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BIG

ENGLISH



2ND EDITION
TEACHER'S EDITION



CONTENTS



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Welcome to Big English!

This new edition of Big English builds on the firm foundations and big ideas of the first edition but brings a whole host of new features and components to help young learners make progress and communicate confidently.

Why Big English?

Learning happens in context, not in isolation.

We believe that learners are best motivated by intriguing content that is relevant to their lives and puts English in the context of the world that surrounds them.

Three big ideas that build on established and proven methodologies.

Three of the central bases for the Big English program philosophy are: 21st century skills, Content and Language Integrated Learning (CLIL), and Assessment for Learning (AfL) techniques.

Multiple experiences all in one book.

Kids learn best when they engage with the language in a variety of ways. Big English provides multiple and varied opportunities for success, including singing, role-playing, watching videos, reading fiction and nonfiction texts, project work, and conducting research.

It's a digital world.

Today's students are digital natives who have never known a world without computers and the Internet. Big English comes with new digital learning tools, the use of which reflect learners' reality and expectations.

So what's new in Big English?

New components and features to engage your learners.

- A completely new digital offering which includes teacher digital resources with the Teacher Presentation Tool, and student digital resources with assignable interactive activities.
- New content including welcome units to bridge any gaps between the levels and serve as a quick review to the previous level, giving the pupils the foundations and confidence to start the next level.
- New Content Connection and Culture Connection pages.
- Additional Big TV videos supported by a video workbook.
- Big English has a fresh new look with a simplified design which helps learners to focus on content and the activities. Plus we have great new signposting to help you really get the most of all the Big components.
- A refreshed approach to Assessment for Learning with students and teachers given plenty of opportunities to review their progress in both the Student's Book and the Workbook.

Global Scale of English

At the start of every unit you also get an overview of the GSE reading, listening, speaking, and writing objectives covered by the content of that unit. End of unit *I can* statements directly relate to the vocabulary, grammar, and skill descriptors within the Global Scale of English. They appear in the review sections of the Student's Book and are also highlighted in the unit openers of the Teacher's Edition.

The Global Scale of English (GSE) is a standardized, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the GSE identifies what a learner can do at each point on the scale across speaking, listening, reading, and writing skills. The scale is designed to motivate learners by giving more granular insight into learning progress.

The badging on the back of your coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select materials with the right level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all objectives below the range before starting the course, or that they will all be at the top of the range by the end.

For more information about how using the GSE can support your planning and teaching, your assessment of your learners, and in selecting or creating additional materials to supplement your core program, please go to www.english.com/gse.

COMPONENT Walk-through

1 PLAN > 2 TEACH > 3 PRACTICE > 4 ASSESS

1 PLAN: Before class

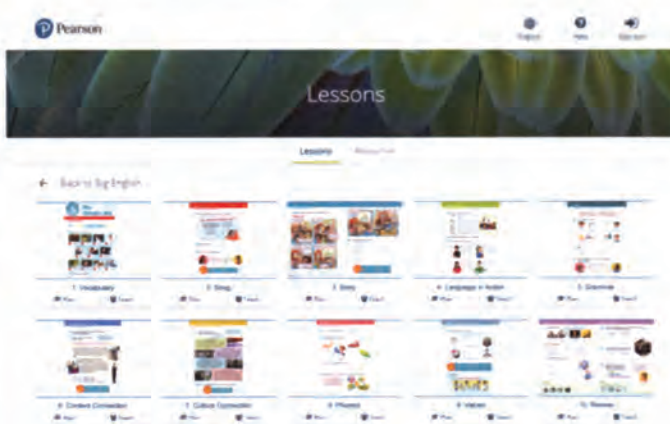
Teacher's Edition

The Teacher's Edition is the place where you can find everything you need to know to teach with Big English. It includes comprehensive and easy to follow visuals of Big English lesson flows, activities and ideas, and supporting material such as a Game Bank, audio scripts as well as full assessment support including Cambridge English Young Learners practice materials.



NEW Teacher Presentation Tool

Step-by-step lesson flows follow the same learning path as those in the Teacher's Edition.



4 ASSESS: After class

Assessment Pack

Comprehensive suite of assessment materials including Diagnostic Pre-Tests, Practice Tests, Unit Tests, Mastery Tests (every three units), Final Exams, and materials for oral assessment.



NEW Gradebook

Teachers and students can view class progress at-a-glance on-line to inform teaching and support students.

