately?
a. Hawaii
b. Volcanoes
c. Exploring
d. Caves

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 images, 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 cafeteria. They are eating lunch and 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 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 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. Listen and mark. 5 min.

- **SB/CD** Focus students' attention on part C in the Listening section on **page 39**. Read question 1 as a class: *"Number one: Where would Rachel like to go?"*
- Call on students individually to read questions 2 and 3.
- Play **track 36** and tell students to mark the correct answers.
- Review the answers as a class.

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

- **WB** Tell students to look at the activities on **page 23** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Choose and rewrite** 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 workbook on **page 23**. (**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)

camp

relax

explore

bungee jump

Review / Expansion Structure

- Why would you like to go to a cave?
I'd like to explore.

Materials

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

Vocabulary and Grammar Structure

Review 5 min.

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

Vocabulary+ Introduction 5 min.

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

Vocabulary+

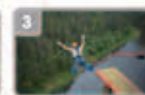
Listen and write.

camp

relax

explore

bungee jump



explore

relax

bungee jump

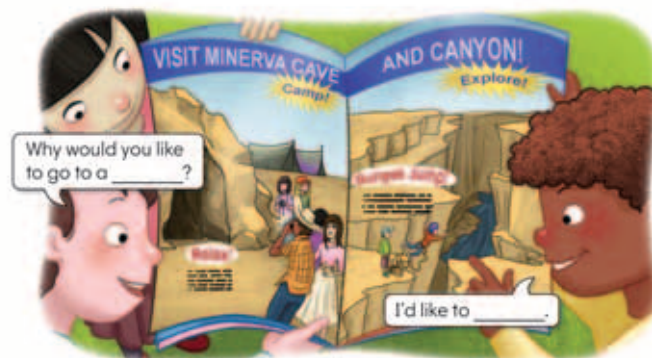
camp

Speaking

A Ask and answer.

Guide

Why would you like to go to a cave?
I'd like to explore.



B Which words sound the strongest?

Why would you like to go to a cave?

I'd like to explore.

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: "Explore."
 2. Point to picture 2 and ask: "What is it?" Elicit the response: "Relax."
- Play **track 37** and ask the students to write 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. explore

2. relax

3. bungee jump

4. camp

Writing

A Match and write.

Louie: Where would you like to go, Jeff?
 Jeff: I'd like to go to a **1** cave.
 Anna: Why would you like to go to a cave?
 Jeff: I'd like to **2** explore.
 Rachel: That sounds fun. Where else would you like to go?
 Jeff: I'd also like to go to a **3** canyon.
 Louie: Why would you like to go to a canyon?
 Jeff: I like adventure. I'd like to **4** bungee jump.
 Rachel: Wow! You're brave. I wouldn't like to bungee jump. I'm scared of heights.



B Choose and write.

caves	bungee jump	explore
pond	canyon	beach

Do you like to **1** explore? Jeff does. Lately, he's been reading about exploring **2** caves. He'd like to go to a cave and explore inside. He'd also like to go to a **3** canyon. He'd like to **4** bungee jump from the top of a canyon. There are many other places to explore. Jeff would also like to go to a **5** beach and collect seashells and interesting rocks. After all the exploring, he thinks it'd be nice to relax. So he'd like to visit a nice, quiet **6** pond and enjoy the peace. Jeff is looking for a place where he can do all of these things on one vacation trip.

- 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 **explore**, **relax**, **bungee jump**, and **camp** 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 'explore'?" Elicit the response: "e-x-p-l-o-r-e."
 Point to picture 2 and ask: "How do you spell 'relax'?" Elicit the response: "r-e-l-a-x."
 Point to picture 3 and ask: "How do you spell 'bungee jump'?" Elicit the response: "b-u-n-g-e-e-(space)-j-u-m-p."
 Point to picture 4 and ask: "How do you spell 'camp'?" Elicit the response: "c-a-m-p."

Speaking I. Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 40**. Read the dialogue in the illustration together: "Why would you like go to a cave?" Read the response together: "I'd like to explore."
 Explain to students that they will complete the dialogue by pointing at different activities in the picture. Hold up a flashcard of one of the activities in the illustration, for example *relax*, and ask the students to point to the word relax in the illustration in their book. Then ask: "Why would you like to go to a camp?" Elicit the response: "I'd like to relax."
 Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the activities in the illustration on **page 40**. Have B answer. Then have them switch.

Speaking II. Which words sound the strongest? 5 min.

- SB/CD** Ask students to open their books to **page 40**. Direct their attention to part B at the bottom of the page. Before you play the audio, tell students to listen to which words sound the strongest.
 Play **track 38** and review the answers as a class.

(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 workbook 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 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 “cave,” elicit the question: *“Where would you like to go?”* Elicit the response: *“I’d like to go to a cave.”*
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

Writing I. Match 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: *“I’d like to go to a (blank).”* Tell students to look at the pictures to help them fill in the blanks. Read the answer together: *“I’d like to go to a cave.”*
- Tell students to match the sentence with each picture. Tell them to put the correct number in each box.
- Complete the activity together 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. Choose and write.

10-15 min.

- **SB** Ask the students to look at part B on **page 41**.
- Point to question 1 and do it together: *“Do you like to (blank)?”* Tell students to use the words in the box to fill in the blanks. Read the answer together: *“Do you like to explore?”*
- Complete the activity as a class.

Writing Tip: I’d 5 min.

- **SB** Ask the students to look at the “Tip” box at the bottom of the page. Read the contents of the box together: **I’d = I would / I’d = I should, I could**
- Explain to students that **I’d** is a contraction of **I would**. (Use your native language to explain this, if necessary.) Ask the students to practice writing **I’d** 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’d like to go to a cave.”*

(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 **cave**. Example: *"I'd like to go to a cave."*
- 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.

- **FG** Show students the flashcards from **unit 5** and say: “*Where would you like to go?*” “*Why would you like to go to a (blank)?*” Tell students to make sentences using each flashcard.
- Ask students if they know what “surfer” and “wave” 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 Hawaii.

CLIL Reading: Geography: Beautiful and Interesting Hawaii 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 39**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the

Beautiful and Interesting Hawaii

If you like nature, Hawaii is an excellent place to visit. It’s a very popular place for tourists, surfers, and scientists. More than eight million people come to visit every year.

Two of the world’s largest volcanoes are located in Hawaii. It also has some of the most interesting and unique plants and animals in the world. They live in and around caves, canyons, and waterfalls. Scientists visit Hawaii to see and study the amazing wildlife. Tourists love to come and relax at the beautiful beaches, and surfers come to surf on some of the best waves in the world.

Would you like to visit Hawaii?

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.

- **SB** Tell students to look at part B on **page 43**.
- Read question 1 aloud together as a class: “*What does Hawaii have?*” 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: “*It has two of the world’s biggest volcanoes.*”
- Complete the activity as a class.

Could You Please Put Away the Clothes?

Lesson 1

Unit Objectives

- Make polite requests using *could*
- Discuss chores

Lesson Objectives

Students will be able to:

- use modal auxiliary: *could*
- use separable/inseparable phrasal verbs

Vocabulary (Key words 1)

turn off the lights	turn on the computer	throw away the garbage
pick up the boxes	put away the clothes	clean up the room

Core Structure

- **Ask and answer polite requests using *could***
Q: Could you please turn off the lights?
A: Sure, I'll turn them off now. /
Yes, I'll turn them off.

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 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
6

Could You Please Put Away the Clothes?

Vocabulary Listen and number.

turn off the lights

turn on the computer

throw away the garbage

pick up the boxes

put away the clothes

clean up the room

Language Ask and answer.

Could you please turn off the lights?
Sure, I'll turn them off now.

Could you please turn on the computer?
Sure, I'll turn it on now.

Linked Story Watch and answer.

1. What are chores?
They are work to keep our homes clean.

2. Who does doing chores help?
Doing chores helps your parents, and it helps you, too.

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 40**. After playing **track 40**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary phrase: "*pick up the boxes.*"

Script



Listen and number.

1. pick up the boxes
2. clean up the room
3. put away the clothes
4. throw away the garbage
5. turn on the computer
6. turn off the lights

(Optional) Level Tip:

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

Listening

A Listen and write.



Teacher: OK, class. Let's clean up the classroom. Jeff
could you please throw
away the garbage?

Jeff: Sure. I'll throw it away now.

Teacher: Great. Louie, could you please pick up the boxes?

Louie: Sure. I'll pick them up now.

Teacher: Anna and Rachel
could you please clean up the
room?

Anna & Rachel: Sure. We'll clean it up now.

B Say and act.

C Mark true or false.

1. ☒ true ☐ false
2. ☒ true ☐ false
3. ☐ true ☒ false

the boxes." Say: "How do you spell 'pick up'?" and have the students respond: "p-i-c-k-(space)-u-p." Continue for each phrase.

Lower level: Ask students for more information after checking the answer. Say: "Number one," and have the students respond: "pick up the boxes." Say: "What does he pick up?" and have the students respond: "He picks up the boxes." 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: "Could you please turn off the lights?" "Sure. I'll turn them off now." / "Could you please turn on the computer?" "Sure, I'll turn it on now."
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to ask: "Number one: Could you please pick up the boxes?" and answer: "Sure, I'll pick them up now." 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 to access the music video.
- Play the audio that goes along with **track 41**. 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 are chores?" "They are work to keep our homes clean."
- Tell students to answer question 2.

Script



Chores

We need to keep our homes clean. We need to do this so we can be healthy and comfortable. Your parents might ask you to do work to help keep the house clean. These are called chores. They might ask you to help with different chores: "Could you please take out the garbage?" "Could you please clean up the room?" "Could you please put away the clothes?" "Could you please pick up the boxes?" Of course, you could also help out without being asked. You could turn off the lights when you leave a room. You could wash your own dishes when you finish eating. Doing chores helps your parents, and it helps you, too. What could you do to help out around your house more?

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. take out the garbage, 2. clean up the room, 3. put away the clothes, 4. pick up the boxes, 5. turn off the lights, and 6. turn on the computer.**
- 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 elicit: *"Could you please (blank)?"* Help them as necessary. Continue with each flashcard.
- Play the story on **track 41** 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.)
- Play the story on **track 41** 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 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 workbook 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 words to describe a chore that they often do. Call on a few students and ask them to share, in English.
- Ask the students to draw, color, and write the name of the chore on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

Lesson 2

Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to make and respond to polite requests
- 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 42** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: *"What does the teacher say to Jeff?"* Elicit the response: *"Jeff, could you please throw away the garbage?"*
- Complete the activity as a class.

Script



Listen and write.

Frame 1.

Teacher: OK, class. Let's clean up the classroom. Jeff, could you please throw away the garbage?

Jeff: Sure. I'll throw it away now.

Teacher: Great. Louie, could you please pick up the boxes?

Louie: Sure. I'll pick them up now.

Frame 2.

Teacher: Anna and Rachel, could you please clean up the room?

Anna & Rachel: Sure. We'll clean it up now.

Listening III. Mark true or false. 5 min.

- **SB/CD** Focus students' attention on part C in the Listening section on **page 45**.
- Play **track 43** and tell students to mark true or false.
- Review the answers as a class.

Script



Mark true or false.

1. The teacher asked Jeff if he could throw away the trash.
2. Louie will pick up the boxes.
3. Anna and Rachel will put away the clothes.

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

- **WB** Tell students to look at the activities on **page 27** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Choose and rewrite** 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 workbook 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 images, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: **They are in the classroom. They are cleaning.** 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 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)

help me out with my homework	tidy up the books
go over the lesson	look after my pet

Review / Expansion Structure

- Could you please tidy up the books?
Yes, I'll tidy them up.

Materials

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


Vocabulary and Grammar Structure Review 5 min.




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

Vocabulary+ Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 46**.
- 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

Vocabulary+

Listen and write. 

1  go over the lesson	2  look after my pet	3  help me out with my homework	4  tidy up the books
---	---	--	---

Speaking

A Ask and answer.

Guide Could you please tidy up the books?
Yes, I'll tidy them up.



