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BIG

ENGLISH



2ND EDITION
TEACHER'S EDITION



CONTENTS



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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!	a
1 My Interests	4
2 Family Ties	16
3 Helping Others	28
Checkpoint, Units 1–3	40
4 Shopping Around	44
5 Vacation Time	56
6 The Future!	68
Checkpoint, Units 4–6	80
7 What’s That?	84
8 Where Do They Come From?	96
9 How Adventurous Are You?	108
Checkpoint, Units 7–9	120
Cutouts for Checkpoints	T124
Stickers	T125
Cambridge Young Learners English: Flyers Practice Paper	T126
Game Bank	T138
Audio Scripts	T140
Workbook Answer Key	T154
Word List	T162
International Phonetic Alphabet	T166

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.



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



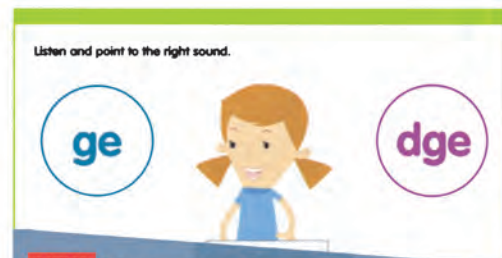
Posters



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.



NEW Student digital resources

Interactive digital activities can be assigned for individual practice in the student digital resources.

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

- Tell students that they will talk about how the Olympics is different to other sporting events.
- Have partners work together to discuss the question.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.



How are the Olympic Games different from other sports competitions?

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
History

I will learn about the history of money.

1B Listen and read. When were the first coins used?

Learning Goals:
bartering bronze coin currency exchange grain livestock seal trade



Money. Money. Money!

Most people today use coins, paper money, or credit cards to buy things. However, shopping wasn't always as easy as that.

About 10,000 years ago, people farmed and grew the food they needed. They raised livestock, like cows and goats, and grew grain, like rice and wheat. During that time, people used bartering. This means they exchanged goods between them. They mostly used livestock and grain instead of money in many different parts of the world.

Over the years, things changed, and about 3,000 years ago, people started to use other things as money. Shells from the ocean, for example, such as the cowrie shell, were traded as money in places like China, Thailand, India, and some countries in Africa.

It wasn't until about 2,000 years ago when the first coins appeared. China, Greece, and India were probably the first places to use metal coins. Most coins were made of expensive metals like bronze, silver, or gold. They made them by heating small amounts of metal and then putting a seal on them, (Greece) or putting a hole in the middle (India and China).

But carrying around a lot of heavy coins wasn't very practical. That's probably why paper money started to be used in China, almost 1,000 years ago. In Europe, paper money began as "bank notes." The first bank notes were made in Sweden, in 1661.

Almost every country has its own currency (a specific kind of money). For example, the USA has American dollars, and the United Kingdom has British pounds. We can tell how much one unit of a certain currency is worth in another currency. This is a very useful thing when you want to travel abroad.



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.

INVOLVE

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 in multiple contexts from real world examples to classroom situations 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.

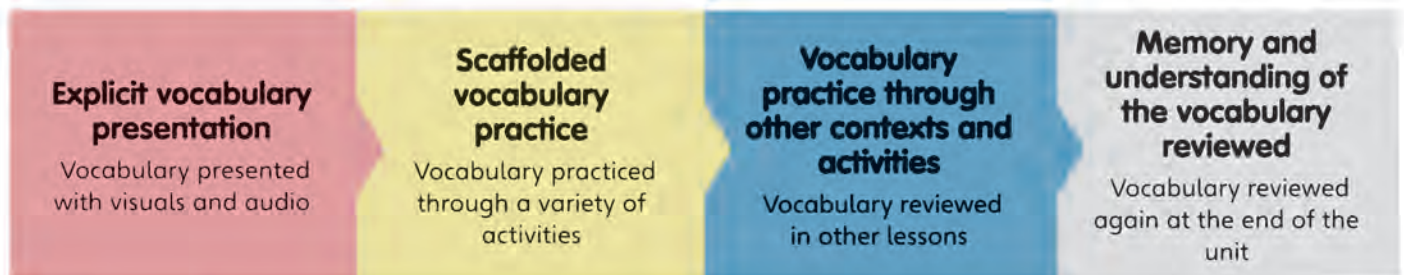
How do I teach vocabulary in a systematic way with Big English?

