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BIG ENGLISH



2ND EDITION
TEACHER'S EDITION



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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 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

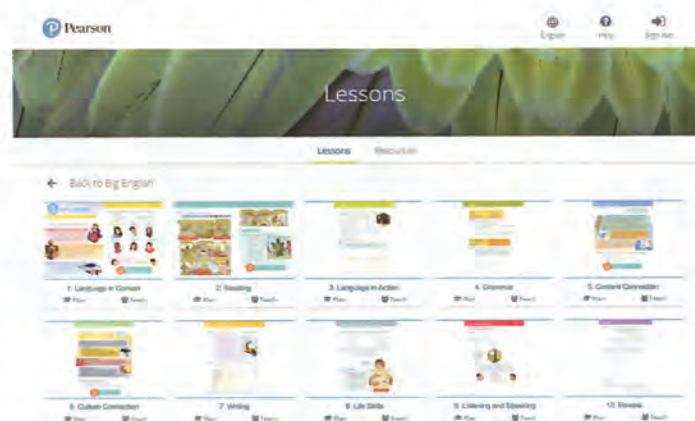
Teacher's Edition

The Teacher's Edition is the place where you can find everything you need to 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



Students review key language at the start of the school year.

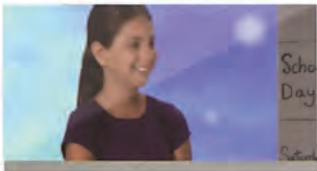
Workbook



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 BIG

21st Century Critical Thinking

Read the questions aloud as students follow in their books. Have students discuss the questions in small groups of three or four. Walk around and help students express their responses in English by modeling words and phrases and have them repeat.

- Invite students to share their responses with the class. Do a class survey to find out how many students get enough sleep every night. Have students suggest ways in which they can get more quality sleep.



Do you get enough sleep every night?
Why/Why not?

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 open, 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 and Technology

I will learn about predictions for the future.

12

Listen and read. How will we be learning new skills in the future?

CONTENT WORDS

futurist microscopic nanotechnology
revolutionize wireless



The Next Big Thing

Experts' Predictions for the Future

Futurists are people whose job is to look ahead and help us plan for the future. Futurists can't say what the future will definitely be like, but they use their knowledge to say what will probably happen and what we can prepare ourselves for. How will we be learning fifty years from now?

Nanotechnology

Nanotechnology is the science of incredibly small things. As a unit of measure, a nanometer is one billionth of a meter! When something is nano-sized, it's so small, it's invisible! With nanotechnology, we'll have microscopic computerized robots called nanobots. Because nanobots can be built into almost anything – even appliances – household chores will be easier. Nanobots could also be used to travel through your body and treat problems and disease without expensive and painful operations.

Brain-to-Computer Communication

How about this for an amazing prediction? One day, everyone and everything will be linked through wireless technology. Nanocomputers will be in your system, so your brain, just like a computer, will be able to receive downloads and uploads. Would you like to learn a new language or how to tango? As soon as you think the thought, your brain will download the new language or the dance steps, and you'll be learning them instantly!

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.

RECALL

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

ASSESS

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.