B How many syllables are there in each phrase? 

clean up help out tidy up go over
clean up help out tidy up go over

as needed (e.g. say the first letter of the word 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 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: "Go over the lesson."
2. Point to picture 2 and ask: "What is it?" Elicit the response: "Look after my pet."
- Play **track 44** and ask the students to write each phrase they hear. Pause the audio after each phrase in order to give the students enough time to write.

Script



Listen and write.

1. go over the lesson
2. look after my pet
3. help me out with my homework
4. tidy up the books

Writing

A Look and write.



A: Could you please put away the clothes ?
B: Sure. I'll put them away now.
A: Thank you.



A: Could you please help me out with my homework ?
B: Yes, I'll help you out with your homework.
A: Thank you.



Tip Always pronounce the words clearly. Use the audio and write the words. Repeat the words many times.

B Choose and write.

tidy up the books	put away the clothes
help her out with her homework	throw away the garbage
go over the lesson	clean up the room

Anna helps her parents at home. When her mother asks her, "Could you please ① clean up the room?" she'll say, "Sure. I'll clean it now." When her mother says, "Could you please ② put away the clothes?" she'll say, "Yes, I'll put them away." Also, she'll ③ throw away the garbage when the can is full. She'll ④ tidy up the books when they're messy. Sometimes, it's Anna who asks her parents for help. Her mother will ⑤ help her out with her homework when she doesn't know how to do it. Her father will ⑥ go over the lesson when she needs to study for a test. Anna and her parents help each other. That's what family is for.

- 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 phrases **go over the lesson**, **look after my pet**, **help me with my homework**, and **tidy up the books** in a random order on the board. Ask students how to spell the phrases. Have them come to the front of the class and write the phrase on the board under the corresponding flashcard. Allow them to bring their student book with them for reference, if necessary.
Lower level: Ask students to read the spelling of each word from their book. Point to picture 1 and ask: "How do you spell 'lesson'?" Elicit the response: "l-e-s-s-o-n." Point to picture 2 and ask: "How do you spell 'look after'?" Elicit the response: "l-o-o-k-(space)-a-f-t-e-r." Point to picture 3 and ask: "How do you spell 'homework'?" Elicit the response: "h-o-m-e-w-o-r-k."

Point to picture 4 and ask: "How do you spell 'tidy up'?" Elicit the response: "t-i-d-y-(space)-u-p."

Speaking I. Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 46**. Read the dialogue in the illustration together: "Could you please tidy up the books?" Read the response together: "Yes, I'll tidy them up."
- Explain to students that they will complete the dialogue by pointing at different chores in the picture. Hold up a flashcard of one of the chores in the illustration, for example *look after my pet*, and ask the students to point to the cat on the curtain in the illustration in their book. Then ask: "Could you please look after my pet?" Elicit the response: "Yes, I'll look after it."
- 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 chores in the illustration on **page 46**. Have B answer. Then have them switch.

Speaking II. How many syllables are there in each phrase? 5 min.

- SB/CD** Ask students to open their books to **page 46**. Direct their attention to part B at the bottom of the page. Before you play the audio, tell students to think about how many syllables each word has.
- Play **track 45** and review the answers as a class.

(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 workbook 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 w/ 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 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 “put away the clothes,” elicit the question: *“Could you please put away the clothes?”* Elicit the response: *“Sure. I’ll put them away now.”*

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

Writing 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 A together: *“Could you please (blank)?”* Tell students to look at the picture to help them fill in the blank: *“Could you please put away the clothes?”*
- Complete the activity together 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. Choose and write. **10-15 min.**

- **SB** Ask the students to look at part B on **page 47**.
- Point to number 1 and read together: *“When her mother asks her, “Could you please (blank)?” she’ll say, “Sure. I’ll clean it now.”* Tell students to choose an phrase from the box to fill in the blank: *“Could you please clean up the room?”*
- Complete the activity as a class.

Writing Tip **5-10 min.**

- **SB** Ask the students to look at the “Tip” box on **page 47**. Read the contents of the box together: **tidy up, put away = organize / throw out, throw away = dispose of**
- Explain to students that some phrases mean the same thing.

(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 off the lights**. Example: *"Could you please turn off the lights?"*
- 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 w/ A/V equipment (if available)
- Workbook (optional)

Pre-reading Discussion 5 min.

- **FC** Show students the flashcards from **unit 6** and say: “*Could you please (blank)?*” “*Sure. I’ll (blank).*” Tell students to make sentences using each flashcard.
- Ask students if they know what “volunteer” and “lonely” 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 volunteering and community service.

CLIL Reading: Social Studies: Community Service 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 46**.
- After playing the track, do choral reading and

Community Service



Volunteer work is important. It can make a community a better place to live.

Volunteer work in your community is called community service. It is work that someone does to help others in their community. Some examples of community service are cleaning the neighborhood, donating old clothes, or helping out people who need help. You can pick up and throw away garbage. You can clean up parks and streets. You can give away old clothes that you don't wear anymore. You can also help out lonely old people. By doing community service, you can make your neighborhood a cleaner, safer, and better place for everyone.

ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.

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

Reading Comprehension I. Read and check. 5 min.

- **SB** Tell students to look at part B on **page 49**.
- Read question 1 aloud together as a class: “*Who does volunteer work help?*” 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: “*It helps everyone.*”
- Complete the activity as a class.

Who Will Vacuum the Floor?

Lesson 1

Unit Objectives

- Make requests and express willingness
- Discuss chores

Lesson Objectives

Students will be able to:

- use the future tense: *will* to show willingness
- use modal auxiliary: *could*

Vocabulary (Key words 1)

vacuum the floor	mow the lawn	fold the laundry
dry the dishes	wash the cat	set the clock

Core Structure

- Ask information questions with *who*
Q: Who will vacuum the floor?
A: I'll do it.

Materials

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

Vocabulary Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 50**.
- Ask students to repeat after you as you say the 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
7

Who Will Vacuum the Floor?

Vocabulary

Listen and number.

1

3

4

6

2

5

Language

Ask and answer.

Who will vacuum the floor?

I'll do it.

Linked Story

Watch and answer.

1. What does to volunteer mean?

2. How could you volunteer to help out at home?

Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 50**. Direct their attention to the vocabulary items on the page. Ask the students to take out a pencil. Tell them to listen to the audio and number the vocabulary items in their book according to the **Listen and number** part. Play **track 47**. After playing **track 47**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary item: "*vacuum the floor.*"

Script



Listen and number.

1. vacuum the floor
2. wash the cat
3. mow the lawn
4. fold the laundry
5. set the clock
6. dry the dishes

(Optional) Level Tip:

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

Listening

A Listen and write.



Teacher: OK, class. We're here at the animal shelter today. We're going to do some volunteer work.

Jeff: There's a lot of work we need to do.

Teacher: That's right! So, let's get started.

Who will vacuum the floor?

Louie & Jeff: We'll do it!

Teacher: OK, great. Thank you, boys!

Teacher: We also need to clean the animals today.

Who will wash the cat?

Anna & Rachel: We'll do it!

Teacher: Excellent. Thank you, girls!

B Say and act.

C Listen and mark.

1. What are the students going to do at the animal shelter?



2. What will Louie and Jeff do?



3. What will Anna and Rachel do?



floor." Say: "How do you spell 'vacuum'?" and have the students respond: "v-a-c-u-u-m." Continue for each word.

Lower level: Ask students for more information after checking the answer. Say: "Number one," and have the students respond: "vacuum the floor." Say: "What is he vacuuming?" and have the students respond: "He is vacuuming the floor." Continue for each phrase.

Language 5 min.

- **SB** Ask students to focus on the "Language" section of the page. Read the examples in the book together as a class to highlight the grammar structure: "Who will vacuum the floor?" "I'll do it."
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to ask: "Number one, Who will vacuum the floor?" "I'll do it." "Number two, who will wash the cat?" "I'll do it." 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 to access the music video.
- Play the audio that goes along with **track 48**. 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 does **to volunteer** mean?" "To volunteer means to do something without being made to do it."
- Tell students to answer question 2.

Script



Volunteering

To volunteer is to say that you will do something without being made to do it. When your parents ask who can do a chore, you could offer to help.

If your mom asks, "Who will vacuum the floor?" you can say, "I'll do it."

You can give the same answer if someone asks, "Who will mow the lawn?" or "Who will wash the cat?" or "Who will dry the dishes?" or "Who will fold the laundry?" or "Who will set the clock?" You can also volunteer to help out in your neighborhood. You feel good when you help others. The more you put into life, the happier you will be.

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. vacuum the floor, 2. mow the lawn, 3. wash the cat, 4. dry the dishes, 5. fold the laundry, and 6. set the clock.**
- 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 elicit: *"Who will (blank)?" "I'll do it."* Help them as necessary. Continue through each flashcard.
- Play the story on **track 48** 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.)
- Play the story on **track 48** 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 workbook 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 use the vocabulary items to describe something they volunteer to do at home. 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 make requests and express willingness
- 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 49** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: *“What does the teacher say to Louie and Jeff?”* Elicit the response: *“Who will vacuum the floor?”*
- Complete the activity as a class.

Script



Listen and write.

Frame 1.

Teacher: OK, class. We're here at the animal shelter today. We're going to do some volunteer work.

Jeff: There's a lot of work we need to do.

Teacher: That's right! So, let's get started. Who will vacuum the floor?

Louie & Jeff: We'll do it!

Teacher: OK, great. Thank you, boys!

Frame 2.

Teacher: We also need to clean the animals today. Who will wash the cats?

Rachel & Anna: We'll do it!

Teacher: Excellent. Thank you, girls!

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 images, 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 animal shelter. They are doing volunteer work.** 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 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. Listen and mark. 5 min.

- **SB / CD** Focus students' attention on part C in the Listening section on **page 51**. Read question 1 as a class: *“Number one: What are the students going to do at the animal shelter?”*
- Call on students individually to read questions 2 and 3.
- Play **track 50** and tell students to mark the correct answers.
- Review the answers as a class.

Script



Listen and mark.

1. What are the students going to do at the animal shelter?

- a. They're going to mow the lawn.
- b. They're going to paint the shelter.
- c. They're going to do volunteer work.
- d. They're going to look at the animals.

2. What will Louie and Jeff do?

- a. They'll wash the cats.
- b. They'll fold the laundry.
- c. They'll mow the lawn.
- d. They'll vacuum the floor.

3. What will Anna and Rachel do?

- a. They'll vacuum the floor.
- b. They'll wash the cats.
- c. They'll dry the cat.
- d. They'll fold the laundry.

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

- **WB** Tell students to look at the activities on **page 31** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Choose and rewrite** 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 workbook on **page 31**. (**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)

make the bed	mop the floor
set the table	dust the furniture

Review / Expansion Structure

- Could you mop the floor?
- Sure. / Sorry, I can't right now.

Materials

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

Vocabulary and Grammar Structure Review 5 min.

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

Vocabulary+ Introduction 10 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 52**.
- Ask students to repeat after you as you say the 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

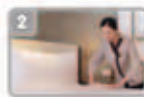
Vocabulary+

Listen and write. 

make the bed mop the floor set the table dust the furniture



mop the floor



make the bed



set the table



dust the furniture

Speaking

A Ask and answer.

Guide

Could you mop the floor? Sure.
Sorry, I can't right now.



B Do the parts of the questions go up or down? 

Who will fold the laundry? I'll do it!
Could you fold the laundry? Sure!

They go up and down.

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: "Mop the floor."
 2. Point to picture 2 and ask: "What is it?" Elicit the response: "Make the bed."
- Play **track 51** and ask the students to write each phrase they hear. Pause the audio after each phrase in order to give the students enough time to write.

Script



Listen and write.

1. mop the floor
2. make the bed
3. set the table
4. dust the furniture

Writing

UNIT
7

A Match and write.

Louie: The floor is so dirty!
Jeff: Who will ① mop the floor ?
Anna: I'll do it. Oh, and I finished doing the laundry.
Jeff: Thanks, Anna. Who will ② fold the laundry ?
Rachel: I'll do it. Oh, and the grass outside is too long.
Jeff: Yes, it is! Who will ③ mow the lawn ?
Louie: I'll do it! Oh, and the time on the clock is wrong.
Jeff: You're right. Could someone ④ set the clock ?
Anna, Rachel, Louie: Sorry, we can't right now. We're all busy!