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.

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, personalization, critical thinking, 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.




7 What's That?

Language in Context

I will learn to talk about gadgets.

1 Look at the pictures and read the questions. Choose the correct answers. Then listen and check.

- 1 What's this used for?
 - a looking at the sun
 - b playing video games
 - c shopping



Presentation

1 Look at the pictures and read the questions. Choose the correct answers. Then listen and check.

- Ask volunteers to read the questions and answer aloud
- Read the directions aloud. Have students complete the activity independently. Then have pairs or small groups talk about their answers.

Play Audio Track 101. Have students listen to check their answers. (Answers: 1 b, 2 c, 3 a)

Practice 1

1 Look at the pictures. Match the gadgets with their uses. Write the letters.

- Read the directions aloud. Say: Match each gadget with its use.
- Ask volunteers to read the uses aloud
- Have students complete the activity independently.

Practice 2

2 Match the gadgets with the words or phrases from the box. Then listen and check.

- Read the directions aloud. Ask students to match the pictures with the words from the box. Say: You'll hear a game show called Name That Gadget. A gadget is a tool or thing. Players try to guess what something was used for.
- Play Audio Track 102 and have students complete the activity independently.

Check answers as a class. (Answers: 1 instant camera, 2 radio, 3 cell phone, 4 wireless headset, 5 games console)

Practice 3

3 Listen again. Take notes about each gadget and what it was used for.

Speaking

4 Work with a partner. Ask and answer. Use your notes from 3.

- Read the directions aloud. Have volunteers read the speech bubbles. Then model talking about gadgets.
- Have students work with a partner to ask and answer questions using the speech bubbles as a guide.

Think BIG

1 of 1 Continue Critical Thinking

- Ask students if they have ever seen any of these gadgets or if they have any similar ones at home. Read the questions aloud and write students' answers on the board.

Lesson Objective

- Revisit the lesson objective: Now I have learned to talk about gadgets.
- Encourage awareness of what students have learned by quickly visiting a few gadgets.

Homework

2 Which gadgets in 1 do you like? Rate them. 1 = It's amazing! 2 = It's cool. 3 = It's OK. 4 = It's boring/not interesting.

- Read the directions aloud. Have students decide which of the gadgets they like best and then rate each one.

3 Match the old things with the modern things. Write the numbers.

- Direct students to WB Activity 3 on page 67. Tell students to look at the pictures and match the old gadgets with the new gadgets.

4 Read and complete the sentences. Use the words from the box. Then listen and check.

Grammar Instruction

Why is grammar instruction important?

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 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 will and won't to make predictions about the future. I will learn to use machine prompts.

Do you think we'll have cars 100 years from now? Yes, we **will**. But cars **won't** have drivers! They **ll** use computers. No, we **won't**. We'll have spaceships.



10 Make predictions about the future. Use **won't** and **will**.


- (write letters/send emails) _____
- (buy things in stores/shop online) _____
- (use smartphones/use video messaging) _____
- (attend school/use virtual classrooms) _____
- (play with dolls/play with robots) _____

Who will use video messaging in the future? **Anyone** with a computer and internet access will use video messaging.

Who will send letters to communicate with friends in the future? **No one/Nobody** will send letters to communicate with friends. **Everyone/Everybody** will use email. Well, **someone** might write a letter!

11 Make predictions about the future. Use **no one, someone, or everyone** with **will** or **might**.

- Who will use tablets instead of laptop computers? _____
- Who will use a smartphone 100 years from now? _____
- Who will use driverless cars? _____
- Who will use a DVD player? _____
- Who will go to virtual malls? _____









Unit 6 73

Grammar

Do you think we'll have cars 100 years from now? Yes, we **will**. But cars **won't** have drivers! They **ll** use computers. No, we **won't**. We'll have spaceships.

10 Look at the pictures. Complete the sentences. Use **will** or **won't**. Then listen and check.

TODAY	2030
	
TODAY	2030
	
TODAY	2030
	

- Next year smartphones _____ look the same as they do today. In the future you _____ wear your phone on your wrist.
- In the future we _____ carry heavy, square tablets anymore. We _____ have tablets that are light and roll up.
- People probably _____ listen to music on an MP3 player in the future. With one Patchster patch near each ear, you and your friends _____ be able to listen to the same music at the same time.