2 TEACH: In class

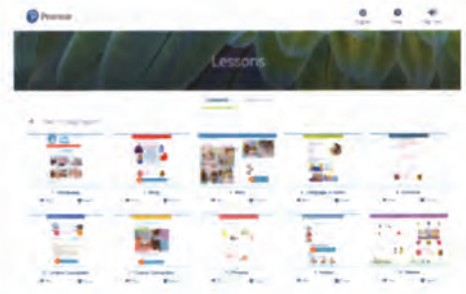
Student's Book



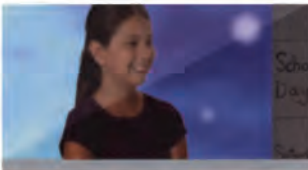
Workbook



NEW Teacher Presentation Tool



Audio CDs, Documentary and Dramatic videos



NEW Big TV videos and Video Workbook



Flashcards



Posters



3 PRACTICE: Out of class

Workbook

Workbook activities correlate exactly with the learning objectives in the Student's Book. These activities are flexible and they can be carried out in class or set as homework.



BIG ENGLISH

Course Pedagogy

Big English is based on a number of pedagogical approaches which are critical to effective learning. These are all explained below, along with examples of how to deliver successful lessons using the course.

21st Century Skills

What are 21st century skills?

21st century skills are the skills and competencies that learners need to be successful in the increasingly complex life and work environment of today's rapidly changing, digital world. These skills include critical thinking, communication, collaboration, creativity and innovation, and social and cross-cultural interaction.

Big English combines rich, real-life content, a variety of tasks, and specific teaching guidance to ensure ample coverage of these skills.

Why are 21st century skills important?


It is important that students are encouraged and motivated to think deeply about issues, to develop critical thinking skills and to solve problems creatively. These skills paired with a communicative approach provide a foundation that learners can build on throughout their studies.

How do I use 21st century skills whilst teaching with Big English?

21st century skills are embedded throughout Big English. You will find clearly sign-posted sections in the teaching notes to show you how to best enhance 21st century skills on a regular basis.


A key element of our approach to support critical thinking is the regular *Think BIG* feature which is included in all units and which is integrated across all components. The *Think BIG* feature offers young learners the opportunity to discuss, analyze, collaborate, and be creative. The Teacher's Edition includes detailed guidance on how to manage the *Think BIG* questions, as well as set up other communicative, collaborative, or creative tasks, such as projects.

An important method to embedding this approach into your teaching is questioning. In order to develop analytical skills, questions in class should be, as much as possible, open-ended. For example, rather than "Do you want to be a doctor?", you can ask "What do you want to be?" and, critically, "Why?". Even if the students cannot answer open-ended questions fully in English, any attempt should be praised.

Think BIG 

21st Century Critical Thinking

- Read the question aloud as students follow in their books. Have students discuss the question as a class or in small groups or pairs. Encourage them to respond in English using words learned previously and in this lesson, e.g. *We use our muscles the most when we dance, play basketball and ride a bike.*

Lesson Objective 

- Revisit the lesson objective: *Now I have learned about muscles and bones in the body.*
- Encourage awareness of what students have learned by quickly asking them to talk about the different parts of the body and which activities use our muscles the most.



Which activities use our muscles the most?
 dancing using a computer watching movies
 playing basketball riding a bike

Content and Language Integrated Learning (CLIL)

What is CLIL?

Content and Language Integrated Learning (CLIL) is an approach where the students are learning a subject, for example math, science, or art through the medium of English. This helps deepen their understanding of both the curriculum material and the English language. This enhanced comprehension places them far beyond where they would be by studying only non-academic, everyday English.

The CLIL lessons in Big English help increase learners' motivation and confidence in their acquisition of key language and expand their content knowledge.

Why is CLIL important?

Learning other subjects through English gives students a reason to learn – to understand and discuss the subject matter. This is motivating for young learners.

By teaching relevant subjects that reflect the world around them, for example science, students are likely to become more engaged and curious about the world in general, and about the English they need to describe it.

CLIL also includes learning about other cultures, which provides insights into how people around the world have similarities and differences and helps to develop global citizens.

How do I use CLIL whilst teaching with Big English?

CLIL lessons appear in every unit of Big English. The learning objective of these Content Connection and Culture Connection lessons are clearly signposted on the Student's Book page. This is shared with the class at the start of each lesson.

Key content words can be pre-taught prior to listening or reading the presentation text. These are extra words that might be useful when discussing the text rather than being key vocabulary items.

Subject material is presented through listening and/or reading activities, which is followed by spoken and/or written practice of the content, including using some of the key vocabulary.


Workbook practice activities are provided for these lessons which can be carried out in or out of class, and which further reinforce the concepts and key language.


There is always a *Think BIG* feature included in these lessons – a question or activity which encourages learners to think deeply about the content.

Each unit also includes an engaging video for either the Content Connection or Culture Connection lesson which brings the subject to life. To support the teacher, there is a Video Guide which contains pre-, while, and post-watching activities.

Content Connection | Science

I will learn about healthy and unhealthy food.

 **Look at the pictures. Which snacks can you name?**

 **Look, listen, and read. Then circle.**

Healthy and Unhealthy Snacks

Healthy food is good for our body. Some snacks are healthy, but others are not. Unhealthy snacks have too much sugar, fat, or salt.