Tip

Remember to use the correct form of the verb.

B Choose and write.

set the table	dry the dishes	vacuum the floor
mop the floor	make their beds	fold the laundry

Rachel's mother is going away for a week. When her mother asked who will do the chores when she's away, Rachel and her sister said they will. They said they'll ① make their beds when they wake up in the morning. In the evening, Rachel will ② set the table for dinner. After eating, she'll ③ dry the dishes after her sister washes them. On the weekend, her sister will do the laundry, and Rachel will ④ fold the laundry and put it away. Her sister knows how to use the vacuum cleaner, so she'll ⑤ vacuum the floor. Rachel will ⑥ mop the floor after that. It's going to be a lot of work, but they can do it.

- 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 item.
- (Optional) Level Tip:**
Higher level: **FC** Put the flashcards for the phrases **mop the floor**, **make the bed**, **set the table**, and **dust the furniture** 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 phrase on the board under the corresponding flashcard. Allow them to bring their student book with them for reference, if necessary.
Lower level: Ask students to read the spelling of each phrase from their book.
Point to picture 1 and ask: "How do you spell 'mop the floor'?" Elicit the response: "m-o-p-(space)-t-h-e-(space)-f-l-o-o-r."
Point to picture 2 and ask: "How do you spell 'make the bed'?" Elicit the response: "m-a-k-e-(space)-t-h-e-(space)-b-e-d."
Point to picture 3 and ask: "How do you spell 'set the table'?" Elicit the response: "s-e-t-(space)-t-h-e-(space)-t-a-b-l-e."

Point to picture 4 and ask: "How do you spell 'dust the furniture'?" Elicit the response: "d-u-s-t-(space)-t-h-e-(space)-f-u-r-n-i-t-u-r-e."

Speaking I. Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 52**. Read the dialogue in the illustration together: "Could you mop the floor?" Read the responses together: "Sure." "Sorry, I can't right now."
- Explain to students that they will complete the dialogue by pointing at different chores on the list in the picture. Hold up a flashcard of one of the chores in the illustration, for example *make the bed*, and ask the students to point to "make the bed" in the illustration in their book. Then elicit: "Could you make the bed?" "Sure." "Sorry, I can't right now."
- 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.

Speaking II. Do the parts of the questions go up or down? 5 min.

- SB/CD** Ask students to open their books to **page 52**. Direct their attention part B at the bottom of the page. Before you play the audio, tell students to listen if they hear parts of the sentence go up or down.
- Play **track 52** and review answer as a class.

(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 workbook 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 make a question about the phrase on the flashcard and answer. For example, if the flashcard you selected randomly is the phrase “set the table”, elicit the question: “*Could you set the table?*” Elicit the response: “*Sure.*” “*Sorry, I can’t right now.*”

- 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 phrases.

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

- **SB** Have students look at part A at the top of **page 53**.
- Point to number 1 and read it together: “*Who will (blank)?*” Tell students to look at the previous line and the pictures to help them fill in the blanks: “*Who will mop the floor?*”
- Tell students to match the sentence with each picture. Tell them to put the correct number in each box.
- Complete the activity together 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. Choose and rewrite.

10-15 min.

- **SB** Ask the students to look at part B on **page 53**.
- Point to number 1 and read it together: “*They said they’ll (blank) when they wake up in the morning.*” Tell students to use the phrases in the box to fill in the blank: “*They said they’ll make their beds when they wake up in the morning.*”
- Complete the activity as a class.

Writing Tip: Capitalization **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: **Capitalize the first letter of every sentence: Who will set the clock? Could you wash the cat? Sure, I’ll do it.**
- Point out to the students that they have already learned this in the grammar structure for this unit: “*Who will mop the floor?*”

(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 **vacuum the floor**. Example: "*Could you vacuum the floor?*"
- 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 7** and say: “Who will (blank)?” “Could you (blank)?” Tell students to make sentences using each flashcard.
- Ask students if they know what “bring along” means. (Use your native language as necessary.)
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of summer jobs.

CLIL Reading: Economics: Summer Job 10-15 min.

- **SB/CD** Tell students to look at part A on **page 54**. Focus students’ attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 53**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the

CLIL Economics

A Listen and read.

Summer Job

Last summer, I decided to make some money by helping people in my community. A lot of families in my community have pets, but they don’t want to bring them along when they go on summer vacation.

One of my friends asked me to help. She would pay me \$15 to look after her cat for a week. That gave me the idea that I could make money looking after other people’s pets. I could wash, feed, and play with them.

So I put up some signs around the neighborhood. That summer, I made \$350!

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.

- **SB** Tell students to look at part B on **page 55**.
- Read question 1 aloud together as a class: “What did the girl do last summer?” 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 looked after people’s pets.”
- Complete the activity as a class.



1. What did the girl do last summer?
☐ She asked a friend to look after her cat.
☒ She looked after people's pets.
☐ She went on summer vacation.

2. What do you think the word **decide** means?
☒ to think about and choose to do something
☐ to try but fail to do something
☐ to think about and choose not to do something

1. A lot of families in the community have pets but don't want to bring them on vacation in the summertime.
2. The girl got the idea to make money after her friend said she would pay her to look after her cat for a week.

What could you do to help your community and also make money?

Do you want to read more?
Scan and read.



- **SB** Tell students to look at part C on **page 55**.
- Read question 1 aloud together as a class: *"A lot of families in the community have (blank) but don't want to bring them on (blank) in the summertime"*. Ask students to think for a moment about what words go in the blanks. Ask students to volunteer to give the correct answer: *"pets" "vacation"*
- Complete the activity as a class.

- Talk with students about helping the community and making money.
- Ask students to talk with their friends about something they could do to help the community and make money. Explain that it is OK if they think of something that isn't from **unit 7** in the book.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.

- **WB** Tell students to look at the activities on **page 33** 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 workbook on the top of **page 33**. (**Note: Allow them to write this in their native language, if necessary.)

I Was Reading the News

Lesson 1

Unit Objectives

- Talk about two things happening at the same time
- Discuss public transport and Internet communication

Lesson Objectives

Students will be able to:

- use the past progressive tense
- make *while* clauses

Vocabulary (Key words 1)

ride the bus	send text messages	take the subway
read the news	take a taxi	check your email

Core Structure

- Ask and answer questions about two things happening at the same time

Q: What were you doing while (you were) taking the subway?

A: I was sending text messages.

Materials

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

Vocabulary Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 56**.
- Ask students to repeat after you as you say the phrase on each flashcard. Show students the picture first, and then the phrase on each flashcard. Show each card one by one until you have shown all of them.
- Show students the pictures on the flashcards one by one again and ask them to tell you the



I Was Reading the News

Vocabulary

Listen and number.



ride the bus



send text messages



take the subway



read the news



take a taxi



check your email

Language

Ask and answer.



What were you doing while you were taking the subway?
I was sending text messages.



Linked Story

Watch and answer.

* See page 97 for full transcript.

1. What does **commuting** mean?
2. What can people do these days while commuting?



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

Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 56**. Direct their attention to the vocabulary items on the page. Ask the students to take out a pencil. Tell them to listen to the audio and number the vocabulary items in their book according to the **Listen and number** part. Play **track 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 item: "**take a taxi**."

Script



Listen and number.

1. take a taxi
2. take the subway
3. ride the bus
4. check your email
5. send text messages
6. read the news

Listening

A Listen and write.



Jeff: Hi, Louie. How did you get to school today?

Louie: I rode the bus.

Jeff: What were you doing while you were riding the bus?

Louie: I was checking my email.



Rachel: Hi, Anna. How did you get to school today?

Anna: I took the subway.

Rachel: What were you doing while you were taking the subway?

Anna: I was sending text messages to my friends.

B Say and act.

C Mark true or false.

- ☒ true ☐ false
- ☐ true ☒ false
- ☐ true ☒ false

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 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: "What does **commuting** mean?" "Commuting means going to and from work or school."
- Tell students to answer question 2.

Script

55

Commuting

Everyone seems busy these days. Adults need to go to work, and kids need to go to school. Going to and from work or school is called commuting. Everyone has somewhere to go, and many people use public transportation to get there. But what do people do while they're commuting on public transportation? More and more people are using smartphones and tablets. More and more places have Wi-Fi Internet connection. People can communicate while they're on the way to and from work or school. They can read the news while taking a taxi. They can send text messages while riding the bus. And they can check their email while taking the subway. People are keeping busy even while commuting!

(Optional) Level Tip:

Higher level: Ask students to spell each phrase after checking the answer. Say: "Number one," and have the students respond: "take a taxi." Say: "How do you spell 'take a taxi'?" and have the students respond: "t-a-k-e-(space)-a-(space)-t-a-x-i." Continue for each word.

Lower level: Ask students for more information after checking the answer. Say: "Number one," and have the students respond: "take a taxi." Say: "What is the man doing?" and have the students respond: "He is taking a taxi." 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 were you doing while you were taking the subway?" "I was sending text messages."
- Use the grammar structure to go through vocabulary items 1 and 4, 2 and 5, 3 and 6. Call on students individually to make sentences: "Number one: What were you doing while you were taking a taxi?" "I was checking my email."

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. read the news, 2. take a taxi, 3. send text messages, 4. ride the bus, 5. check your email, and 6. take the subway.**
- 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 were you doing while you were taking a taxi?"* Elicit the response: *"I was reading the news."* 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 8**. Ask students to write their name at the top of the worksheet. (Available for download at 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 34** 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 workbook 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 two of the phrases to describe something they were doing at the same time as something else. Call on a few students and ask them to share, in English.
- Ask the students to draw, color, and write the two activities 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 talk about two things happening at the same time using *while*
- 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 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 the response: *"What were you doing while you were riding the bus?"*
- Complete the activity as a class.

Script



Listen and write.

Frame 1.

Jeff: Hi, Louie. How did you get to school today?

Louie: I rode the bus.

Jeff: What were you doing while you were riding the bus?

Louie: I was checking my email.

Frame 2.

Rachel: Hi, Anna. How did you get to school today?

Anna: I took the subway.

Rachel: What were you doing while you were taking the subway?

Anna: I was sending text messages to my friend.

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, and characters in the story, and what they think is happening: **They are in front of the school. 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 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.

Listening III. Mark true or false. 5 min.

- **SB/CD** Focus students' attention on part C in the Listening section on **page 57**.
- Play **track 57** and tell students to mark true or false.
- Review the answers as a class.

Script



Mark true or false.

1. Louie rode the bus to school.
2. Louie was sending text messages to his friends while riding the bus to school.
3. Anna was checking her email while she was taking the subway to school.

(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 **Choose and rewrite** 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 workbook on **page 35**. (**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)

surf the Internet	stand in line
wait for the traffic light	watch videos

Review / Expansion Structure

- What were you doing while standing in line?
- I was watching videos.

Materials

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

Vocabulary and Grammar Structure Review 5 min.

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

Vocabulary+ Introduction 5 min.

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

Vocabulary+

Listen and write.

1 wait for the traffic light	2 surf the Internet	3 stand in line	4 watch videos
---------------------------------	------------------------	--------------------	-------------------

Speaking

A Ask and answer.

Guide What were you doing while standing in line?
I was watching videos.



B How many syllables are there in each word?

bus subway taxi Internet

bus: 1 subway: 2 taxi: 2 Internet: 3

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: "Wait for the traffic light."
 2. Point to picture 2 and ask: "What is it?" Elicit the response: "Surf the Internet."
- Play **track 58** and ask the students to write each phrase. Pause the audio after phrase word in order to give the students enough time to write.

Script

58

Listen and write.

1. wait for the traffic light
2. surf the Internet
3. stand in line
4. watch videos

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

Writing

A Look and write.



A: What were you doing while you were waiting for the bus ?
B: I was checking my email.



A: What were you doing while waiting for the traffic light ?
B: I was surfing the Internet.



While waiting at a traffic light, the man saw Louie. He was surfing the Internet. He was checking his email. He was standing in line. He was watching videos. He was riding the bus.

