

SAMPLER

BIG SHOW



BIGBOX CLASSBOX
Learning App

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 1



Student Book 2



Student Book 3



Student Book 4



Student Book 5



Student Book 6



Song Animations

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



Videos

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



Digital Extensive Reading

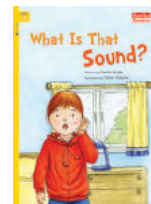
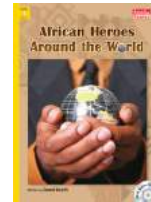
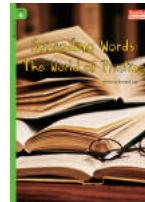
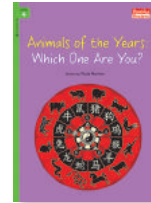
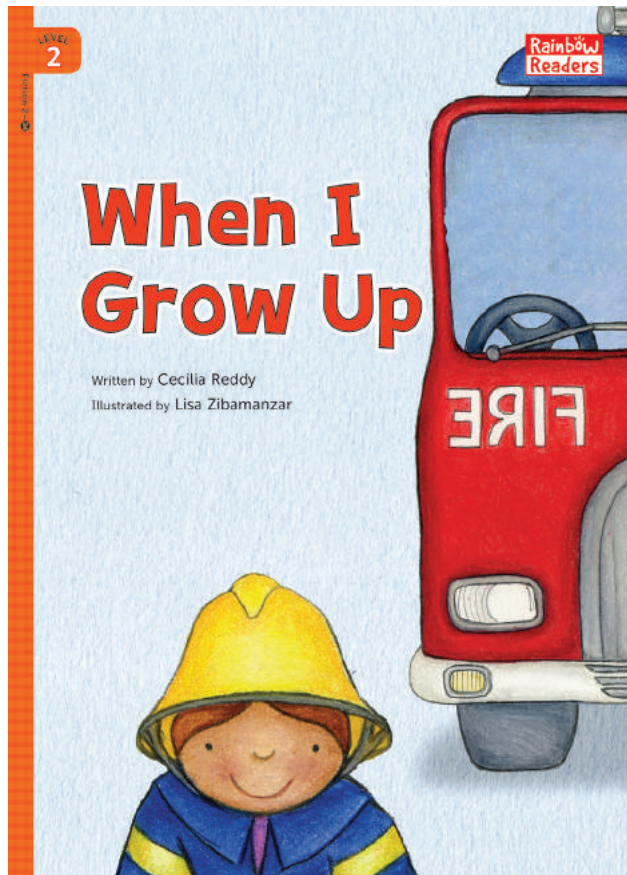
Each unit contains access to fiction and nonfiction graded readers related to the reading passage.



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

Vocabulary

Phonics

Student Book 4

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

UNIT 7

What Do You Want to Be?



Vocabulary

Listen and number.  41



astronaut



vet



chef



singer



photographer



artist

Language

Ask and answer.



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



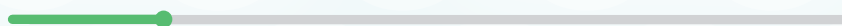
Song

Listen and sing along.  42  * See page 97 for full song lyrics.



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

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



Listening

A 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!

B Say and act.

C Read and check.

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

Vocabulary +

Listen and circle.

44

1.



architect
programmer

2.



police officer
nurse

3.



architect
police officer

4.



programmer
nurse

Speaking

Ask and answer.

Guide

What do you want to be? I want to be a **nurse**.

What does she want to be? She wants to be an **architect**.

What do you want to be?

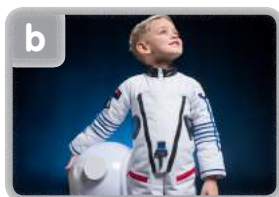


I want to be an _____.

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

Writing

A Match and write.



1. What _____ he want to be?
He wants to be an _____.
2. What does she _____ to be?
She wants to be an _____.
3. What does she want to be?
She wants to be a _____.
4. What do _____ want to be?
They want to be programmers.

Tip

want to be a(n) = I, you
wants to be a(n) = he, she, it
want to be = we, they

B Read and write.

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

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.



I watch my favorite cooking show every week. I write down things I learn.

B 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.

D Discuss with your friend.

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

Do you want to read more?

Scan and read.





A Listen and write. 53

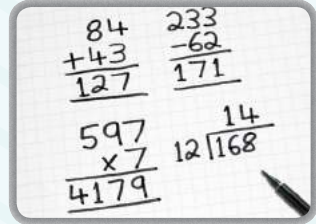
1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



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.

1.



He wants to be a programmer.

2.



I like science the most.

3.



What do you want to be?

4.



I want to take beautiful pictures.

5.



You must not shout.

6.



What subject does he like the most?

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

D Match and write.

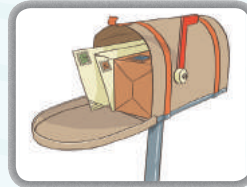
1. **hard
ch-** •

• a.



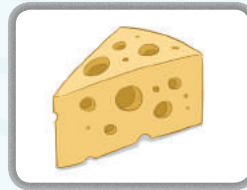
2. **soft
ch-** •

• b.



3. **-ay** •

• c.



4. **wh-** •

• d.



5. **-ai-** •

• e.



E Read and circle.