Sugar

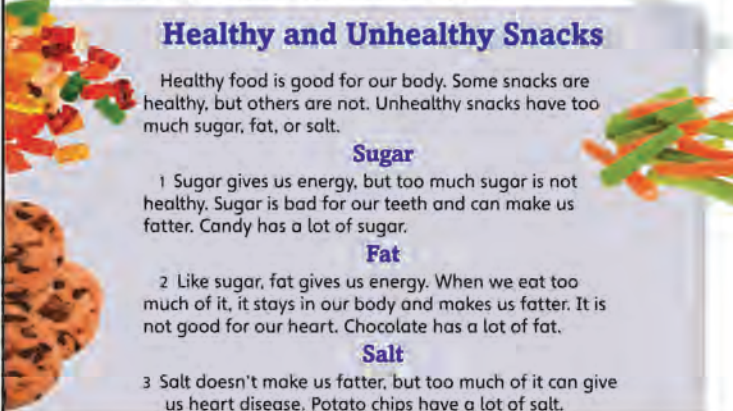
1 Sugar gives us energy, but too much sugar is not healthy. Sugar is bad for our teeth and can make us fatter. Candy has a lot of sugar.

Fat

2 Like sugar, fat gives us energy. When we eat too much of it, it stays in our body and makes us fatter. It is not good for our heart. Chocolate has a lot of fat.

Salt

3 Salt doesn't make us fatter, but too much of it can give us heart disease. Potato chips have a lot of salt.





Assessment for Learning

What is Assessment for Learning?

As opposed to traditional, summative assessment tools that measure what has been learnt, formative assessment or Assessment for Learning takes a different approach. It is based on three key principles: having students participate in setting learning objectives, performing ongoing assessment, and helping students to learn how to set their own goals and self-assess.

Using this approach, the ongoing assessment that a teacher makes informs the teaching of the next lesson or module to ensure all students, whatever their starting point, make clear progress.

Why is Assessment for Learning important?

When Assessment for Learning strategies are integrated in the lesson, students take an active role in their own learning and seek out help they need to meet their goals.

Assessment for Learning can include a variety of activities, for example classroom discussions, peer or group work, homework, and traditional quizzes. The important thing to remember about formative assessment is that the method of assessment is not what makes it useful, but the way in which the results are used. Formative assessment is most successful when results are analyzed to determine the current state of student understanding. Results are folded into the classroom experience as teachers take specific actions to improve any deficiencies or correct misunderstandings.

Another key aspect of formative assessment is sharing clear targets with the class. Discussing learning objectives at the start of the lesson helps students to focus. Reviewing these objectives at the end starts to develop self-awareness of the progress they are making, and what they need to do to improve.

Performing ongoing assessment means that gaps in learning are filled early, so that every child reaches their full potential. Training young learners to set their own goals and be aware of progress develops reflective learners, which is a quality of paramount importance for their later studies.

How do I use Assessment for Learning whilst teaching with Big English?

Assessment for Learning techniques are embedded in all lessons in Big English. Lesson objectives are given on every page in the Student's Book, focusing learners on the learning goal at the start and end of every lesson.

A self-assessment feature is built into each Review lesson at the end of each unit. This requires students to think about the key learning objectives of the unit, and to what extent they have met them. This raises awareness about their own progress. It is also a useful tool for the teacher to gauge who has any learning gaps that need to be filled.

In addition to that, every Checkpoint section (after every three units) contains both self-assessment and peer assessment, further developing awareness of the students' own progress.

The Teacher's Edition is a rich resource for embedding Assessment for Learning into your lessons, and follows a clearly signposted process through all teaching notes.

AIM

This feature provides opportunities to engage students in the learning objective and help them to develop self-awareness of their English progress.

MONITOR

This feature creates opportunities to assess how well students are learning the material and identify gaps to inform teaching.

ASSIST

This feature provides guidance to immediately resolve a gap in learning that has been identified. For example, through presenting the material in another context.

CHALLENGE

This feature goes beyond the page by getting students to personalize, analyze, and apply the language. This is often a more productive task requiring greater fluency. It can be given to a group of students or a whole class.

This process aims to help teachers to see which students need more of a challenge and which ones need remediation in order to keep all learners progressing appropriately.

Systematic Vocabulary Development

What is systematic vocabulary development?

Systematic vocabulary development means explicitly presenting the key vocabulary; teaching the form, meaning, and pronunciation of the word so that students understand all aspects of a target word or phrase; giving students multiple opportunities to encounter the word, to make it memorable and meaningful.

Why is systematic vocabulary development important?

Presenting and practicing vocabulary in a systematic way gives students exposure to the right amount of new vocabulary in any one lesson, preventing overload. Knowing a small number of words at a time, and knowing them well engenders motivation in learners.

