



RAHNAMA
P R E S S

@RAHNAMAPRESS

WWW.RAHNAMAPRESS.COM

Mario Herrero

Christopher Solís

BIG ENGLISH



2ND EDITION
TEACHER'S EDITION



CONTENTS



RAHNAMA
P R E S S

@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

Welcome to Big English!	iii
Component Walk-through	iv
Big English Course Pedagogy	vi
Unit Walk-through	xii
Big English Lesson Flow	xvi
Time Guidelines	xviii
Scope and Sequence	T2
Welcome to Class!	
1 Kids in My Class	4
2 Our Schedule	16
3 Food Around the World	28
Checkpoint, Units 1–3	40
4 How Do You Feel?	44
5 Weird and Wild Animals	56
6 Life Long Ago	68
Checkpoint, Units 4–6	80
7 Special Days	84
8 Hobbies	96
9 Learning New Things	108
Checkpoint, Units 7–9	120
Cutouts for Checkpoints	T124
Stickers	T125
Cambridge Young Learners English: Movers Practice Paper	T126
Game Bank	T135
Audio Scripts	T137
Workbook Answer Key	T153
Wordlist	T160
International Phonetic Alphabet	T163

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 students 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

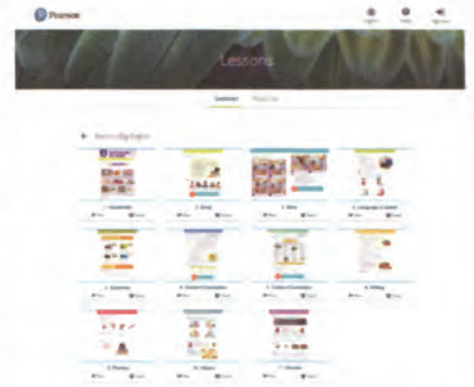
Student's Book



Workbook



NEW Teacher Presentation Tool



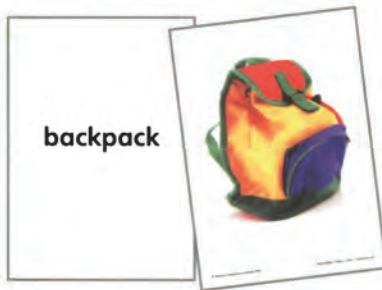
Audio CDs, Documentary and Dramatic videos



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 Communication

- Read the directions aloud as students follow in their books. Discuss the directions as a class. Pair students and have them explain how they are the same and different than a friend. Allow time for each student to have a turn to explain their differences and similarities to a partner. Help students express their responses in English.



Think of a friend. How are you the same and how are you different?

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
Geography

I will learn about unusual festivals

 Listen and read. Match the titles a–c with paragraphs 1–3.




a The Color Red b The Start of a New Season c Strange Dinner Guests

colours/words
attraction celebrate
feast fight powder
take place unusual

Unusual Festivals

Every country has its own festivals to celebrate different things. Some festivals are more interesting than others because they're unusual – and a lot more fun! Here are just a few unusual festivals around the world.

- 1 Holi, the festival of colors, takes place every year in India, Nepal, and other parts of the world. Holi celebrates the end of winter and the arrival of spring and lasts for many days. It's also a celebration of good over evil. During the festival, people throw colored powder and water at each other. Stores and offices close and the streets fill with excited crowds. It's one of the most colorful festivals in the world!
- 2 The only color during another famous festival is red. 'La Tomatina' takes place in Buñol, Spain, in August. People come from all over the world for a big food fight. La Tomatina, you see, is the festival of throwing tomatoes! All over the city, people run through the streets throwing red tomatoes at each other. The streets get very messy, but everyone has a good time.
- 3 Finally, how about a festival with animals? On the last weekend in November, people in Lopburi, Thailand, invite some

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.

INITIATE

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?