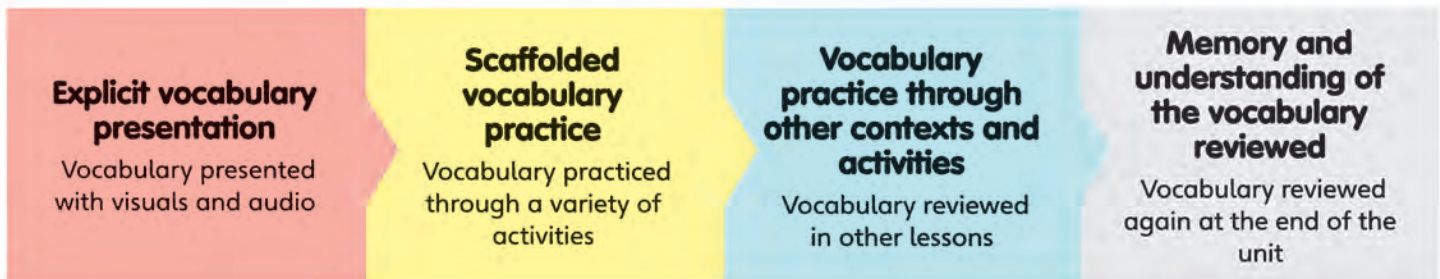
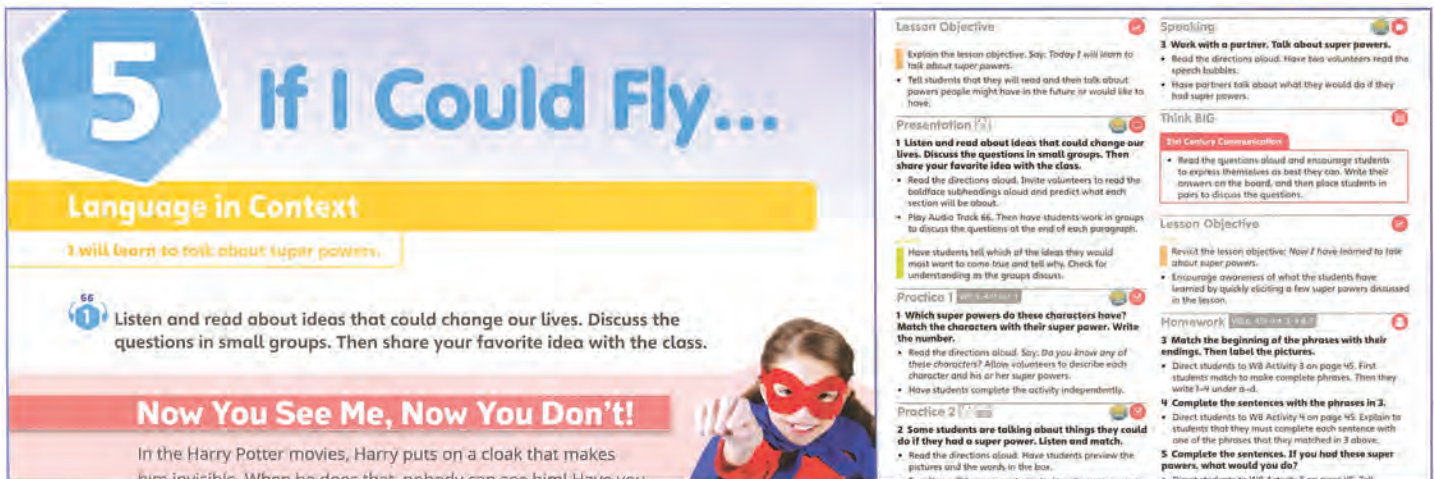
How do I teach vocabulary in a systematic way with Big English?

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.

The sample page is titled "5 If I Could Fly..." and is part of the "Language in Context" section. It includes the following content:

- Lesson Objective**: Explain the lesson objective. Say: Today I will learn to talk about super powers.
- Speaking**: 3 Work with a partner. Talk about super powers.
 - Read the directions aloud. Have two volunteers read the speech bubbles.
 - Have partners talk about what they would do if they had super powers.
- Think BIG**: 2nd Century Communication
 - Read the questions aloud and encourage students to express themselves as best they can. Write their answers on the board, and then place students in pairs to discuss the questions.
- Lesson Objective**: Review the lesson objective. Now I have learned to talk about super powers.
- Homework**: 3 Match the beginning of the phrases with their endings. Then label the pictures.
 - Direct students to WB Activity 3 on page 46. First students match to make complete phrases. Then they write 1-4 under a-d.
 - Complete the sentences with the phrases in 3.
 - Direct students to WB Activity 4 on page 46. Explain to students that they must complete each sentence with one of the phrases that they matched in 3 above.
 - Complete the sentences. If you had these super powers, what would you do?
 - Direct students to WB Activity 5 on page 46.