Careful scaffolding through visuals and audio support means that young learners feel secure and confident in the early stages of learning.

How do I teach vocabulary in a systematic way with Big English?

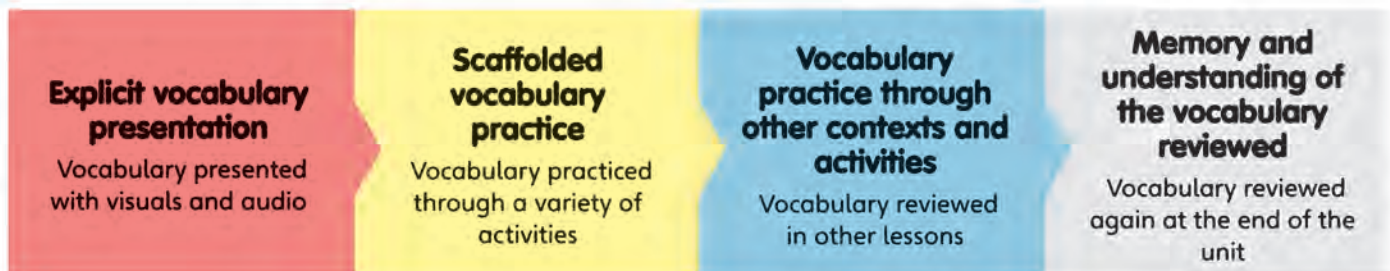
In Big English, the Vocabulary lessons always start with sharing the lesson objective with the class and reminding students what they already know about the topic.

Then, new vocabulary items are introduced through a song, then presented individually with audio and visuals. New vocabulary can be presented or reinforced with Flashcards at any stage of the lesson.

The vocabulary is practiced using a variety of skills – through listening, speaking, reading, and writing in the Student's Book and Workbook. Engaging practice activities are carefully scaffolded to ensure that children feel secure in learning the target words. Activity types include games, matching, drawing, acting out, choosing, etc.

Extra practice is provided in the Workbook, a flexible component which gives students an opportunity to reinforce the new language in class or at home.

Key vocabulary is also recycled throughout the unit in the Story and Review lessons and the Checkpoint sections, providing a wealth of practice. This results in increased exposure to the target language, developing familiarity and mastery of the language.



8 Wild Animals

Vocabulary

I will learn to name animals.

Song Time!

1 Listen, look, and say.

Allow them to draw any animal they think is wild.

- Display the Flashcards. Hold up each Flashcard, write the animal's name in a list on the board and identify the animal. Have students hold up their picture if they drew that animal and repeat the animal's name. Count how many students drew each animal and write the number by the animal's name on the board.
- Identify any other animals students drew and add them to the list as well as the number of times it was drawn.
- Use the list on the board to identify the most popular animal drawn.

Vocabulary Reinforcement: If possible, show pictures and/or video clips of wild animals in their natural habitats (available on the internet) as students study the animals to facilitate interest, vocabulary reinforcement, and language development.

Lesson Objective

I will learn to name animals.

- Introduce the lesson objective: *Say: Today I will learn to name animals.*
- Use 2-3 flashcards to remind students what they know and elicit a few names of animals.
- Students will name and identify different animals.

Song Time

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. The students will only hear the words at this point. They will not see the text of the song.

Game

2 Play the acting game.

- When students are familiar with the vocabulary, play a game of Charades with the class. (See Game Bank, page 1134 for details.) Ask a volunteer to mime the movements and/or sounds of a particular wild animal and have the others guess what it is. Repeat until everyone has had a chance to mime an animal.

Check that students can pronounce animal names correctly. Also listen for correct pronunciation and appropriate intonation as they guess each animal. Students can also play the game in groups while you go around and check their understanding and language.

Lesson Objective

Now I have learned to name animals.

- Repeat the lesson objective: *Now I have learned to name animals.*
- Encourage awareness of what students have learnt by quickly eliciting from a few students the names of animals.

Homework

2 Look and match.

- Direct students to WB Activity 2 on page 76. Read the directions. Explain to the students that they must look at the pictures and match to the animal words.

Long Applications and Practice Activity

Grammar Instruction

Why is grammar instruction important?

At a young age, it is not always appropriate to present new grammar structures to learners as a set of rules that require analysis and manipulation. Instead, they should be made aware of these structures by teaching them as chunks of grammar which they see and hear again and again until they start using them in a natural way. As children become older and begin to think more analytically, they are able to remember and apply rules to language structures.

The careful scaffolding through charts, visuals, and audio support in the grammar presentation and practice stages means that young learners feel secure and confident in the early stages of learning. This should give them a solid foundation on which to build further English language learning.

How do I teach grammar with Big English?

In addition to the four skills and vocabulary development, Big English recognizes that learners need systematic and repeated exposure over time to language structures if they are to make the new language their own. As with other lessons, the Grammar and the Language in Action lessons always start with sharing the learning objective with the class and reminding students what they already know about the topic.