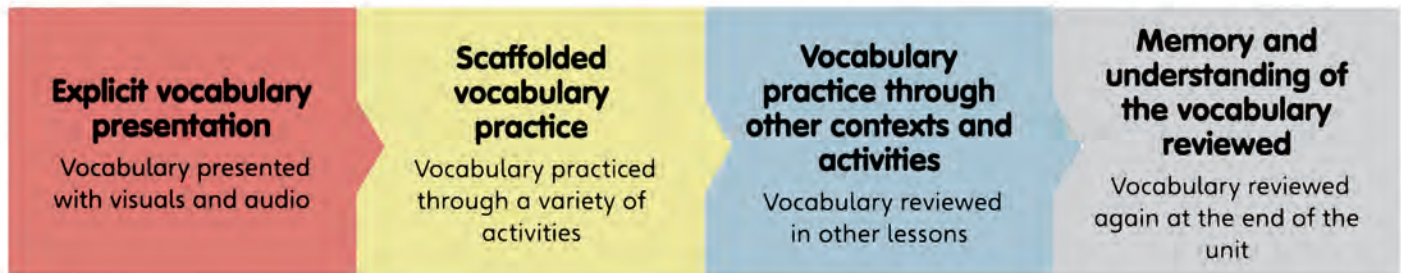
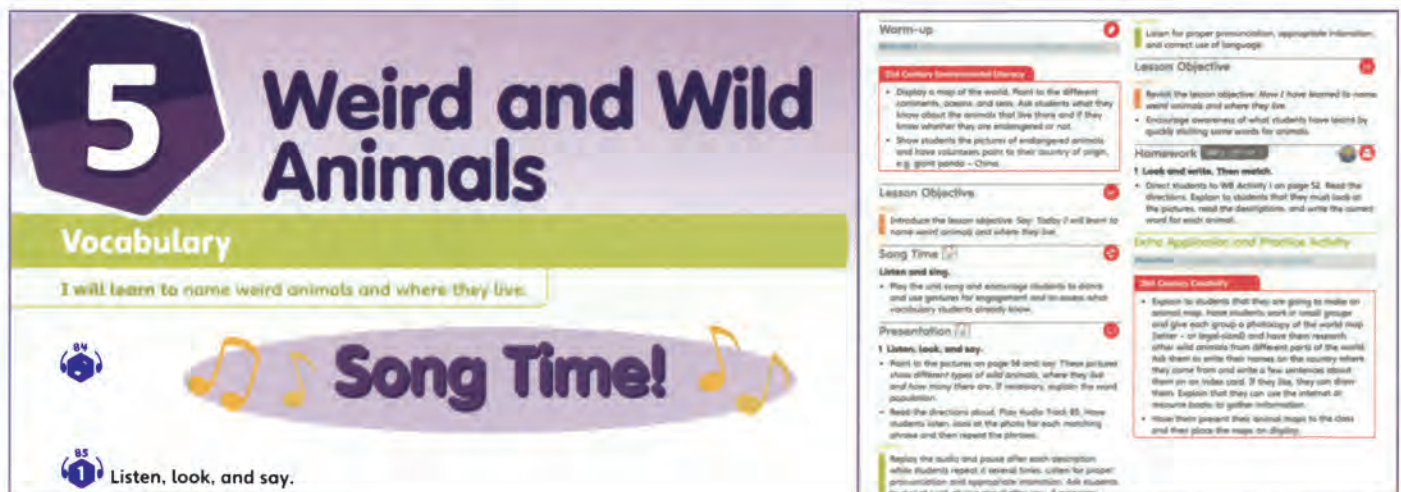
In Big English, the Vocabulary lessons always start with sharing the lesson objective with the class and reminding students what they already know about the topic.

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.

5 Weird and Wild Animals

Vocabulary

I will learn to name weird animals and where they live.

Song Time!

1 Listen, look, and say.

Warm-up

2nd Century Environmental History

- Display a map of the world. Point to the different continents, oceans and seas. Ask students what they know about the animals that live there and if they know whether they are endangered or not.
- Show students the pictures of endangered animals and have volunteers point to their country of origin, e.g. giant panda - China.

Lesson Objective

Introduce the lesson objective: Say: Today I will learn to name weird animals and where they live.

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.