B Choose and rewrite.

wait for the traffic light	watch videos
send text messages	surf the Internet
take the subway	ride the bus

Louie went to the beach by public transportation. On the way to the bus stop, he stopped at the traffic lights. While waiting for the traffic light to change, he was sending text messages to his friends. When he next looked up, his bus was coming. He ran across the road, just in time to catch the bus. Louie was watching videos while riding the bus. People looked at him because he kept laughing. From the bus, Louie got on the subway. While he was surfing the Internet, he was looking for the subway. He was so busy surfing that he got off at the wrong station.

• (Optional) Level Tip:

Higher level: **FC** Put the flashcards for the phrases **wait for the traffic light**, **surf the Internet**, **stand in line**, and **watch videos** 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 phrase on the board under the corresponding flashcard. Allow them to bring their student book with them for reference, if necessary.

Lower level: Ask students to read the spelling of each phrase from their book. Point to picture 1 and ask: "How do you spell 'traffic light'?" Elicit the response: "t-r-a-f-f-i-c-(space)-l-i-g-h-t."

Point to picture 2 and ask: "How do you spell 'surf the Internet'?" Elicit the response: "s-u-r-f-(space)-t-h-e-(space)-I-n-t-e-r-n-e-t."

Point to picture 3 and ask: "How do you spell 'stand in line'?" Elicit the response: "s-t-a-n-d-(space)-i-n-(space)-l-i-n-e."

Point to picture 4 and ask: "How do you spell 'watch videos'?" Elicit the response: "w-a-t-c-h-(space)-v-i-d-e-o-s."

Speaking I. Ask and answer. 10-15 min.

- **SB/FC** Direct the students' attention to the illustration at the bottom of **page 58**. Read the dialogue in the illustration together: "What were you doing while standing in line?" "I was watching videos."
- Explain to students that they will complete the dialogue by pointing at different activities in the picture. Hold up a flashcard of one of the activities in the illustration, for example *surf the Internet*, and ask the students to point to the mobile phone in the illustration in their book. Then say: "What were you doing while standing in line?" Elicit the response: "I was surfing the Internet."
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the activities in the illustration on **page 58**. Have B answer. Then have them switch.

Speaking II. How many syllables are there in each word? 5 min.

- **SB/CD** Ask students to open their books to **page 58**. Direct their attention to part B at the bottom of the page. Before you play the audio, tell students to think about how many syllables each word has.
- Play **track 59** and review the answers as a class.

(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 workbook 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 (unless you plan to complete the bonus activity below).

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 8** together.
- Pick two flashcards. Look at them and show students. Explain that they will ask a question about the items on the flashcard and they will answer. For example, if the flashcards you selected are for the phrases “taking the subway” and “watch videos”, elicit the question: “*What were you doing while taking the subway?*” Elicit the response: “*I was watching videos.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

Writing 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: “*What were you doing while you were (blank)?*” “*I was (blank) email.*” Tell students to look at the picture to help them fill in the blanks: “*What were you doing while you were riding the bus?*” “*I was checking my email.*”
- 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. Choose and rewrite.

10-15 min.

- **SB** Ask the students to look at part B on **page 59**.
- Point to numbers 1 and 2 and read together: “*While (blank) to change, he (blank) to his friends.*” Tell students to use the phrases in the box to fill in the blanks: “*While waiting for the traffic light to change, he was sending text messages to his friends.*”
- Complete the activity as a class.

Writing Tip: watching / reading

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: **watching: a video, the news (on TV), a TV show / reading: a book, the news (text), a text message, an email**
- Use your native language to explain this, if necessary. Ask the students to practice writing some 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 watching videos.*”

(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 **ride the bus**. Example: *"What were you doing while riding the bus?"*
- 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” technology text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the key vocabulary items
- encounter and explore a fun story linked to the theme of the unit

Materials

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


Pre-reading Discussion 5 min.

- **FC** Show students the flashcards from **unit 8** and say: “*What were you doing while (blank)?*” “*I was (blank).*” Tell students to make sentences using each flashcard.
- Ask students if they know what “driverless,” “detect,” and “emergency” 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 driverless trains.

CLIL Reading: Technology: Driverless Trains 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 60**.
- After playing the track, do choral reading and

CLIL Technology

A Listen and read. 

Driverless Trains

Would you take a ride in a taxi or bus that didn’t have a human driver? You may be able to soon. There are already many driverless trains and subways in the world today. They work safely and automatically at all times, without a human driver, by using computers. These driverless trains can do it all. They stop at the station, open the doors, close the doors, and even see problems on the tracks. They can also detect emergency situations like a fire. These driverless trains and subways are some of the newest, safest, fastest, and best in the world.

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

Reading Comprehension I. Read and check. 5 min.

- **SB** Tell students to look at part B on **page 61**.
- Read question 1 aloud together as a class: “*What drives a driverless train?*” 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: “*A computer drives it.*”
- Complete the activity as a class.



Driverless trains aren't actually "driverless." They have a computer driver instead of a human driver. They are new, safe, and fast.

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.
- Play **audio track 61** and ask students to match and 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, or for weaker groups, you can read the words for them.

B Match and write. 10 min.

- **SB** Tell students to look at part B on **page 63**.
- Point to picture 1 and ask students: "Where is this?" Elicit the response: "It's a cave." Then read question 1 aloud together as a class: "Where would you like to go?" 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 a place in nature you would like to go. 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 a place in nature they would like to go.
- Monitor and provide assistance, if necessary.

A Listen, match, and write.

1.  a. canyon	 c. waterfall	 b. to explore
2.  b. to turn on the computer	 a. to clean the gutter	 c. to see the map
3.  b. to fold the laundry	 c. to make the food	 a. to ride the bus
4.  a. to check your email	 c. to surf the Internet	 b. to watch the video

D Read and write.

look after their pets bungee jump go to a beach

Summer vacation is coming. Anna's parents would like to **go to a beach** to relax. But Anna would like to **bungee jump**. So they're going to the canyon instead. They can't take their dogs to the canyon. Anna's aunt said she'll **look after their cats** for them. She'll also clean their house to welcome them back!

vacuum the floor watch videos wash the cats






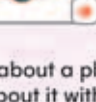
Louie **watches videos** while folding the laundry. When his mother asked, "Who will **wash the cats**?" he jumped up and said he'd do it. He likes to play with the cats. He'll also **vacuum the floor** if his mother asks. He can play with the cats while he's doing the vacuuming. But he doesn't like to fold the laundry. It's so boring. So he usually watches videos while doing it.

E Correct and rewrite.

- I could like to go to a pond.
I would like to go to a pond.
- Should you please help me out with my homework?
Could you please help me out with my homework?
- Who would dry the dishes?
Who will dry the dishes?
- I read the news while I was waiting for the traffic light.
I was reading the news while I was waiting for the traffic light.
- I was seeing a video while I was taking the subway.
I was watching a video while I was taking the subway.

B Match and write.

a. I was sending text messages to my grandparents.	b. Could you dust the furniture?
c. I'd like to go to a cave.	d. Who will set the clock?
e. Could you please pick up the box?	f. I'd like to camp there.

1.  Where would you like to go?
I'd like to go to a river.
 2.  Why would you like to go to the woods?
I'd like to enjoy them.
 3.  Could you please pick up the box?
Sure, I'll pick it up now.
 4.  Who will set the clock?
I'll do it.
 5.  Could you dust the furniture?
Sorry, I can't right now. I'm going out.
 6.  What were you doing while taking a taxi?
I was sending text messages to my girlfriends.

C Think about a place in nature you would like to go. Then talk about it with a friend.

D *Read and write.* **5 min.**

- **SB** Direct students' attention to part D on **page 64**.
- Point to number 1 and ask students to use the phrases in the box to fill in the blank: *"Anna's parents would like to go to a beach to relax."*
- Tell students to do the same for numbers 2 to 6.
- 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 and read together. Correct the sentence as a class: *"I would like to go to a pond."*
- Tell students to correct the sentences for numbers 2 to 5.
- Go over the answers as a class.

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

- **SB** Direct students' attention to part F on **page 65**. Ask the students to read the instructions out loud.
- Prepare dice.
- Put students in pairs.
- Tell students how to play the game. *"Student A, roll the die. Look at the number and move. Say the words you land on. Make a sentence. Now it's student B's turn. The first one to the Finish line wins the game."*

PLAY THE GAME

REVIEW 2

How to Play

1. Roll a die and move.
2. Read the words.
3. Make a sentence.
4. If your sentence is wrong, go back. If your sentence is correct, stay.
5. Take turns.

START

1 could / clean up / room?

2 why / like go / volcano?

3 doing / while / ride bus?

4 I'd like / go / wanted?

5 why / like go / volcano?

6 will / who / lawn?

7 **MISS A TURN**

8 computer / theater / new art?

9 I'll / mop / floor

10 where / like go?

11 I'd / camp

12 could / put away / clothes?

13 please / tidy books?

14 **MISS A TURN**

15 I'd like / want

16 will / will / tomorrow

17 **GO BACK FOUR SPACES**

18 I'd like / want

19 will / will / tomorrow

20 **GO BACK FOUR SPACES**

21 **FINISH**

Have You Ever Explored a Cave?

Lesson 1

Unit Objectives

- Talk about past experiences
- Discuss activities related to camping

Lesson Objectives

Students will be able to:

- ask and answer questions using the present perfect tense and *ever*
- use past participles

Vocabulary (Key words 1)

look at the stars	catch fireflies	camp in the woods
cook marshmallows	explore a cave	walk on a beach

Core Structure

- Ask questions about past experiences using the past perfect tense and *ever*
Q: Have you ever looked at the stars?
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.


- **FG** 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


UNIT 9


Have You Ever Explored a Cave?


Vocabulary Listen and number.


 look at the stars

 catch fireflies


 camp in the woods

 cook marshmallows

 explore a cave

 walk on a beach

Language Ask and answer.

 Have you ever looked at the stars? Yes, I have.
Has he ever caught fireflies? No, he hasn't.

Linked Story Watch and answer.

- What do fireflies do at night?
They light up at night.
- How do the stars look at night when you're in the woods?
They look different when you're in the woods.

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

Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 66**. Direct their attention to the vocabulary items on the page. Ask the students to take out a pencil. Tell them to listen to the audio and number the vocabulary items in their book according to the **Listen and number** part. Play **track 62**. After playing **track 62**, check the answers together as a class by calling out the number: "*Number one,*" and having students say the corresponding vocabulary item: "*explore a cave.*"

Script



Listen and number.

1. explore a cave
2. walk on a beach
3. cook marshmallows
4. camp in the woods
5. catch fireflies
6. look at the stars

Listening

A Listen and write.



Jeff: I'm going camping in the woods this weekend. Have you ever camped in the woods? ?

Louie: No, I have.
I camped in the woods last spring.

Jeff: I've never camped in the woods before. I'm excited to try it.

Louie: It's a lot of fun.

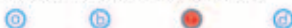
Anna: I'm going to look at the stars tonight from the beach. Have you ever done that? ?

Rachel: No, I haven't.
Anna: You should come with me to the beach tonight.

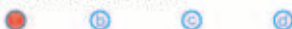
B Say and act.

C Listen and mark.

1. What will Jeff do this weekend?



2. What has Louie done?



3. What has Rachel never done?



- 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 ever explored a cave?"* *"Yes, I have."* 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 to access the music video.
- Play the audio that goes along with **track 63**. 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 fireflies do at night?"* *"They light up at night."*
- Tell students to answer question 2.

Script



Camping

Have you ever been camping? Camping is a great way to relax and enjoy nature. There are many things you can try. Have you ever camped in the woods? Have you ever looked at the stars? They look different when you're in the woods. Have you ever explored a cave? Have you ever walked on a beach? There are lots of amazing things you can find in nature. Have you ever caught fireflies? It's wonderful to see them light up at night. Have you ever cooked marshmallows over a fire? They taste so soft and sweet. There are lots of great things you can do when you go camping.

(Optional) Level Tip:

Higher level: Ask students to spell each phrase after checking the answer. Say: *"Number one,"* and have the students respond: *"explore a cave."* Say: *"How do you spell 'explore a cave'?"* and have the students respond: *"e-x-p-l-o-r-e-(space)-a-(space)-c-a-v-e."* Continue for each word.