11 Complete the questions. Use **will** or **won't**. Then answer the questions.

- Do you think computers _____ roll up in the future?

- Do you think smartphones _____ be as smart as you?

- Do you think robots _____ clean your room for you?

58 Unit 6 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 section within each unit. 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. 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 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.

Listening and Speaking

I will review the sounds pp, bb, dd, mm, nn, and tt.
I will talk about inventions.

1 Listen, read, and repeat.


1 p-p pp 2 b-b bb 3 d-d dd
4 m-m mm 5 n-n nn 6 t-t tt

2 Listen and blend the sounds.


1 h-a-pp-y happy 2 h-a-bb-y hobby
3 s-u-mm-er summer 4 l-a-dd-er ladder
5 t-e-nn-i-s tennis 6 b-u-tt-er butter

3 Listen and chant.

My favorite hobby
In the summer,
Is playing tennis
And eating bread and butter!



26 Discuss with a partner. Which of the inventions in this picture do you think we'll have one day? What other inventions do you think we'll have in the future?



Window, open.

Listening and Speaking Lesson

Lesson Flow

Warm-up
Lesson Objective
Presentation
Practice 1
Practice 2
Speaking
Lesson Objective

Lesson Objectives

I will review the sounds pp, bb, dd, mm, nn, and tt.
I will talk about inventions.

Listening and Speaking

I will review the sounds pp, bb, dd, mm, nn, and tt.
I will talk about inventions.

1 Listen, read, and repeat.


1 p-p pp 2 b-b bb 3 d-d dd
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Window, open.

78 Unit 6

UNIT

Walk-through

Language in Context Lesson

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.



1 My Interests

Language in Context

Read about these famous people. What were they interested in? Complete the sentences with a word from the box. Then listen and check.

Box: computer, mathematics, tennis, music

- Converting oil, Sir George Clooney was interested in sports like _____ when he was 16, he tried out for the University team.
- One of the richest people in the world, Carlos Slim was interested in investing his _____ at a young age. He bought shares in his bank when he was just 15 years old.
- World famous leader about freedom was interested in his _____ in a way. He played the violin and the piano.
- Always trying to be always wanted to be? She was also good at using a _____ and a microphone to persuade her parents to let her begin a career in acting.
- As a young woman, actress and model, she has loved her work, singing and acting.

Match the names of the school groups with the pictures. Then listen and check.

Box: football team, drama club, school newspaper, school orchestra, sports club, art society, school chess, school on chess, sports club, art society, school chess, school on chess

- Match the names of the school groups with the pictures. Then listen and check.
- Read Look up: Which school group should each student join?
 - Don't even playing and playing music. He has a lot of free time.
 - Don't even acting. Something she would like to do in a movie.
 - Alan is good at writing and has his own blog.
 - Paul likes doing martial arts and is very serious. He likes playing chess, too.
 - Jane is interested in building robots. She's good at science and math.
 - Sam likes playing the trumpet. She's good at it, too.
- Work with a partner. Ask and answer:
 - What's your interest in school?
 - What's your interest in school?
 - What's your interest in school?
 - What's your interest in school?

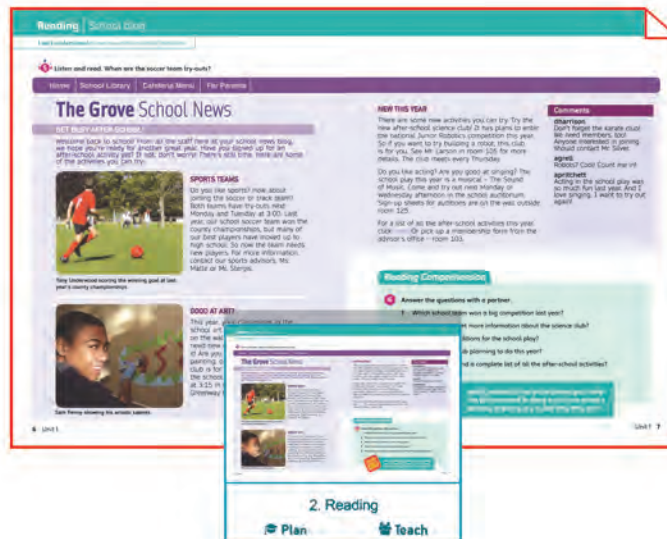
1. Language in Context
Plan Teach

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.

