

Features

- Systematic coverage of content aligned with CEFR standards
- Inclusion of thematically-linked CLIL readings in each unit
- Integrated multimedia content, including animated songs, readers, and audio
- Engaging activities covering all four language skill areas
- Free downloadable Teacher's Guide with extensive classroom notes
- Free online LMS with downloadable supplemental materials for both teachers and students
- Workbook and free E-learning App for extra practice in class or at home

Student Book Preview

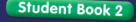
Scan the QR codes to view the first unit of each book.





Student Book 4







Student Book 5



Student Book 3







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Books 1 to 4 have fun and catchy songs with animated videos for learners to sing along!







Books 5 and 6 include topic related videos to further promote learners understanding of the topic.





Digital Extensive Reading

Each unit contains access to fiction and nonfiction graded readers related to the reading passage.

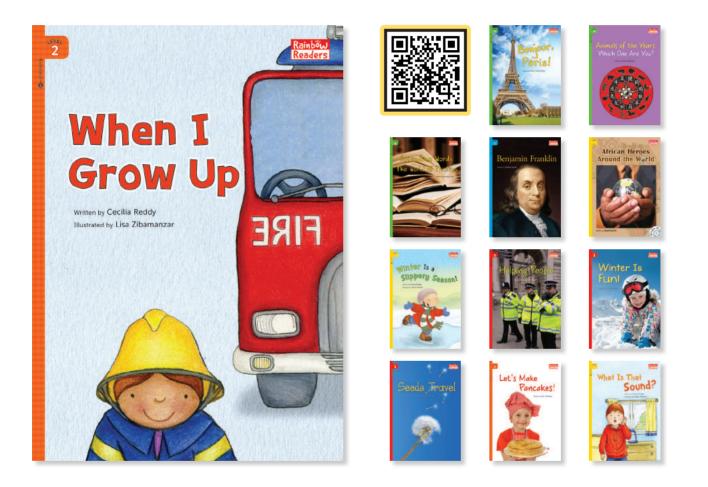




Dicital Extensive Reading Program

Every unit comes with unique array of creatively designed fiction and nonfiction graded readers to further strengthen and develop vocabulary, reading comprehension, and reading fluency.

- Subjects covering nature, social studies, science, technology, history, and biographies
- Carefully chosen high frequency English words



12 Graded Readers per Book

Unit	Grammar Focus	Sentence Patterns	Functions
Intro	 Information questions with what 	 What grade are you in? I'm in the fourth grade. What does your father do? He's a pilot. 	 Asking and answering about personal information
1	 Information questions with where 	 Where are you from? - I'm from China. 	 Asking and answering about where one comes from
2	 Predicate adjectives Using the preposition <i>like</i> to ask about personalities 	 What are you like? - I'm smart. What's your mother like? - She's quiet. 	 Asking and answering about someone's personal characteristics
3	 Using the conjunction or to offer alternatives 	 Do you like listening to jazz or pop music? I like listening to pop music. Do you like reading sci-fi or adventure books? I like reading sci-fi books. 	 Asking and answering about one's taste in music or books
4	 Irregular past tense verbs 	 Did you have a good time with your friends/family? Yes, I did. We rode a roller coaster. No, I didn't. We saw a tennis match. 	 Describing leisure activities experienced in the past
5	 Superlative adverbs Information questions with <i>what</i> + noun 	 What subject do you like the most? I like math the most. 	 Asking and answering about preferences
6	• <i>Must</i> for obligation	You must be quiet.You must not shout.	Expressing rules
7	 Using <i>want</i> + <i>to</i>-infinitive to talk about the future 	 What do you want to be? I want to be a singer. 	 Asking and answering about career plans
8	 Information questions with <i>why</i> Using <i>want</i> + <i>to</i>-infinitive to talk about the future 	 Why do you want to be a photographer? I want to take beautiful pictures. 	 Asking and answering about ambitions and dream for the future
9	 Be good at + noun How about + -ing 	 He's good at surfing. He's not good at skiing. How about going fishing tomorrow? Yes, that's a good idea. No, let's go rafting. 	 Describing what one is or is not good at doing Making suggestions and responding
10	 Uncountable and countable nouns Determiners: any, a lot of, a little, some 	 How much water is there? There is a little / some / a lot of water. There isn't any water. How many trees are there? There are four trees. There aren't any trees. 	 Asking and answering about amounts
11	• <i>To</i> -infinitives	 Do you know how to play chess? Yes, I do. / No, I don't 	 Asking and answering about skills and abilities
12	Adverbs of frequency	 How often do you make cookies? I rarely make cookies. How often do you have a test? I have a test once a month. 	 Asking and answering about the frequency of activities or events