Big English gives students the opportunity to consider structures in such devices as grammar boxes in their books. But Big English never abandons the necessity of presenting language structures in meaningful contexts, and highlights differences and similarities in language use to encourage students to work out the grammatical principle. This makes the grammatical rule more meaningful and memorable.

The Workbook also provides a variety of extra grammar practice activities to help students understand and eventually produce the target grammar.

Big English contains a wealth of recycling of structures throughout the course. This results in increased exposure to the target language, developing familiarity and mastery of the language. Students gain further opportunities to review the structures in the Review lessons at the end of each unit, as well as the Checkpoint sections that feature after every three units. This is crucial to mastering the target language.

Grammar

I will learn to use *can/can't* to describe what animals can do.

Can a kangaroo jump? Yes, it can .	Can an elephant jump? No, it can't .
Can kangaroos jump? Yes, they can .	Can elephants jump? No, they can't .

11 Look and listen. Then write.

1 _____ a zebra see at night? Yes, _____

2 _____ cheetahs run fast? Yes, _____

3 _____ a giraffe climb a tree? No, _____

4 _____ hippos jump? No, _____

12 Match the questions and answers.

1 Can monkeys hang from trees?	a No, they can't. They're too big.
2 Can a lion catch animals for its food?	b Yes, they can. They have long tails.
3 Can elephants climb trees?	c Yes, it can. It has sharp claws.

13 Look at pages 100–101. Ask and answer with a partner.

Can a monkey hang from a tree?

Yes, it can.

Unit 8 101

Grammar

Where's the ball?
It's **in** the toy box.
It's **on** the shelf.
It's **under** the table.

Where are the skates?
They're **under** the desk.
They're **on** the couch.

9 Listen and circle **in, on, or under**.

1 in on 2 on under 3 on under
4 in on 5 on in 6 under on

80 Unit 8 How did I do? ● ● ●

th Systematic Phonics Development

What is systematic phonics development?

This approach to phonics development means an explicit and focused presentation of a small number of letter-sound correlations at any one time. The teacher follows a carefully planned sequence of sounds, and students build up to producing whole words by first listening to the separate key sounds, blending them, and finally attempting to produce a whole word which contains the target sound.

Why is systematic phonics development important?

Presenting the sounds of English in a systematic way means that all children will feel secure in what they need to do in these lessons. Students are given plenty of auditory support which acts as exposure to the spoken language. This is especially important for children with little exposure to English outside of class.

Having plenty of opportunities for practice, either receptively or productively, builds confidence in understanding spoken English. This will, in turn, build confidence in and mastery of using those sounds while speaking.

How do I teach phonics in a systematic way with Big English?

In this new edition, Big English now contains a dedicated Phonics lesson within each unit. As with other lessons, the Phonics lessons always start with sharing the learning objective with the class and reminding students what they already know about the topic.

Each Phonics lesson follows a highly-structured sequence. The target sounds are presented with clear audio and illustrations. Students are then given supported receptive practice to do. This is followed by an opportunity to listen and blend the target sounds in complete words. The target sounds are then practiced in context, through an engaging chant. The Workbook provides yet another opportunity for practice, which can be used in class or at home, with the learner practicing the new sounds with their family.

The Teacher's Edition contains comprehensive and highly supportive teaching notes. Target sounds are presented with audio to support teachers with the modeling of the sounds.

Phonics | ou, ow

I will learn to use the sounds ou and ow.

1 Listen, look, and repeat.
1 OU 2 OW

2 Listen and find. Then say.

3 Listen and blend the sounds.

1 g-r-ou-p group	2 t-ow-n town
3 t-ou-c-a-n toucan	4 c-l-ow-n clown
5 d-ow-n down	6 s-ou-p soup

4 Underline ou and ow. Then listen and chant.

An owl went
Down to town
To see a group
Of toucans
Drinking soup.

Phonics Lesson

Lesson Flow

Lesson Objectives

I will learn to use the sounds ou and ow.

Phonics | ou, ow

I will learn to use the sounds ou and ow.

1 Listen, look, and repeat.
1 OU 2 OW

2 Listen and find. Then say.

3 Listen and blend the sounds.

1 g-r-ou-p group	2 t-ow-n town
3 t-ou-c-a-n toucan	4 c-l-ow-n clown
5 d-ow-n down	6 s-ou-p soup

4 Underline ou and ow. Then listen and chant.

An owl went
Down to town
To see a group
Of toucans
Drinking soup.

Warm-up

- Ask students to listen carefully as you say a word. Have them call out: 'Wow!' (and punch the air) if they hear a word with an /ow/ sound, e.g. cow, owl, town, down, and clown. Have them call out: 'You!' (and point at another person) if they hear a word with an /ou/ sound, e.g. soup, you, group, and toucan.
- Say the words in a random order interspersed with other words so that students have to listen carefully to the sound in each word and change the call out and.