Additional activities on the page include "Presentation", "Practice 1", and "Practice 2".

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

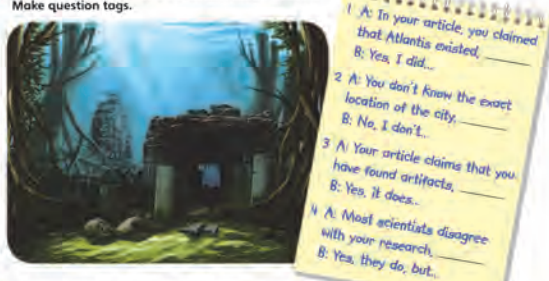
I will learn to use question tags with **can**, **can't**, and **do** to confirm information.

AFFIRMATIVE STATEMENTS	NEGATIVE TAGS	NEGATIVE STATEMENTS	POSITIVE TAGS
The geoglyphs are in Peru. Experts can explain them. We love mysteries.	aren't they? can't they? don't we?	Atlantis isn't real. Scientists can't find it. It doesn't make sense.	is it? can they? does it?

9 Circle the correct question tags.

- The Northern Lights are a natural phenomenon. **are they / aren't they?**
- Scientists can't explain the Northern Lights. **can they / can't they?**
- The Nazca Lines aren't made by aliens. **are they / aren't they?**
- People in ancient times made the Nazca lines. **did they / didn't they?**
- The sailing stones can be seen only in the U.S.A.. **can they / can't they?**
- The sailing stones don't really move. **do they / don't they?**

10 Prepare to interview an archeologist about Atlantis. Make question tags.




11 Write responses for the archeologist in the interview in 10. Then role-play the interview with a partner.

Unit 7 89

Grammar

AFFIRMATIVE STATEMENTS	NEGATIVE TAGS	NEGATIVE STATEMENTS	POSITIVE TAGS
The geoglyphs are in Peru. Experts can explain them. We love mysteries.	aren't they? can't they? don't we?	Atlantis isn't real. Scientists can't find it. It doesn't make sense.	is it? can they? does it?

9 Complete the sentences with question tags.



- The Voynich Manuscript is a mystery. _____?
- The plants in the manuscript aren't real species. _____?
- Scientists can't figure out the language in the manuscript. _____?
- The pictures of the plants are beautiful. _____?
- The manuscript isn't a hoax. _____?
- People can find a lot of information about the Voynich Manuscript online. _____?

10 Complete the sentences with question tags.

- Scientists can't explain the crop circles in England. _____?
- The crop circles are perfect geometric patterns. _____?
- The crop circle appears in fields overnight. _____?
- There isn't any proof that aliens created crop circles. _____?

Unit 7 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 Listening and Speaking section within each unit. The Listening and Speaking lessons always start with sharing the learning objective with the class and reminding students what they already know about the topic.

Each Listening and Speaking 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 chart.

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 *un, inter, re, pre, and super*.
I will learn to talk about famous mysteries.

23 Listen, read, and repeat.
1 **un** 2 **inter** 3 **re** 4 **pre** 5 **super**

24 Listen and blend the sounds.
1 un-h-a-p-p-y unhappy 2 inter-n-a-t-i-o-n-a-l international
3 re-c-y-c-le recycle 4 pre-u-s-ed preused
5 Super-m-a-n Superman 6 re-d-u-ce reduce

25 Listen and chant.
Celebrate International Earth Day!
Recycle your Superman T-shirt.
And your pre-washed bottles.
Reduce unhealthy food.
Try healthy food! It's good!

26 Work in a small group. Do a survey. Which mystery is your favorite? Make a chart to show what your classmates' favorite mystery is.