1. What subject (do / does) you like the most?
I (like / likes) English the most.

2. You must (listen / listened) to your teacher.

3. What do you (want / wants) to be?
I want to be (a / an) artist.

4. Why (does / do) she want to be a police officer?
She wants to (catch / catches) bad people.

F Play the game.

How to Play

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



UNIT
7

What Do You Want to Be?

A Look and match.



• astronaut •



• artist •



• chef •



• vet •



• singer •



• photographer •

B Look and write.



1. What do you want to be? I want to be _____.

2. What do you want to be? I want to be _____.

3. What does he want to be? He wants to be _____.

4. What does she want to be? She wants to be _____.

C Listen and write.  43



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!

D Read and check.

1. What does Louie want to be?

He wants to be _____.

a vet

an astronaut

2. Who wants to be a chef?

_____ wants to be a chef.

Anna

Rachel

E Read and match.

- | | | |
|-----------------------|---|----------------------|
| 1. What do you | • | • a. a photographer. |
| 2. I want | • | • b. to be a singer. |
| 3. What does | • | • c. he want to be? |
| 4. He wants to | • | • d. to be? |
| 5. What does she want | • | • e. be an artist. |
| 6. She wants to be | • | • f. want to be? |

F Look and write.



I want to be _____.



You want to be _____.



She wants to be _____.

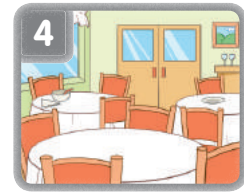


He wants _____.

G Unscramble and write.

-ea-		-ai-	
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?

I Circle yes or no.

1. Does the girl want to be a home cook?

yes

no

2. Does she like eating food?

yes

no

3. Does she help her parents in the kitchen?

yes

no

4. Can a chef work at a hotel?

yes

no

What Do You Want to Be?

Lesson 1

Unit Objectives

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

Lesson Objectives

Students will be able to:

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

Vocabulary (Key words 1)

astronaut	vet	chef
singer	photographer	artist

Core Structure

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

Materials

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

Vocabulary Introduction 5 min.

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

UNIT 7 What Do You Want to Be?

Vocabulary Listen and number. **41**

5 astronaut, 4 vet, 3 chef, 1 singer, 6 photographer, 2 artist

Language Ask and answer.

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

Song Listen and sing along. **42** *See page 97 for full song lyrics.

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

50

Listen and number. 5-10 min.

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

Script

Listen and number.



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

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

Listening

A Listen and write.



Teacher: What do you want to be ?

Anna: I want to be an astronaut.

Louie: Me too!

Teacher: What do you want to be?

Jeff: I want to be a chef.

Rachel: Me too!

B Say and act.

C Read and check.

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

51

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

Language 5 min.

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

Song I. Listening 5 min.

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

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

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

Script



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!

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

Lesson 4

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds in the middle of words with -ai- and -ea-

Materials

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

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

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

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

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

Script

Listen, repeat, and write.

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

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

Writing I. Match and write. 10 min.

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

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

Writing II. Read and write. 5 min.

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

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

- **SB** Ask the students to look at the "Tip" cloud on the right side of the page. Read the contents of the box together: **wants to be a(n) = I, you; wants to be a(n) = he, she, it; want to be = we, they**
- Explain to students that the phrase "want to be" is used with the pronouns I and you, and **we** and **they**. "I want to be" and "you want to be" are correct. "We want to be," and "they want to be" are also correct. (Use your native language to explain as necessary.)
- Explain to students that the phrase "wants to be" is used with the pronouns **he, she** and **it**. "He wants to be," "She wants to be," and "It wants to be" are correct. (Use your native language to explain as necessary.)
- Ask the students to practice writing **I want to be, you want to be, he wants to be, she wants to be, it wants to be, we want to be, and they want to be**, and under the "Tip" cloud.
- Point out to the students that they have already learned this in the grammar book for this unit: "I want to be a nurse." "He wants to be an astronaut."

- **(Optional) Assign and explain homework. 3-5 min.**
- **WB** Tell students to look at the activity on the top of **page 33** in the workbook. Explain how to complete the **Unscramble** and **write** activity in part G.
- Complete one example.
- Tell them when they need to complete the workbook exercises and have them write it in their workbooks on the top of **page 33**. (**Note: Allow them to write this in their native language, if necessary.)

Lesson 5

Lesson Objectives

Students will:

- encounter and explore a "real-world" home economics text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the key vocabulary items
- encounter and explore a fun story linked to the theme of the unit

Materials

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

Pre-reading Discussion 5 min.

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

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

- **SB/CD** Tell students to look at part A on **page 54**. Focus students' attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 46**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.

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

Reading Comprehension I. Read and circle. 5 min.

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

Reading Comprehension II. Read and write. 5 min.

- **SB** Read question 1 aloud together as a class. Explain that this question has been completed for them using the information from the text on **page 54**.
- Read question 2 and ask students to look at the text on **page 54** again and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer. Have students write the answer.

Discussion: Discuss with your friend. 10 min.

- Talk with students about what they like doing 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 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.

- (**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 English.)
- Ask them to draw a small picture of themselves doing their chosen job.

Additional Reading 5-10 min.

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

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

- **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 H and the **Circle yes or no** activity in part I.
- Complete one example of each for parts H and I so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbooks on **page 33**. (**Note: Allow them to write this in their native language, if necessary.)

Teacher's Note

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Key features include:

- 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	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