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

What Do You Want to Be?





UNIT

Listen and number. 🙆



astronaut







chef



singer



photographer



artist

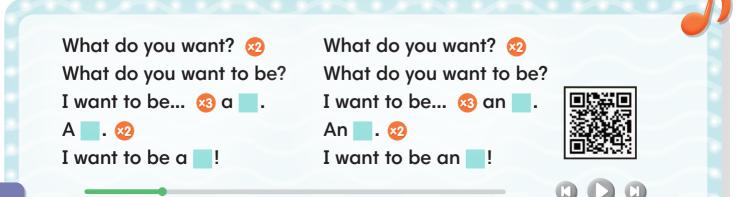


Ask and answer.

What do you want to be? I want to be a singer. What does he want to be? He wants to be an astronaut.









Listen and write. 🙆





Teacher: What do you

Anna: I want to be an astronaut. Louie: Me too!

Teacher: What do you want to be? Jeff: I want to be a

Rachel: Me too!

Say and act. B

C Read and check.

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

?



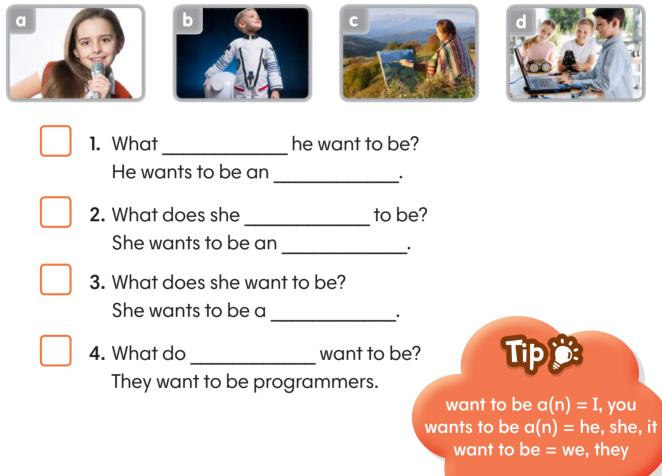


Phonics Listen, repeat, and write.

-ai-	1. ai	2. ai	There is meat on the leaf
-ea-	3. ea	4. ea	and a snail in the mail .



Match and write.



Read and write. R

1. What do you want to be? We _____ photographers.

?

2. What does he want _____

be a police officer.

UNIT



My Dream Job

I want to be a chef.

I like making, cooking, and eating food.

My parents teach me how to cook when I help

them in the kitchen.

I also watch a cooking show on TV.

It shows how to make new foods every week.

As a chef, I can work at a restaurant,

in a hotel, or even on a ship.

Maybe I can have my own TV cooking show someday!

What do you want to be?



I like learning how to cook from my parents. And they like it when I help them in the kitchen. It's good for them and good for me.





Read and circle.

- 1. What does the girl want to be?
 - a. a TV star
 - b. a chef
 - c. a hotel worker
- 2. What does she do every week?
 - a. She helps her parents.
 - b. She watches a cooking show on TV.
 - c. She goes to a hotel to eat.

C Read and write.

- 1. The girl likes making
- 2. As a _____, she can work at a restaurant, in a hotel, or even on a ship.

Discuss with your friend.

What do you like doing? What do you want to be?

Do you want to read more?