Lower level: Ask students for more information after checking the answer. Say: *"Number one,"* and have the students respond: *"explore a cave."* Say: *"What is she exploring?"* and have the students respond: *"She's exploring a cave."* 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 ever looked at the stars?"* *"Yes, I have."* / *"Has he ever caught fireflies?"* *"No, he hasn't."*

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. camp in the woods, 2. look at the stars 3. explore a cave, 4. walk on a beach, 5. catch fireflies, and 6. cook marshmallows.**
- 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: “*Have you ever...*” Elicit the response: “*Have you ever camped in the woods?*” Help them as necessary. Continue with each flashcard.
- Play the story on **track 63** 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.)
- Play the story on **track 63** 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 workbook 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 talk about past experiences
- prepare for and participate in a communicative activity with other students

Materials

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

Vocabulary Review 5 min.

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

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 64** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: "*What does Jeff say?*" Elicit the response: "*Have you ever camped in the woods?*"
- Complete the activity as a class.

Script



Listen and write.

Frame 1.

Jeff: I'm going camping in the woods this weekend. Have you ever camped in the woods?

Louie: Yes, I have. I camped in the woods last spring.

Jeff: I've never camped in the woods before. I'm excited to try it.

Louie: It's a lot of fun.

Frame 2.

Anna: I'm going to look at the stars tonight from the beach.

Have you ever done that?

Rachel: No, I haven't.

Anna: You should come with me to the beach tonight.

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 images, 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 outside. They are talking about camping.** 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 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. Listen and mark. 5 min.

- **SB/CD** Focus students' attention on part C in the Listening section on **page 67**. Read question 1 as a class: "*Number one: What will Jeff do this weekend?*"
- Call on students individually to read questions 2 and 3.
- Play **track 65** and tell students to mark the correct answers.
- Review the answers as a class.

Script



Listen and mark.

1. What will Jeff do this weekend?

- a. He will go camping at the beach.
- b. He will explore a cave.
- c. He will go camping in the woods.
- d. He will look at the stars from the beach.

2. What has Louie done?

- a. He has camped in the woods.
- b. He has walked on a beach.
- c. He has explored a cave.
- d. He has looked at the stars from the beach.

3. What has Rachel never done?

- a. She has never caught fireflies.
- b. She has never camped in the woods.
- c. She has never walked on a beach.
- d. She has never looked at the stars from the beach.

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

- **WB** Tell students to look at the activities on **page 39** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Choose and rewrite** 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 workbook 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)

make a campfire	set up a tent
get lost	read a compass

Review / Expansion Structure

- Have you ever set up a tent?
- Yes, I have. / No, I haven't.

Materials

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

Vocabulary and Grammar Structure

Review 5 min.

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

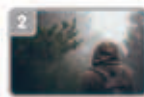
Vocabulary+ Introduction 5 min.

- **FC** 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 phrase for each picture on the flashcards. Help as needed (e.g. say the first word of the phrase

Vocabulary+

Listen and write. 

make a campfire set up a tent get lost read a compass



set up a tent

get lost

read a compass

make a campfire

Speaking

A Ask and answer.

Guide

Have you ever **set up a tent**?

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

Have you ever _____ ?



B Do the ends of the questions go up or down? 

Have you ever camped in the woods?

Yes, I have.

Have you ever caught fireflies?

No, I haven't.

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 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: "*Set up a tent.*"
 2. Point to picture 2 and ask: "*What is it?*" Elicit the response: "*Get lost.*"
- Play **track 66** and ask the students to write each phrase they hear. Pause the audio after each phrase in order to give the students enough time to write.

Script



Listen and write.

1. set up a tent
2. get lost
3. read a compass
4. make a campfire

Writing

A Match and write.

Louie: Have you ever ① camped in the woods?
 Jeff: No, I haven't.
 Anna: Have you ever ② lost in the woods at night?
 Rachel: No, I haven't.
 Jeff: Have you ever ③ set up a tent to sleep in?
 Louie: Yes, I have.
 Rachel: Have you ever ④ read a compass to find your way?
 Anna: Yes, I have.



Tip Remember to use the correct form of the verb. For example: I have lost my keys. I have not lost my keys.

B Choose and rewrite.

camp in the woods	catch fireflies	cook marshmallows
read a compass	make a campfire	set up a tent

Jeff has never ① camped in the woods. He's never ② set up a tent and slept in it at night. He's never ③ made a campfire to keep warm and cook food with. He's eaten marshmallows before, but he's never ④ cooked marshmallows over a campfire. He's never ⑤ read a compass to see where he's going. He's never ⑥ caught fireflies in a jar. He's going camping in the woods this weekend, and he wants to do all of these things.

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

• (Optional) Level Tip:

Higher level: **FC** Put the flashcards for the phrases **set up a tent**, **get lost**, **read a compass**, and **make a campfire** 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 phrase on the board under the corresponding flashcard. Allow them to bring their student book with them for reference, if necessary.

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

Point to picture 1 and ask: "How do you spell 'set up a tent'?" Elicit the response: "s-e-t-(space)-a-(space)-t-e-n-t."

Point to picture 2 and ask: "How do you spell 'get lost'?" Elicit the response: "g-e-t-(space)-l-o-s-t."

Point to picture 3 and ask: "How do you spell 'read a compass'?" Elicit the response: "r-e-a-d-(space)-a-(space)-c-o-m-p-a-s-s."

Point to picture 4 and ask: "How do you spell 'make a campfire'?" Elicit the response: "m-a-k-e-(space)-a-(space)-c-a-m-p-f-i-r-e."

Speaking I. Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 68**. Read the dialogue in the illustration together: "Have you ever set up a tent?" Read the response together: "Yes, I have." "No, I haven't."
- Explain to students that they will complete the dialogue by pointing at different activities in the picture. Hold up a flashcard of one of the phrases in the illustration, for example *make a campfire*, and ask the students to point to the campfire in the illustration in their book. Then ask: "Have you ever made a campfire?" Elicit the response: "Yes, I have." "No, I haven't."
- 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.

Speaking II. Do the ends of the questions go up or down? 5 min.

- SB/CD** Ask students to open their books to **page 68**. Direct their attention to part B at the bottom of the page. Before you play the audio, tell students to think about if they hear ends of the questions go up or down.
- Play **track 67** and review the answers as a class.

(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 workbook 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.**

- **FG** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 9** together.
- Pick one of the flashcards randomly. Look at it and show students. Explain that you will ask a question about the item on the flashcard and they will answer. For example, if the flashcard you selected randomly is for the phrase “catch fireflies,” elicit the question: “*Have you ever caught fireflies?*” Elicit the response: “*Yes, I have.*” “*No, I haven’t.*”

- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different phrases 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. Match and write. **10 min.**

- **SB** Have students look at part A at the top of **page 69**.
- Point to number 1 and read together: “*Have you ever (blank) in the woods?*” Tell students to look at the pictures to help them fill in the blank: “*Have you ever camped in the woods?*”
- Tell students to match the sentence with each picture. Tell them to put the correct number in each box.
- Complete the activity together 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. Choose and rewrite. **10-15 min.**

- **SB** Ask the students to look at part B on **page 69**.
- Point to number 1 and read together: “*Jeff has never (blank).*” Tell students to use the phrases in the box to fill in the blanks: “*Jeff has never camped in the woods.*”
- Complete the activity as a class.

Writing Tip: Punctuation **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 correct punctuation: comma (,) apostrophe (') period (.) / Yes, I have. / No, I haven't.**
- Use your native language to explain this, if necessary. Ask the students to practice writing different types of punctuation 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: “*No, I haven't.*”

(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 **look at the stars**. Example: *"Has she ever looked at the stars?"*
- 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.

- **FG** Show students the flashcards from **unit 9** and say: “*Have you ever (blank)?*” Tell students to make sentences using each flashcard.
- Ask students if they know what “coastal” and “exist” 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 redwood and giant sequoia trees.

CLIL Reading: Geography: Giant Trees 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 68**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the

CLIL Geography

A Listen and read.

Giant Trees

Redwood and giant sequoia trees are the tallest trees in the world. Many of them are over 100 meters tall. Redwood trees are located in the coastal area of northern California, USA. Giant sequoias, which are similar to redwoods, are also found in California. Some of these trees are over 2,700 years old. There are national parks where you can see these ancient trees. You can camp in a tent there, hike through the forest, and even explore caves. You should bring a compass so you don’t get lost. These trees don’t exist anywhere else in the world. If you ever have a chance, you should come see these unique and amazing trees.

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.

- **SB** Tell students to look at part B on **page 71**.
- Read question 1 aloud together as a class: “*How tall can these giant trees be?*” 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: “*They can be over 100 meters.*”
- Complete the activity as a class.

Has She Packed Her Luggage?

Lesson 1

Unit Objectives

- Discuss travel preparations
- Check completion of tasks

Lesson Objectives

Students will be able to:

- ask and answer questions about completion of tasks
- use present perfect tense and past participles

Vocabulary (Key words 1)

rent a car	make a shopping list	book the hotel
pack your luggage	buy the ticket	check your passport

Core Structure

- Ask and answer questions using the present perfect tense and past participles

Q: Has she bought the ticket?

A: Yes, she has (bought the ticket). /
No, she hasn't (bought the ticket).

Materials

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

Vocabulary Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 72**.
- Ask students to repeat after you as you say the 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

UNIT 10

Has She Packed Her Luggage?

Vocabulary

Listen and number.

rent a car

make a shopping list

book the hotel

pack your luggage

buy the ticket

check your passport

Language

Ask and answer.

Has she bought the ticket?

Yes, she has.
No, she hasn't.

Linked Story

Watch and answer.

See page 88 for full transcript.

1. What is a great way to relax and spend time with family and friends?

2. What should you make before you travel?

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

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 69**. After playing **track 69**, check the answers together as a class by calling out the number: "**Number one**," and have students say the corresponding expression: "**pack your luggage**."

Script



Listen and number.

1. pack your luggage
2. buy the ticket
3. check your passport
4. book the hotel
5. rent a car
6. make a shopping list

Listening

A Listen and write.



Rachel: Are you going on vacation soon?
Anna: Yes, I am. I'm going to stay at a hotel near a beach.

Rachel: Cool. Have you booked?
Has Rachel yet? ?

Anna: Yes, I have.



Jeff: Are you going on vacation soon?
Louie: Yes, I am. I'm traveling by plane to another country.

Jeff: Have you bought
the tickets? ?

Louie: Yes, I have.

B Say and act.

C Mark true or false.

- ☒ true ☐ false
- ☐ true ☒ false
- ☒ true ☐ false

"Yes, she has." "No, she hasn'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 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 to access the music video.
- Play the audio that goes along with **track 70**. 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 a great way to relax and spend time with family and friends?" "Taking a vacation somewhere is a great way to relax and spend time with family and friends."
- Tell students to answer question 2.

Script

Vacation

70

Have you ever traveled anywhere for vacation? Taking a vacation somewhere is a great way to relax and spend time with family or friends. But you have to do some work to prepare for a vacation. It's a good idea to make a checklist of the things you need to do before you travel. Then you can make sure you are ready. Have you packed your luggage? Have you bought the ticket? Have you booked the hotel? Have you rented a car? Have you made a shopping list? Have you checked your passport? Make sure you do all of these things before you travel. Also, make sure the people you're traveling with have done the same. Then you can enjoy your vacation.

(Optional) Level Tip:

Higher level: Ask students to spell each phrase after checking the answer. Say: "Number one," and have the students respond: "pack your luggage." Say: "How do you spell 'pack your luggage'?" and have the students respond: "p-a-c-k-(space)-y-o-u-r-(space)-l-u-g-g-a-g-e." Continue for each word.

Lower level: Ask students for more information after checking the answer. Say: "Number one," and have the students respond: "pack your luggage." Say: "What do you pack?" and have the students respond: "Your luggage." 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: "Has she bought the ticket?" "Yes, she has." "No, she hasn'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: Has she packed her luggage?"