Reading Lesson

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



Reading | Student Close

Listen and read. What are the soccer team trying out?

The Grove School News

SPORTS TEAMS
Do you like sports? How about joining the soccer or track team? Both teams have tryouts next Monday and Tuesday at 3:00. Last year, our school soccer team won the county championship, but many of our best players have moved up to high school. So now the team needs new players. For more information, contact our sports advisors, Mr. Miller at 555-555-5555.

GOOD AT ART?
This year, our school art club will be holding a contest. All art projects will be judged on the school art show on 3/25 in the gymnasium.

NEW THIS YEAR
There are some new activities you can try! Try the new after-school drama club. Or join us for the annual Junior Robotics competition this year. So if you want to try something new, this club is for you. See Mr. Larson in room 105 for more details. The club meets every Thursday.

DISCUSSION
Discussion
Don't forget the sports team! All team members, but anyone interested in joining. Contact Mr. Miller at 555-555-5555.
Question: Acting in the school play was so much fun last year. Are you going to try it this year?

Reading Comprehension

- Answer the questions with a partner.
 - WHICH INTERESTS were a big competition last year?
 - What information about the school play is missing for the school play? Is planning to do this year?
 - Is it a complete list of all the after-school activities?

2. Reading
Plan Teach

Target vocabulary is practiced through engaging reading texts.

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 about clubs and answer the questions.

1 Listen and read. What's Henry good at?

Ms. Parks: Henry, I was wondering. Are you interested in joining a club this year?

Henry: I am, but I'm not sure which one to join.

Ms. Parks: How about joining the science club? You're good at building things.

Henry: Maybe... When do they meet?

Ms. Parks: Every Monday after school.

Henry: Oh, I can't. I have guitar lessons on Mondays.

Ms. Parks: OK. Well, how about joining the art club?

Henry: The art club?

Ms. Parks: Yes, you're so good at drawing. And they meet on Tuesdays.

Henry: Tuesdays are fine for me. I think I'll do it.

2 Practice the dialog in 1 with a partner.

3 Look at the students' current schedules. Listen and stick. Color in their new schedules. Then write what each student is interested in.

acting playing baseball reading comics writing

busy

1 2 3

4 Unit 1

Grammar

1 I will learn to use the present continuous form of the verb to write questions.

10 How about **joining** the basketball team? 11 I **love playing** basketball.

How about **trying out** for the school play? 12 **Mr. Parks** is **not good at writing**.

How about **playing** a musical instrument? 13 **Good idea**, I'm **interested in playing** the trumpet.

Tip: Use the gerund form of the verb (verb + ing) after how about, love, like, enjoy, be interested in, and be good at.

11 Use the words to help you write questions.

- soccer team/try out
- school newspaper/join
- school music/try out
- English club/join

12 Complete the sentences with the correct form of the verb in parentheses.

- No, thanks. I'm not really good at _____ (sing).
- Sounds great. I'm really interested in _____ more English. (learn)
- I guess so. I like _____ soccer a lot. (play)
- I don't think so. I'm not interested in _____ articles. (write)

13 Match the questions and answers in 11 and 12. Practice the dialog with a partner. Then take turns asking and answering the questions again with your own answers.

Unit 1

3. Language in Action

Plan Teach

4. Grammar

Plan 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 Science

1 I will learn about how two sides of the brain work.

10 Listen and read. Which side of your brain might be stronger if you're good at acting?

analyze logical imaginative practical creative

Left Brained or Right Brained?

Did you know that what you're good at doing might have something to do with the side of your brain you use most?

Left-brained people are logical and practical. They're good at analyzing details. They enjoy doing things like solving math problems and playing chess. Right-brained people are creative and imaginative. They're good at activities like painting and acting, but there are also scientists who say that, although there may be some truth in this theory, things aren't so simple. They add that the brain works in a very complicated way, and we don't know everything about it yet.

Which side of your brain is stronger?

If you would like to find out which side of your brain is stronger, take this short quiz. Choose (A) or (B) to answer each question.

- Do you prefer going to (A) math classes or (B) art classes?
- Do you like (A) planning everything or (B) not planning at all?
- Do you like (A) a lot of instructions or (B) not many instructions?
- Do you remember things more easily (A) with words or (B) with pictures?
- When you meet people, do you remember (A) their name or (B) their face?
- When you read a story, do you look for (A) details or (B) the big picture?