Lesson Objective

Introduce the lesson objective. Say: Today I will learn to use the sounds ou and ow.

- Students will identify and name the letters and sound ou and ow individually and as part of words.

UNIT

Walk-through

Vocabulary and Song Lessons

Theme-based units encourage deeper understanding of concepts and language.

Learning objectives on the page help to focus learners and make them aware of the progress they're making.

A high-energy **song** introduces the key vocabulary for the unit.



The screenshot shows two pages from a lesson plan. The left page is titled '1. Vocabulary' and includes a 'Song Tunes!' section with activities like 'coloring a picture', 'counting', 'cutting paper', 'gluing shapes', 'listening to a story', and 'watching a movie'. The right page is titled '2. Song' and features a song titled 'Here's My Classroom!' with lyrics: 'Look! Here's my classroom. And here are my friends: Peter, Sarah and Timothy, Penny, Jack and Jani. Peter is cutting paper. Penny is writing her name. Sarah is listening to a story. And Jack is playing a game. Timothy is counting. Jan is gluing. We have fun and learn a lot. What are your hands doing?' Below the lyrics are two small images of children and a 'What's she doing?' prompt.

Key unit vocabulary is presented in context. The vocabulary is practiced in a kinesthetic way, through games and similar engaging activities.

Think **BIG** questions prompt students to use critical thinking skills, personalize language, collaborate, and use key vocabulary in context.

Story Lesson

Comprehension strategies and critical thinking are developed through frequent reading practice.



The screenshot shows a 'Story' lesson page. It includes a comprehension question: 'Listen and read. How many Marias are there?' followed by a 'What's Maria Doing?' section with four panels of a story. The first panel shows a boy asking 'Who's Maria doing?' and a girl replying 'She's cutting paper.' The second panel shows a boy saying 'No, she isn't. She's using the computer.' The third panel shows a boy saying 'No, she isn't. Look!' and a girl replying 'Now Maria is writing on the board.' The fourth panel shows a boy saying 'No! Look over here. Maria is gluing a picture.' Below the story is a matching activity: 'Look at the story. Then match.' with four numbered options: 1. She's cutting paper, 2. She's gluing pictures, 3. She's using the computer, 4. She's writing on the board. There are also two small images of a girl labeled 'a' and 'b'.

Target vocabulary is practiced through an engaging, visual story.

Language in Action and Grammar Lessor

A dialog is presented and practiced to increase students' communicative competence.

Following an **integrated approach**, students read, listen, speak, and write all in one lesson.

Language in Action

1 I will listen to a dialog and answer the questions.

8 Listen and read. Then say.

Billy: What's Timmy doing?
Suzie: He's playing a computer game.
Billy: It looks like fun! Let's play a computer game, too.
Suzie: Sorry. There's only one computer.
Billy: Oh, too bad!
Suzie: But I have a DVD. Let's watch a movie!

9 Look at 8. Role-play with a partner.

10 Listen and stick.

11 Look at 10 and write.

- There are _____ pictures.
- There are _____ books.

Grammar

I will learn to use be + -ing to describe what people are doing.
 I will learn to use there is, there are + numbers.

What's he/she doing? He's/She's reading a book.
 What are they doing? They're gluing pictures.

he is = he's
 she is = she's
 they are = they're

12 Look and listen. Then write.

1 They're _____ soccer.
 2 She's _____ a book.
 3 They're _____ to music.
 4 He's _____ numbers.

How many pictures are there? There's one picture.
 How many books are there? There are three books.

there is = there's

13 Listen and write. Use **There is** or **There are**.

_____ thday cake.
 _____ shapes.
 _____ black dog.

2. Song

Play Teach

2. Song

Play Teach

Grammar is taught in context and supported by clear grammar charts.

Content Connection and Culture Connection Lessons

In Content Connection lessons, students encounter texts from academic areas such as social studies, science, and math. Content vocabulary is clearly signposted.

Content Connection | Math

I will learn to use math and numbers.

14 Do the math. Then listen and write.

- Four plus three equals _____.
- Eight minus two equals _____.
- One plus nine equals _____.

CONCRETE WORDS
plus +
minus -
equals =

15 Look, read, and write the answers. Then listen and check.

CONCRETE WORDS
eleven 11 twelve 12 thirteen 13 fourteen 14 fifteen 15 sixteen 16
seventeen 17 eighteen 18 nineteen 19 twenty 20 thirty 30 forty 40
fifty 50 sixty 60 seventy 70 eighty 80 ninety 90 a hundred 100

- There are eleven girls in the class and nineteen boys. There are _____ children in the class.
- There are fourteen chairs in Classroom 1. The children move two chairs to Classroom 2. Now there are _____ chairs in Classroom 1.
- The children have fifteen cupcakes. They eat four. Now they have _____ cupcakes.
- There are eighteen pictures on the paper. Lucy cuts out two pictures. Now there are _____ pictures on the paper.
- There are a hundred children on the playground. Thirty go into their classrooms. Now there are _____ children on the playground.