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. pack your luggage, 2. buy the ticket, 3. book the hotel, 4. rent a car, 5. make a shopping list, and 6. check your passport.**
- 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 we make sure we are ready to travel?"* Elicit the response: *"Have you (blank)?"* Help them as necessary. Continue with each flashcard.
- Play the story on **track 70** 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.)
- Play the story on **track 70** 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 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 workbook 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 describe something they do before a trip. Call on a few students and ask them to share, in English.
- Ask the students to draw, color, and write the name of the thing they do 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 travel preparation
- prepare for and participate in a communicative activity with other students

Materials

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

Vocabulary Review 5 min.

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

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 71** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: *"What does Rachel say?"* Elicit the response: *"Have you booked the hotel yet?"*
- Complete the activity as a class.

Script



Listen and write.

Frame 1.

Rachel: Are you going on vacation soon?

Anna: Yes, I am. I'm going to stay at a hotel near the beach.

Rachel: Cool. Have you booked the hotel yet?

Anna: Yes, I have.

Frame 2.

Jeff: Are you going on vacation soon?

Louie: Yes, I am. I'm traveling by plane to another country.

Jeff: Have you bought the tickets?

Louie: Yes, I have.

Listening III. Mark true or false. 5 min.

- **SB/CD** Focus students' attention on part C in the Listening section on **page 73**.
- Play **track 72** and tell students to mark true or false.
- Review the answers as a class.

Script



Mark true or false.

1. Anna has booked the hotel.
2. Louie is going to travel by train.
3. Louie has booked the tickets.

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

- **WB** Tell students to look at the activities on **page 43** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Choose and rewrite** 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 workbook 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 images, 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 the school. They are talking in the rain.** 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 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)

get the visa	plan the trip
charge the camera	learn useful phrases

Review / Expansion Structure

- Have you charged the camera?
- Yes, I have charged the camera. / No, I haven't charged the camera.

Materials

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

Vocabulary and Grammar Structure

Review 5 min.

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

Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 74**.
- Ask students to repeat after you as you say the 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

Vocabulary+ Listen and write.

get the visa plan the trip charge the camera learn useful phrases



plan the trip



charge the camera



learn useful phrases



get the visa

Speaking

A Ask and answer.

Guide Have you charged the camera? Yes, I have charged the camera. No, I haven't charged the camera.



B Can you hear the different endings?

1. /t/ bought, booked, checked, packed
2. /d/ made, charged, planned, learned
3. /ɪd/ rented, visited, started, ended

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: "Plan the trip."
 2. Point to picture 2 and ask: "What is it?" Elicit the response: "Charge the camera."
- Play **track 73** and ask the students to write the phrases they hear. Pause the audio after each phrase in order to give the students enough time to write.

Script



Listen and write.

1. plan the trip
2. charge the camera
3. learn useful phrases
4. get the visa

Writing

A Look and write.



A: Has she packed her luggage ?
B: Yes, she has packed her luggage.



A: Have you charged the camera ?
B: No, I haven't charged the camera.

Tip

Don't forget to plan the trip!

B Choose and rewrite.

charge the camera	buy the tickets	make a shopping list
rent a car	book the hotel	pack her luggage

Anna is going on vacation with her family soon. They'll stay at a hotel near the beach. Her father has ① booked the hotel. They'll take the train to the beach. Her mother has ② bought the tickets for the train. Once they arrive, they'll use a rental car. Her father has already ③ rented a car online. Anna likes to hang out at the beach. She needs to bring the right clothes. She hasn't ④ packed her luggage yet, but she'll do it soon. Anna also likes taking pictures. She has ⑤ charged the camera, so she can take lots of pictures without worrying about the battery. Anna wants to buy some small gifts for her friends. She has ⑥ made a shopping list, so she can remember what to buy. She is almost ready to go.

- After the students have finished writing all four of the new vocabulary items, call on individual students and ask them how to spell each phrase.
- (Optional) Level Tip:**
Higher level: FC Put the flashcards for the phrases **plan the trip**, **charge the camera**, **learn useful phrases**, and **get the visa** in a random order on the board. Ask students how to spell the phrases. Have them come to the front of the class and write the phrases 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 'plan the trip'?" Elicit the response: "p-l-a-n-(space)-t-h-e-(space)-t-r-i-p."
Point to picture 2 and ask: "How do you spell 'charge the camera'?" Elicit the response: "c-h-a-r-g-e-(space)-t-h-e-(space)-c-a-m-e-r-a."

Point to picture 3 and ask: "How do you spell 'learn useful phrases'?" Elicit the response: "l-e-a-r-n-(space)-u-s-e-f-u-l-(space)-p-h-r-a-s-e-s."

Point to picture 4 and ask: "How do you spell 'get the visa'?" Elicit the response: "g-e-t-(space)-t-h-e-(space)-v-i-s-a."

Speaking I. Ask and answer. 10-15 min.

- SB / FC** Direct the students' attention to the illustration at the bottom of **page 74**. Read the dialogue in the illustration together: "Have you charged the camera?" Read the responses together: "Yes, I have charged the camera." "No, I haven't charge the camera."
- 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 phrases in the illustration, for example *plan the trip*, and ask the students to point to the checklist. Then say: "Have you planned the trip?" Elicit the response: "Yes, I have planned the trip." "No, I haven't planned the trip."
- 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.

Speaking II. Can you hear the different endings? 5 min.

- SB / CD** Ask students to open their books to **page 74**. Direct their attention to part B at the bottom of the page. Before you play the audio, tell students say the words and to listen if they can hear the different endings.
- Play **track 74** and review the answers as a class.

(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 workbook 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 “learn useful phrases,” elicit the question: “*Have you learned useful phrases?*” Elicit the response: “*Yes, I have learned useful phrases.*” “*No, I haven’t learned useful phrases.*”

- After you have demonstrated how the game is played, call students up to the front of the classroom to mime the different phrases 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: “*Has she (blank)?*” “*Yes, (blank).*”
- Tell students to look at the picture to help them fill in the blanks. Read the answers together: “*Has she packed her luggage?*” “*Yes, she has packed her luggage.*”
- Tell students to match the sentence with each picture. Tell them to put the correct number in each box.
- Complete the activity together 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. Choose and rewrite.

10-15 min.

- **SB** Ask the students to look at part B on **page 75**.
- Point to number 1 and read it together: “*Her father has (blank).*” Tell students to use the phrases in the box to fill in the blank: “*Her father has booked the hotel.*”
- Complete the activity as a class.

Writing Tip: has/have **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: **have (not) = I, you, we, they / has (not) = he, she, it**
- Use your native language to explain this, if necessary. Ask the students to practice writing **have (not)** and **has (not)** 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 has charged the camera.*”

(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 **get the visa**. Example: *"Have you gotten the visa?"*
- 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” math 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: “*Has he/she (blank)?*” Tell students to make sentences using each flashcard.
- Ask students if they know what “approximately” and “average” 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 A380 airplane.

CLIL Reading: Math: King of the Skies: The A380 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 75**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the

CLIL Math

A Listen and read.

King of the Skies: The A380

Have you been to an airport before? Have you taken an airplane? What is the largest airplane you have ever seen?

The A380 is one of the largest airplanes in the world. It weighs **approximately** 560,000 kilograms, and it can carry up to 853 people.

The top speed of the A380 is 1,020 kilometers per hour, but it usually flies at approximately 900 kilometers per hour.

People usually fly on an A380 when they are traveling a very long distance. The distance between Tokyo and San Francisco is approximately 8,280 kilometers. If you traveled at an average speed of 900 kilometers per hour, how long would it take?

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.

- **SB** Tell students to look at part B on **page 77**.
- Read question 1 aloud together as a class: “*What is the average speed of the A380?*” 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: “*It’s 900 km/h.*”
- Complete the activity as a class.



1. What is the average speed of the A380?

☐ It's 853 km/h.

☒ It's 900 km/h.

☐ It's 1,020 km/h.

2. What do you think the word **approximately** means?
- ☐ exactly
- ☒ close to
- ☐ far from

1. The A380 can carry a maximum of 855 passengers.
2. The A380 weighs about 540,000 kilograms.

What is another kind of transportation you have traveled on? What did you think about it?

Do you want to read more?
Scan and read.



10

- Ask them to draw a small picture of the transportation.

5-10 min.

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

3-5 min.

- **WB** Tell students to look at the activities on **page 45** in the workbook. Explain how to complete the **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 workbook on the top of **page 45**. (**Note: Allow them to write this in their native language, if necessary.)

5 min.

- **SB** Tell students to look at part C on **page 77**.
- Read question 1 aloud together as a class: *"The A380 can carry a maximum of (blank) passengers"*. Ask students to think for a moment about what word goes in the blank. Ask students to volunteer to give the correct answer: *"853."*
- Complete the activity as a class.

10 min.

- Talk with students about different kinds of transportation.
- Ask students to talk with their friends about another kind of transportation they have traveled on. Ask them to describe what they thought of it. Explain that it is OK if they think of something that isn't from **unit 10** 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 talk about a kind of transportation, in English.

Teacher's Note

If You Recycle, You'll Help the Earth

Lesson 1

Unit Objectives

- Talk about activities related to community service
- Discuss how to protect the environment

Lesson Objectives

Students will be able to:

- use first conditional *if* clauses

Vocabulary (Key words 1)

do volunteer work	learn first aid	donate clothes
clean up the streets	plant a garden	help the homeless

Core Structure

- Use first conditional *if* clauses
If you clean up the streets, you'll help your community.

Materials

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

Vocabulary Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 78**.
- Ask students to repeat after you as you say the 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

UNIT
11

If You Recycle, You'll Help the Earth

Vocabulary

Listen and number.



do volunteer work



learn first aid



donate clothes



clean up the streets



plant a garden



help the homeless

Language

Say and respond.



If you clean up the streets, you'll help your community.

If you learn first aid, you'll help people.



Linked Story

Watch and answer.



1. How can you help make your community cleaner?
I can clean up the streets.

2. How can you help do something that needs to be done in your community?
I do volunteer work. I can help do something that needs to be done in my community.



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

Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 78**. Direct their attention to the vocabulary items on the page. Ask the students to take out a pencil. Tell them to listen to the audio and number the vocabulary items in their book according to the **Listen and number** part. Play **track 76**. After playing **track 76**, check the answers together as a class by calling out the number: "**Number one,**" and have students say the corresponding vocabulary word: "**clean up the streets.**"

Script



Listen and number.

1. clean up the streets
2. donate clothes
3. learn first aid
4. help the homeless
5. plant a garden
6. do volunteer work

Listening

A Listen and write.



Teacher: We're going to do community service. If we do volunteer work, we'll help our community. What should we do?

Rachel: If we clean up the streets, we'll help our community be cleaner.

Anna: Yes, and if we plant a garden, we'll help the environment.



Teacher: What else should we do?

Jeff: I think we should help the homeless.

If we help the homeless, they'll have food to eat.

Louie: Yes, good idea.

B Say and act.

C Listen and mark.

1. What will help the community be cleaner?



2. What will help the environment?



3. What will happen if you help the homeless?



• (Optional) Level Tip:

Higher level: Ask students to make the sound for each word after checking the answer. Say: "Number one," and have the students respond: "clean up the streets." Say: "How do you spell 'clean up the streets'?" and have the students respond: "c-l-e-a-n-(space)-u-p-(space)-s-t-r-e-e-t-s." Continue for each word.

Lower level: Ask students for more information after checking the answer. Say: "Number one," and have the students respond: "clean up the streets." Say: "What do we clean up?" and have the students respond: "We clean up the streets." 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: "If you clean up the streets, you'll help your community." "If you learn first aid, you'll help people."
- Use the grammar structure to through each

numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: "Number one: If you clean up the streets, you'll help your community."

- 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 to access the music video.
- Play the audio that goes along with **track 77**. 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 can you help make your community cleaner?" "I can clean up the streets."
- Tell students to answer question 2.