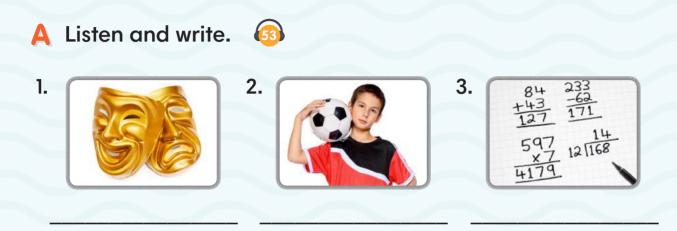
Scan and read.

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UNITS 5-8









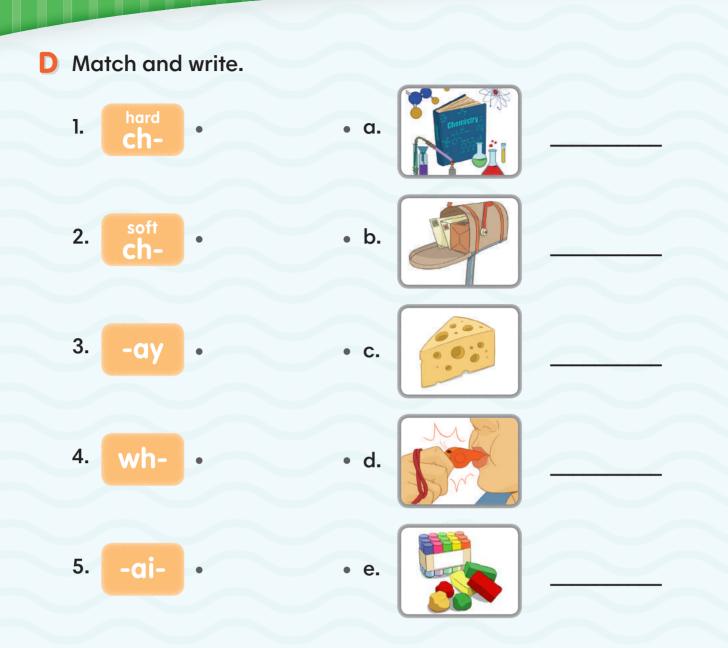


B Match and write.