THINK BIG

Eleven girls plus nineteen boys equals...
 Thirty children!

1. Vocabulary

Culture Connection | Around the World

I will learn about classroom in different countries.

16 Look, listen, and read. What are they studying?

Classes, but Not in a Classroom!

Are classes always in classrooms?
 No, they aren't!

These students in Turkey are in a forest. They're studying trees and animals.

These students in France are having a P.E. class in the mountains. They love to ski.

These students in the United States are having a science class in the school garden. They're growing plants and flowers.

These students in Bangladesh are studying English. Their school is a boat! Bangladesh is a wet country. Sometimes schools close, but this school is always open.

17 Talk about your classroom with a partner.

Our classroom is in Masaka. There are twenty desks and chairs.

We have a big whiteboard and six new computers.

Is the classroom? Do you study?

2. Song

1. Vocabulary

Play Teach

2. Song

Play Teach

In Culture Connection lessons, students learn about other cultures and countries.

Video enriches the learning experience, reinforcing target language and bringing culture lessons to life.

Phonics and Values Lessons

th The sounds of English are presented in a systematic, supported way.

Phonics | th

1 I will learn to use the sound th.

1 Listen, look, and repeat.
1 th 2 th

2 Listen and find. Then say.

3 Listen and blend the sounds.

1 th-e the 2 th-e-n then
3 b-o-th both 4 w-i-th with
5 p-a-th path 6 m-a-th math

4 Underline th and th. Then listen and chant.

There are three crocodiles
Taking a bath.
They have thin mouths,
But big teeth!
Look out! Look out!

Values | Take turns

1 I will share my turn when playing games.

1 Listen and look. Number in order.

2 Take turns. Ask and answer with a partner. Do the actions.

May I use the computer now?
Yes! Let's take turns.

THINK BIG Is it good to take turns? Why?

Project!

24 Make a finger puppet. With a partner, use your puppet to do a role play about taking turns.

You can use the puppet to say...

Thanks!

8 Phonics

9 Values

Students reflect on a core value related to the theme of the unit and apply this in a collaborative project.

Projects promote collaboration and creativity.

Review Lesson

Vocabulary and grammar from the unit is practiced again in the context of game-style activities, language exercises, and through a dramatic video.

Review | Vocabulary and Grammar

25 Look and write. Use the correct form of the verb.

color glue listen play read write

1 She's _____ shapes. 2 They're _____ a book. 3 They're _____ to music.

4 They're _____ soccer. 5 She's _____ a picture. 6 He's _____ on the board.

26 Count and write. Use **There's** or **There are**.

1 _____ rulers.
2 _____ eraser.
3 _____ markers.

I can

- use words for classroom activities.
- use there is, there are to describe what's in my classroom.

Review | Speaking

27 Listen and find. Say **Picture 1** or **Picture 2**. Then ask and answer.

Picture 1

Picture 2

In Picture 1, what are they doing?
In Picture 1, they're playing a game.

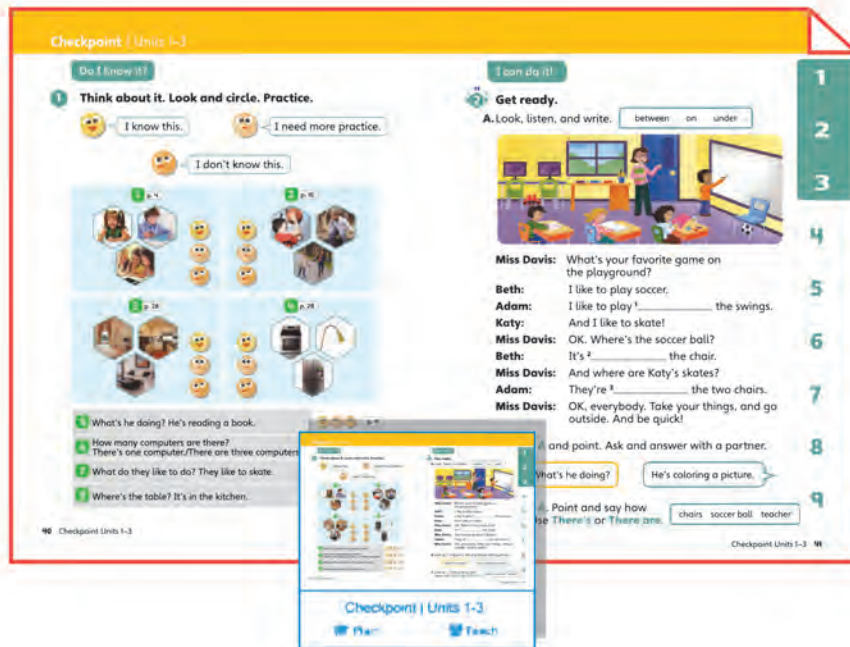
10 Review

Self-assessment activities and I can statements aligned to the GSE allow students to reflect on their progress.