How did you score? If you have more A's, the left side of your brain may be stronger. If you have more B's, the right side is probably stronger. How think about the kinds of activities you like to do. Do they match your brain type?

11 Look at the passage. Circle the correct words.

- Left-brained people like **playing chess / acting**.
- Most people have a **stronger side / only one side** of their brains.
- Both sides / The stronger side** of the brain is connected with what we're good at.

10 Unit 1

Culture Connection

1 I will learn about the history of the Olympic Games.

10 Listen and read. Which of the events were part of the 1900 Olympics?

competition event motor vehicle race course variation

You'd Never Guess These Were Olympic Sports!

Some of the early Modern Olympic events are the same ones we see today. But some of them come and went so fast that few people remember that they once were part of the Olympic Games.

Skisport

The name *skiing* means "ski-sliding" in Norwegian. In this sport, a horse pulls a person on skis over a race course covered in snow. It actually looks a lot like water skiing! This strange sport from Norway was part of the Winter Olympics only once, in 1928. Dogs or a motor vehicle instead of a horse pull the skier in variations of this sport.

Hot Air Ballooning

During the Paris Olympics of 1900, hot air ballooning was introduced to the Olympic Games. Players competed to see how far and high they could go or how long they could stay in the air.

High Jump

Did you know that in 1900, 1904, 1908, 1912, and 1920, tug-of-war, a popular game with children all over the world, was a regular Olympic event? The Olympic tug-of-war competition had eight players of each end of a long rope. The team that pulled the other team 2 meters won the event. In the five years of this Olympic game, Great Britain won the most medals in this event.

11 Look at the passage and put the sentences in the correct place.

- You could say that for the British team, winning was "child's play".
- It's still played in countries where there's a lot of snow in the winter.
- This also had to find its close as possible to a spot marked on the ground.

Unit 1

5. Content Connection

Plan Teach

6. Culture Connection

Plan 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.

Writing and Life Skills 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 | News article

1. I will learn to write a news article.

17 Read the article. Then study the questions and answers below.

The Green School News

Our school science club went to the national Junior Robotics Competition last month. The competition took place at the Science Museum in Boston. The science club won fifth place. We're very proud of our science club! All of the students in it are good at designing and building robots. We're sure they'll be happy to show you the award-winning robots. Just ask any member of the science club.



1 Who?	Students in the club
2 What?	National Junior Robotics Competition
3 Where?	Science Museum, Boston
4 When?	Last month
5 What happened?	They won fifth place

18 Copy the chart below into your notebook and answer the questions about a club, team or group at your school. Then use it to write a news article.

1 Who?	
2 What?	
3 Where?	
4 When?	
5 What happened?	

19 Display your articles on a school notice board or newspaper of your own.

12 Unit 1

Life Skills | Be a team player

1. I will learn to talk about being a team player.

20 Which person in each picture is not being a team player? How can that person become a team player? Discuss with a partner.



21 Are you a team player? Discuss with a partner. When do you need to work in a team? Give three examples.

Project

22 Make a poster to find new members for a club, team, or group at your school.



13 Unit 1

7. Writing

Plan Teach

8. Life Skills

Plan Teach

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

Projects promote collaboration and creativity.

Listening and Speaking and Review Lessons

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

Listening and Speaking

1. I will review the sound /c, /s/ and /r/.
2. I will learn to talk about interests and after-school clubs.

23 Listen, read, and repeat:


1 c-e ce 2 c-i ci 3 c-ir cir

24 Listen and blend the sounds.

1 c-e-ll cell 2 c-i-ty city
3 c-i-c-us circus 4 c-i-r-e-nt circus
5 c-e-n-ter center 6 c-i-c-ke cicle

25 Listen and chant.

Have fun in the city!
Go to the circus.
Have fun in the city!
Go to the center.