MYSTERY	Number of STUDENTS
ATLANTIC BERMUDA TRIANGLE	8
CROP CIRCLES	2
KRYPTOS	1
NAZCA LINES	1
NORTHERN LIGHTS	1
SAILING STONES	1
STONE SPHERES	1

27 Ask and answer questions about the results. Use question tags when you can.

The Bermuda Triangle is our favorite mystery, isn't it?

Yeah, I wonder why.

I think it's because it's still unsolved.

Maybe, but I think it's because it's creepy.

Listening and Speaking Lesson

Lesson Flow

Lesson Objectives

I will review the sounds *un, inter, re, pre, and super*.
I will learn to talk about famous mysteries.

Listening and Speaking

I will review the sounds *un, inter, re, pre, and super*.
I will learn to talk about famous mysteries.

23 Listen, read, and repeat.
1 **un** 2 **inter** 3 **re** 4 **pre** 5 **super**

24 Listen and blend the sounds.
1 un-h-a-p-p-y unhappy 2 inter-n-a-t-i-o-n-a-l international
3 re-c-y-c-le recycle 4 pre-u-s-ed preused
5 Super-m-a-n Superman 6 re-d-u-ce reduce

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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 All About School

Language in Context

Read and listen to the statements. All of them are true! Talk about them with a partner. Which one is the most surprising? Why?

- Some talk shows are educational, which is the best of going to school.
- Richard Branson, creator of Virgin Records and the Virgin Atlantic airline, didn't finish secondary school.
- There is an alternative school in Canada that doesn't test students, and it doesn't follow a strict schedule either. Students decide how to spend the school day and which activities to attend. They're grouped not by their age, but by their interests.
- French students rarely take exams or do homework until they are into their teens. But they work all the way up to the top in international tests in science, maths, and language.
- China has the longest school day in the world. A Chinese student spends almost eleven hours in the classroom each day!
- In South Korea, secondary school students applying for college all take the same standardized test. On the day of the test, people come to the school to support the students who are going to take the test. They give out study tips, and other words to the students. Some even give the students free rides, and additional rooms and buses run before and after the exam.

Listen and complete the questions. Then listen again and match the questions to the answers.

Give her book report. Finished their project. Studied for the test. Done your homework.

1. How did you...? a. not time
2. How was...? b. forget it
3. How did she...? c. took a
4. How did she...? d. working 7E
5. How did they...? e. finished
6. How did you...? f. finished

Work with a partner. Take turns asking up your own Big questions.

Should we do...? (e.g. do more...)

1. Language in Context

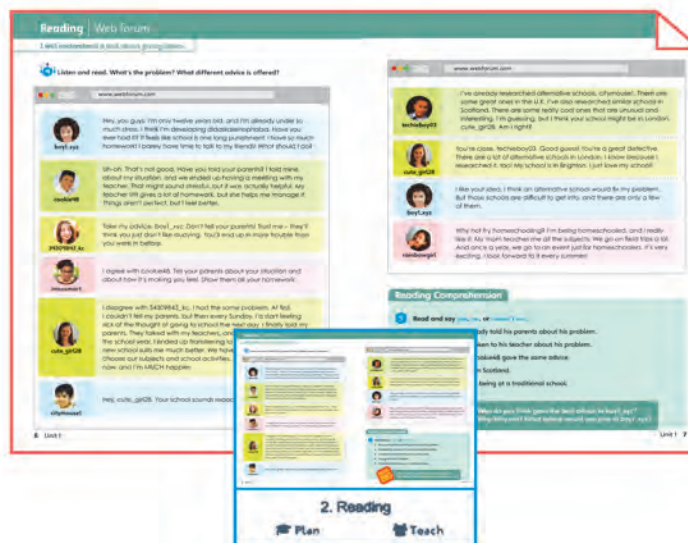
Plan Teach

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 | Web Forum

Listen and read. What's the problem? What different advice is offered?

Read and say...

Reading Comprehension

Read and say...

2. Reading

Plan Teach

Target vocabulary is practiced through engaging reading texts.

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. What have Peter and his mom already discussed?