Script



Community Service

There are many ways you can help your community to be a better place. If you clean up the streets, you'll help your community. It'll be a cleaner place. If you do volunteer work, you'll help do something that needs to be done. It could be helping to build a school or visiting lonely, old people. If you donate clothes, you'll help someone who needs them. If you help the homeless, they'll have food to eat. If you plant a garden, you'll help the environment. If you learn first aid, you'll be able to help someone who is injured. There are many ways to serve your community. Which way do you think is 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. clean up the streets, 2. do volunteer work, 3. donate clothes, 4. help the homeless, 5. plant a garden, and 6. learn first aid.**
- 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 can you help (blank)?"* Elicit: *"If you (blank), you'll help (blank)."* Help them as necessary. Continue with each flashcard.
- Play the story on **track 77** 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.)
- Play the story on **track 77** 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 workbook 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 phrases to describe what they have done to help someone. Call on a few students and ask them to share, in English.
- Ask the students to draw, color, and write the name of thing they did on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

Lesson 2

Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to discuss activities related to community service
- 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 78** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: *"What does the teacher say?"* Elicit the response: *"If we do volunteer work, we'll help our community."*
- Complete the activity as a class.

Script



Listen and write.

Frame 1.

Teacher: We're going to do community service. If we do volunteer work, we'll help our community. What should we do?

Rachel: If we clean up the streets, we'll help our community be cleaner.

Anna: Yes, and if we plant a garden, we'll help the environment.

Frame 2.

Teacher: What else should we do?

Jeff: I think we should help the homeless. If we help the homeless, they'll have food to eat.

Louie: Yes, good idea.

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 images, 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 outside. They are talking to their teacher.** 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 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. Listen and mark. 5 min.

- **SB/CD** Focus students' attention on part C in the Listening section on **page 79**. Read question 1 as a class: *"Number one: What will help the community be cleaner?"*
- Call on students individually to read questions 2 and 3.
- Play **track 79** and tell students to mark the correct answers.
- Review the answers as a class.

Script



Listen and mark.

1. What will help the community be cleaner?

- a. doing volunteer work
- b. planting a garden
- c. cleaning up the streets
- d. helping the homeless

2. What will help the environment?

- a. planting a garden
- b. helping the homeless
- c. cleaning up the streets
- d. doing volunteer work

3. What will happen if you help the homeless?

- a. They'll be clean.
- b. They'll have work to do.
- c. They'll help the community.
- d. They'll have food to eat.

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

- **WB** Tell students to look at the activities on **page 47** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Choose and rewrite** 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 workbook on **page 47**. (**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)

recycle bottles	reduce food waste
reuse paper	use public transportation

Review / Expansion Structure

- If you reuse paper, you'll protect the environment.

Materials

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

Vocabulary and Grammar Structure


Review 5 min.

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

Vocabulary+ Introduction 5 min.

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

Vocabulary+

Listen and write. 



Speaking

A Say and respond.

Guide If you **reuse paper**, you'll **protect the environment**.
If you **recycle bottles**, you'll **help the earth**.



B Do the parts of the sentences go up or down? 

If you clean up the streets, you'll help the community be clean.
If you reuse paper, you'll protect the environment.

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: "*Reuse paper.*"
2. Point to picture 2 and ask: "*What is it?*" Elicit the response: "*Recycle bottles.*"
- Play **track 80** and ask the students to write each phrase they hear. Pause the audio after each phrase in order to give the students enough time to write.

Script



Listen and write.

1. reuse paper
2. recycle bottles
3. use public transportation
4. reduce food waste

Writing



A Match and write.

Rachel: How can we help our community?
 Louie: If we **1 clean up the streets**, we'll help our community be clean.
 Rachel: If we **2 reuse paper**, we'll help people who need clothes.
 Jeff: How can we protect the environment?
 Anna: If we **3 recycle bottles**, we'll protect the environment.
 Jeff: Also, if we **4 use public transportation** and not drive, it'll be good for the environment.



B Choose and rewrite.

clean up the streets	use public transportation
reduce food waste	do volunteer work
recycle bottles	reuse paper

Rachel loves to help her community. She often **1 does volunteer work**. For example, she helps pick up trash. She knows that if she **2 cleans up the streets**, it'll help her community be clean. She also does things to protect the environment. She knows that if she **3 recycles bottles** and other things, she'll help the environment. When she needs to go somewhere, she rides her bike or **4 uses public transportation**. And she doesn't throw paper away. She thinks of ways to **5 reuse paper**. She also tries to eat all of her food. She knows that if she **6 reduces food waste**, it'll be good for the environment, too.

- 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 item.
- (Optional) Level Tip:**
Higher level: FC Put the flashcards for the phrases **reuse paper**, **recycle bottles**, **use public transportation**, and **reduce food waste** 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 phrase on the board under the corresponding flashcard. Allow them to bring their student book with them for reference, if necessary.
Lower level: Ask students to read the spelling of each phrase from their book.
 Point to picture 1 and ask: "How do you spell 'reuse paper'?" Elicit the response: "r-e-u-s-e-(space)-p-a-p-e-r."
 Point to picture 2 and ask: "How do you spell 'recycle bottles'?" Elicit the response: "r-e-c-y-c-l-e-(space)-b-o-t-t-l-e-s."
 Point to picture 3 and ask: "How do you spell 'use public transportation'?" Elicit the response: "u-s-e-(space)-p-u-b-l-i-c-(space)-t-r-a-n-s-p-o-r-t-a-t-i-o-n."

Point to picture 4 and ask: "How do you spell 'reduce food waste'?" Elicit the response: "r-e-d-u-c-e-(space)-f-o-o-d-(space)-w-a-s-t-e."

Speaking I. Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 80**. Read the dialogue in the illustration together: "If you reuse paper, you'll protect the environment." "If you recycle bottles, you'll help the earth."
 Explain to students that they will complete the dialogue by pointing at different activities in the picture. Hold up a flashcard of one of the phrases in the illustration, for example **reduce food waste**, and ask the students to point to the activity in the illustration in their book. Elicit: "If you reduce food waste, you'll help the earth."
 Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the activities in the illustration on **page 80**. Have B answer. Then have them switch.

Speaking II. Do the parts of the sentences go up or down? 5 min.

- SB/CD** Ask students to open their books to **page 80**. Direct their attention part B at the bottom of the page. Before you play the audio, tell students to listen if they hear parts of the sentence go up or down.
- Play **track 81** and review answer as a class.

(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 workbook 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.**

- **FG** 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 phrase “use public transportation,” elicit: *“If you use public transportation, you’ll protect the environment.”*

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

- **SB** Have students look at part A at the top of **page 81**.
- Point to number 1 and read it together: *“If we (blank), we’ll help our community be clean.”*
- Tell students to look at each picture to help them fill in the blank: *“If we clean up the streets, we’ll help our community be clean.”*
- Tell students to match the sentence with each picture. Tell them to put the correct number in each box.
- Complete the activity together 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. Choose and rewrite. **10-15 min.**

- **SB** Ask the students to look at part B on **page 81**.
- Point to number 1 and read it together: *“She often (blank).”* Tell students to use the phrases in the box to fill in the blank: *“She often does volunteer work.”*
- Complete the activity as a class.

Writing Tip: you’ll **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: **you’ll = you will**
- Explain what contractions are to students. (Use your native language to explain this, if necessary.) Ask the students to practice writing **you’ll** 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: *“If you clean up the streets, you’ll help your community.”*

(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 **do volunteer work**. Example: *"If you do volunteer work, you'll help people."*
- 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.

- **FG** Show students the flashcards from **unit 11** and say: “If you (blank), you’ll help (blank).” Tell students to make sentences using each flashcard.
- Ask students if they know what “harmful,” “carbon dioxide,” and “survive” 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 global warming.

CLIL Reading: Science: Global Warming 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 82**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the

Global Warming

A lot of the energy we use produces harmful gases. Gases like carbon dioxide cause the earth’s temperature to rise. This is called global warming. Within the next 100 years, scientists think the earth’s temperature will rise approximately 2°C. Everyone can help with this problem, though. If you drive an electric car, you’ll help reduce global warming. One gasoline-powered car makes approximately 4.7 tons of carbon dioxide per year. If you plant trees, you’ll help the earth. Oxygen is a good gas that most life on our planet needs to survive. A single tree produces about 118 kilograms of oxygen per year. What else can you do to help solve this problem?

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.

- **SB** Tell students to look at part B on **page 83**.
- Read question 1 aloud together as a class: “How can you help reduce global warming?” 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: “You can drive an electric car.”
- Complete the activity as a class.



He Should Have Eaten Slowly

Lesson 1

Unit Objectives

- Talk about the proper way of doing things

Lesson Objectives

Students will be able to:

- use the modal auxiliary: *should have* and past participles

Vocabulary (Key words 1)

follow the instructions	study hard	eat slowly
stretch before the game	check the weather	leave home early

Core Structure

- Ask and answer questions using *should have*

Q: What should you have done?

A: I should have left home earlier. /
I shouldn't have eaten so quickly.

Materials

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

Vocabulary Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 84**.
- Ask students to repeat after you as you say the 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

UNIT 12

He Should Have Eaten Slowly

Vocabulary

Listen and number.

1

2

3

follow the instructions

study hard

eat slowly

4

5

6

stretch before the game

check the weather

leave home early

Language

Ask and answer.

What should you have done?

I should have left home earlier.

Linked Story

Watch and answer.

• See page 99 for full transcript.

1. What should you have done if you failed a test?

I should have studied harder.

2. What should you have done if you were late for school?

I should have left home earlier.

as needed (e.g. tell them what letter the phrase 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 audio for the **Listen and number** part. Play **track 83**. After playing **track 83**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary phrase: "*eat slowly.*"

Script



Listen and number.

1. eat slowly
2. stretch before the game
3. study hard
4. check the weather
5. follow the instructions
6. leave home early

Listening

A Listen and write.



Anna: Rachel, what happened? You're all wet.

Rachel: Yes. I was walking to school, and suddenly it started raining.

Anna: You should have checked the weather before leaving home.

Rachel: Yes, you're right. I should have checked the weather. I will do that next time.



Teacher: Jeff, what happened? Why are you late for school today?

Jeff: I'm sorry. I left home late today.

Teacher: OK, what should he have done, class?

Louie: He should have left home earlier.

Jeff: Yes, you're right. I'll leave home earlier next time.

B Say and act.

C Mark true or false.

1. ☐ true ☐ false
2. ☐ true ☐ false
3. ☐ true ☐ false

• (Optional) Level Tip:

Higher level: Ask students to spell each phrase after checking the answer. Say: "Number one," and have the students respond: "eat slowly." Say: "How do you spell 'eat slowly'?" and have the students respond: "e-a-t-(space)-s-l-o-w-l-y." Continue for each phrase.

Lower level: Ask students for more information after checking the answer. Say: "Number one," and have the students respond: "eat slowly." Say: "How does he eat?" and have the students respond: "He eats slowly." 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 should you have done?" "I should have left home earlier."
- 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 should you have done?" "I should have eaten 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 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 to access the music video.
- Play the audio that goes along with **track 84**. 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 should you have done if you failed a test?" "I should have studied harder."
- Tell students to answer question 2.

Script



Learning from Mistakes

Sometimes we make mistakes, and that's OK. But you must learn from your mistakes. Think about what you should do next time. Have you ever left home without an umbrella and then it started raining? What should you have done? You should have checked the weather. Have you ever been late for school? What should you have done? You should have left home earlier. Have you ever failed a test? You should have studied harder. Have you ever gotten a stomachache after eating too fast? You should have eaten slowly. Have you ever pulled a muscle while playing sports? You should have stretched before the game. Have you ever done your homework the wrong way? You should have followed the instructions. Make sure you learn from your mistakes and think about how you should do things next 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. check the weather, 2. leave home early, 3. study hard, 4. eat slowly, 5. stretch before the game, and 6. follow the instructions.**
- 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: *"Have you ever left home without an umbrella and then it started raining? What should you have done?"* Elicit the response: *"You should have checked the weather."* Help them as necessary. Continue with each flashcard.
- Play the story on **track 84** 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.)
- Play the story on **track 84** 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 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 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 phrases to describe something they should have done. Call on a few students and ask them to share, in English.
- Ask the students to draw, color, and write what they should have done 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 talk about the proper way of doing things
- 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 85** and ask students to read along and to write what they hear.
- Check the answer as a class. Ask: *"What does Anna say?"* Elicit the response. *"You should have checked the weather before leaving home."*
- Complete the activity as a class.