Checkpoint

There are four Checkpoint lessons after every third unit.

Students reflect on what they know and don't know from the unit.



Checkpoint | Units 1-3

Do I know it?

1 **Think about it. Look and circle. Practice.**

I know this. I need more practice. I don't know this.

Get ready.

A. Look, listen, and write. between on under

Miss Davis: What's your favorite game on the playground?
Beth: I like to play soccer.
Adam: I like to play ' between the swings.
Katy: And I like to skate!
Miss Davis: OK. Where's the soccer ball?
Beth: It's ' between the chair.
Miss Davis: And where are Katy's skates?
Adam: They're ' the two chairs.
Miss Davis: OK, everybody. Take your things, and go outside. And be quick!

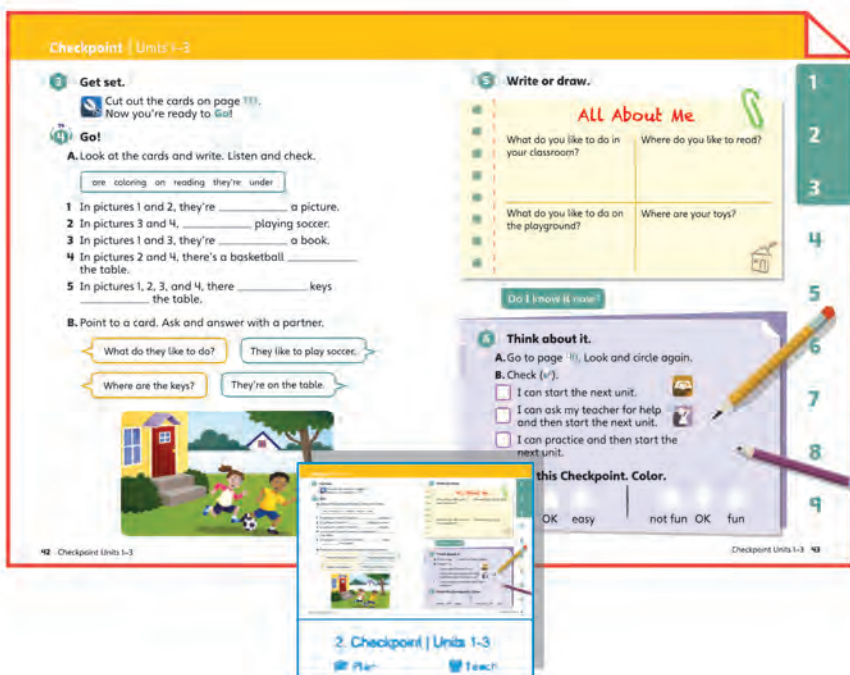
Point and say how many. There's or There are chairs soccer ball teacher

Checkpoint Units 1-3

The Get ready task helps identify gaps in learners' knowledge of the key language points so that teachers can provide a review as needed.

Vocabulary from the unit is practiced again in the context of an activity using cut-out cards.

Target grammar is recycled in the context of a dialog.



Checkpoint | Units 1-3

3 **Get set.**

Cut out the cards on page 111. Now you're ready to Go!

4 **Go!**

A. Look at the cards and write. Listen and check.

are coloring on reading they're under

1 In pictures 1 and 2, they're a picture.
 2 In pictures 3 and 4, they're playing soccer.
 3 In pictures 1 and 3, they're a book.
 4 In pictures 2 and 4, there's a basketball the table.
 5 In pictures 1, 2, 3, and 4, there keys the table.

B. Point to a card. Ask and answer with a partner.

What do they like to do? They like to play soccer.
 Where are the keys? They're on the table.

Write or draw.

ALL About Me

What do you like to do in your classroom? Where do you like to read?
 What do you like to do on the playground? Where are your toys?

Do I know it now?

4 **Think about it.**

A. Go to page 111. Look and circle again.
 B. Check (✓).

I can start the next unit.
 I can ask my teacher for help and then start the next unit.
 I can practice and then start the next unit.

this Checkpoint. Color.

OK easy not fun OK fun

Checkpoint Units 1-3

Students use the language they know to carry out a mini-portfolio task.

The Do I know it now? feature prompts further self-assessment which raises students' awareness of the progress they're making.



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LEVEL 1	<A1	14-27	Starters
LEVEL 2	<A1/A1	17-33	Starters
LEVEL 3	A1/A2	20-37	Movers
LEVEL 4	A2/A2+	23-40	Movers
LEVEL 5	A2/B1	26-44	Flyers
LEVEL 6	A2+/B1	29-47	Flyers