26 Play the School Clubs game. Work with a partner, listen to the model, and play.

Interest Cards (or Group Cards)

chess club, school orchestra, dance club, soccer team, ice cream do club

Interest Cards

sing, play board games, basketball, chess

14 Unit 1

Review

27 Match the activities with the correct groups.

1 school newspaper	a building robots
2 school orchestra	b writing articles
3 ice cream do club	c drawing
4 art club	d playing a musical instrument
5 science club	e painting
	f taking pictures
	g doing martial arts

28 Complete the dialog with words from the box. Use the correct verb form. Then practice the dialog with a partner.

join join act sign up try out write practice

John: What do you do after school? Are you in any school clubs this year?
Sally: No, but I'm thinking about _____ for one.
John: Well, how about the track team? You're interested in _____, right?
Sally: That's true, but I don't have time for that team. They _____ five days a week.
John: How about _____ for the school musical?
Sally: I'm not very good at _____ or singing.
John: Really? Well, do you like _____?
Sally: Yes, I do.
John: How about _____ the school news bloggers? They always need people. And blogging doesn't take much time!
Sally: Hmm... good idea. I might just do that.

15 Unit 1

9. Listening and Speaking

Plan Teach

10. Review

Plan Teach

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.

Checkpoint | Units 1-3

How well do I know it? Can I use it?

1 Think about it. Read and circle. Practice.

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

Activities: act, build robots, do martial arts...	Pages	😊😊😊😊
Clubs/Teams: baseball team, drama club, school newspaper...	5	😊😊😊😊
Life events: was born, got married, graduated...	17	😊😊😊😊
Family members: mom, uncle, baby sister...	17	😊😊😊😊
Fundraising activities: have a cake sale, raise money...	29	😊😊😊😊
Advertising: design a poster, write an article...	29	😊😊😊😊
Stories about joining the science club? I'm interested in writing articles. She's good at acting.	4	😊😊😊😊
My family moved when I was five. He graduated six years ago.	31	😊😊😊😊
Mary's taller than Sam and John. Mary's the tallest person in our class.	31	😊😊😊😊
How could we raise money for our drama club? We could have a cake sale.	31	😊😊😊😊
What are you going to do for the cake sale? I'm going to bake some cookies.	31	😊😊😊😊

I can do it!

2 Get ready.

A. Complete the dialog with the correct form of the verbs. Then listen and check.

Mr. Rogers: Class, I have news. Do you remember Mr. Finnegan?

Sandra: Sure. He's _____ (be) our music teacher when we _____ (be) in elementary school.

Jackson: Yeah. I _____ (have) my first violin lesson with him when I _____ (be) six.

Mr. Rogers: Well, Mr. Finnegan _____ (retire) at the end of this school year. The principal _____ (ask) us to think of something we can do for him. Any ideas?

Will: I have one. Everyone could _____ (write) a poem about Mr. Finnegan. How about _____ (put) them all together in a book?

Sandra: I don't know. I like _____ (read) poems, but I'm not good at _____ (write) them.

Jackson: I like _____ (write) poems. But I have another idea. I think we should _____ (take) a lot of photos around the school, and we should _____ (put) them on a big poster.

Will: Yeah. We could _____ (write) funny notes by the pictures. Mr. Finnegan would like that!

3 Complete the dialog in A with a partner.

4 Answer the questions with a partner.

5 Could the students write poems about Mr. Finnegan?

6 Could the students take pictures of Mr. Finnegan?

7 What idea do you think is better – the book of poems or the poster?

Checkpoint Units 1-3 41

Checkpoint | Units 1-3
Plan Teach

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

1 Get set.

STEP 1 Cut out the cards on page 138.

STEP 2 Divide the cards into two sets: A cards in one set and B cards in another. Now you're ready to play!

2 Get.

A. Look at the pictures. Make a dialog for each picture using the A and B cards.

B. Practice the two dialogs with a partner.

C. Now make up your own dialog. Choose one of these situations. Role-play your dialog in front of another pair.

Situation 1: **Scenario 1** You're new at this school, and you want to join a club. **Scenario 2** You and your brother play sports. You're in several clubs at school. Too. Give your new friend advice.

Situation 2: **Scenario 1** You're moving to another town soon. You're upset about moving. **Scenario 2** You moved to this little town. You remember moving. Give your friend advice.

3 Write about yourself in your notebook.

- Do you play sports at school or are you a member of a club?
- What kinds of things are you interested in doing in your free time?
- When did you start going to your current school?
- What school are you going to go to after this one?

All About Me _____ Date: _____

4 How well do I know it now?

5 Think about it.

A. Go to page 138. 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.

6 Note this Checkpoint. Color.

7

8

9

42 Checkpoint Units 1-3

Checkpoint | Units 1-3
Plan Teach

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.



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