Script



Listen and write.

Frame 1.

Anna: Rachel, what happened?
You're all wet.

Rachel: Yes. I was walking to school,
and suddenly it started
raining.

Anna: You should have checked
the weather before leaving
home.

Rachel: Yes, you're right. I should
have checked the weather.
I will do that next time.

Frame 2.

Teacher: Jeff, what happened?
Why are you late for
school today?

Jeff: I'm sorry. I left home late
today.

Teacher: OK, what should he have
done, class?

Louie: He should have left home
earlier.

Jeff: Yes, you're right. I'll leave
home earlier next time.

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 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. Mark true or false. 5 min.

- **SB/CD** Focus students' attention on part C in the Listening section on **page 85**.
- Play **track 86** and tell students to mark true or false.
- Review the answers as a class.

Script



Mark true or false.

1. Anna got wet from the rain.
2. Rachel should have checked the weather before she left home.
3. Jeff should have left home earlier.

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

- **WB** Tell students to look at the activities on **page 51** in the workbook. Explain how to complete the **Listen and write** activity in part C and the **Choose and rewrite** 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 images, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: **They are in the classroom. They are talking about the weather.** Use your native language as

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 the password	stay up late
spend so much money	eat so quickly

Review / Expansion Structure

- What should he have done?
He shouldn't have eaten so quickly.

Materials

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

Vocabulary and Grammar Structure Review 5 min.

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

Vocabulary+ Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 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 phrase for each picture on the flashcards. Help as needed (e.g. say the first

Vocabulary+ Listen and write.

forget the password
spend so much money

stay up late
eat so quickly



eat so quickly



forget the password



stay up late



spend so much money

Speaking

A Ask and answer.

Guide What should he have done?
He shouldn't have eaten so quickly.



B How are the sounds put together?

1. What did you do?
2. What should you have done?
3. I should have checked the weather.

eat so quickly
forget the password
stay up late
spend so much money

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: "Eat so quickly."
 2. Point to picture 2 and ask: "What is it?" Elicit the response: "Forget the password."
- Play **track 87** and ask the students to write each phrase they hear. Pause the audio after each phrase in order to give the students enough time to write.

Script



Listen and write.

1. eat so quickly
2. forget the password
3. stay up late
4. spend so much money

Writing

A Look and write.



A: What should she have done?
B: She shouldn't have spent so much money.



A: I failed the test.
B: What should you have done?
A: I should've studied harder.



Remember: I should have / shouldn't have + verb + ing.

B Choose and rewrite.

check the weather	stretch before the game
study harder	eat so quickly
stay up late	leave home earlier

Louie had a bad day today. He woke up feeling very tired. He knew he shouldn't have ❶ stayed up late last night. This morning, he got to school late. He knew he should've ❷ left home earlier. Because he didn't have time for breakfast, he brought a sandwich and ate it as he walked quickly to school. It gave him a stomachache. He knew he shouldn't have ❸ eaten so quickly. On the way to school, it started raining, but he didn't have an umbrella. He knew he should've ❹ checked the weather. On his science test, he got a D. He knew he should've ❺ studied harder. While playing soccer, he pulled a muscle. He knew he should've ❻ stretched before the game. Louie knows he must learn from his mistakes so they don't happen again.

- 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 item.
- (Optional) Level Tip:**
Higher level: **FC** Put the flashcards for the phrases **eat so quickly**, **forget the password**, **stay up late**, and **spend so much money** in a random order on the board. Ask students how to spell the phrases. Have them come to the front of the class and write the phrase on the board under the corresponding flashcard. Allow them to bring their student book with them for reference, if necessary.
Lower level: Ask students to read the spelling of each phrase from their book.
Point to picture 1 and ask: "How do you spell 'eat so quickly'?" Elicit the response: "e-a-t-(space)-s-o-(space)-q-u-i-c-k-l-y."
Point to picture 2 and ask: "How do you spell 'forget the password'?" Elicit the response: "f-o-r-g-e-t-(space)-t-h-e-(space)-p-a-s-s-w-o-r-d."
Point to picture 3 and ask: "How do you spell 'stay up late'?" Elicit the response: "s-t-a-y-(space)-u-p-(space)-l-a-t-e."

Point to picture 4 and ask: "How do you spell 'spend so much money'?" Elicit the response: "s-p-e-n-d-(space)-s-o-(space)-m-u-c-h-(space)-m-o-n-e-y."

Speaking I. Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 86**. Read the dialogue in the illustration together: "What should he have done?" Read the response together: "He shouldn't have eaten so quickly."
- Explain to students that they will complete the dialogue by pointing at different scenes in the picture. Hold up a flashcard of one of the phrases in the illustration, for example *stay up late* and ask the students to point to the first scene in the illustration in their book. Then say: "What should he have done?" Elicit the response: "He shouldn't have stayed up late."
- 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 scenes in the illustration on **page 86**. Have B answer. Then have them switch.

Speaking II. How are the sounds put together? 5 min.

- SB/CD** Ask students to open their books to **page 86**. Direct their attention to part B at the bottom of the page. Before you play the audio, tell students to listen to how the sounds are put together.
- Play **track 88** and review the answers as a class.

(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 workbook 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.**

- **FG** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 12** together.
- Pick one of the flashcards randomly. Look at it and show students. Explain that 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 “forget the password,” elicit the question: “*What should you have done?*” Elicit the response: “*I shouldn’t have forgotten the password.*”

- 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 A together: “*What should she (blank)?*” “*She shouldn’t have (blank).*”
- Tell students to look at the picture to help them fill in the blank: “*What should she have done?*” “*She shouldn’t have spent so much money.*”
- Tell students to match the sentence with each picture. Tell them to put the correct number in each box.
- Complete the activity together 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. Choose and rewrite.

10-15 min.

- **SB** Ask the students to look at part B on **page 87**.
- Point to number 1 and read it together: “*He knew he shouldn’t have (blank) last night.*” Tell students to use a phrase from the box to fill in the blank: “*He knew he shouldn’t have stayed up last night.*”
- Complete the activity as a class.

Writing Tip: should’ve/shouldn’t have

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: **should’ve = should have / shouldn’t have = should not have**
- Explain to students what **should’ve** and **shouldn’t have** mean. Use your native language to explain this, if necessary.) Ask the students to practice writing **should’ve** and **shouldn’t have** under the “Tip” box.

- Point out to the students that they have already learned this in the grammar structure for this unit: *"He shouldn't have stayed up late."*

(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 **follow the instructions**. Example: *"I should have followed the instructions."*
- 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 12** and say: “*What should you have done?*” Tell students to make sentences using each flashcard.
- Ask students if they know what “tendon” and “ligament” 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 avoiding injuries.

CLIL Reading: Health: Avoiding Injuries 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 89**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the

Avoiding Injuries

Have you ever pulled a muscle while exercising or playing sports? You should have stretched before you exercised or played sports.

Humans have approximately 650 muscles and over 200 bones that are all **connected**. Tendons connect muscles to bones, and ligaments connect bones to other bones. Tendons and ligaments are similar. Tendons help muscles and bones move together. Ligaments help bones, mostly in your arms and legs, move together.

If a tendon or ligament breaks or tears, you won’t be able to move easily. This is why you should stretch before exercising or playing sports. It helps your tendons, ligaments, and muscles get ready to move quickly.

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.

- **SB** Tell students to look at part B on **page 89**.
- Read question 1 aloud together as a class: “*How many bones does the human body have?*” 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: “*It has more than 200.*”
- Complete the activity as a class.



1. How many bones does the human body have?

- You should stretch your legs before playing soccer or basketball or doing any kind of running.

1. You stretch before you exercise.
2. Tendons connect muscles to bones.

1. You stretch before you exercise.
2. Tendons connect muscles to bones.

What kinds of stretches should you do before you exercise? How do they help?

What kinds of stretches should you do before you exercise? How do they help?



Do you want to read more?
Scan and read.

- **SB** Tell students to look at part C on **page 89**.
- Read question 1 aloud together as a class: *"You (blank) before you exercise."* Ask students to think for a moment about what words go in the blank. Ask students to volunteer to give the correct answer: *"You should stretch before you exercise."*
- Complete the activity as a class.

- Talk with students about stretching.
- Ask students to talk with their friends about what kinds of stretches should be done before exercise. Ask them to describe how it helps. Explain that it is OK if they think of something that isn't from **unit 12** in the book.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.
- (**Note: You may allow students to discuss this in their native language, but they should be able to explain stretches, in English.)

- Ask them to draw a small picture of themselves stretching.

- 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 53** 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 workbook on the top of **page 53**. (**Note: Allow them to write this in their native language, if necessary.)

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.
- Play **audio track 90** and ask students to match and 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, you can read the words for them.

B Match and write. 10 min.

- **SB** Tell students to look at part B on **page 91**.
- Point to picture 1 and ask students: "What is it?" Elicit the response: "It's a tent." Then read number 1 aloud together as a class. 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 you can help your community. 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 helping their community.
- Monitor and provide assistance, if necessary.

D Read and rewrite. 5 min.

- **SB** Direct students' attention to part D on **page 92**.
- Point to number 1 and ask students to use the phrases in the box to fill in the blank: "He's never camped in the woods."
- Tell students to do the same for numbers 2 to 6.
- Go over the answers as a class.

A Listen, match, and write.

1.  a. get lost	 c. read a compass	 b. walk on a beach
2.  a. buy the ticket	 d. make a shopping list	 b. get the view
3.  c. reuse paper	 a. plant a garden	 d. help the homeless
4.  a. study hard	 c. finish the project	 b. eat slowly

D Read and rewrite.

charge the camera camp in the woods cook marshmallows

Jeff is going camping with his family. He's never camped in the woods. He loves eating marshmallows, but he's never cooked marshmallows over a fire. He's excited to try it. He's going to take many pictures, so he has charged the camera. Jeff can't wait to go!

use public transportation clean up the streets leave home earlier

Rachel wants to protect the environment and help her community. One way she helps is by taking the bus. She knows if she uses public transportation, she'll help the environment. But yesterday she missed the bus and was late getting to school. She knew she should have left home earlier. Another way Rachel helps is by cleaning up her community. She knows that if she cleans up the streets, she'll make the place better. Rachel knows these little things she does will all help.

E Correct and rewrite.

- Have you ever look at the stars in the night sky?
Have you ever looked at the stars in the night sky?
- Yes, she hasn't booked the hotel.
No, she hasn't booked the hotel.
- Has they learned any useful phrases?
Have they learned any useful phrases?
- If you have reduced food waste, you'll help the environment.
If you reduce food waste, you'll help the environment.
- I should check the weather before I left home.
I should have checked the weather before I left home.

B Match and write.

a. What should he have done?	b. Have you rented a car?
c. Have you ever set up a tent?	d. Yes, she has.
e. He should have stretched before the game.	f. recycle bottles, you'll protect the environment.

- 

_____ *Have you ever set up a tent?*
Yes, I have.
- 

Has she packed her luggage?
_____ *Yes, she has.*
- 

_____ *Have you rented a car?*
No, I haven't rented it.
- 

If you _____ *recycle bottles, you'll protect the environment.*
- 

What should he have done?
_____ *He should have stretched before the game.*
- 

_____ *What should he have done?*
He shouldn't have eaten so quickly.

C Think about how you can help your community. Then talk about it with a friend.

E Correct and rewrite. 5-10 min.

- SB Direct students' attention to part E on page 92.
- Point to number 1, read it together, and correct the sentence as a class: *"Have you ever looked at the stars in the night sky?"*
- Tell students to correct the sentences for numbers 2 to 5.
- 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 the student to draw the vocabulary item on the board. Remind them that they cannot speak or write words, and that they must draw their own picture.
- Tell team 1 to guess what the vocabulary 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 act out the word or phrase. You cannot speak or write words. 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.

F Play the game.

REVIEW
3



Make two teams.



Look at a flashcard.



Start the timer, act out the picture, and guess.



Make a sentence and get a point. Take turns.

You will need:

1. Big Show 6 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. _____

Memo