Presentation

- Listen, look, and say.**
 - Point to the pictures on page 58 and say: These pictures show different types of wild animals, where they live and how many there are. If necessary, explain the word population.
 - Repeat the directions about: Pika Pika! Tick, 88. Have students listen, look at the photos for each matching phrase and then repeat the phrases.

Repeat the audio and pause after each description while students repeat it several times. Listen for proper pronunciation and appropriate intonation. Ask students to repeat each phrase aloud after you, if necessary.

Lesson Objective

Explain the lesson objective: Now I have learned to name weird animals and where they live.

- Encourage awareness of what students have learned by quickly stating some words for animals.

Homework

1 Look and write. Then match.

Direct students to WB activity 1 on page 52. Read the directions. Explain to students that they must look at the pictures, read the descriptions, and write the correct word for each animal.

Extra Application and Practice Activity

2nd Century Country

- Explain to students that they are going to make an animal map. Have students work in small groups and give each group a phylogeny of the world map (either - or legal-sized) and have them research other wild animals from different parts of the world. Ask them to write their names on the country where they come from and write a few sentences about them on an index card. If they like, they can draw them. Explain that they can use the internet or resource books to gather information.
- Have them present their animal maps to the class and then place the maps on display.

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 would/like to talk about food.

What would you like ?	I'd like some soup.	I would like → I'd like
What would he/she like ?	He'd/She'd like some yogurt.	He/She would like → He'd/She'd like

10 Look and complete.

1 What would Jessie like?

She'd like some oatmeal.

2 What _____ Jin-Soo _____?

_____ some noodle soup.

3 What _____ Ms. Ruiz _____?

_____ yogurt with fruit.

4 What _____ you _____?

Would	you	like to try some curry?	Yes.	I	we	would.	No.	I	we	wouldn't.
	he/she			he/she	they			he/she	they	
	they									

11 Read and complete.

- Would your dad like to try a steamed bun? Yes, _____.
- Would your mom like to try some flan? No, _____.
- Would you like to try a strawberry smoothie? _____.
- _____? Yes, I would.

Unit 3 33

Grammar

What would you like ?	I'd like some soup.	I'd like → I would like
What would he/she like ?	He'd/She'd like yogurt.	He'd/She'd like → He/She would like

9 Listen and ✓. Then complete the sentences.

Name: _____

Name: _____

Name: _____

Drinks	Lunch	Drinks	Lunch	Drinks	Lunch
lemonade	chicken curry	lemonade	chicken curry	lemonade	chicken curry
apple juice	noodle soup	apple juice	noodle soup	apple juice	noodle soup
milk	rice and beans	milk	rice and beans	milk	rice and beans
steamed buns	steamed buns	steamed buns	steamed buns	steamed buns	steamed buns

- What _____ Linda _____?
- What _____ Paul _____?
- What _____ Maria _____?

10 Look at 9. Write about you. What would you like?

30 Unit 3 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 | le, el, al, il

I will learn to use the sounds le, el, al, and il.

1 le

2 el

3 al

3 il

Listen and find. Then say.

apple

camel

medal

pencil

Listen and blend the sounds.

1 b-u-bb-le bubble	2 u-n-c-le uncle
3 t-r-a-v-el travel	4 a-p-p-il April
5 s-a-n-d-al-s sandals	6 t-o-w-el towel
7 p-u-p-il pupil	8 l-o-c-al local

Read aloud. Then listen and chant.

Take your pencil.
 Draw a camel.
 Draw a medal.
 Draw some bubbles.

Unit 3 37

Phonics Lesson

Lesson Flow

Warm-up
Objective

Lesson
Objective

Fluency
Practice 1

Practice 2

Practice 3

Practice 4

Practice 5

Practice 6

Lesson
Objective

Exit Ticket

Lesson Objective

I will learn to use the sounds le, el, al, and il.

Phonics | le, el, al, il

I will learn to use the sounds le, el, al, and il.

1 le

2 el

3 al

3 il

Listen and find. Then say.

apple

camel

medal

pencil

Listen and blend the sounds.