Mom: Peter, I'm about to ask you a question. Can you guess what?

Peter: You're about to ask me if you can increase my allowance.

Mom: Ha, ha. Have you finished your homework yet?

Peter: Not exactly. I'm talking to Tessa.

Mom: Yes, I can see that. May I speak to you, please?

Peter: OK. (to phone) Tessa, I have to go. I'll call you back later.

Mom: So you haven't "exactly" finished your homework yet?

Peter: Yeah, well, I've finished my math homework, and I've almost finished my English essay, but I haven't started my history assignment yet.

Mom: We've been through this before, Peter. Homework first, phone calls later.

Peter: I know. Sorry, Mom, I'll do it now.

2 Practice the dialog with a partner.

3 Listen and stick. Then complete the sentences. Use the correct form of the verb.

get his license meet the new student see the music video walk the dog

1 Mark's brother has already _____ yet.

2 Pilar hasn't _____ yet.

3 Chaston has already _____.

Grammar

1 I will learn about the present perfect (right?) even, and already (right?) about (the past).

Has she done her solo yet? Yes, she has. She has already done it.
No, she hasn't. She hasn't done it yet!

Have they ever won an award? No, they have.
No, they haven't.

Tip: Use the present perfect to talk about an event that happened at an indefinite time in the past. The specific time is unknown or unimportant.

4 Use the words to write questions in your notebook. Then write two answers for each question.

1 you/so/your homework/yt
Have you done your homework yet?
Yes, I've already done it. No, I haven't done it yet.

2 he/finish his test/yt

3 they/leave/join an after-school club

4 your parents/talk with the teacher/yt

5 she/give the book back/yt

He has already finished the project. He finished it yesterday.
He hasn't finished the project yet. He didn't finish it yesterday.

Tip: Use the present perfect when no specific time is given. Use the past simple when giving a specific time in the past.

10 Look at Jon's to-do list. Write the questions and answers in your notebook.

1 (talk) Has Jon...
Has he called his mom yet?
No, he hasn't. She called to see how he is.

Things to do:
1 Call Amy at 9:00 ✓
2 Walk the dog at 8:15 ✓
3 Start reading my book ✓
4 Write assignment ✓
5 Finish science project ✗

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 I will learn about good sleep habits.

2 Listen and read. How much sleep should teens get every night?

according to behavior depressed ideal
on average published reach

Ideal Sleeping for Health

Good sleep habits are important for good health. But how much sleep is ideal? Actually, it depends on a person's age. According to sleep scientists, younger people need the most sleep, and older people need less sleep. That may not surprise you, but the problem is that teens, on average, do not sleep enough.

In 2016, the American Academy of Sleep Medicine published a new report. It said that teens 13-18 years old should sleep 8-10 hours every day. Many scientists believe that if teens don't get enough sleep, they might become depressed, or have behavior or learning problems.

Many teens may not sleep enough because their body clock starts to change. When you're 10 years old, your body might tell you that you're tired around 8 or 9 p.m. But when you reach 13 or 14, your body clock moves about two hours. Your body starts to tell you that you're tired around 10 or 11 p.m. It takes time to get used to this change, and some often feel sleepy in the morning.

Unfortunately, the beginning of the school day in the U.S. and in many parts of the world, does not match the need for teen sleep. It starts full sailing at 10 or 11 a.m. and ends around 2 p.m. For school, on average, they may only get 7-8 hours of sleep. Some high schools in the U.S. have changed their schedule because of this. Instead of starting at 7:30 a.m., for example, they are starting around 8:30.

3 Look at the passage. Fill in the missing numbers to complete the sentences.

1 Teens should sleep _____ to _____ hours a night.

2 Teens begin to feel tired around _____ or _____ at night.

3 Some high schools in the U.S. are starting their days later, around _____.

Culture Connection | Around the World

1 Listen and read. What time does Anna's school finish?

behave curriculum gathering information
remembering facts pose

A School Day with a Difference

"Hi, Sofia!" "Hi, Anna! Aaaa!" That's how students and teachers say hello to each other at Anna's school in Finland. Students at this school call their teachers by their first names. Anna shouts "Hi!" to her friends, too, when she arrives at school at 7:45 in the morning. She's been a student there since first grade, so she knows everybody.