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

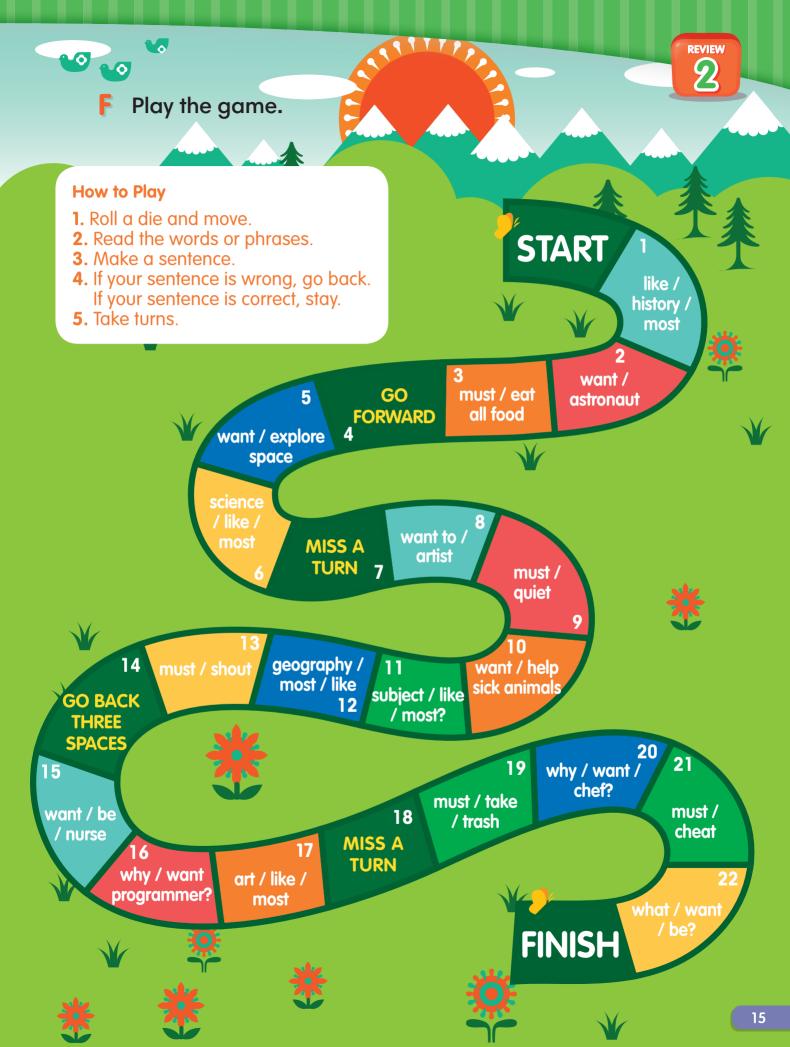


C Think about what you want to be and why. Then talk about it with a friend.



E Read and circle.

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





A Look and match.







- astronaut
 artist
- chef
- vet
 - singer
- photographer







B Look and write.

l.







- 1. What do you want to be?
- 2. What do you want to be?
- 3. What does he want to be?
- 4. What does she want to be?
- I want to be _____. I want to be _____. He wants to be _____. She wants to be _____.





Teacher:	you want to be ?
Anna: I want to be	· · · · · · · · · · · · · · · · · · ·
Louie: Me too!	
Teacher: What do you	
	?
Jeff: I want to be	
Rachel: Me too!	

Workbook

Read and check.

 What does Louie want to be? He wants to be _____.

a vet
anas

an astronaut

2. Who wants to be a chef?

____ wants to be a chef.

Anna

E Read and match.

- 1. What do you
- 2. I want
- 3. What does
- 4. He wants to
- 5. What does she want
- 6. She wants to be

- a. a photographer.
- **b.** to be a singer.
- c. he want to be?
- d. to be?
- e. be an artist.
- f. want to be?

F Look and write.



I want to be _____.

•



You want to be _____.



She wants to be _____.



He wants _____.



G Unscramble and write.

-е	a-	-c	ti-
emta	fale	anisl	lmai
1.	2.	3.	4.

H Read and write.

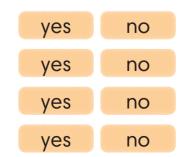


My Dream Job

I want to be a ① ______. I like making, ② _____, and eating food. My parents teach me how to cook when I help them in the ③ ______. I also watch a cooking show on TV. It shows how to make new foods every week. As a chef, I can work at a ④ ______, in a hotel, or even on a ship. Maybe I can have my own TV cooking show someday! What do you want to be?

Circle yes or no.

- 1. Does the girl want to be a home cook?
- 2. Does she like eating food?
- 3. Does she help her parents in the kitchen?
- 4. Can a chef work at a hotel?





Listen and number. 5-10 min.

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

Script	Listen and number.	
(1)	1. singer 3. chef 5. astronaut	2. artist 4. vet 6. photographer

(Optional) Level Tip:

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

Unit Objectives

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UNIT

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

Lesson Objectives

Students will be able to:

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

Vocabulary (Key words 1)		
astronaut	vet	chef
singer	photographer	artist

Core Structure

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

Materials

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

Vocabulary Introduction 5 min.

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

Listening

🗛 Listen and write. 🛛 🚳



Teacher: <u>What do you</u> want to be Anna: I want to be an astronaut.

Teacher: What do you want to be? Jeff: <u>I want to be a chef</u> Rachel: Me too!

B Say and act.

C Read and check.

1. 🗹 Anna wants to be an astronaut.

2. If wants to be a chef.

3. Rachel wants to be an astronaut, too.

4. Louie wants to be a chef, too.

Lower level: Ask students for more information after checking the answer. Say: "Number one," and have the students respond: "singer." Say: "What do you want to be?" and have the students respond: "I want to be a singer." Continue for each word.

Language **5** min.