1 b-u-bb-le bubble	2 u-n-c-le uncle
3 t-r-a-v-el travel	4 a-p-p-il April
5 s-a-n-d-al-s sandals	6 t-o-w-el towel
7 p-u-p-il pupil	8 l-o-c-al local

Read aloud. Then listen and chant.

Warm-up

Make flashcards (words only) using index cards for the words in this lesson (apple, camel, medal, pencil) and a few other words with the same sounds that students know (pedal, people, wheel, snail).

Lesson Objective

Introduce the lesson objective. Say: Today I will learn to use the sounds le, el, al, and il.

Check answers from the HW in the last lesson.


Check answers from the HW in the last lesson.

Unit 3 537

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 a digital lesson page for 'Kids in My Class'. It is divided into two main sections: 'Vocabulary' and 'Song'. The 'Vocabulary' section includes a 'Song Time!' activity with six small illustrations of children and their names: Trish, Oliver, Saira, Nisha, and two others. The 'Song' section features a large illustration of a girl and a boy, with lyrics and a 'Chorus' section. Below the main page are two smaller preview cards labeled '1. Vocabulary' and '2. Song', each with 'Plan' and 'Teach' buttons.

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 digital lesson page for a 'Story' lesson. It features a comic strip with four panels showing characters talking. Below the comic is a reading activity with a table for 'Christmas' and 'Animals'. The table has columns for 'Christmas' and 'Animals' and rows for '1. How curly dark hair', '2. long long hair', '3. is tall', '4. is shorter than the other', '5. is nice and smart', and '6. is shy'. Below the table are two preview cards labeled '3. Story' with 'Plan' and 'Teach' buttons.

Target vocabulary is practiced through an engaging, visual story.

Language in Action and Grammar Lesson

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. Listen and read. Then say.

Lisa: Is that your cousin?
Mercy: Yes, that's Alan.
Lisa: Is he older than you?
Mercy: No, he's younger than me.
Lisa: Oh, he's taller than you.
Mercy: I know. He's taller than my brother David, too.

2. Practice the dialog in 1 with a partner.

3. Listen and stick.

4. Language in Action

Plan Teach

Grammar

1. Who is bigger, Chris or Tom? **Chris is bigger than Tom.**

2. Look at the picture. Complete the sentences.

big heavy long small

1. Juan is bigger than Mia.
2. Mia is longer than Juan.
3. Mia's hair is longer than Juan's.
4. Juan's backpack is smaller than Mia's.

3. My sister's hair is longer than my hair.
4. My sister's hair is longer than your hair.

5. Rewrite the sentences.

hers mine ours yours

1. My sister is younger than your sister.
2. His book is heavier than her book.
3. Annette's hair is shorter than my hair.
4. Their car is bigger than our car.

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 | Life Science

1. Listen and read. What are two types of twin?

Twins and More!

2. Look at the picture and read. Do you think the twins are identical or fraternal? Explain your answer.

3. In 2020, scientists in Mexico took photos of twins growing inside their mother. These images tell us that twins really do have a special relationship. The twins touched each other more than they touched themselves. These little brothers and sisters begin to see each other when they are born.

4. Look at the picture and say True or False. Correct the sentences that are false.

- Twins, triplets, and quadruplets are the same age.
- There are more quadruplets than triplets.
- Identical twins are more common than fraternal twins.
- Identical twins have the same fingerprints.

Culture Connection | Around the World

1. Read quickly. Match the hairstyles (a-d) with the paragraphs (1-4).

powdered wigs, braids, dyed wigs, fan-shaped hairstyle

2. Many cultures in Africa use braids to tell something about their age, such as whether they are married or not, or what community they belong to. This kind of hairstyle is popular around the world. It's easy to find a high-top musician or a famous athlete with braids.

3. In Japan, sumo wrestlers have a special hairstyle. Long hair is pulled up to the top of the head, and the end is made into a shape of a fan when a famous sumo wrestler retires, this piece of hair is cut off.