Anna's school is different from most schools in Europe and the United States. First, Anna and her classmates decide, along with their teachers, what their weekly activities will be. Also, students work at their own pace and don't always do the same things. Some may be doing math, and others might be doing something practical. This means Anna has practiced reading and making a magazine in different workshops.

Anna and her classmates don't learn by memorizing facts. Working together and gathering information is more important in this system. They ask their teacher for help whenever they need it. Students are generally very focused and active, and the teacher doesn't have to tell them to behave.

Chores have always been part of the curriculum at Anna's school. They include taking care of plants, collecting trash, recycling, and composting. Students also help in the library and in the kitchen.

School is over by two o'clock. Most parents work, so in the afternoon, there are clubs and hobby groups before students go home. Students can study Japanese, learn an instrument, and do arts and crafts. When Anna returns home in the evening, she's free to do what she likes because she hardly ever has any homework!

4 Look at the passage and complete the sentences.

1 Anna and her classmates can _____ what they will do in school every week.

2 Bad behavior isn't a problem because students are usually _____.

3 _____ like collecting trash are part of the school curriculum.

4 Anna's free time _____ after school.

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 | Opinion paragraph

I will learn to write an opinion paragraph about school issues.

15 Read the opinion paragraph about homework.

Homework Does Not Make Students Learn Better

Does homework make students learn better? In my opinion, it does not. In fact, having a lot of homework makes students dislike school and become stressed. Students who are anxious and don't like school cannot learn well. Students who have hours and hours of homework cannot relax and spend quality time with their families. I believe that school schedules should allow students to get most of their schoolwork done at school. In this way, when they get home, they can be free to enjoy time with their family or just relax. In my opinion, a more relaxed student will perform better in class. Too much homework prevents that!

16 Complete the chart below with information from 15.

Title rewritten as question:	
Main opinion:	
Reason:	
Suggestion:	
Conclusion:	

17 Copy the chart above into your notebook and complete it with your ideas about one of the titles below. Then use it to write an opinion paragraph.

- Memorizing facts makes students learn better.
- School uniforms should be required.

18 In pairs, take turns sharing your opinion.

Life skills | Manage your time wisely

I will learn to manage my time wisely.

19 How do you spend your time? Read the list of activities and add two more. Check (x) the ones you have to do each week and write the number of hours.

Activity	Approximate hours per week
take music lessons	
travel to and from school	
eat	
sleep	
study or do homework	
play sports or exercise	
participate in school clubs	
do chores	
watch TV	
chat with friends online or on the phone	

20 Look at 19. Do you think you manage your time wisely? Talk with a partner.

Project

21 Make a chart about how you spend your time in a typical school week. Share it with the class.

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

Listening and Speaking

I will review the sounds /spr, str/ and /scr/.
I will learn to talk about school activities and excuses.

22 Listen, read, and repeat.

1 spr 2 str 3 scr

23 Listen and blend the sounds.

1 spr-ing spring 2 str-ee-t street
3 spr-ee-n screen 4 spr-in-t sprint
5 str-ong strong 6 scr-ew screw

24 Listen and chant.

I'm fast, I'm strong,
I can sprint all day long
In the spring, in the street,
Greeting people that I meet!

25 Look at the list of school activities and think of some really bad excuses for why you haven't done these things yet. Work in a group. Ask and answer questions.

Finish your research project study for the test write your book review do your homework join any after-school clubs

Have you done your homework yet?

No, I haven't. I lost my book on my way home!

No, I haven't. I started to do it, but my dog ran off with it and ate it!