- SB Ask students to focus on the "Language" section of the page. Read the examples in the book together as a class to highlight the grammar structure: "What do you want to be?" "I want to be a singer." / "What does he want to be?" "He wants to be an astronaut."
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: "What do you want to be?" "I want to be a singer." Continue until you have covered all six vocabulary items using the target pattern sentence structure.

Song I. Listening 5 min.

• SB/ CD Focus students' attention on the song section at the bottom of the page. Explain that

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

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster, or the URL available from our homepage at <u>www.compasspub.com/</u> <u>BigShow</u>.
- Play the song that goes along with **track 42**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

Script

Listen and sing along.

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

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

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

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

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

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

Song II. Sing along. 5-10 min.

- 53/ (Tell the students that you will play the
- (B) (@) Tell the students that you will play the song again, and this time they should try to sing along. The Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: L vet, 2 chef, 3. singer, 4. photographer, 5. artist, and 6. astronaut. Ask the students to recite some of the lyrics they heard, while circeting their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for singer and
- The hoshcards on the board as o visual ada. For example, point at the floshcard for singler and say: "What do you want?" "What do you want?" "What do you want to be..." a singer." "A want to be..." Twant to be ..." a singer." "A singer, a singer." Twant to be a singer." Follow the rhythm and general tempo of the song. Help them as necessary. Continue through each floshcard each flashcard
- each flashcard. Play the song on **track 42** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity. Play the song that goes along with **track 42**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

Song III. Writing 5-10 min.

- SD/CD / Distributes 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
- name at the top of the worksheet. (Available for download at <u>www.compasspub.com/BigShow.</u>) Exploin to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the tyrics themselves. ("Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or an the TV screen to help them write the words on the dictation worksheet.) Play the song on **track 42** again and ask the students to write the words from the song on the dictation worksheet. Review the answers for the dictation worksheet and by the song on the to check their work

- 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).

tional) Assign and explain homework.

- WB Tell students to look at the pictures on
- WD Tell students to look at the pictures on page 30 in the workbook. Explain how to complete the Look and match activity in part A and the Look and write activity in part B.
 Complete one example of each for parts A and 8 so that the students understand how to complete the page independently.
 Tell them when they need to complete the workbook exercises and have them write it in their workbooks on page 30. ("Note: Allow them to write this in their native language, if necessary.) necessary.)

(If needed) Bonus Activity 5-10

- (a) Headed builds not have been applied to be an applied to be a standard build be and a standard b their favorite job, in English.
- Ask the students to draw, color, and write the name of the job on the back of the dictation
- worksheet. Collect the dictation worksheet for assessment and correction.

Lesson₂

- Lesson Objectives
 - Students will:
 - become more familiar with target vocabulary and grammar through a story
 encounter and explore a story linked to the theme of the unit
 be able to recognize and name key vocabulary items in the context of a story
 practice using visual clues to assist in comprehension
 be able to express wishes using want
 prepare for and participate in a communicative activity with other students

Materials

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

Listen and circle

Vocabulary Review 5 min.

C Use the flashcards to review the vocabulary.

Song: Vocabulary and Grammar Structure Review 5 min.

 Review the vocabulary and grammar structure by singing the song from the previous lasson

Listening I. Listen and write. 5-10 n

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

Script Listen and write 0

- Frame 1. Teacher: What do you want to be? Anna: I want to be an astronaut. Louie: Me too! Frame 2.
 - Teacher: What do you want to be? Jeff: I want to be a chef. Rachel: Me tool

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

- 55 Focus students' attention on the comic strip
- SD Focus students' attention on the comic strip in the Listening section on page 51. Tell students to look at the images in the text and give them about one minute to do so.
 As students look at the pictures, ack them whot they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
 Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: They are in the classroom. They are talking about what they want to be. Use your native language as necessary and provide support when needed to the students. Ask (sew questions, such as 'What are they
- provide support when needed to the student Ask few questions, such as "What are they doing?" "What do you see?" etc. Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen. It may be helpful to pouse after each frame in the comic strip to create the charts with periodicate a point. assist the students with navigating the page

L moi 2 i noi 1 There is meet on it

🔝 🚵 📷 🎯

TPD

Phonics Listen, repeat, and write.