4. Across Europe in the 1700s, many men and women wore powdered wigs. Some people had a special room in their house for putting powder on the wigs. Many of the hairstyles at the time were to copy the styles of rich or famous people. Today, judges in the UK wear white wigs made of wool for some of their wigs in the courts.

5. Listen and read. Then choose the correct answer.

- Part of a sumo wrestler's hair is cut off when he **becomes famous / retires**.
- Wigs in Ancient Egypt were sometimes **dyed different colors / made of metal**.
- Some people in the 1700s had a special room in their house for **putting powder on the wigs**.
- Today, judges in the UK wear white wigs made of wool for some of their wigs in the courts.

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.

Writing and Phonics Lessons

The Writing lessons feature an **integrated skills** approach. Students are given a model to read, listen to, and discuss, before writing their own text.

Students gain experience of different text types that they will encounter later in their education.

Writing | Parts of a paragraph

I will learn to write a paragraph.

16 Read. Then find the title, topic sentence, detail sentences, and final sentence.

A **title** says what you are going to read about.
A **topic sentence** gives the main idea of a paragraph.
Detail sentences give us more information.
A **final sentence** talks about the subject in a different way.

My Best Friend

My best friend's name is Anita. She's taller than I am, and her hair is longer than mine. Anita is smart, and she's funny, too. We like playing computer games on the weekend. I'm happy to have a friend like Anita.

17 Read and say title, topic sentence, detail sentence, or final sentence.

- 1 She is very nice and a lot of fun.
- 2 I'm always happy to see Aunt Ellie.
- 3 She likes making cookies with my sister and me.
- 4 My favourite aunt is Aunt Ellie.
- 5 My Aunt Ellie
- 6 She also likes playing games with us.

20 Look at 15. Order the sentences to make a paragraph.

Writing Steps

21 Write about a friend or relative.

- 1 Think of a friend or relative.
- 2 Write a title.
- 3 Write three detail sentences.

12 Unit 1

Phonics | ear, air

I will learn to use the sounds ear and air.

1 Listen, read, and repeat.

1 ear 2 air

2 Listen and find. Then say.

hear chair

3 Listen and blend the sounds.

1 f-ear fear	2 y-ear year
3 h-air hat	4 p-air pair
5 t-air fat	6 d-air deer
7 m-air mat	8 s-t-air stairs

4 Read about. Then listen and chant.

A boy with big ears and fair hair hears the bees on the stairs.
A boy with big ears and fair hair.

Unit 13



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

Values and Review Lessons

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.

Values | Be considerate of others

I will learn to be considerate of others.

26 Listen and complete the sentences.

dropped first help turn

1 You can have a _____.

2 Can I _____ you?

3 You can go _____.

4 You _____ something.

27 Practice being considerate with a partner.

You can go first. Thank you!

Project

28 Make Good Manners award. Your teacher can give them who are considerate and have manners.

14 Unit 1

Review

29 Make cards with the words in the box. Then play a game.


Friendly
funny
glasses
hair
long
nice
old
short
tall
young

30 Complete the dialog. Use the words from the box.

he serious older island darker taller yours

A: Is that your brother?
B: Yes, that's Max. We're not the same. We're very different. He's more _____ than I am. He's quite shy.
A: Is he _____ than you?
B: Yes, I'm 10, and he's 11. But I'm a little _____ than he is.
A: His hair is _____ than _____.
B: Yes, I have _____ hair. His hair is brown.
A: Is he friendly?
B: Yes, _____ is very friendly. Just like me!

Unit 15



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

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.



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.



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

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



just got **BIGGER**!

Big English 2nd edition builds on the firm foundations and big ideas of the first edition and brings exciting new features and components to help young learners progress and communicate confidently.

Three academic pillars prepare students for the challenges they will find in today's world:

- **CLIL** motivates students to explore and enquire, by integrating meaningful content from other areas.
- **21st century skills** empower students to get ahead in a changing world: collaborating, communicating, thinking critically and working creatively.
- **Assessment for Learning** develops the confidence students need to succeed in English and in life.

Think BIG! Dream BIG!

English.com/BigEnglish2



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

ISBN 978-1-292-20344-7