Review

26 Listen to Lucas and Nina talking about their school. Take notes in the chart below.

	Lucas	Nina
book report		
assignment		
project		
homework		

27 Work in pairs and make sentences about Lucas and Nina. What have they already done? What haven't they done yet?

Nina forgot her writing assignment.

Lucas has already finished his book report.

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.

School Activities: study for a test, hand in an assignment, finish a project...	Pages	5	😊😊😊
Achievements: climb a mountain, start a company...	16	😊😊😊	
Dilemmas: tell the truth, return a wallet, don't cheat on a test...	24	😊😊😊	
Results and Consequences: feel good, feel guilty, get in trouble...	29	😊😊😊	
Has he finished the assignment yet? Yes, he has. He has already finished it. No, he hasn't. He hasn't finished it yet.	4	😊😊😊	
Have the twins ever studied abroad? Yes, they have. No, they haven't.	21	😊😊😊	
How long has he played the guitar? He's played the guitar for five years.	27	😊😊😊	
How long has she been playing in a band? She's been playing in a band since she was fourteen.	33	😊😊😊	
If he studies hard for the math test, he'll get a good grade.	33	😊😊😊	
You should talk to your parents if you have a problem.	33	😊😊😊	

I can do it!

Get ready.

A. Choose the correct word or phrase to complete the dialog. Then listen and check.

Mom: The school play is tomorrow night. Have you **learned / learning** your lines yet?
 Danny: I've **learned / learned** most of them already. We've been **practiced / practicing** for two weeks.
 Mom: Really? I didn't **know / know** that. Where have you **practice / been practicing**?
 Danny: We've **practicing / been practicing** every day at school, after lunch.
 Mom: And have you **studied / studying** for your math test tomorrow?
 Danny: Yeah, I've **studied / studying** a little.
 Mom: You should **study / studying** again after dinner tonight.
 Danny: But, Mom, I need to **practice / practicing** my lines for the play! I **forget / forgot** my lines on stage. I'll **feel / feeling** awful.
 Mom: I know, Danny, but if you don't **pass / passing** your math test, you'll **feel / felt** even more awful, and then you won't enjoy your play! Listen - study math for an hour, then you can practice your lines again for an hour. You should **try / will try** to get a good night's sleep, too.
 Danny: OK, Mom. Thanks.

B. Practice the dialog in 6 with a partner.

C. Ask and answer the questions with a partner.

1 Has Danny studied enough for his math test? Explain.
 2 Has Danny's mom want him to get a good night's sleep?
 3 Do you think Danny should do first, study for his test or learn his lines?
 4 Do you ever had to do two important things at one time? What happened?

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

1 Get set.

STEP 1 Cut out the cards on page 42.

STEP 2 Lay out all the cards on your desk. Now you're ready to go!

2 Go!

A. Work with a partner. Look at the questions. You will use them to create two dialogs.

B. Create the first dialog. Student A reads these questions and Student B chooses five responses from the cutouts. Read the dialog aloud.

C. Switch roles and create the second dialog. The new Student A reads these questions, and the new Student B answers the questions with the remaining cutouts.

1 Have you chosen the topic of your project yet?
 2 Why did you choose that topic?
 3 What do you need to do for the project?
 4 Have you already started the project?
 5 Do you need to buy anything for the project?

Have you chosen the topic of your project yet?
 Yes, I want to do a project about the solar system.

B. Now make up your own dialog using the hints below. Role-play your dialog in front of another pair.

You're the mom or dad of Student B. You want to know all about your son or daughter's project.

You're doing a project really interested in the project, but you...

Write about yourself in your notebook.

- Where do you live? How long have you lived there?
- How long have you been learning English?
- Which places have you visited in your country or city?
- If you learn English well, what will you be able to do in the future?

All About Me

Date:

How well do I know it now?

1 Think about it.

A. Go to page 44. Look and circle again.

B. Check (a).

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.

Rate this Checkpoint. Color.

any not fun OK fun

Checkpoint Units 1-3

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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