A Motch and write

B Read and write L. Whist do you want to be? We want to be 2. What does he want _____

b 1 What does he w He wants to be an auto C 2. What does she want to be She wants to be an <u>artist</u>.

3. What does she want to be?
 She wants to be a singer

d 4. What do <u>they</u> want to be? They want to be programmers.



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

(Optional) Assign and explain homework.

- WD Tell students to look at the activities on page 31 in the workbook. Explain that it is very similar to what they did in the student book on page 51.
 Tell them when they need to complete the workbook services and have them write it in their workbooks on page 31. ("Note: Allow them to write this in their native language, if pecessary") necessary.

75

77



Students will:

74

- 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)

police officer programmer architect nurse **Review / Expansion Structure**

• What do you want to be? / I want to be a

Materials

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- Big Show Student Book, Flashcards, CD with A/V equipment (if corollable)
- Big Show Student Book, Hoshcards, AV 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.

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



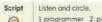


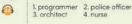


as needed (e.g. say the first syllable of the word or tell them what letter the word starts with).

Listen and circle. 5-10 min.

- S3/CD Ask students to open their books to page 52. Direct their attention to the four vocabulary i tems on the page. Before you play the audio, do a vocabulary spot check.
 Point to the programmer and ask: "What does he want to do?" Elicit the response: "He want he no and do?" Elicit the response: "He
- does ne want to do? Elicit the response: He wants to be a programmer.
 2. Point to the police officer and ask: "What does she want to do?" Elicit the response: "She wants to be a police officer."
 Play track 44 and ask the students to circle the correct word after each set of words they hear.
 Pouse the audio after each set of words in order to elicit the target the students concerned to the set of the s
- order to give the students enough time to write.





- After the students have finished circling all four of the new vocabulary items, call on indivi students and ask them how to spell each vidual
- students and ask them how to spell each vocabulary word. (Optional) Level Tip: Higher level: CP Put the flashcards for the words architect, nurse, police officer, and programmer in a random order on the board. Ask students how to spell the words. Have them come to the front of the class and with the words on the board under the and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference, if necessary. Lower level: Ask students to read the

Spelling of each word from their book. Point to the nurse and ask: "How do you spell 'nurse"?" Elicit the response: "n-u-r-s-e."

Truther's 'blict the response: *Th-u-r-s-e*. Point to the programmer and ask: '*How do you spell 'programmer'*?'Elicit the response: "*p-r-o-g-r-a-m-m-e-*" Point to the police officer and ask: '*How do you spell 'police afficer'*?' Elicit the response: "*p-o-1-i-c-6(space)p-f-f-i-c-e-f*" Point to the architert and rest.''*How do you* Point to the architect and ask: "How do you spell 'architect'?" Elicit the response: "a-h-i-t-e-c-t."

Speaking: Ask and answer. 10-15 min.

- Flicit
- drawings in the illustration, for example police officer, and ask the students to point at that drawing in the illustration in their book. Then say to them: "What does he want to be?" Elicit the response: "He wants to be a police officer Invite a student to the front of the classroom. Give them the flashcard for the word programmer. Tell the student to say to their classmates: "What do you want to be?" Elicit the response: "Want do you want to be?" Elicit the response: "Want do you want to be?" Elicit 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
- B. Have A ask the questions and point at the items in the illustration on page 52. Have B answer. Then have them switch.

(Optional) Assign and explain homework.

- WB Tell students to look at the activities on VIB fell students to look at the activities on page 32 in the workbook. Explain how to complete the Read and match activity in part E and the Look and write activity in part F. Complete one example of each for parts E and F so that the students understand how to complete the page independently. Tail them when they need to complete the
- complete the page independently. Tell them when they need to complete the workbook exercises and have them write it in their workbooks on page 32. ("Note: Allow them to write this in their native language, if necessary.)

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

UnscrambleWS 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 guestion, talk about what

the answer is, and write the answer

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

Lesson4

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
- engaging topic practice using visual clues to assist with writing develop reading and writing skills facus on phonics sounds in the middle of words with *-ai-* and *-ea-*

Materials

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

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

- Grammar Structure keyew 3-10 min. (G) Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from unit 7 together. Pick one of the flashcards randomly. Look at it and show students. Explain that you will ask a question about the item on the flashcard and the students will answer. For example, if the flashcard you selected randomly is for the word "architect," ask the students: "What do want to be?" Elicit the response: "I want to be an architect." architect.
- After you have demonstrated how the game Arrer you have demonstrated how the game is played, call students up to the front of the classroom to mime the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

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

- SB/ (D)/ C Ask the students to look at the top of page 53. Direct their attention to the letters of page 53. Direct their attention to the letters in the yellow boxes. Ask the students if they recognize any of these letter sounds. Point at each set of yellow letters and elicit the appropriate phonetic sound: "/a/, /ai/" and "/e/, /ea/." Direct students' attention to the sentence in the right side of the box. Read it to the class. "There is meat on the leaf and a snail in the mail."

- Explain that the students are to complete the words in the middle using the letters on the left.
 Tell the students to listen and write. Play track 45

S

ript	Listen, repeat, and write.
2	Number 1.
- ·	/ai/, mail, mail
	Number 2.
	/ai/, snail, snail
	Number 3.
	/ea/, leaf, leaf
	Number 4.
	/ea/, meat, meat
	There is meat on the leaf and a snail in the mail.

- After listening to the audio, ask the students again: "What sound do the letters '-ai-' make? Elicit the oppropriate response: "du', /ai/." Repeat this for -ea-. Then point at one of the words randomly and ask them if they can read the word. For example, point of the word "mant" due the students to read it. If they. "meat." Ask the students to read it. If they
- "meat." Ask the students to read it. If they cannot, ask them to repeat after you and say: "Meat, /m/, /m/, meat." Finally, read the sentence together as a class. Then call on individual students to read the sentence independently. Ask them to point at each word as they read and assist as needed.

Writing I. Match and write. 10 min.

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

A Listen and read.

My Dream Job

- Point to picture c and ask the students: "What does she want to be?" Elicit the appropriate response: "She wants to be an artist."
- response: "She wants to be an artist." Point to picture d and ask the students: "What do they want to be?" Elicit the appropriate response: "They want to be programmers." After the students have properly identified all of the pictures, ask them to fill in the blanks for each question. Then read each question aloud together as a data. Prior to send a student to all together as a data. together as a class. Point to sentence 1 and ask the students if they can read the statement • Sentence 1 "What does he want to be? He
- Sentence I "What does he want to be? He wants to be an astronaut."
 Ask students which picture the question matches with. Have students raise their hands and volumeter to answer the question.
 Sentence I matches with Picture b.
- · Repeat this for the remaining sentences until the activity is complete
- e activity is complete. (Optional) Level Tip: Higher level: Call on individual students to read the sentence independently in front of the class and support them as needed while they read
- They read.
 Lower level: Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

Writing II. Read and write. 5 min.

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

Writing Tip: Want to be / wants to be 5 min.

- 53 Ask the students to look at the "Tip" cloud on the right side of the page. Read the content of the box together: wants to be a(n) = I, you; wants to be a(n) = he, she, it; want to be = nte
- we, they
 Explain to students that the phrase "want to Explain to students into the pintase want to be' is used with the pronouns 1 and you, and we and they. "I want to be" and 'you want to be" are correct. "We want to be", and "They want to be" are also correct. (Use your native language to explain as necessary.)
 Explain to students that the phrase "wants to

Read and ci

What de

C Read and write.

L. The girl likes m

Do you want to read

Scon and mad

As a <u>chel</u>, she can war at a restaurant, in a hotel, or even

a TV star

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

- wants to be are correct. Use your narive language to explain as necessary.) Ask the students to be necessary.) to be, it want to be, he wants to be, she wants to be, it wants to be, we want to be, and they want to be above, beside, and under the "Tip" churd
- Point out to the students that they have already learned this in the grammar structure for this unit: "I want to be a nurse." "He wants to be an astronaut

(Optional) Assign and explain homework.

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

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lesson5

Lesson Objectives

- Students will:
- encounter and explore a "real-world" home economics text linked to the theme of the unit
 develop reading and listening skills through an engaging text
 practice using visual clues to assist in developing reading comprehension skills
 prepare for and participate in a communicative speaking activity with other students to explain their own ideas

- be able to recognize and name the key vocabulary items
 encounter and explore a fun story linked to the theme of the unit

Materials

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

Pre-reading Discussion 5 min.

- Show students the flashcards from unit 7
- (3) Show students the flashcards from unit 7 and ask them about what they want to be.
 Ask students if they know what "cooking," "hotel," and "ship" mean. (Use your native language as necessary.)
 Establish enough background knowledge that students will be able to engage in the CLL reading with an understanding of working as a chef in different places.

CLIL Reading: Home Economics: My Dream Job 10-15 min.

- Si (@) 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 clong and point at the words as they hear them. Play track 46.
- near mem. Play track 46. After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
- After doing choral reading, read the text one After doing choral redaing, read the text one more time by doing poporn 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.
- story.

Reading Comprehension I. Read and circle. 5 min.

- SB Tell students to look at activity B on page 55.
- 55. Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the text on page 54 again and think for a moment about what the correct answer is. Ask students to volunteer to give the correct
- Complete the activity as a class.

Reading Comprehension II. Read and write. 5 min.

- SB Read question 1 aloud together as a class. Explain that this question has been completed for them using the information from the text on
- The target of the second secon students to volunteer to give the correct answer. Have students write the answer.

Discussion: Discuss with your friend. 10 min.

- Talk with students about what they like doing
- Iaik with students about what they like abing and what they want to be.
 Ask students to talk with their friends about what they'd like to do for work, and why they might like doing this job. Explain that it is OK
- they think of something that isn't from **unit 7** in the book. Walk around the classroom to monitor, help facilitate conversation, explain unknown wo ords

- Note: You may allow students to discuss this in their native language, but they should be able to explain what job they would like in
- Ask them to draw a small picture of themselves doing their chosen job.

Additional Reading 5-10 min.

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

- WB Tell students to look at the activities on page 33 in the workbook. Explain how to complete the Read and write activity in part I. and the Circle yes or no activity in part I. Complete one example of each for parts H and I so that the students understand how to
- and is to that the squeaths understand not 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 33. (*Note: Allow them to write this in their native language, if nearestand). e it in necessary.)

Teacher's Note

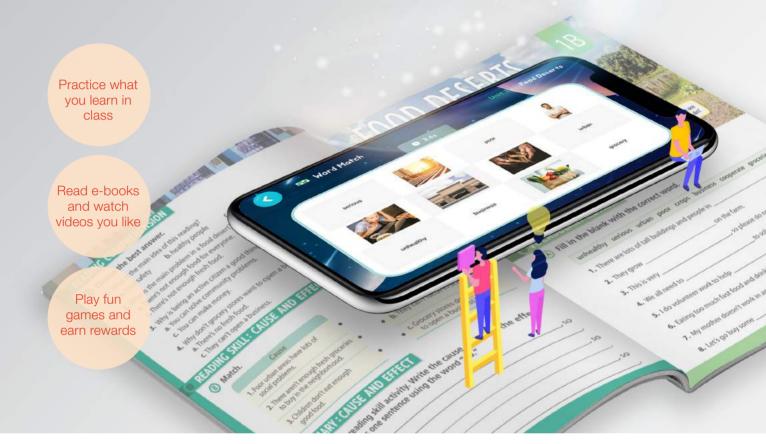


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	Student Book	Workbook
Book 1	9781640151246	9781640151277
Book 2	9781640151253	9781640151284
Book 3	9781640151260	9781640151260
Book 4	9781640151390	9781640151420
Book 5	9781640151406	9781640151437
Book 6	9781640151413	9781640151444

